

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

PRNS 1314

Course Title

Medical Surgical Nursing Master Syllabus

Course Description

This course is designed to provide practical nursing students with the fundamental knowledge of the pathophysiology of disease processes and the appropriate critical thinking skills required to provide nursing interventions to care for adult patients with medical and/or surgical conditions that affect either one or multiple body systems.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

ACTS Course **Program Course** Practical Nursing

ACTS Outcomes

Practical Nursing Program Student Learner Outcomes

Upon successful completion of this program, the student should be able:

1. Collaborate professionally with faculty, clients and their families and/or significant others, supervisors, peers, and with all members of the health care team (Affective).
2. Promote pride, concern and interest in the health and well-being of the community and its citizens (Cognitive, Affective, Psychomotor).
3. Demonstrate proficiency of learned scientific principles and integrate these concepts in the practice of safe, competent care throughout the lifespan of the consumer (Psychomotor, Cognitive, Affective).
4. Practice clear, effective communication skills, both written and non-written (Psychomotor Affective).
5. Create documentation that effectively communicates patient condition and care given (Psychomotor, Cognitive).
6. Apply use of hardware and software technologies to retrieve, process, and analyze theoretical and practical health care information (Cognitive, Psychomotor).
7. Examine and incorporate the state's scope of practice guidelines, rules, regulations, and ethical standards in the practice of nursing (Cognitive, Affective).

Course Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Course Objectives	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Demonstrate basic knowledge required to care for the Adult Medical and Surgical patient.	1-15		1, 6	CT 1			Practicum Evaluation Tool 6, ATI Medical Surgical Proctored Assessment
CLO 2	Utilizes all resources to comprehend patient condition (i.e. textbooks, drug books and other reference materials).	1-15		3, 6, 7	CT 1			Practicum Evaluation Tool 6

CLO 3	Demonstrates understanding of basic disease pathophysiology	1-15		3, 6, 7	CT 1			Practicum Evaluation Tool 6.
CLO 4	Demonstrates ability to administer appropriate care.	1-15		3, 7	CT 1		R 2	Practicum Evaluation Tool 10.
CLO 5	Demonstrates understanding of patient condition by giving patient report to instructors, staff and peers.	1-15		1, 3, 5, 6, 7	CT 1, CT 2			Practicum Evaluation Tool 6
CLO 6	Able to relate evidence-based practice to nursing care.	1-15		1, 2, 3, 4, 5, 6, 7	CT 1			Practicum Evaluation Tool 6

Unit Outcomes/ Course Objectives

1. Emergency and Disaster Management
 - a. Compare the three stages of psychological response that occur with a disaster.
 - b. Describe the parameters used in the triage system for victims after a disaster.
 - c. Identify responsibilities and duties of the nurse in the care of disaster victims.
 - d. Explain safety measures to be used in the event of a bioterrorism attack.
 - e. Discuss principle of first aid including heat and cold injuries, accidental poisoning, insect stings, animal bites and snake bites.
 - f. Describe appropriate nursing actions in care of the patient who is experiencing respiratory or cardiac arrest, a choking emergency, or cardiogenic, hypovolemic, or neurogenic shock.

