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

Department/School: **Health Sciences/Nursing Department**   Date: **January 10, 2019**

Course No. or Level: **320**   Title: **Principles of Pathophysiology and Clinical Nutrition**

Semester hours: **4**   Clock hours: Lecture: **4**   Laboratory/Clinical: **0**

Corequisites: **NURS 301, 309, and 317**

Enrollment expectation: **96 in the fall; 48 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 319: Nutrition and Diet Therapy**
(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: **Dorie Weaver**

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

Provost's Signature____*Peter King*_____

Date of Implementation: **Fall 2019**

Date of School/Department approval: **December 14, 2019**

Course Description:
This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on the functioning of body systems. Coping and adaptation, as normal human responses to potential or actual problems, are emphasized as well as selected diseases, diagnostics, clinical manifestations, and selected treatments. The course will also develop the learners' knowledge of nutrition and diet therapy in nursing. Topics will focus on the basics of nutrition, health promotion across the lifespan, herbal and dietary supplements, nutritional standards, alterations in nutrition along with nutritional assessment and screening. Cultural considerations will be incorporated throughout. Specific dietary requirements/restrictions will be correlated with the various pathophysiologic conditions.

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

Pathophysiology is content that is currently included in all relevant nursing courses, particularly Adult Health I/II/III, Nursing Care of Women, Children, and Families, and Psychiatric and Mental Health Nursing. After assessing student learning needs, it was determined that a more structured course was needed to deliver this content. Since nutrition is also closely aligned with pathophysiology, it is relevant to also deliver this content within the course. This will keep the overall credits required for graduation with a BSN degree at 120 credits after the other curricular changes are effected.

Teaching methods planned:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, group activities, and gaming.

Textbook and/or materials planned (including electronic/multimedia):
Capriotti, T., & Frizzell, J. P. (2016). *Pathophysiology: Introductory concepts and clinical perspectives.* Philadelphia, PA: F.A. Davis Company. ISBN: 978-0-8036-1571-7.

Mazur, E., & Litch, N. (2019.) *Lutz's nutrition and diet therapy* (7th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-6814-0

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. **The Cell and Body Processes**

2. **Macronutrients**

3. **Vitamins and Minerals**

4. **Fluids and Electrolytes**

5. **Infection and Inflammation**

6. **Hematologic Disorders**

7. **Cardiovascular Disorders**

8. **Pulmonary Disorders**

9. **Renal and Urological Disorders**

10. **Hormonal and Reproductive Disorders**

11. **Gastrointestinal Disorders**

12. **Alternate Nutrient Delivery**

13. **Neurological Disorders**

14. **Obesity and Eating Disorders**

15. **Musculoskeletal Disorders**

16. Integumentary Disorders

17. Sensory Disorders

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

FM

**School of Health Sciences
Department of Nursing
Pre-Licensure BSN**

Course Title:	Principles of Pathophysiology and Clinical Nutrition
Course Number:	**NURS 320**
Credit Hours:	4 semester hours
Day and time:	**TBA**
Prerequisites:	Admission into Upper Division Nursing Courses
Co-requisites:	NURS 301, 309, and 317

Course Faculty:	**TBA**
Office Number:	
Office Phone:	
E-mail:	
Office Hours:	

Course Description:
This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on the functioning of body systems. Coping and adaptation, as normal human responses to potential or actual problems, are emphasized as well as selected diseases, diagnostics, clinical manifestations, and selected treatments. The course will also develop the learners' knowledge of nutrition and diet therapy in nursing. Topics will focus on the basics of nutrition, health promotion across the lifespan, herbal and dietary supplements, nutritional standards, alterations in nutrition along with nutritional assessment and screening. Cultural considerations will be incorporated throughout. Specific dietary requirements/restrictions will be correlated with the various pathophysiologic conditions.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Describe the physiologic control mechanisms, which underlie common alterations that occur during the life cycle as a foundation for providing patient centered care.
2. Describe the pathophysiologic changes that characterize selected health alterations as a foundation for developing and utilizing critical thinking skills.
3. Examine the compensatory mechanisms that act to reestablish the steady state of the individual as a foundation for understanding individual patient response to disease and illness and communicating with patients, families, colleagues, and the health care team based on these understandings.
4. Understand pathophysiological changes that derive from adverse environmental influences on the body and the breakdown of physiologic control mechanisms as a foundation for providing evidence based nursing care.

5. Develop knowledge of pathophysiological changes in disease and illness as a foundation for integrating skills in health promotion, risk reduction and disease prevention.
6. Understand nutrition as an aspect of total health care for patients across the lifespan.
7. Apply the appropriate tools to use as guidelines for nutrient intake and nutritional standards.
8. Examine the role nutrition plays in the management and treatment of disease processes.

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, group activities, and gaming.

Required Textbooks:

Capriotti, T., & Frizzell, J. P. (2016). *Pathophysiology: Introductory concepts and clinical perspectives* Philadelphia, PA: F.A. Davis Company. ISBN: 978-0-8036-1571-7.

Mazur, E., & Litch, N. (2019.) *Lutz's nutrition and diet therapy* (7th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-6814-0

METHODS OF EVALUATION:

In order to progress in the nursing program, the learner must receive a "C" (2.0 on a 4.0 scale). Not receiving a "C" in the course work constitutes a course failure.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Quizzes (8 at 1% each)	8%
Exam 1	17.5%
Exam 2	17.5%
Exam 3	17.5%
Exam 4	17.5%
Cumulative Final Exam	22%
TOTAL	100%

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 assigned textbook chapters, faculty notes and/or PowerPoint presentations, and all stated in-class material. If one is absent from class, the student is responsible for obtaining the class notes from fellow students. Missed nursing exams will *only* be administered at a **designated time during final exam week**. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). If you have a situation in which an exam must need to be missed due to a serious 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 the original exam.

Exam reviews will be done on an individual basis by appointment. Students will be permitted to review each exam one time within a 2-week timeframe from when the exam was administered.

Scheduled online quizzes will be given throughout the semester. There will be a total of **10-20** items on each quiz. These quizzes will be timed and done through Responsdus®. Each quiz will be worth *2%* of your total grade. Quizzes will be based on material covered that prior week to help students identify any areas of weakness. **Failure to complete the quiz by the designated due date/time, 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**

24 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.

_ Last Day to Withdraw from an Undergraduate Course WITHOUT Academic Penalty is ...**_**

Test Taking Guidelines:
Before each exam, students will:
- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic 0.
- Once the exam is completed students are to close their laptops and sit quietly in the classroom until the exam time is over.
- Once a student accepts an exam, they cannot stop taking the test and postpone taking it for any reason. This includes going to the restroom. If they stop an uncompleted exam, the grade earned will be from where it was discontinued.

Calculation and Math Conversion Testing Procedure and Policy (Junior 1 Students Only):
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 students; therefore, all nursing students are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion.

Guidelines for Faculty Appointments:

All nursing faculty have posted office hours and students 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.

Social Networking Policy:

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

FMU Non-Discrimination Policy:

FMU 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 student 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 student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students 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*. In the DON a plagiarized assignment will be issued a grade of zero.

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 students 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 https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

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:
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 student 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:
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" (https://download.respondus.com/lockdown/download.php?id=124750885).

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:
Students 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 student will receive a warning. Taping is not permitted in quizzes/test/exam 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 students 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 students 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 student towards another student, 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. Students 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 DON 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 student 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 student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Maintaining current certification is the sole responsibility of the student:
If you have not presented a copy of your current AHA: BLS-HCP card to the DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) 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 Mr. Benjamin Johnson.

Disclaimer:
Faculty members have the prerogative to schedule extra learning activities, change course content and quizzes/test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students 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	Reading Assignments from the Required Textbook	Evaluation Methods
Week 1	The Cell Integrated Body Processes	Capriotti & Frizzell: CH 1 - 3 Capriotti & Frizzell: CH 4 - 6	
Week 2	Nutrition in Human Health & Energy Balance Macronutrients: Carbohydrates, Protein, and Fats	Mazur & Litch: CH 1 & 5 Mazur & Litch: CH 2 - 4	
Week 3	Vitamins & Minerals Fluid, Electrolyte, and Acid-	Mazur & Litch: CH 6 & 7 Capriotti & Frizzell: CH 7 & 8	**EXAM 1**

	Base Homeostasis		
Week 4	Infection and Inflammation	Capriotti & Frizzell: CH 9 - 11	**Quiz #1**
Week 5	Hematologic Disorders	Capriotti & Frizzell: CH 12 - 14	**Quiz #2**
Week 6	Disorders of Cardiovascular Function	Capriotti & Frizzell: CH 15 - 19	**EXAM 2**
Week 7	Pulmonary Disorders	Capriotti & Frizzell: CH 20 & 21	**Quiz #3**
Week 8	Renal and Urological Disorders	Capriotti & Frizzell: CH 22 & 23	**Quiz #4**
Week 9	Hormonal and Reproductive Disorders	Capriotti & Frizzell: CH 24 - 28	**EXAM 3**
Week 10	Gastrointestinal Disorders Alternate Nutrient Delivery	Capriotti & Frizzell: CH 29 – 32 Mazur & Litch: CH 14	**Quiz #5**
Week 11	Neurological Disorders Obesity & Eating Disorders	Capriotti & Frizzell: CH 33 – 36 Mazur & Litch: CH 16	**Quiz #6**
Week 12	Musculoskeletal Disorders	Capriotti & Frizzell: CH 37 - 39	**EXAM 4**
Week 13	Integumentary Disorders	Capriotti & Frizzell: CH 41 & 42	**Quiz #7**
Week 14	Sensory Disorders	Capriotti & Frizzell: CH 43 & 44	**Quiz #8**

FINAL EXAM/MAKE-UP EXAM SCHEDULE

Date: TBA	Time: TBA	Cumulative Final Exam
Date: TBA	Time: TBA	Make-Up: If Need to Make Up Only 1 Exam
Date: TBA	Time: TBA	Make-Up: If Need to Make Up 2 Exams

Developed 09/18/2018

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

Department/School: **Health Sciences/Nursing Department** Date: **January 10, 2019**

Course No. or Level: **321** Title: **Adult Health I**

Semester hours: **5** Clock hours: Lecture: **3** Laboratory/Clinical: **2**

Prerequisites: **Nurs 301, 309, 317, and 320**
Prerequisites/Corequisites: **Nurs 306, 307, and 318**

Enrollment expectation: **30 in the fall; 50 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 310: Adult Health I (6 credits)**
(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**

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

Provost's Signature_____*Peter King*_____

Date of Implementation: **Fall 2019**

Date of School/Department approval: **December 14, 2019**

Course Description:
This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain, and restore health in hospitalized patients with alterations in fluid/electrolytes, acid-base balance, respiratory, cardiovascular, endocrine, musculoskeletal, and sensorineural systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiology concepts, health assessment, and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural, and geographic backgrounds. Clinical experience includes but is not limited to acute

inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

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

Adult Health I is currently offered as NURS 310 at 6 credits. As part of a curriculum review, it was determined that students could successfully complete the student learning outcomes with less clinical hours. Hours from the old to new course have been reduced by one (1) credit with the reduction of hours coming from clinical, not didactic. This will keep the overall credits required for graduation with a BSN degree at 120 credits after the other curricular changes are effected.

