

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

Department/School Nursing Date March 7, 2013

Course No. or Level 212 Title Care of Children in Abusive and Neglectful Environments

Semester hours 1 Clock hours: Lecture 1 Laboratory \_\_\_\_\_

Prerequisites Admission into the upper division in nursing program

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ms. Vicki Martin

Department Chairperson's/Dean's

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

Date of Implementation Fall 2013

Date of School/Department approval March 7, 2013

Catalog description:

**This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through on-line discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and the five issues involved in maltreatment, risk factors for the victims and perpetrators, assessment**

**findings, cultural beliefs and customs within families, mandatory reporting, and the care/safety of suspected abuse victims.**

Purpose: 1. For Whom (generally?)

**This course will assist learners who are sophomore level or above (interdisciplinary). This is many times needed for off-track who need an extra credit for full time. This situation occurs for students because many of the clinical courses are five credits in nursing. Other disciplines have voiced the same need.**

2. What should the course do for the student?

**This course will assist the learner to understand more in-depth knowledge about child abuse and neglect. Many states, such as NY, have a mandatory competency requirement for nurses regarding child abuse reporting.**

Teaching method planned:

**The on-line class will consist of audio-visual aids, podcasts/videos, on-line discussions, PowerPoint lectures, written assignments, case studies, critical thinking activities, and on-line quizzes.**

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

**E-book:**

Potts, N. L. & Mandleco, B L. (2012). *Pediatric nursing: Caring for children and their families* (3<sup>rd</sup> ed). Clifton Park, NY: Delmar Cengage Learning. pp. 1379-1412.

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

<b>Date</b>	<b>Subject</b>	<b>Readings/Viewings</b>	<b>Assignments</b>
<b><u>Week 1</u></b>	Course orientation & introduction	Review course syllabus Course On-line tutorials Course resources	Chat room “Icebreaker”  <b>Pre-Test</b>
<b><u>Week 2</u></b>	Child abuse (misc)	View lecture ppt	Discussion board NCLEX ?
<b><u>Week 3</u></b>	Child abuse (statistics)	Read e-book chapter 36 & Refer to ppt	Discussion board Case studies
<b><u>Week 4</u></b>	Child abuse (websites)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry

<b><u>Week 5</u></b>	Child abuse (culture)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
<b><u>Week 6</u></b>	Child abuse (history taking)	Refer to ppt & E-book chapter 36	Discussion board NCLEX ?
<b><u>Week 7</u></b>	Child abuse (pt & family assessment)	Refer to ppt & E-book chapter 36	Discussion board Case studies
<b><u>Week 8</u></b>	Child abuse ) (legal issues)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
<b><u>Week 9</u></b>	Child abuse (mandatory reporting)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
<b><u>Week 10</u></b>	Child abuse (evidence-based practice)	Refer to ppt & E-book chapter 36	Discussion board NCLEX ?
<b><u>Week 11</u></b>	Child abuse (prevention)	Refer to ppt & E-book chapter 36	Discussion board Case studies
<b><u>Week 12</u></b>	Child abuse (pt & family resources)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
<b><u>Week 13</u></b>	Child abuse (research)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity <b>Post-Test</b>
<b><u>Week 14</u></b>	Course evaluations due		<b>Complete course evaluations on-line</b>

When completed, forward to the Office of the Provost.

9/03



## Department of Nursing

<b>Course Title:</b>	<b>Care of Children in Abusive and Neglectful Environments</b>
<b>Course Number:</b>	NURS 212
<b>Credit Hours:</b>	1
<b>Semester and Year:</b>	Fall
<b>Day and time:</b>	On-line
<b>Pre-requisites:</b>	Sophomore status or higher

### **Faculty/Course Coordinator:**

Vicki Martin, MSN, RN

Office Number: LNB 127

Office Phone Number: 843-661-1898

Email: [vmartin@fmarion.edu](mailto:vmartin@fmarion.edu)

Office Hours: Tuesdays 9:00-12:00; Thursdays 2:30-3:30pm; Additionally by Appointment

### **Course Description:**

This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through on-line discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and the five issues involved in maltreatment, risk factors for the victims and perpetrators, assessment findings, cultural beliefs and customs within families, mandatory reporting, and the care/safety of suspected abuse victims.