2. Cardiovascular System
 - a. Describe the normal anatomy and physiology of the cardiovascular system.
 - b. Discuss the risk factors and incidence of cardiovascular disease.
 - c. Explain ways to modify risk factors for the development of cardiovascular disease.
 - d. State ways in which nurses can contribute to the prevention of cardiovascular disease.
 - e. Describe the diagnostic tests, specific techniques, and procedures for assessing the cardiovascular system.
 - f. Identify there likely nursing diagnoses for patients who have common problems of cardiovascular disease and list the expected outcomes and appropriate nursing interventions for each.
 - g. Describe the pathophysiology of hypertension.
 - h. Describe the complications that can occur as a consequence of hypertension.
 - i. Briefly describe the treatment program for mild, moderate, and severe hypertension.
 - j. Discuss the risk factors and incidence of vascular disease.
 - k. List for factors that contribute to peripheral vascular disease/
 - l. Describe the pathophysiology of arteriosclerosis and atherosclerosis.
 - m. Describe the sighs, symptoms, and treatment of aneurysm.
 - n. Compare venous stasis ulcer with arterial leg ulcer.
 - o. List four nursing interventions for the patient undergoing anticoagulant therapy.
 - p. List types of surgery performed for problems of the peripheral vascular system.
 - q. Describe the nursing assessment specific to the patient who is admitted with congestive heart failure.
 - r. Discuss how nursing interventions for patients with valvular disorder differ from those for a patient with cardiac dysrhythmia.
 - s. State nursing responsibilities in the administration of cardiac drugs.
 - t. Describe under what circumstances cardiac surgery is appropriate treatment.
 - u. Discuss the nurse's role in caring for elderly patients with heart disorders in the long-term facility or the home.
 - v. Develop a teaching plan with dietary recommendations for heart disease.
 - w. Discuss the causes of coronary artery disease.
 - x. Describe the pathophysiology of coronary artery disease.
 - y. Compare and contrast the different types of angina.
 - z. Outline nursing interventions to care for a patient experiencing angina, including medication administration and patient teaching.
 - aa. Discuss the pathophysiology of myocardial infarction.
 - bb. Develop a nursing care plan for a patient experiencing a myocardial infarction.

- cc. Describe the nursing care of a patient undergoing cardiac surgery.
- dd. List five complications of cardiac surgery.

3. The Respiratory System

- a. Review the structure and function of the respiratory system.
- b. Identify three causative factors related to disorders of the respiratory system.
- c. Provide instructions to patients on measures to prevent long-term problems of the respiratory system.
- d. Employ proper techniques for assessing the respiratory system.
- e. List nursing responsibilities for patients undergoing diagnostic tests and procedures for disorders of the respiratory system.
- f. Recognize symptoms of disorders of the sinuses, pharynx, and larynx.
- g. Describe the pre-and postoperative care for the patient undergoing a tonsillectomy.
- h. Utilize emergency measures for the patient with an airway obstruction.
- i. Devise a nursing care plan for the patient who has had a laryngectomy.
- j. Describe safety factors to be considered when caring for the patient with a tracheostomy.
- k. Compare and contrast commonalities and differences in nursing care for patients with bronchitis, influenza, pneumonia, empyema, and pleurisy.
- l. List at least three nursing interventions appropriate for care of patients experiencing the following: persistent cough, increased secretions in the respiratory tract, dyspnea, alteration in nutrition and hydration related to respiratory disorder, and fatigue related to hypoxia.
- m. Describe ways a nurse can contribute to prevention and prompt treatment of tuberculosis.
- n. Illustrate the pathophysiologic changes that occur during an asthma attack.
- o. Identify problems that occur with aging that may cause a restrictive pulmonary disorder.
- p. Describe the specifics of nursing care for the patient who has had thoracic surgery and has chest tubes in place.

4. The Hematologic System

- a. Describe the structures and functions of the hematologic system.
- b. Differentiate between the various types of blood cells and their functions.
- c. Discuss factors that may alter the function of the hematologic system.
- d. Identify ways in which the nurse might help prevent blood disorders.
- e. List at least five different kinds of information that can be obtained from a complete blood count (CBC).
- f. Describe ways to accomplish hemostasis.
- g. Apply the nursing process to patients with problems of the hematologic system.
- h. Identify the causes of the various types of anemias.
- i. Develop a plan of care for the patient with an anemia.
- j. Explain the pathophysiology and care of sickle cell disease.
- k. Compare cell abnormalities of polycythemia vera to those of leukemia.
- l. Formulate a teaching plan for the patient with leukemia.
- m. Consider why multiple myeloma is a disease affecting older people.
- n. Discuss the problems and treatments the hemophilia patient faces.