Teaching methods planned:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, question & answer, individual/group clinical activities, and pre-and post-conferences.

Textbook and/or materials planned (including electronic/multimedia):
Dudek. S. G. (2017). *Nutrition essentials for nursing practice* (7th ed.). Philadelphia, PA: Wolters Kluwer. ISBN-13: 978-1-4511-8612-3

Hoffman, J., & Sullivan, N. (2017). *Medical-surgical nursing: Making connections to practice*. Philadelphia, PA: F. A. Davis Company. ISBN: 978-0-8036-4417-5

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. **Fluid & Electrolytes**

2. **IV Therapy**

3. **Care for the pre-operative, intra-operative, and post-operative patient**

4. **Respiratory Disorders**

5. **Oxygen Therapy**

6. **Acid-Base Balance**

7. **Cardiovascular Disorders**

8. **Diabetes Mellitus**

9. **Visual Disorders**

10. **Auditory Disorders**

11. **Musculoskeletal Disorders**

FM

School of Health Sciences
BSN Nursing Program

Course Title:	Adult Health I
Course Number:	NURS 321
Credit Hours:	5:3-6
Day and time:	Thursdays: 8:30am-11:20am
Location:	Lee Nursing Building

Prerequisites: NURS 301, 309, 317, and 320
Prerequisites/Co-requisites: NURS 306, 307, and 318

Faculty:	Nina Russell, DNP, FNP-C, MSN-Ed, APRN
Office Number:	LNB 106
Office Phone:	(843) 661-1682
E-mail:	nrussell@fmarion.edu
Office Hours:	Tuesdays 12:30pm-2:30pm & Thursdays 12:30pm-2:30pm
	Other dates/times by appointment

Clinical Faculty:

Faculty Name:	**Chris Addis**
Email:	caddis@fmarion.edu

Faculty Name:	**Morgan Bass**
Email:	morgan.bass@fmarion.edu

Faculty Name:	**Seceal Davis**
Email:	sadavis@fmarion.edu

Faculty Name:	**Kayla Hewett**
Email:	khewett@fmarion.edu

Faculty Name:	**Danika James**
Email:	denika.james@fmarion.edu

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

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Assess and manage physical and psychological symptoms related to illness and treatment.
2. Provide safe care by assuming a leadership role in delivering patient care.
3. Apply evidence-based guidelines for individuals across the adult lifespan.
4. Utilize informational technology from numerous sources to enhance patient care delivery, patient education, and one's own knowledge base.
5. Demonstration of systems regulations and policies to provide quality care to adult patients.
6. Establish effective collaborative relationships within the interdisciplinary team.
7. Teach health promotion and disease prevention interventions to patients and families.
8. Demonstrate accountability and responsibility for the delivery of nursing care to hospitalized adult patients.
9. Provide comprehensive nursing care of hospitalized adult patients incorporating physiological and psychosocial aspects of care.

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, question & answer, individual/group clinical activities, and pre-and post-conferences.

Required Textbook(s):
Dudek. S. G. (2017). *Nutrition essentials for nursing practice* (7th ed.). Philadelphia, PA: Wolters Kluwer. ISBN-13: 978-1-4511-8612-3
Hoffman, J., & Sullivan, N. (2017). *Medical-surgical nursing: Making connections to practice*. Philadelphia, PA: F. A. Davis Company. ISBN: 978-0-8036-4417-5

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Test I	20%
Test II	20%
Test III	20%
Test IV	20%
Cumulative Final Exam	20%
Total	**100%**

Classroom Grading Scale:

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

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

Scheduled Tests/Exams:
There will be no test plans provided by faculty. Studying should include the textbook chapters designated by the faculty, the faculty notes and/ or PowerPoints and what the faculty has said in class. Missed exams will be made up at a <u>designated time during exam week</u> for all nursing courses. The time will be posted on the nursing exam schedule (under the student BB site).
NO TEST/EXAM SHOULD BE MISSED. If you have a severe or infectious illness or emergency, you must notify the course coordinator *prior* to the exam and may be required to submit a *doctor's (licensed health care provider) excuse or proof of emergency* before being granted permission to take a make-up exam.
All make-up exams will be comprised of material from the textbook/PowerPoints and other course assignments focusing on the specific content of the exam missed. The format of makeup exams **will** differ from the original format of the exam administered (fill in the blank, short essay, etc.).

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

There is no proctored standardized test available for this course.

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

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

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

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

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

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

Written Paper Requirements:
- This is a professional course, thus proficiency in English grammar is an expectation.
- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.

- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.

Clinical Concept Maps are a Requirement of the Course
The weekly due date will be mutually decided between the clinical faculty and the course coordinator. Failure to submit the assignment on time will result in a clinical warning. Students may be asked to resubmit a poorly written care plan. Failure to submit adequate care plans may result in an unsatisfactory in clinical. If a student receives an unsatisfactory in clinical, this is deemed a course failure.

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

Communicating with Faculty:
Please communicate with faculty by email only.

Blackboard Content:
It is the student's responsibility to have an active e-mail account that will allow for access to Blackboard. Information will be posted by faculty including, but not limited to:
- Announcements
- Syllabus
- Gradebook: Test Grades & Weighted Course Grade
- PPT Lectures
- Clinical Information Such As:
    - Clinical Concept Map Guidelines
    - Concept Map Templates & Examples
    - Clinical Group Assignments & Clinical Dates/Times

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

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

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

Student Responsibilities:
Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog, the University Student Handbook*, and the *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 https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

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

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

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 Student 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 Student 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.

The link to download is: http://www.respondus.com/lockdown/download.php?id=124750885.

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

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

Taping Classes:
- 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:
- Group test reviews will be done after test item analysis has taken place. Course faculty will designate the date/time and post an announcement one week prior to the scheduled review session. During test reviews, all personal items must be placed at the sides or front of the classroom. Questions will not be read outload. No individual test reviews will be done.
- Students will not be permitted to review any of their tests at the end of the semester.

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

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

Disciplinary Action for Unprofessional Behavior:
Unprofessional or disruptive behavior demonstrated by a School of Health Sciences learner towards another learner, patient, faculty, or staff will be managed as follows:
- 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.
- 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.*
- If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Dean of the Nursing program and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

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

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

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

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

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

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

Topical Outline

Week	Content	Resources and Evaluation Methods
Week 1 **January 8-13th**	Review course syllabus/clinical paperwork Geriatric implications for medical-surgical nursing	Chapter: 6
Week 2 **January 14-20th**	Fluid & electrolytes	Chapter: 8
Week 3 **January 21-27th** **MLK Holiday: Jan. 21st** **(FMU closed)**	IV therapy Priorities for the Preoperative, intraoperative, and postoperative patient	Chapters: 10, 15, 16, & 17
Week 4 **January 28-Feb. 3rd**	Oxygen therapy	**Test I (Chapters 6, 8, 10, 15, 16, & 17)** Chapter: 7
Week 5 **February 4-10th**	Assessment of respiratory function Acid base	Chapters: 9 & 23
Week 6 **February 11-17th** **Last day to withdraw without academic penalty: February 11th**	Coordinating Care for Patients with Infectious Respiratory Disorders	Chapter: 24
Week 7 **February 18-24th**	Coordinating Care for Patients with Upper Airway Disorders Coordinating Care for Patients with Lower Airway Disorders	Chapters: 25 & 26
Week 8 **Feb. 25-March 3rd** **Midterm: February 25th** **Last day to apply for spring graduation: March 1st**	Assessment of Cardiovascular Function	**Test II (Chapters 7, 9, 23, 24, 25, & 26)** Chapter: 28
Week 9 **March 4-10th**	Coordinating Care for Patients with Cardiac Disorders	Chapter: 30
Week 10 **March 11-17th** **Spring Break: March 11-15th (FMU closed)**	Coordinating Care for Patients with Vascular Disorders	Chapter: 31

Week 11 **March 18-24th** **Fall Advisement Begins:** **March 20th (3/20-3/29)**		Continue Chapters: 30 & 31
Week 12 **March 25-31st** **Fall Advisement Ends:** **March 29th**	Assessment of Endocrine Function Coordinating Care for Patients with Diabetes Mellitus	**Test III (Chapters 28, 30, & 31)** Chapters: 40 & 44
Week 13 **April 1-7th**	Assessment of Visual Function Coordinating Care for Patients with Visual Disorders Assessment of Auditory Function Coordinating Care for Patients with Hearing Disorders	Chapters: 45, 46, 47, & 48
Week 14 **April 8-14th**	Assessment of Musculoskeletal Function Coordinating Care for Patients with Musculoskeletal Disorders Coordinating Care for Patients with Musculoskeletal Trauma	Chapters: 52, 53, & 54 **(Podcast Lecture)**
Week 15 **April 15-21st** **Spring Classes End: April 22nd**	Review for Final Exam	**Test IV (Chapters 40, 44, 45, 46, 47, 48, 52, 53, & 54)**
Final Exam		**Cumulative Final Exam:** **Thursday, April 25th 8:30am-10:30am in LNB- Room 145**

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

Department/School: **Health Sciences/Nursing Department**   Date: **January 10, 2019**

Course No. or Level: **416**   Title: **Nursing Care of Children and Their Families**

Semester hours: **5**   Clock hours: Lecture: **3**   Laboratory/Clinical: **2**

Prerequisites: **Completion of all required 300-level NURS courses**

Enrollment expectation: **45 in the fall; 35 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 415: Nursing Care of Women, Children, and Families**
   (The proposed new course replaces a deleted course as a General Education or program requirement.)