### **Learning Outcomes:**

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

1. Discuss the five types of maltreatment of children.
2. Describe risk, protective factors and prevention strategies related to child maltreatment.
3. Evaluate the clinical manifestations, assessment, and diagnostic findings involved in child abuse.
4. Integrate cultural beliefs and customs involved in the dynamics of the family.
5. Discuss the mandatory reporting and legal, ethical processes involved in child abuse and neglect.
6. Identify the care and safety in the medical management of suspected abuse victims.
7. Apply the principles of prioritization and delegation in planning holistic care for abused children.

### **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, 2009).

### **Teaching Strategies:**

**The on-line class will consist of audio-visual aids, podcasts/videos, on-line discussions, PowerPoint lectures, written assignments, case studies, critical thinking activities, and on-line quizzes.**

### **E-book:**

Potts, N. L. & Mandleco, B L. (2012). *Pediatric nursing: Caring for children and their families* (3<sup>rd</sup> ed).

Clifton Park, NY: Delmar Cengage Learning. pp. 1379-1412.

Websites: [www.cdc.gov](http://www.cdc.gov)

[www.childwelfare.gov](http://www.childwelfare.gov)

[www.scdhec.gov](http://www.scdhec.gov)

### **Methods of Evaluation:**

The learner must receive a grade of “C” (2.0 on a 4.0 scale) or better in order to pass the nursing course. Not achieving a “C” or better in the course work constitutes a course failure, and the course must be repeated and a “C” or better attained before the learner can be considered having completed the nursing program.

**No late work will be accepted without prior approval of the instructor.**

### **Course Evaluation Methods:**

1. Reading/video assignments – 2 @ 5% each = 10%
2. Reflection entries – 3 @ 5% each = 15%
3. Critical thinking activities - 3 @ 5% each = 15%
4. NCLEX questions - 3 @ 5% each = 15%
5. Case studies – 3 @ 5% each = 15%
6. Quizzes X 2 @ 5% each = 10%
7. Discussion board participation X 12 weeks = 20%

### **Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
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.

### **Test Taking Guidelines:**

There will be a pre-test at the beginning and a post-test at the end of the on-line course. The instructor will have the quizzes posted on Blackboard under Testing. Learners will not have access to the quizzes until the week of the due dates. The students will complete the quizzes at home via open book testing and will email the quizzes back to the instructor on the posted due dates. The

instructor will grade and post the scores on Blackboard. Failure to complete the quizzes on the due dates will result in a “0” for the quizzes. Please follow the topical outline for all due dates.

### **On-line Participation:**

The purpose of on-line discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response **by midnight on Sunday of the end of the first week of the block**, and responding to at least two of your classmates’ posts by **midnight on Sunday the last day of the second week of the block**.

More detail is provided within the Content section of Blackboard. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion (2-3 times per question is adequate). Although discussion boards will remain open for the duration of the course and continued discussion is permitted, any posting after the due date will not be included in the learner’s discussion board grade for the block. **Please cite references with all discussion board postings.**

### **On-line Attendance Policy:**

Attendance for this on-line course is from Monday through Sunday. To be considered present, learners must log in at least one time and complete the weekly assignment. A learner who does

not sign in and/or does not provide any meaningful input for the block will be considered absent and may be at risk for failing the course.

## **ACADEMIC INFORMATION**

### **Grievance Procedures**

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Grievances should be discussed first with the faculty involved and if unresolved, then with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. Following the chain of command is an expected behavior for professional nurses. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Student Handbook (current edition)*.