5. The Immune System

- a. Contrast the characteristics of innate and acquired immunity.
- b. Describe the role of the lymphatic system in the immune response.
- c. Identify the various ways in which immunity to disease occurs.
- d. Explain the role of immunizations in relation to immunity.
- e. Describe the methods of transmission of HIV.
- f. Identify the signs and symptoms of AIDS.
- g. Discuss how an allergic reaction occurs.
- h. Discuss organ and tissue transplantation and reduction of transplant rejection.
- i. Discuss auto-immune disorders, lupus erythematosus, lymphoma and lymphadema.

6. Sensory System

- a. List the major sense organs and discuss their anatomical position.
- b. List the parts of the eye and define the functions of each part.
- c. List the three divisions of the ear, and discuss the function of each.
- d. Define key sensory terms.
- e. Describe the two changes in the sensory system that occurs as a result of the normal aging process.

- f. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the visual and auditory systems.
- g. Describe age-related changes in the visual and auditory systems and differences in assessment findings.
- h. Describe inflammatory conditions of the lid, conjunctiva, and cornea with etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.
- i. Compare the nature of cataracts, diabetic retinopathy, retinal detachment, glaucoma, and macular degeneration, and the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.
- j. Discuss corneal injuries, including etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.
- k. Differentiate between conductive and sensorineural hearing loss.
- l. Describe major ear inflammatory and infectious disorders including etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching, and prognosis.
- m. List tips for communicating with hearing- and sight-impaired people.
- n. Give patient instructions regarding care of the eye and ear in accordance with written protocol.
- o. Discuss noninfectious disorders of the ear, including etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, patient teaching and prognosis.
- p. Describe the appropriate care of the hearing aid.
- q. Identify communication resources for people with visual and/or hearing impairment.
- r. Describe home health considerations for people with eye or ear disorders, surgery, or visual and hearing impairments.
- s. Describe the various surgeries of the ear, including the nursing interventions, patient teaching, and prognosis.

7. The Neurologic System

- a. Define the vocabulary particular to problems of the nervous system.
- b. Discuss the differences in the action of sympathetic and parasympathetic nervous systems.
- c. Identify four specific ways in which a nurse can contribute to preventing neurologic disorders.
- d. State the appropriate preparation and post-procedure care for patients undergoing lumbar puncture, electroencephalogram, and radiologic studies of the brain and cerebral vessels.
- e. Become familiar with the techniques used for assessment of the nervous system.
- f. Compare and contrast the various signs and symptoms of the common problems experienced by the patients with nervous system disorders.
- g. Describe the types of injuries that result from head trauma.
- h. Compare and contrast the signs and symptoms of subdural hematoma and epidural hematoma.
- i. Explain why an epidural hematoma causes an emergency situation.
- j. Discuss the type of procedure performed to relieve a subdural hematoma.
- k. Illustrate the pathophysiology of increasing intracranial pressure in a patient who has experienced a severe head injury.
- l. Identify the reasons why an elderly person is more at risk for an intracranial bleed from a head injury.
- m. Explain the possible ramifications of spinal cord injury.
- n. List appropriate nursing interventions necessary to provide comprehensive care for a patient who has suffered a C5 spinal cord injury.
- o. Analyze the symptoms of low back pain and correlate them with their cause.
- p. Describe the appropriate nursing actions and observations to be carried out for a patient experiencing a seizure.
- q. Explain why seizure may be a consequence of a stroke, tumor, or infection in the brain.
- r. Compare the subjective and objective findings of thrombolytic stroke and intracerebral bleed.
- s. Devise a nursing care plan for the patient who has suffered a cerebrovascular accident.
- t. Discuss nursing actions to assist the patient who has developed a complication after a cerebrovascular accident.
- u. Describe subjective and objective findings indicative of a brain tumor.
- v. Explain the pathophysiology behind the symptoms of a brain tumor.
- w. Diagram the mechanism by which infection in the brain may cause increased intracranial pressure.
- x. Recall the signs of increasing intracranial pressure from early to late signs.