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

Name of person preparing course description: **Allison Munn**

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

Provost's Signature _____ *Peter King* _____

Date of Implementation: **Fall 2019**

Date of School/Department approval: **December 14, 2019**

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

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

This content is currently offered in the combined course of NURS 415: Nursing Care of Women, Children, and Families, which is nine (9) total credits. Following review of the course and considering student input, it was determined that this content would be better offered in separate courses. This new course will focus on the care of children. This will keep the overall credits required for graduation with a BSN degree at 120 credits after the other curricular changes are effected.

Teaching methods planned:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, computerized testing, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, case studies, and pre/post conferences.

Textbook and/or materials planned (including electronic/multimedia):
London, M. L., Ladewig, P. A. W., Davidson, M. R., Ball, J. W., Bindler, R. C. M., & Cowen, K. J. (2017). *Maternal and child nursing care* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-978-0-13-416722-0

Scholtz, S., Martin, V. A., Cornelius, F., & Wittmann-Price, R. (2014). *Pediatric nursing test success: An unfolding case study review*. New York, NY: Springer Publishing. ISBN-13:9780826171368

Wittmann-Price, R. A., Reap Thompson, B, Sutton, S. & Eskew, S. (2013). *Nursing concept care maps for safe patient care*. Philadelphia, PA: F. A. Davis. ISBN-13: 978-0-8036-3052-9

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. **Growth and Development**

2. **Nutrition**

3. **Physical Assessment**

4. **Health Promotion**

5. **Social Influences**

6. **Family Communication**

7. **Chronic Illness**

8. **The Hospitalized Child**

9. **Pain Assessment and Management**

10. **Child Abuse**

11. **Communicable Diseases**

12. **Immunizations**

13. Fluids and Electrolytes

14. Ears, Nose, and Throat Issues

15. Respiratory Disorders

16. Cardiovascular Disorders

17. Genitourinary Disorders

18. Skin Alterations

19. Gastrointestinal Disorders

20. Endocrine Disorders

21. Neurological Disorders

22. Cognitive Impairment

23. Musculoskeletal Disorders

24. Hematologic Disorders

25. Immunologic Disorders

26. Cancer

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

Course Title:	**Nursing Care of Children and Their Families**
Course Number:	NURS 416
Credit Hours:	5 (5:3-6)
Day and time:	Please see Topical Outline for exact schedule
Location:	LNB
Prerequisites:	All required 300-Level Nursing Courses
Co-requisites:	None

Course Coordinators:

    Faculty: Allison Munn

           Office Numbers: LNB 127
                               amunn@fmarion.edu
                               (Best method to reach me)

           Office hours: Tuesdays and Thursdays 12:30 pm – 2:30 pm or by appointment

Clinical Faculty: Ms. Beth Lay (elay@fmarion.edu)

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

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Apply concepts learned in the physical and social sciences to the needs of children and families throughout the lifespan.
2. Appreciate the caregiver role in childcare and healthcare settings and assist in the provision of safe patient care.
3. Plan nursing care based on theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial responses of children, and families while incorporating and demonstrating sensitivity to personal and cultural influences on health and wellbeing
4. Use standards of nursing practice developed via the nursing process to carry out appropriate plans of care.
5. Use information technologies to enhance nursing and patient knowledge base.
6. Examine legal, economic, and changing health care policy issues' impact on the needs of children, and families.
7. Demonstrate effective communication and collaboration skills when working with patients and members of the health care team.
8. Examine, anticipate, and manage the care for common health needs that occur in children, and families.

9. Exhibit professional values and caring behaviors when rendering nursing care to children and families.

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 and clinical group work, class presentations, seminars, written assignments, computerized testing, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, case studies, and pre/post conferences.

Textbook(s):
Required:
London, M. L., Ladewig, P. A. W., Davidson, M. R., Ball, J. W., Bindler, R. C. M., & Cowen, K. J. (2017). *Maternal and child nursing care* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-978-0-13-416722-0

Scholtz, S., Martin, V. A., Cornelius, F., & Wittmann-Price, R. (2014). *Pediatric nursing test success: An unfolding case study review.* New York, NY: Springer Publishing. ISBN-13:9780826171368

Wittmann-Price, R. A., Reap Thompson, B, Sutton, S. & Eskew, S. (2013). *Nursing concept care maps for safe patient care.* Philadelphia, PA: F. A. Davis. ISBN-13: 978-0-8036-3052-9

Recommended:
Ohman, K. A. (2017). *Davis's q & a review for NCLEX-RN* (2nd ed.). Philadelphia, PA: F. A. Davis. ISBN 978-0-8036-4079-5

Richardson, B. (2014). *Pediatric success: A q & a review* (2nd ed.). Philadelphia, PA: F. A. Davis. ISBN-978-0-8036-3924-9

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
Four (4) tests (17.5% each)	70%
Exam	20%
Growth and Development Presentations	10%

All testing is done in class online so please have a functioning, charged computer or electronic device that is capable of accessing Blackboard Learn.

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:

Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed nursing tests/ quizzes/ exams will only be administered at a **designated time during exam week**. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/ quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud. Please note that there will be NO individual test reviews.* **In addition, end-of-course test reviews prior to the final exam will not be permitted.**

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.

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:
    1. Leadership and Management
    2. 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. 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 students; therefore, all nursing students are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion.

Guidelines for Faculty Appointments:
All nursing faculty have posted office hours and students 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.

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.

Academic Dishonesty:
See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students 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. In the DON a plagiarized assignment will be issued a grade of zero.

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 students 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 https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

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:
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 student 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:

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.

All students must use this new URL link (1/2019) to download the most current version of Respondus.
https://download.respondus.com/lockdown/download.php?id=124750885

Taping Classes and Test Reviews:
Students 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 student will receive a warning. Taping is not permitted in quizzes/test/exam 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.

CLINICAL POLICIES

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 will result in an academic warning.
- 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 an academic warning for tardiness/ unprofessional behavior. The second time a student is late, he/she will receive a second academic 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.

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 student is responsible for obtaining transportation to and from 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 DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) as soon as possible. Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the student is not permitted to switch clinical sites.

Additionally, any student 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 student:
If you have not presented a copy of your current AHA: BLS-HCP card to the DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) 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 Mr. Benjamin Johnson.

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

CONTENT INFORMATION

Date	Time	Course content	Assessment of Learning
Week 1 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 1 Wednesday,	**Orientation to Adult Health 8:30 am – 11:20 am – Room** **Orientation to OB 12:30 pm – 6:00 pm – Room**		
Week 1 Thursday,	**0830 – 1220** Pediatrics: • Introduction • Growth & Development • Nutrition • Physical Assessment	Pediatrics: • Chapters 31-33 • Handouts located under Blackboard resources	Chapters are on Test 1
Week 1 Friday,	**Orientation to Peds 0830– 1230 – Room**		
Week 2 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 2 Thursday,	**0830 – 1120** Pediatrics: • Health Promotion: Infancy to Adolescence	Pediatrics: • Chapters 34-36, and Chapter 42 **(except abuse)** • Case Studies	Chapters are on Test 1

	• Dental Health • Poisoning • Social influences		
Week 3 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 3 Thursday,	**0830 – 1000** **Peds Test #1** **1000 – 1120** Pediatrics: • Role of the Family • Family Communication • Nursing in the Community • Chronic Illness in Children	Pediatrics: • Chapters 37-38 • Case Studies	**Peds Test #1** Chapters are on Test 2
Week 4 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 4 Thursday,	**0830 – 1120** Pediatrics • The Hospitalized Child • Pain Assessment & Management	Pediatrics: • Chapters 39 - 40	Chapters are on Test 2
Week 5 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 5 Thursday,	**0830 – 1120** Pediatrics: • Communicable Diseases of Children • Childhood Immunizations	Pediatrics: • Chapter 43 • Case Studies	Chapters are on Test 2

Week 6 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 6 Thursday,	**0830-1000** **Peds Test #2** **1000 – 1120** Pediatrics: • Fluid & Electrolyte Imbalances in Children	Pediatrics: • Chapter 44 • Case Studies	**Peds Test #2** Chapters are on Test 3
Week 7 Tuesday, February 19th	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 7 Thursday,	**0830 – 1120** Pediatrics: • Eyes, Ears, Nose, & Throat Infections • Respiratory Infections	Pediatrics: • Chapters 45 & 46 • Case Studies	Chapters are on Test 3
Week 8 Tuesday,	**0830 – 1120** Adult health **1230 – 1520** OB		