### **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.

### **Email Policy:**

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all learners are required to have an active FMU email account. The FMU email should look like this: [alearner1234@g.fmarion.edu](mailto:alearner1234@g.fmarion.edu). You **will not** be allowed to enroll in this course until you set up an FMU email account.

Email responses to faculty are expected within 24 hours. Faculty will respond to 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.

**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.

**Learner Responsibilities:**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *Francis Marion University Catalog*, the *University Learner Handbook*, and the *Department of Nursing Learner Handbook*. 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 learner may request the faculty to meet at another time.

**Academic Dishonesty:**

**Failure to cite references in any course assignments may result in discipline.** See Honor Code found in the *University Learner Handbook: Rights and Responsibilities; Standards of Conduct*. 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 *Department of Nursing Learner Handbook: Academic Integrity*.

**Code of Ethics:**

The Department of Nursing subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Learner Handbook and Catalog*. The Department of Nursing 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 Department of Nursing, or the nursing profession. Please see the *Department of Nursing Learner Handbook: Academic Integrity* and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **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. Your computer should be able to support Blackboard 9 and Blackboard Collaborate.

### **On-line Course Help:**

To access Blackboard use the URL: <http://Blackboard9.fmarion.edu>. If you have problems accessing the Bb or problems during the semester call the help desk. The FMU home page, under quick links will have a specific location for Blackboard Help. In the main body of the page is a link to Blackboard manual for learners. This will help you understand some of the functions of the Blackboard system.

You can reach the Help Desk by: Phone: 843-661-1111, Email: [helpdesk@fmarion.edu](mailto:helpdesk@fmarion.edu), or in person at office ACC108.

### **Feedback on your assignment submission:**

Please check feedback on the graded assignments in your grade-book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link. **Check your grades.** I will post your grades for the discussion board, assignments, etc. as soon as

possible. If you find any errors or missing scores in your grade-book, please feel free to email me. I will make any corrections. ***No assignment will be graded without the attached Grading Grid.***

**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. Dictates of professional behavior apply to faculty, staff, and learners in the Department of Nursing. **These rules apply to any on-line course offered by the Department of Nursing.** 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 Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Department of Nursing
- 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
- Failure to follow the chain of command.

**Disciplinary Action for Unprofessional Behavior:**

Unprofessional or disruptive behavior demonstrated by a Department of Nursing learner towards another learner, client, 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 Learner Handbook*.

3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing, and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

**\*\*All academic warnings are cumulative throughout the program.\*\***

**To be a successful on-line learner** takes great effort. The learner must be self-motivated and self-disciplined to remain on schedule with reading, assignments, projects, etc. They have to devote time to the on-line experience from their busy family and work schedule in order to keep up-to-date with the on-line course work.

**Netiquette:** Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages and threaded discussions. Respect is required and expected. If your discussion post is a response, begin the post with the learner's name. Please write your name at the end of all discussion postings so we will know who has contributed to the learning process.

**Disclaimer:**

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

**ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES**

Bonita McFadden, Nursing Administrative Assistant	843-661-1690
Rogers Library	843-661-1310
Counseling and Testing Center	843-662-8263
Technical Support	843-661-1111
Writing Center	843-661-1654
Media Center	843-661-1250

**Grading Rubrics:**

Grading rubrics are utilized to provide appropriate assignment feedback to the on-line learner and to maintain consistency in assigning grades. The appropriate Grading Grid **must** be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the appropriate Grading rubric.