- y. Compare and contrast symptoms of meningitis and encephalitis.
- z. Explain the assessment data that differentiate migraine headaches from cluster headaches.
- aa. Compare the signs, symptoms, and treatment of trigeminal neuralgia and Bell's palsy.
- bb. Compare and contrast the pathophysiology of Parkinson's disease and myasthenia gravis.
- cc. Discuss treatments for Parkinson's disease.
- dd. Describe the nursing care needed for the patient with Parkinson's disease.
- ee. Explain why multiple sclerosis might be difficult to diagnose.
- ff. Devise a home care plan for the patient with multiple sclerosis.
- gg. Compile a nursing care plan for the patient with Guillain-Barre syndrome.
- hh. Identify the differences between Huntington's disease and amyotrophic lateral sclerosis.
- ii. Illustrate the signs and symptoms of myasthenia gravis.
- jj. Compare and contrast the complications of Parkinson's disease with those of myasthenia gravis.

8. The Gastrointestinal System

- a. Identify three major causative factors in the development of disorders of the gastrointestinal system.
- b. Explain three measures to prevent development of disorders of the gastrointestinal system.
- c. List nursing responsibilities in the pre- and post-test care of patients undergoing diagnostic tests for disorders of the gastrointestinal system.
- d. Describe the assessment of a patient with a possible gastrointestinal disorder.
- e. State the care needed for the patient who is having a liver biopsy.
- f. Discuss obesity and its management, including bariatric surgery.
- g. Compare the signs and symptoms of oral, esophageal, and stomach, cancer.
- h. Illustrate the cause of gastroesophageal reflux disease (GERD).
- i. Explain the etiology and prognosis for Barrett's esophagus.
- j. Describe the pathophysiology, means of medical diagnosis, and treatment for gastritis.
- k. Compare and contrast the treatment and nursing care of the patient with GERD and a patient with a peptic ulcer.
- l. Devise a nursing care plan for the patient with a gastrointestinal disorder.
- m. Review the difference in the care of the patient with a nasogastric tube for decompression and a feeding tube.
- n. Describe the etiology and signs and symptoms of various types of hernias.
- o. Discuss the characteristics of irritable bowel syndrome.
- p. Explain how diverticulitis occurs.
- q. Illustrate how the two types of intestinal obstruction occur and their danger.
- r. Describe the pathophysiology, methods of diagnosis, and treatment for ulcerative colitis.
- s. List nursing interventions a for the patient with inflammatory bowel disease.
- t. Differentiate the signs and symptoms of appendicitis from those of peritonitis.
- u. Compare the characteristics of hemorrhoids, pilonidal sinus, and anorectal fistula.
- v. Create a teaching plan for the prevention of colorectal cancer.
- w. Identify nursing interventions for the patient having surgery of the lower intestine and rectum.
- x. Explain the plan of care for the patient with cholelithiasis.
- y. Describe treatment for the patient with cholecystitis.
- z. List the ways in which the various types of hepatitis.
- aa. Identify signs and symptoms of the various types of hepatitis.
- bb. Devise appropriate nursing interventions for the patient with cirrhosis and ascites.
- cc. Indicate potential causes of liver failure.
- dd. Differentiate the signs and symptoms of acute and chronic liver failure.
- ee. Describe the postoperative care of the patient who has undergone a liver transplantation.
- ff. Devise a nursing care plan for the patient who has undergone a liver transplantation.
- gg. Prepare a plan for adequate pain control for the patient with pancreatitis.
- hh. Compare the treatment options for cancer of the pancreas.

9. The Musculoskeletal System

- a. Recall the normal anatomy of the musculoskeletal system.
- b. Describe how the musculoskeletal system provides the function of motion.
- c. Explain how the musculoskeletal system provides protection for the body.
- d. Describe the steps included in a nursing assessment of the musculoskeletal system.
- e. Teach a patient about the following diagnostic tests: bone scan, arthroscopy, and electromyography.