Week 8 Thursday,	**0830 – 1120** Pediatrics: • Cardiovascular Alterations • Child Abuse **1230 – 1520** Pediatrics: •	Pediatrics: • Chapter 42 **(abuse only)** & • Case Studies Pediatrics: • Chapters 51 & 52 • Case Studies	Chapters are on Test 3 Chapters are on Test 4
Week 9 Tuesday, March 5th	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 9 Thursday,	**0830 – 1000** **Peds Test #3** **1000 – 1120** Pediatrics: • Skin Alterations • Genitourinary Alterations	Pediatrics: • Chapters 57 & 51 • Case Studies	**Peds Test #3** Chapters are on Test 4
Week 10 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 10 Thursday,	**0830 – 1120** Pediatrics: • Gastrointestinal Alterations • Endocrine Alterations	Pediatrics: • Chapters 52 & 54 • Case Studies	Chapters are on Test 4
Week 10 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 10 Thursday,	**0830 – 1120** Pediatrics: • Cognitive Impairment	Pediatrics: • Chapters 54 – 55 • Case Studies	Chapters are on Test 4

	• Neurologic Alterations		
Week 11 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 11 Thursday,	**0830 – 1000** **Peds Test #4** **1000 – 1120** Pediatrics: • Musculoskeletal Alterations	Pediatrics: • Chapter 56 • Case Studies	**Peds Test #4** Chapters are on the final exam
Week 13 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 13	**Thanksgiving Break**		
Week 14 Tuesday,	**0830 – 1120** Adult Health II **1230 – 1520** OB		
Week 14 Thursday,	**0830 – 1120** Pediatrics: • Immune Alterations • Hematologic Alterations • Cancer in Children	Pediatrics: • Chapters 48 – 50 • Case Studies	Chapters are on the final exam
Week 15 Tuesday,	**0830 – 1120** Adult Health **1230 - 1520** OB		
Week 15 Thursday,	**0830 – 1120** Pediatrics: • Growth and Development	Pediatrics: • Chapters 2 (Culture) and 41 (End of Life Care) – Covered in	Chapters are on final exam

	Presentations	presentations and Power Points in Blackboard	
Week 16 Tuesday,	**Reading Day**	Exams	

FINAL EXAM 50 questions – Please check exam schedule for EXAM and second HESI time

Assignments:
Growth and Development Presentations: Students will be divided into groups for this assignment. Each group will be assigned a pediatric population to explore in-depth using specified objectives. Students will present this information to the class in a fun, interactive, and innovative manner on the last day of class. A full description of this assignment can be found under the Assignments tab in the Blackboard course.

Growth and Development and Pediatric Considerations
Rubric for Classroom Presentations
(maximum points = 16; minimum = 3)

Criteria	4 points (At Standard)	3 points (Approaching Standard)	1 point (Below Standard)	Score
Explanation of Ideas and Information	-Presents information and supporting evidence clearly, concisely, and logically. Audience can easily follow reasoning. -Selects information and presents ideas appropriate to the purpose of the task and the audience. -Clearly addresses all questions in the project guidelines.	-Presents information and supporting evidence in a manner that is not always clear, concise and logical. Reasoning is sometimes hard to follow. -Does not fully succeed in selecting information and presenting ideas appropriate to the purpose of the task and the audience. -Does not fully address all questions in the project guidelines.	-Does not present information in a clear, concise, and logical manner. Information lacks supporting evidence. Audience cannot follow line of reasoning. -Selects information and presents ideas that are inappropriate to the purpose of the task and audience (too much or too little information, or the wrong approach). -Does not address all questions in the project guidelines.	
Organization	-Meets all requirements for what should be included in the presentation. -Has a clear introduction, flow of main information, and conclusion. -Organizes time well. (No part of the presentation is too	-Meets most requirements for what should be included in the presentation. -Has an introduction, main information, and conclusion, but lacks flow and clarity. -Generally times presentation well, but may spend too much or	-Does not meet requirements for what should be included in the presentation. -Does not have an introduction, lacks elements of main information, or lacks a conclusion. -Uses time poorly; the whole presentation, or a	

	long or too short).	too little time on a topic, a/v aid, or idea.	part of it, is too short or too long.	
Presentation Aids	-Uses well produced audio/visual aids or media to enhance understanding of findings and to add interest. -Smoothly incorporates audio/visual aids or media into the presentation.	-Uses audio/visual aids or media, but the aids distract from or do not add to the presentation. -Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation.	-Does not use audio/visual aids or media. -Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation.	
	2 Points	1 Point	0 points	
Participation in Team Presentation	-All team members participate for about the same length of time. -All team members are able to answer questions about the topic as a whole, not just their part of it.	-All team members participate, but not equally.	-Not all team members participate; only one or two speak.	
Proper use of Resources, APA Formatting, Documentation and Grammar	-Provides at least 5 credible citations to support argument -Consistently offers correct grammar, language usage, and spelling.	-Provides less than 5 credible citations to support argument. - Usually offers correct grammar, language usage, and spelling.	-Provides no credible citations to support argument. - Irregularly offers correct grammar, language usage, and spelling.	
			Total Points	
	Total Points Score ____ of 16		Total Grade ____ %	

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

Department/School: **Health Sciences/Nursing Department** Date: **January 10, 2019**

Course No. or Level: **417**   Title: **Women's Health Nursing**

Semester hours: **4** Clock hours: Lecture: **3** Laboratory/Clinical: **1**

Prerequisites: **Completion of all required 300-level NURS courses**

Enrollment expectation: **45 in the fall; 35 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 415: Nursing Care of Women, Children, and Families**
> (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: **Anna Katherine Townsend**

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

Provost's Signature_____ *Peter King*

Date of Implementation: **Fall 2019**

Date of School/Department approval: **December 14, 2019**

Course Description:
This course covers the healthcare needs of the woman throughout the lifespan as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, and the neonatal period. Nursing's role in promoting health and fostering positive parenting is presented. Clinical experiences focus on care of the childbearing woman, newborn, and families in a variety of health care settings.

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

This content is currently offered in the combined course of NURS 415: Nursing Care of

Women, Children, and Families, which is nine (9) total credits. Following review of the course and considering student input, it was determined that this content would be better offered in separate courses. This new course will focus on the care of women.
This will keep the overall credits required for graduation with a BSN degree at 120 credits after the other curricular changes are effected.

Teaching methods planned:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, computerized testing, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, case studies, and pre/post conferences.

Textbook and/or materials planned (including electronic/multimedia):
London, M. L., Ladewig, P. A. W., Davidson, M. R., Ball, J. W., Bindler, R. C. M., & Cowen, K. J. (2017). *Maternal and child nursing care* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-978-0-13-416722-0

Wittmann-Price, R. A., & Cornelius, F. H. (2011). *Maternal-child nursing test success: An unfolding case study review.* New York, NY: Springer Publishing. ISBN: 978-0-8261-4157-6

Wittmann-Price, R. A., Reap Thompson, B, Sutton, S., & Eskew, S. (2013). *Nursing concept care maps for safe patient care.* Philadelphia, PA: F. A. Davis. ISBN-13: 978-0-8036-3052-9

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. Culture
2. Genetics
3. Menstrual Cycle
4. Conception
5. Fetal Development
6. Antepartum Care
7. Nutrition
8. Fetal Testing
9. Teenage Pregnancy
10. At-Risk Pregnancies
11. Labor
12. Pain Management
13. Labor Complications

14. Postpartum

15. Newborn Care

16. NICU Care

17. Contraceptives

18. Women's Health

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

School of Health Sciences
BSN Nursing Program

Course Title:	**Women's Health Nursing**
Course Number:	NURS 417
Credit Hours:	4:3-3
Day and time:	Please see Topical Outline for exact schedule
Location:	
Prerequisites:	Completion of all required 300-level NURS courses
Co-requisites:	None

Course Coordinators:

Faculty:		Anna Katherine Townsend
	Office Numbers:	CCHS 358 or LNB 2nd floor offices
		anna.townsend@fmarion.edu
		(Best method to reach us)
	Office hours:	Mrs. Townsend Tuesday 9:30 am -11:30 am (LNB)/Thursday 9:30 am - 1:130 am (CCHS 358) or by appointment
Clinical Faculty:		Ms. Kendall Talbert
		Ms. Paige Williams (pwilliams@fmarion.edu)
		Ms. Carolyn Young

Course Description:

This course covers the healthcare needs of the woman throughout the lifespan as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, and the neonatal period. Nursing's role in promoting health and fostering positive parenting is presented. Clinical experiences focus on care of the childbearing woman, newborn, and families in a variety of health care settings.

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

1. Apply concepts learned in the physical and social sciences to the needs of the woman, newborn, and her family throughout her lifespan.
2. Appreciate the caregiver role in the maternal-child/ women's healthcare setting(s) and assist in the provision of safe patient care.
3. Plan nursing care based on theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial responses of the woman, fetus, newborn, and family, while incorporating and demonstrating sensitivity to personal and cultural influences on sexuality and childbearing.
4. Use standards of nursing practice developed via the nursing process to carry out a plan of care that is agreed upon with the woman and family. Perform technical and psychomotor skills in a safe and appropriate manner.
5. Use information technologies to enhance one's own knowledge base.

6. Examine legal, economic, and changing health care policy issues' impact on the needs of women across her lifespan, the fetus/neonate during gestation and neonatal period.
7. Demonstrate effective communication and collaboration skills in working with the woman, her family, and other members of the health care team
8. Examine, anticipate, and manage the care for common health changes and reproductive needs that occur in women across their life span and the neonate/fetus during gestation and neonatal period.
9. Exhibit professional values and caring behaviors when rendering nursing care of women and their babies.

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 and clinical group work, class presentations, seminars, written assignments, computerized testing, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, case studies, and pre/post conferences.

Textbook(s):
Required:
London, M. L., Ladewig, P. A. W., Davidson, M. R., Ball, J. W., Bindler, R. C. M., & Cowen, K. J. (2017). *Maternal and child nursing care* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-978-0-13-416722-0

Wittmann-Price, R. A., & Cornelius, F. H. (2011). *Maternal-child nursing test success: An unfolding case study review*. New York, NY: Springer Publishing. ISBN: 978-0-8261-4157-6

Wittmann-Price, R. A., Reap Thompson, B, Sutton, S., & Eskew, S. (2013). *Nursing concept care maps for safe patient care.* Philadelphia, PA: F. A. Davis. ISBN-13: 978-0-8036-3052-9

Recommended:
De Sevo, (2016). *Maternal & newborn success: A Q & A review* (3rd ed.). Philadelphia, PA: F. A. Davis. ISBN-978-0-8036-5941-4

Ohman, K. A. (2017). *Davis's Q & A review for NCLEX-RN* (2nd ed.). Philadelphia, PA: F. A. Davis. ISBN 978-0-8036-4079-5

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
Four (4) tests (15% each)	60%
Exam	20%
OB Interview	10%
OB Presentations	10%

All testing is done in class online so please have a functioning, charged computer or electronic device that is capable of accessing Blackboard Learn.

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:
Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed nursing tests/ quizzes/ exams will only be administered at a **designated time during exam week**. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/ quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud. **Please note that there will be NO individual test reviews.** **In addition, end-of-course test reviews prior to the final exam will not be permitted.**

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.

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 students; therefore, all nursing students are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion.

Guidelines for Faculty Appointments:
All nursing faculty have posted office hours and students 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.

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.

Academic Dishonesty:
See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students 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*. In the DON a plagiarized assignment will be issued a grade of zero.

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 students 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 https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

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:
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 student 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:
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.

All students must use this new URL link (1/2019) to download the most current version of Respondus.
https://download.respondus.com/lockdown/download.php?id=124750885

Taping Classes and Test Reviews:
Students 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 student will receive a warning. Taping is not permitted in quizzes/test/exam 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.

CLINICAL POLICIES

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 will result in an academic warning.
- 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 an academic warning for tardiness/ unprofessional behavior. The second time a student is late, he/she will receive a second academic 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.

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 student is responsible for obtaining transportation to and from 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 DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) as soon as possible. Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the student is not permitted to switch clinical sites.
Additionally, any student 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 student:
If you have not presented a copy of your current AHA: BLS-HCP card to the DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) 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 Mr. Benjamin Johnson.

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

CONTENT INFORMATION

Date	Time	Course content	Assessment of Learning
Week 1			
Week 1	OB orientation		
Week 1	**0830 – 1220** OB: • Overview • Culture • Genetics	OB: • London et al. chapters 1 - 3 • Wittmann-Price chapter 1	Chapters are on Test 1
Week 1			
Week 2	**1230 – 1520**	OB:	

	OB: • Reproductive organs • Menstrual cycle • Conception • Fetal development	• London et al. chapters 4 & 7	Chapters are on Test 1
Week 2			Chapters are on Test 1
Week 3	OB: • Antepartum Care • Physical changes • Nursing assessment	OB: • London et al. chapters 8 - 10 • Wittmann-Price chapter 4	Chapters are on Test 2
Week 3	**Family Test #1**		**Family Test #1**
Week 4	OB: • Nutrition • Teenage pregnancy • Fetal Testing	OB: • London et al. chapters 11 - 13 • Wittmann-Price chapters 5 – 14	Chapters are on Test 2
Week 5	OB: At risk pregnancies	OB: • London et al. chapters 14-15	Chapters are on Test 2
Week 6	OB: • Labor	OB: • London et al. chapters 16-17	Chapters are on Test 3
Week 6	**Family Test #2**		**Family Test #2**

Week 7	OB: • Labor continued • Pain management	OB: London et al. chapters 18-19	Chapters are on Test 3
Week 8	OB: • Labor Complications	OB: • London et al. chapters 20 – 22 • Wittmann-Price chapters 15 - 20	Chapters are on Test 3
Week 9	OB: • Newborn	OB: • London et al. Chapters 23 & 24 • Wittmann-Price Chapter 2	Chapters are on Test 4
Week 9	**Family Test #3**		**Family Test #3**
Week 10	**Happy Spring Break March 11th – March 15nd**		
Week 11	OB: • Newborn feeding • NICU	OB: • London et al. chapters 25 - 27 Wittmann-Price chapters 21 - 28	Chapters are on Test 4
Week 12			**OB interview due March 26th by 8am**

Week 12 Thursday, March 28th	OB: Postpartum • **Family Test #4**	OB: • London et al. chapter 28 & 29 • Wittmann-Price chapter 3	Chapters are on the final exam **Family Test #4 (50 questions = 65 minutes)**
Week 13	OB: Postpartum risks	OB: London et al. chapter 30	Chapters are on final exam
Week 14 Tuesday, April 9th	OB: • Contraceptives	OB: • London et al. pages 82 -90	Class prensentations Chapters are on final exam
Week 15	OB: • Women's health	OB: London et al. pages 77 – 81 & 91 – 98 & chapter 6	Class presentations Chapters are on final exam
Week 16 Tuesday, April 23rd	**Reading Day**	**Exams**	
FINAL EXAM 50 questions – Please check exam schedule for EXAM and second HESI time			

GRADING RUBRICS

OB Interview: Childbirth is a significant part of every family's life. You are to interview one person about their childbirth experience. The person must be from a <u>different culture</u> AND at least <u>one generation older or younger</u> than yourself. It cannot be a relative. Just use initials, age, and culture as identifying data. This is a 2-4 page paper (not including title and reference page) that is meant to increase our sensitivity to this awesome human event. Follow the rubric below to complete the assignment. You may use each question as a header when writing your paper. (Submit under assignment tab in BB Learn)

Interview: Points	0	1-5	6-10
1. What was it like for you to have your children? Can you remember what you were thinking or feeling when you had your children?	Not answered	Partially answered	Well answered & described.
2. What special things did your family do	Not	Partially	Well answered &

because you were having a baby?	answered	answered	described.
3. Did your family give you special foods?	Not answered	Partially answered	Well answered & described.
4. What was your nursing care like while you were in the hospital?	Not answered	Partially answered	Well answered & described.
5. Who delivered you baby and did you have a good patient- caregiver relationship?	Not answered	Partially answered	Well answered & described.
6. What was the most positive thing that happened to you during that time of your life?	Not answered	Partially answered	Well answered & described.
7. What was the most negative thing?	Not answered	Partially answered	Well answered & described.
8. If I decide to take care of moms and babies for the rest of my life what advice would you give me?	Not answered	Partially answered	Well answered & described.
9. Reflection- what did YOU (student) learn? What surprised YOU (student)? etc	Not answered	Partially answered	Well answered & described.
10. APA - You may use the questions as headers if you wish. Grammar, spelling and proper use of headings. Title and Reference page.	Poor APA	Some issues	Getting the hang of it!

Women's Health Presentations: Students will be divided into groups for this assignment. Each group will be assigned a women's health or contraceptive topic to explore in-depth using specified objectives. Students will present this information to the class in a fun, interactive, and innovative manner during the last two weeks of class. A full description of this assignment can be found under the Assignments tab in the Blackboard course.

Rubric for Classroom Presentations
(maximum points = 16; minimum = 3)

Criteria	4 points (At Standard)	3 points (Approaching Standard)	1 point (Below Standard)	Score
Explanation of Ideas and Information	-Presents information and supporting evidence clearly, concisely, and logically. Audience can easily follow reasoning. -Selects information and presents ideas appropriate to the purpose of the task and the audience. -Clearly addresses all questions in the project guidelines.	-Presents information and supporting evidence in a manner that is not always clear, concise and logical. Reasoning is sometimes hard to follow. -Does not fully succeed in selecting information and presenting ideas appropriate to the purpose of the task and the audience. -Does not fully address all questions in the project guidelines.	-Does not present information in a clear, concise, and logical manner. Information lacks supporting evidence. Audience cannot follow line of reasoning. -Selects information and presents ideas that are inappropriate to the purpose of the task and audience (too much or too little information, or the wrong approach). -Does not address all questions in the project guidelines.	
Organization	-Meets all requirements for what	-Meets most requirements for what should be	-Does not meet requirements for what	

	should be included in the presentation. -Has a clear introduction, flow of main information, and conclusion. -Organizes time well. (No part of the presentation is too long or too short).	included in the presentation. -Has an introduction, main information, and conclusion, but lacks flow and clarity. -Generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea.	should be included in the presentation. -Does not have an introduction, lacks elements of main information, or lacks a conclusion. -Uses time poorly; the whole presentation, or a part of it, is too short or too long.	
Presentation Aids	-Uses well produced audio/visual aids or media to enhance understanding of findings and to add interest. -Smoothly incorporates audio/visual aids or media into the presentation.	-Uses audio/visual aids or media, but the aids distract from or do not add to the presentation. -Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation.	-Does not use audio/visual aids or media. -Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation.	
	2 Points	1 Point	0 points	
Participation in Team Presentation	-All team members participate for about the same length of time. -All team members are able to answer questions about the topic as a whole, not just their part of it.	-All team members participate, but not equally.	-Not all team members participate; only one or two speak.	
Proper use of Resources, APA Formatting, Documentation and Grammar	-Provides at least 5 credible citations to support argument -Consistently offers correct grammar, language usage, and spelling.	-Provides less than 5 credible citations to support argument. - Usually offers correct grammar, language usage, and spelling.	-Provides no credible citations to support argument. - Irregularly offers correct grammar, language usage, and spelling.	
				Total Points ___
	Total Points Score ___ of 16		**Total Grade** ___ %	

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

Department/School: **Health Sciences/Nursing Department** Date: **January 10, 2019**

Course No. or Level: **418**   Title: **Population-Focused Nursing and Healthcare Policy**

Semester hours: **5** Clock hours: Lecture: **4** Laboratory/Clinical: **1**

Prerequisites: **Completion of all required 300-level NURS courses, 407, 416, and 417**

Enrollment expectation: **30 in the fall; 30 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 409: Population-Focused Nursing and Healthcare Policy (6 credits)**
(The proposed new course replaces a deleted course as a General Education or program requirement.)