- f. State the factors to be assessed for the patient who has a connective tissue injury.
- g. Compare the assessment findings of a connective tissue injury with those of a fracture.
- h. State the care that is needed for the patient who has an external fixator in place.
- i. Identify the “do’s and don’ts” of cast care.
- j. Describe nursing assessment and intervention for the patient in traction.
- k. Identify the special problems of patients with arthritis and specific nursing interventions that can be helpful.
- l. Compare the preoperative and postoperative care of a patient with a total knee replacement with that of a patient with a total hip replacement.
- m. Explain the process by which osteoporosis occurs, ways to slow the process, and how the disorder is treated.
- n. Differentiate care of the patient with a metastatic bone tumor from care of the patient with rheumatoid arthritis.
- o. Identify important postoperative observations and nursing interventions in the care of the patient who has undergone an amputation.
- p. List ways in which the elderly can increase musculoskeletal strength and protect bones.

10. Reproductive System

- a. List and describe the functions of the organs of the male and female reproductive tracts.
- b. Discuss menstruation and the hormones necessary for a complete menstrual cycle.
- c. Define key terms related to reproductive disorders.
- d. Discuss the impact of illness on the patient’s sexuality.
- e. List nursing interventions for patients with menstrual disturbances.
- f. Discuss nursing interventions for the patient undergoing diagnostic studies related to the reproductive system.
- g. Discuss the importance of the Papanicolaou smear test in early detection of cervical cancer and mammography as a screening procedure for breast cancer.
- h. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and patient teaching for infections of the female reproductive tract.
- i. Discuss four important points to be addressed in discharge planning for the patient with pelvic inflammatory disease (PID).
- j. List four nursing diagnoses pertinent to the patient with endometriosis.
- k. Identify the clinical manifestations of a vaginal fistula.
- l. Describe the preoperative and postoperative nursing interventions for the patient requiring major surgery of the female reproductive tract.
- m. Describe the common problems with cystocele, rectocele, and the related medical management and nursing interventions.
- n. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and patient teaching for cancers of the female reproductive system.
- o. Identify four nursing diagnoses pertinent to ovarian cancer.
- p. Describe six important points to emphasize in the teaching of breast self-examination.
- q. Compare four surgical approaches for cancer of the breast.
- r. Discuss adjuvant therapies for breast cancer.
- s. Discuss nursing interventions for the patient who has had a modified radical mastectomy.
- t. List several discharge planning instructions for the patient who has undergone a modified radical mastectomy.
- u. Discuss the etiology/pathophysiology, clinical manifestations, assessment, diagnostic tests, medical management, nursing interventions, and patient teaching for inflammatory disorders of the male reproductive system.
- v. Distinguish between hydrocele and varicocele.
- w. Discuss the importance of monthly testicular self-examination beginning at 15 years of age.
- x. Discuss patient education related to prevention of sexually transmitted diseases.

11. Urinary System

- a. Review the anatomy and physiology of the urinary system
- b. Identify causes of urologic problems and disorders.
- c. Discuss ways in which the nurse can help patients to prevent or cope with urologic disorders.
- d. Discuss the psychosocial impact of urinary incontinence.

- e. Describe signs and systems of selected urologic inflammatory disorders (e.g., cystitis, urethritis, and pyelonephritis) and nursing interventions for these patients.
- f. Discuss nursing management for patients with acute and/or chronic glomerulonephritis.
- g. Describe nursing assessments and interventions for patients with acute renal failure.
- h. Describe the needs of patients on long-term hemodialysis.
- i. Discuss the benefits and special problems associated with kidney transplantation.