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

Name of person preparing course description: **Marty Hucks**

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

Provost's Signature_____*Peter King*_____

Date of Implementation: **Fall 2019**

Date of School/Department approval: **December 14, 2019**

Course Description:
This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, ANA *Scope & Standards of Public Health Nursing*, and ACHNE *Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application

of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

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

Population-Focused Nursing & Healthcare Policy is currently offered as NURS 409 at 6 credits. As part of a curriculum review, it was determined that students could successfully complete the student learning outcomes with less clinical hours. Hours from the old to new course have been reduced by one (1) credit with the reduction of hours coming from clinical, not didactic. This will keep the overall credits required for graduation with a BSN degree at 120 credits after the other curricular changes are effected.

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

Textbook and/or materials planned (including electronic/multimedia):
American Nurses Association (ANA). (2015). *Code of ethics for nurses with interpretive statements.* **Retrieved from https://www.nursingworld.org/coe-view-only**

Cornelius, F.H., & Wittmann-Price, R.A. (2013). *Community health nursing test success.* **New York, NY: Springer. ISBN-13: 978-0-8261-1013-8.**

Nies, M.A., & McEwen, M. (2015). *Community/public health nursing* (6th ed.). **St. Louis, MO: Elsevier. ISBN-13: 978-0-323-18819-7.**

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. **Public Health Nursing**

2. **Policy, Politics, Legislation, and the Healthcare System**

3. **Epidemiology**

4. **Communicable Disease Management and Screening**

5. **Community Health**

6. **Rural/Migrant Health**

7. **Cultural Diversity**

8. **Safety of the Elderly**

9. **Common Population-Health Problems**

10. Vulnerable Populations

11. Environmental Health

12. Disaster Preparedness

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

FM

School of Health Sciences
Department of Nursing
Pre-Licensure BSN

Course Title:	Population-Focused Nursing and Healthcare Policy
Course Number:	NURS 418
Credit Hours:	5:4-3
Day and time:	Thursdays 12:30-4:30
Location:	Room 204, Lee Nursing Building

Prerequisites: Completion of all 300 level courses; NURS 407, 416, and 417
Co-requisites: None

Course Coordinator:
Faculty: Marty Hucks, MN, APRN-BC, CNE
         Office Number: LNB 108
         Phone: 843.621.0805
         E-mail: jhucks@fmarion.edu
         Office hours: Tuesdays 11:00-3:00

Clinical Faculty: Dr. Annie Muller, DNP, APRN-BC

Course Description: This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, ANA *Scope & Standards of Public Health Nursing*, and ACHNE *Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

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

1. Apply the basis of liberal education & utilize critical thinking skills to guide the nursing practice with populations and communities and the process of policy development, analysis, implementation, and evaluation.
2. Demonstrate leadership, safety, and quality in the delivery of care in the community setting and compare the organization, quality of care, and cost of the American healthcare system with that of other nations.
3. Use current evidence-based literature from nursing and other relevant disciplines to guide nursing practice with populations and plan strategies that influence healthcare policy development.
4. Use information and healthcare technology to collect data about the community/ population, to improve knowledge base regarding policy and healthcare issues, and to guide development of nursing interventions.
5. Analyze the impact of state and national legislation and issues related to cost, quality, politics, regulations, and access to the healthcare system on the health of society.
6. Demonstrate effective communication and leadership skills through the collaboration with appropriate healthcare providers, policy leaders, and community members in the development, implementation, and evaluation of population health interventions.
7. Evaluate efficacy of policy and programs aimed at health promotion, risk reduction, and disease prevention among populations.
8. Demonstrate standards of professional values and leadership in carrying out nursing responsibilities with the community/population and discuss the worth of professional organizations.
9. Use selected conceptual frameworks, critical thinking skills, and an understanding of the policy-making process to guide nursing practice with individuals, families, groups, communities and populations across the lifespan and in a variety of community settings

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

Textbooks and Resources:
American Nurses Association (ANA). (2015). *Code of ethics for nurses with interpretive statements.* Retrieved from https://www.nursingworld.org/coe-view-only

Cornelius, F.H., & Wittmann-Price, R.A. (2013). *Community health nursing test success.* New York, NY: Springer. ISBN-13: 978-0-8261-1013-8.

Nies, M.A., & McEwen, M. (2015). *Community/public health nursing* (6th ed.). St. Louis, MO: Elsevier. ISBN-13: 978-0-323-18819-7.

Methods of Evaluation:
In order to progress in the nursing program, the student 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
Test 1	20%
Test 2	20%
Test 3	20%
Test 4	25%
Discussion Boards/Assignments	7.5%
Project	7.5%
Clinical	P/F

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:
Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed nursing tests/ quizzes/ exams will only be administered at a **designated time during exam week**. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/ quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud.* ***Please note that there will be NO individual test reviews.*** **In addition, end-of-course test reviews prior to the final exam will not be permitted.**

Test Taking Guidelines:
Before each quiz/test/exam students will:
- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic 0.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Standardized Testing in Designated Courses:
Francis Marion University (FMU) Department of Nursing (DON) students 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 is administered to seniors predicts success on the NCLEX-RN examination. The DON faculty is committed to the fact that it is the responsibility of baccalaureate students to master the content throughout the nursing curriculum. Students 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. The standardized tests evaluate the students' ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist students 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. Psychiatric and Mental Health Nursing
   3. Nursing Care of Women, Children, and Families (Women's Health and Pediatrics 5% each to equal 10%)
   4. Leadership and Management
   5. Adult Health III (Medical-Surgical and Pharmacology 5% each to equal 10%)
3. The student 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. All students should complete a focused review to enhance the student'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:

A. The first standardized comprehensive predictor examination will be given on a set date approximately three (3) weeks prior to the end of the semester.

B.   If a student does not achieve the predictability score of 850 on the first standardized comprehensive predictor examination, the student will be given a second standardized comprehensive predictor test during exam week.

C. 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 mediation calculation. New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester during the Fundamentals of Nursing course. The Math Competency Exam is a paper and pencil exam. 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 Math Competency Exam 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 student 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 clinical courses' quizzes/tests/exams.

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.
- Late work is accepted at the discretion of the instructor; 10 points per day it is late will be deducted from the grade.

E-mail:
Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion.

Guidelines for Faculty Appointments:
All nursing faculty have posted office hours and students 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.

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

FMU Non-Discrimination Policy:
FMU 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 student 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 student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty:
See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).* All students 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.* In the DON a plagiarized assignment will be issued a grade of zero.

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 students 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 https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

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:
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 student 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:
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:
Students 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 student will receive a warning. Taping is not permitted in quizzes/test/exam 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 students 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 students 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 student towards another student, 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. Students 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 DON 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 student 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 student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

CLINICAL POLICIES

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 will result in an academic warning.
- 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 an academic warning for tardiness/ unprofessional behavior. The second time a student is late, he/she will receive a second academic 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.

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 student is responsible for obtaining transportation to and from 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 DON Clinical Coordinator

(Mr. Benjamin Johnson (bmjohnson@fmarion.edu) as soon as possible. Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the student is not permitted to switch clinical sites. *Additionally, any student 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 student:
If you have not presented a copy of your current AHA: BLS-HCP card to the DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) 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 Mr. Benjamin Johnson.

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

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

Department/School: **Health Sciences/Nursing Department** Date: **January 10, 2019**

Course No. or Level: **419**   Title: **Leadership, Management, and Professionalism in Nursing**

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

Prerequisites: **Completion of all required 300-level NURS courses, 407, 416, and 417**
Prerequisites/Corequisites: **NURS 411, 418, and 420**

Enrollment expectation: **30 in the fall; 30 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 410: Leadership and Management in Nursing**
(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: **Wendy Hatchell**

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

Provost's Signature_____*Peter King*_____

Date of Implementation: **Fall 2019**

Date of School/Department approval: **December 14, 2019**

Course Description:
This course provides the learner an opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Organizational frameworks that impact nursing care decisions are examined related to issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within healthcare organizations. Emphasis is on delegation, organizational structure, prioritization, legal responsibilities, and implications for professional nursing practice. This course also explores professional values, ethics, legal issues, and theoretical standards related to the role and the profession of nursing.

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

Leadership and Management in Nursing is currently offered as NURS 410 at 3 credits. As part of a curriculum review, it was determined that much of the content in NURS 316: Professional Nursing Practice is repeated in NURS 410. The decision was made to combine these two courses but to keep the credits at three (3). Any new content from NURS 316 will be included in the new NURS 417 course. This will keep the overall credits required for graduation with a BSN degree at 120 credits after the other curricular changes are effected.

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

Textbook and/or materials planned (including electronic/multimedia):
American Nurses Association. (2015). In *The code of ethics for nurses with interpretive statements*. Silver Spring, MD: Nursebooks.org

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

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

Huber, L. (2018). *Leadership and nursing care management* (6th ed.). St. Louis, MO: Elsevier.

Ohman, K. A. (2017). *Davis's Q & A review for NCLEX-RN* (2nd ed.). Philadelphia, PA: F.A. Davis.

Weiss, S. A., & Tappan, R. M. (2015). *Essentials of nursing leadership and management* (6th ed.). Philadelphia, PA: F. A. Davis.

Wittmann-Price, R. A., & Cornelius, F. H. (2013). *Leadership and management in nursing test success: An unfolding case study review*. New York, NY: Springer Publishing.

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. **History of Nursing**

2. **Nursing Theories**

3. **Values, Ethics, Code of Ethics**

4. **Prioritization and Delegation**

5. **Leadership and Management**

6. **Just Culture**

7. **Healthy Work Environments**

8. **Communication**

9. **Intercollaborative Practice**

10. **Interviewing Process**

11. **Core Measures**

12. **National Patient Safety Goals**

13. **Staffing**

14. **Budgeting**

15. **Performance Appraisal**

16. **Advocacy**

When completed, forward to the Office of the Provost.   9/03
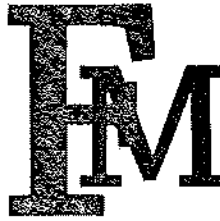
School of Health Sciences
Department of Nursing
Pre-Licensure BSN

Course Title:	**Leadership, Management, and Professionalism in Nursing**
Course Number:	NURS 419
Credit Hours:	3 Semester hours
Day and Time:	Thursdays, 8:30 am – 11:20 am
Location:	LNB, Room 205

Pre-requisites: Completion of all required 300-level NURS courses, 407, 416, and 417.
Prerequisites/Corequisites: NURS 411, 418, and 420

Course Coordinator: **Wendy Hatchell, DNP, MSN-Ed., RN**

Office Number:	LNB Room 105
Office Phone:	843-661-4656
E-mail:	whatchell@fmarion.edu
Office hours:	Tuesday's 1:00-3:00 pm; Thursday's 1:00-3:00pm and by appointment

Course Description:
This course provides the learner an opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Organizational frameworks that impact nursing care decisions are examined related to issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within healthcare organizations. Emphasis is on delegation, organizational structure, prioritization, legal responsibilities, and implications for professional nursing practice. This course also explores professional values, ethics, legal issues, and theoretical standards related to the role and the profession of nursing.

Learning Outcomes:
At the conclusion of this course, the student will be able to:
1. Apply concepts, theories, and principles from sociology and psychology to leadership and management;
2. Demonstrate examples of power as it is acquired and managed in health care settings;
3. Examine provision of evidence-based nursing care to individuals, families, groups and populations across the life-span within the context of their culture and environment;
4. Examine the use of information technology in documenting and evaluating patient care;

5.   Examine organizational structures and their impact on the provision of patient care;
6.   Examine strategies for communication and collaboration with diverse patient populations and disciplines;
7.   Differentiate the effects on patient access of different healthcare polices;
8.   Demonstrate the ability to make ethical and legal decisions regarding patient care delegation; and
9.   Articulate nursing's role in meeting the major challenges in today's healthcare arena.

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 and clinical group work, class presentations, seminars, written assignments, tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, and pre and post conferences.

Textbook(s):
Required:

American Nurses Association. (2015). In *The code of ethics for nurses with interpretive statements*. Silver Spring, MD: Nursebooks.org

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

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

Huber, L. (2018). *Leadership and nursing care management* (6th ed.). St. Louis, MO: Elsevier.

Ohman, K. A. (2017). *Davis's Q & A review for NCLEX-RN* (2nd ed.). Philadelphia, PA: F.A. Davis.

Weiss, S. A., & Tappan, R. M. (2015). *Essentials of nursing leadership and management* (6th ed.). Philadelphia, PA: F. A. Davis.

Wittmann-Price, R. A., & Cornelius, F. H. (2013). *Leadership and management in nursing test success: An unfolding case study review*. New York, NY: Springer Publishing.

Methods of Evaluation:
In order to progress in the nursing program, the student 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
2 Classroom Exams @ 12.5% each And an exam to be completed at home at 12.5%	37.5%
Required 100 NCLEX questions each week @ 0.5 % each. Total of 15 sets	7. 5%
Practice HESI Questions on HESI	5%
Leadership HESI	5%
Comprehensive HESI	10%
Leadership Presentation	15%
Poster Presentation	7.5%
Class Lecture/Discussion Presentation	7.5%
Interview	5%

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:
Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed nursing tests/ quizzes/ exams will only be administered at a **designated time during exam week**. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/ quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud. Please note that there will be NO individual test reviews.* **In addition, end-of-course test reviews prior to the final exam will not be permitted.**

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

Test Taking Guidelines:
Before each quiz/test/exam students will:
- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic 0.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Standardized Testing in Designated Courses:
Francis Marion University (FMU) Department of Nursing (DON) students 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 is administered to seniors predicts success on the NCLEX-RN examination. The DON faculty is committed to the fact that it is the responsibility of baccalaureate students to master the content throughout the nursing curriculum. Students 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. The standardized tests evaluate the students' ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist students 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:
    a. Psychiatric and Mental Health Nursing
    b. Nursing Care of Women, Children, and Families (Women's Health and Pediatrics 5% each to equal 10%)
    c. Leadership and Management
    d. Adult Health III (Medical-Surgical and Pharmacology 5% each to equal 10%)
3. The student 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. All students should complete a focused review to enhance the student'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:

A. The first standardized comprehensive predictor examination will be given on a set date approximately three (3) weeks prior to the end of the semester.

B. If a student does not achieve the predictability score of 850 on the first standardized comprehensive predictor examination, the student will be given a second standardized comprehensive predictor test during exam week.

C. 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 mediation calculation. New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester during the Fundamentals of Nursing course. The Math Competency Exam is a paper and pencil exam. 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 Math Competency Exam 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 student 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 clinical courses' quizzes/tests/exams.

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 students; therefore, all nursing students are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion.

Guidelines for Faculty Appointments:
All nursing faculty have posted office hours and students 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.

Social Networking Policy:
Students are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other

students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:
FMU 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 student 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 student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty:
See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students 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*. In the DON a plagiarized assignment will be issued a grade of zero.

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 students 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 https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

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:
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 student 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:
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:
Students 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 student will receive a warning. Taping is not permitted in quizzes/test/exam 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 students 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 students 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 student towards another student, 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. Students 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 DON 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 student 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 student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

CLINICAL POLICIES

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 will result in an academic warning.
- 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 an academic warning for tardiness/ unprofessional behavior. The second time a student is late, he/she will receive a second academic 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.

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 student is responsible for obtaining transportation to and from 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 DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) as soon as possible. Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the student is not permitted to switch clinical sites. *Additionally, any student 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 student:
If you have not presented a copy of your current AHA: BLS-HCP card to the DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) 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 Mr. Benjamin Johnson.

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

CONTENT INFORMATION
Topical Outline:

Week/ Date	Content:	Resources:	Evaluation Methods:
Week 1	Syllabus Role Transition History of Nursing Theory	Weiss & Tappan (W&T) Chapter 12 Black Chapters 1, 2, 4, 9	Class lecture; Class discussion
Week 2	Values, Ethics, Code of Ethics Prioritization and Delegation	W&T Chapter 3, 4, 7; Huber (H) Chapter 6, 9, 20; Wittmann-Price & Cornelius (WP & C) Chapter 4, 7, 10, 12	Class lecture; class discussion
Week 3	Leadership, Management, Organizational Structure, Just Culture, Transformational Leadership	W & T Chapter 1, 2, 5; Huber Chapter 1, 3, 6, 12; WP & C Chapter 1, 2, 9, 14	Clinical Group_____ will present lecture; class discussion
Week 4	Healthy Work Environment, Conflict Work Management, Communication, Intercollaborative Practice	W & T Chapter 6, 8, 11; Huber Chapter 7, 20; WP & C Chapter 3, 6, 8, 9, 11 Black Chapters 12,	Clinical Group_____ will present this lecture; class discussion
Week 5	Test 1; NCLEX Prep and Sign Up		Class lecture; Class discussion
Week 6	Interview Process	Prepare resumes and practices questions	Individual interview

Week 7	Core Measures, Regulatory Agencies, Reimbursement, National Patient Safety Goals, Quality, Safety, Evidence-Based Practice, Outcomes	W & T Chapter 10, 13, 14; Huber Chapter 17, 18, 19; WP & C Chapter 5	Clinical Group_____ will present this lecture; class discussion
Week 8	Budget, Staffing, Data Management, Performance Appraisal, Professional Accountability	WP & C Chapter 8, 11; Huber Chapter 22, 23, 24, 26	Clinical Group_____ will present this lecture; class discussion
Week 9	Advocacy, Politics, Nursing Organizations Test 2 opens this week as a take home rubrics will be posted	WP & C Chapter 13	Class lecture; Class discussion **Test 2 opens- due Thursday, March 21 by 11:59pm**
Week 10	**Fall Break**		
Week 11	Test 2 completes this week		**Work on Test 2 due Thursday night by 11:59pm**
Week 12	Comprehensive HESI I		Divided into groups 8:00 am – 4:00 pm
Week 13	Test 3		
Week 14	**Project Presentation to Class Poster Presentation to Faculty**		**10:45 am – 12:00 pm** after presentation
Week 15	Leadership HESI		Divided into groups 8:00 am - 11:00 am
FINAL WEEK		Comprehensive HESI II	Divided into Groups
After Senior Grades are Posted		****You are required to attend and be available for a NCLEX Review Course.****	

Each student is responsible for the content listed and reading the material before coming to class.

You are to complete 100 NCLEX questions per week for a total of 1400

**** You are required to attend/complete the NCLEX review course and Computerized Adaptive Testing (CAT) provided by FMU Department of Nursing of Nursing. You must

attend/complete the course and CAT testing before your endorsement to the South Carolina State Board of Nursing is sent in. Failure to attend/complete the FMU-provided NCLEX course in its entirety will require you to submit documentation of attendance at a NCLEX review course with the CAT at your own cost. This includes missing any portion of the review we have provided for you. This will be required before your endorsement will be sent in. **** additionally, you must notify both Dr. Gittings and Dr. Hatchell if absent.

Nursing 410 Class Lecture Presentation and Discussion

You will draw on the first day of class for which Class Lecture you will present.

1. You are to take the topics and the corresponding chapters from the books and develop a Power Point presentation. You may have other material with Course Director approval.
2. You will need to discuss the material as you are going through the Power Point.
3. Each team member is to present.
4. You are expected to lead class discussion into the topics.
5. As the audience members, you are expected to participate in the class discussion.
6. You do not have to dress professionally, with the exception of: no gym attire, sweats, shorts, tanks, flip flops, pajamas, etc.