12. Endocrine System

- a. Identify the location of each endocrine gland.
- b. Illustrate the principal actions and target tissues for hormones of the hypothalamus and pituitary, thyroid, parathyroid, adrenal, and pancreas glands.
- c. Verbalize three specific age-related changes in the endocrine system.
- d. Describe common diagnostic tests for the endocrine system.
- e. Give examples of four major problems associated with hyposecretion of pituitary hormones and identify three nursing interventions appropriate for each problem.
- f. Outline three nursing interventions appropriate for each problem of hypopituitarism.
- g. Critique appropriate nursing assessments and interventions for the patient who might experience complications of a thyroidectomy.
- h. Compare and contrast the symptoms of hypoparathyroidism with hyperparathyroidism.
- i. Illustrate six signs and symptoms of adrenocortical insufficiency (Addison's disease).
- j. Describe four major causes of Cushing syndrome.
- k. Compare and contrast the two major types of diabetes mellitus.
- l. Illustrate each of the four kinds of factors that influence the development of diabetes mellitus.
- m. Describe the acute and long-term complications and results of poorly controlled diabetes mellitus.
- n. Identify sources of support and information for people with diabetes and their families.

13. The Integumentary System

- a. Review the structure and functions of the skin.
- b. Discuss the changes that occur with aging that affect the skin barrier.
- c. Discuss the various causes of integumentary disorders.
- d. Identify important factors in the prevention of skin disease.
- e. Plan specific measures to prevent pressure ulcers.
- f. Interpret laboratory and diagnostic test results for skin disorders.
- g. State nursing responsibilities in the diagnosis of skin disorders.
- h. Describe the proper staging of a pressure ulcer.
- i. Write outcome objectives for a patient with a nursing diagnosis of Impaired skin integrity.
- j. Develop a teaching plan appropriate for adolescents and young adults for the prevention of skin cancer.
- k. Describe the etiology of dermatitis.
- l. Plan psychosocial interventions for the patient who has psoriasis.
- m. Compare the treatment of fungal skin or nail disorders to the treatment of bacterial skin disorders.
- n. List the main nursing care points for patients with herpesvirus infections.
- o. Discuss the types of acne and their treatment.
- p. Compare the characteristics of the various types of skin cancer.
- q. Compose a teaching plan for a family of an immobile patient to prevent pressure ulcers.
- r. Prepare care plan interventions for each stage of a pressure ulcer.
- s. List important assessment points for the patient who has sustained a burn.
- t. Explain emergency burn care.
- u. Identify the measures used for burn treatment during the acute or emergent phase.
- v. Describe the process of rehabilitation for the patient with a major burn.

14. Oncology

- a. Identify characteristics of neoplastic (abnormal tissue) growth.
- b. Identify at least five factors that may contribute to the development of a malignancy.
- c. State at least four practices that can contribute to prevention and early detection of cancers.
- d. Describe ways to include the recommendations of the American Cancer society for routine checkups and detection of cancers into patient education.
- e. Discuss the pros and cons of the various treatments available for cancer.

- f. State the major problems and appropriate nursing interventions for a patient coping with expected side effects of radiation or chemotherapy.
- g. State the stages of the grieving process experienced by the dying cancer patient.

15. Perioperative Care

- a. Define key terms relating to preoperative, postoperative and intraoperative care.
- b. Identify the purposes of surgery.
- c. Distinguish among elective, urgent, and emergency surgery.
- d. Discuss the factors that influence an individual's ability to tolerate surgery.
- e. Explain the procedure for turning, deep breathing, coughing, and leg exercises for postoperative patients.
- f. Explain the importance of informed consent for surgery.
- g. Discuss the considerations for the older adult surgical patient.
- h. Describe the role of the circulating nurse and the scrub nurse during surgery.
- i. Discuss the preoperative checklist.
- j. Discuss the initial nursing assessment and management immediately after transfer from the postanesthesia care unit.
- k. Differentiate among general, regional, and local anesthesia.
- l. Explain conscious sedation.
- m. Identify the rationale for nursing interventions designed to prevent postoperative complications.

Assessment Description(s)

Clinical Evaluation Tool; ATI Proctored Assessment

Materials and Technological Requirements

deWitt, Susan C. (2013). Medical-Surgical Nursing Concepts and Practice, St. Louis: Saunders, Elsevier.

deWitt, Susan C. (2013). Medical-Surgical Nursing Concepts and Practice Student Study Guide, St. Louis: Saunders, Elsevier.

ATI

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.

- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262
BRT@southark.edu

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