Nursing 410 Leadership Project Presentations

You will draw on the first day of class for which question your clinical group will address.

1. What would you change in a hospital organization?
2. What will you do to implement leadership, as a new graduate and as a nurse leader?
3. As a nurse leader how can you make an impact on the nursing shortage?
4. How can nursing be progressed and advocated now and in the future?

Utilizing the SBAR format and APA format, you are to place the information into a PowerPoint. This information will then be placed into a Poster (not a tri-fold) and displayed in the Lee Nursing Building for the Nursing Faculty to view and grade. You are expected to be present to answer questions with your Poster. You are required to be in professional dress for both the Project Presentation and the Poster Presentation.

Point 1 – Title, Participants (Included with Point 8)

Point 2 – S Situation (10 points)

1. What is the current situation that is occurring?
2. Or what have you learned that needs to be addressed?

Point 3 – B Background (10 points)

1. Why is the situation like this?
2. Or, what is the background of the current situation?

Point 4 – A Assessment (10 points)

1. What is the assessment of the situation?
2. Include all the variables that have contributed to the situation.
3. Who are the stakeholders?

Point 5 – R Recommendation (20 points)

1. What are the recommendations for the issue or question?
2. How will you change the situation?
3. Need to include evidence supporting recommendations.

Pont 6 –Process (10 points)

1. Describe, outline the process that your recommendations will follow.

Point 7 – Outcome (10 points)

1. What is the expected outcome?
2. Is it feasible? Is a timeline applicable?
3. If so, what is it?

Point 8 – (15 points)

1. APA format followed
2. 3 references or more utilized and are evidenced based
3. References within 5 years
4. Slides are neat, easy to read
5. Slides are free of typos
6. Title slide includes title and participants

Point 9 – (10 points)

1. All students in professional dress. (What you wear to a job interview)
2. All members in the group participate in presentation.
3. All students demonstrate knowledge of the subject.
4. All students do not read from the slides

Point 10 – (5 points)

1. All students in the group are respectful of others when they are presenting.
2. All students in the group are present to watch the other presentations.

Poster Grading Rubric:

1. Student(s) present to explain any points, present poster, and answer questions (5 points)
2. Situation (10 points)
3. Background (10 points)
4. Assessment (10 points)
5. Recommendations (25 points)
6. Process (10 points)
7. Outcome (10 points)
8. APA (10 points)
9. Poster free of typos and flows well (10 points)

Guidelines for Interview will be posted

Additional Guidelines for Poster Presentation will be posted

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

Department/School: **Health Sciences/Nursing Department** Date: **January 10, 2019**

Course No. or Level: **420** Title: **Clinical Decision-Making for Nurses**

Semester hours: **1** Clock hours: Lecture: **1** Laboratory/Clinical: **0**

Prerequisites: **Completion of all required 300-level NURS courses, 407, 416, and 417.**
Prerequisites or Corequisites: **NURS 411, 418, and 419**

Enrollment expectation: **30 in the fall; 30 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 314: Clinical Decision-Making for Nurses**
(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: **Tiffany Phillips**

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

Provost's Signature_____*Peter King*_____

Date of Implementation: **Fall 2019**

Date of School/Department approval: **December 14, 2019**

Course Description:
This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies and lecture on focused topics to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health care issues. Leadership principles of prioritization and delegation will also be emphasized.

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

This course has the same course description as NURS 314. This course has been used an elective in the BSN curriculum to aid students in preparation for the NCLEX-RN. After a review of the curriculum, it was determined that the content in this course is important to student success on the NCLEX-RN; therefore, the decision was made to make this course mandatory as part of the curriculum. NURS 314 will be deleted from the catalog, but the course will be offered at a higher course number with changed prerequisites. This will keep the overall credits required for graduation with a BSN degree at 120 credits after the other curricular changes are effected.

Teaching methods planned:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, group work, and online quizzes.

Textbook and/or materials planned (including electronic/multimedia):
LaCharity, L. A., Kumagai, C. K., & Bartz, B. (2019). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX examination* (4th ed.). St. Louis, MO: Elsevier Mosby. ISBN-13: 9780323498289

Silvestri, L. A. (2016). *Saunders comprehensive review for the NCLEX-RN* (7th ed.). St. Louis, MO: Elsevier. ISBN-13: 978-0323358514

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. **Test-Taking Strategies**
2. **Nursing Science**
3. **Fundamental Skills**
4. **Growth and Development (Pediatrics)**
5. **Integumentary**
6. **Hematology/Oncology**
7. **Immunology**
8. **Endocrine**
9. **Gastrointestinal**
10. **Respiratory**
11. **Cardiovascular**
12. **Renal/Urinary**
13. **Neurological**
14. **Musculoskeletal**

School of Health Sciences
Department of Nursing
Pre-Licensure BSN

Course Title: **Clinical Decision-Making for Nurses**
Course Number: **NURS 420**
Credit Hours: **1 Credit**
Day and Time: **Tuesday 12:30pm-1:30pm**
Location:

Pre-requisites: Completion of all required 300-level NURS courses, 407, 416, and 417.
Prerequisites/Corequisites: NURS 411, 418, and 419

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

Course Description:
This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies and lecture on focused topics to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health care issues. Leadership principles of prioritization and delegation will also be emphasized.

Learning Outcomes: At the conclusion of this course, the student will be able to:
   1. Discuss the pathophysiology associated with various disease processes.
   2. Relate the clinical manifestations, including assessment and diagnostic findings, associated with various disease processes.
   3. Summarize medical management of various disease processes, including pharmacological, medical, and surgical therapies.
   4. Apply the nursing process in determining the appropriate nursing management of selected disease processes.
   5. Identify the importance of nutrition and diet therapy in disease processes.
   6. Apply the principles of prioritization and delegation in planning nursing care.

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, group work, and online quizzes.

Textbook(s):
Required:
LaCharity, L. A., Kumagai, C. K., & Bartz, B. (2019). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX examination* (4th ed.). St. Louis, MO: Elsevier Mosby. ISBN-13: 9780323498289

Silvestri, L. A. (2016). *Saunders comprehensive review for the NCLEX-RN* (7th ed.). St. Louis, MO: Elsevier. ISBN-13: 978-0323358514

Methods of Evaluation:
In order to progress in the nursing program, the student 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

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:
Faculty will not provide test plans. Studying should include; the assigned textbook chapters, faculty notes and/ or PowerPoint presentations, and all stated in-class material. Missed nursing tests/ quizzes/ exams will only be administered at a **designated time during exam week**. The make-up testing time will be posted on the nursing exam schedule (under the student Bb site). *Tests/ quizzes/ exam reviews will be done during class time as a whole. Questions will be displayed and will not be read out loud. **Please note that there will be NO individual test reviews.** **In addition, end-of-course test reviews prior to the final exam will not be permitted.**

Test Taking Guidelines:
Before each quiz/test/exam students will:
- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic 0.

- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Standardized Testing in Designated Courses:
Francis Marion University (FMU) Department of Nursing (DON) students 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 is administered to seniors predicts success on the NCLEX-RN examination. The DON faculty is committed to the fact that it is the responsibility of baccalaureate students to master the content throughout the nursing curriculum. Students 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. The standardized tests evaluate the students' ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist students 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. Psychiatric and Mental Health Nursing
    3. Nursing Care of Women, Children, and Families (Women's Health and Pediatrics 5% each to equal 10%)
    4. Leadership and Management
    5. Adult Health III (Medical-Surgical and Pharmacology 5% each to equal 10%)
3. The student 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. All students should complete a focused review to enhance the student'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:

A. The first standardized comprehensive predictor examination will be given on a set date approximately three (3) weeks prior to the end of the semester.

B.   If a student does not achieve the predictability score of 850 on the first standardized comprehensive predictor examination, the student will be given a second standardized comprehensive predictor test during exam week.

C. 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 mediation calculation. New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester during the Fundamentals of Nursing course. The Math Competency Exam is a paper and pencil exam. 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 Math Competency Exam 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 student 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 clinical courses' quizzes/tests/exams.

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 students; therefore, all nursing students are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students 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. All issues must be discussed with course or clinical faculty first. If a student feels that the course or clinical faculty does not address their concerns then they should make an appointment with the DON Chair who may ask the faculty member to be present during the discussion.

Guidelines for Faculty Appointments:
All nursing faculty have posted office hours and students 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.

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

FMU Non-Discrimination Policy:
FMU 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 student 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 student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty:
See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition).* All students 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.* In the DON a plagiarized assignment will be issued a grade of zero.

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 students 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 https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/

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:
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 student 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:
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:
Students 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 student will receive a warning. Taping is not permitted in quizzes/test/exam 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 students 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 students 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 student towards another student, 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. Students 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 DON 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 student 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 student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

CLINICAL POLICIES

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 will result in an academic warning.
- 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 an academic warning for tardiness/ unprofessional behavior. The second time a student is late, he/she will receive a second academic 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.

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 student is responsible for obtaining transportation to and from 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 DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) as soon as possible. Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the student is not permitted to switch clinical sites.
Additionally, any student 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 student:
If you have not presented a copy of your current AHA: BLS-HCP card to the DON Clinical Coordinator (Mr. Benjamin Johnson (bmjohnson@fmarion.edu) 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 Mr. Benjamin Johnson.

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

CONTENT INFORMATION

Topical Outline:

Date	Content	Resources	Evaluation Methods:
Week 1	Course Orientation/ Test-taking Strategies		
Week 2	Nursing Sciences		
Week 3	Fundamental Skills		
Week 4	Growth & Development Pediatrics		
Week 5	Integumentary		

Week 6	Hematology/Oncology		
Week 7	Endocrine		
Week 8	Gastrointestinal		
Week 9	Respiratory		
Week 10	Cardiovascular		
Week 11	Renal/Urinary		
Week 12	Fall Break		
Week 13	Neurological		
Week 14	Musculoskeletal		
Week 15	Immunologic		