**Discussion Boards:** The following rubric will be used for assessing online participation.

POST	EVALUATION CRITERIA	EARNED POINTS
Primary post worth a total of 50 points	*On time	10 points
	*All topic areas covered	10 points
	*References provided if appropriate	10 points
	*Substantive content	10 points
	*Acceptable grammar	10 points
Secondary posts (2) worth 25 points each	*On time	5 points
	*Reflects or references others' posts	5 points
	*Added new thoughts or ideas to the post stream	10 points
	*Acceptable grammar	5 points

<b>Reflections, Case Studies, NCLEX Questions, &amp; Critical thinking activities</b>		
<p>Reflection entries and/or learning activities will be done in response to guided direction, reflections of individual learning. Content might include new ideas or new insights, thoughts or feelings, paradoxes, poetry, art, experiences, etc. Writing is done in free style and dialogical. Assignments must be submitted on the due dates. Some weeks learners will be asked to submit editorials, articles, etc. relevant to child abuse and write a response pertinent to that piece. Reflections are graded on completeness and expression of thought, not content.</p>		
<b>90-100 points</b>	<b>80-89 points</b>	<b>0-79 points</b>
All entries complete, appropriate, & with new insights or expression of thoughts.	One or two entries missing & no new insights or expression of thoughts.	Greater than two entries missing & no new insights or expression of thoughts

**Topical Outline:**

<b>Date</b>	<b>Subject</b>	<b>Readings/Viewings</b>	<b>Assignments</b>
<b><u>Week 1</u></b>	Course orientation & introduction	Review course syllabus  Course On-line tutorials  Course resources	Chat room "Icebreaker"  <b>Pre-Test</b>
<b><u>Week 2</u></b>	Child abuse (misc)	View lecture ppt	Discussion board NCLEX ?
<b><u>Week 3</u></b>	Child abuse (statistics)	Read e-book chapter 36 & Refer to ppt	Discussion board Case studies

<b><u>Week 4</u></b>	Child abuse (websites)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
<b><u>Week 5</u></b>	Child abuse (culture)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
<b><u>Week 6</u></b>	Child abuse (history taking)	Refer to ppt & E-book chapter 36	Discussion board NCLEX ?
<b><u>Week 7</u></b>	Child abuse (pt & family assessment)	Refer to ppt & E-book chapter 36	Discussion board Case studies
<b><u>Week 8</u></b>	Child abuse ) (legal issues)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
<b><u>Week 9</u></b>	Child abuse (mandatory reporting)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity
<b><u>Week 10</u></b>	Child abuse (evidence-based practice)	Refer to ppt & E-book chapter 36	Discussion board NCLEX ?
<b><u>Week 11</u></b>	Child abuse (prevention)	Refer to ppt & E-book chapter 36	Discussion board Case studies
<b><u>Week 12</u></b>	Child abuse (pt & family resources)	Refer to ppt & E-book chapter 36	Discussion board Reflection entry
<b><u>Week 13</u></b>	Child abuse (research)	Refer to ppt & E-book chapter 36	Discussion board Critical thinking activity <b>Post-Test</b>
<b><u>Week 14</u></b>	Course evaluations due		<b>Complete course evaluations on-line</b>

### **COMMUNICATION POLICY FOR BLACKBOARD FRANCIS MARION UNIVERSITY**

On-line classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. On-line discussions are an integral part of the on-line program. The intent of on-line discussions (discussion boards) are to replace the sharing that would occur between learners in the classroom, to allow faculty to identify learner learning and correct misconceptions, and to share in the educational process as on-line learners. To help you become accustomed to working in an on-line classroom, the following guidelines are listed to assist you in working in the on-line classroom.

1. Learners are expected to check their e-mail and discussion board daily for learner posts and faculty updates.
2. Each week there will be either a discussion board question or assignment. The discussion board question(s) will require learner responses by the deadline date. Learners are to

respond to each primary question by the end of the day Thursday (11:59 PM), and respond to at least two classmates' posts in each discussion board question by the end of the day Sunday for full discussion board credit for the week. Additional detailed information on discussion board participation can be found in the course material in blackboard and in each course syllabus.

3. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be utilized to assign grades for discussion participation by each learner. You will find the rubric in the course materials in blackboard, as well as in each course syllabus.
5. Some courses will require the learners to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the learners utilize the blackboard group discussion site for their team communications. If a question of equal participation comes up, the faculty will be able to review the group discussions to assess each group member's role.
6. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
7. Use a positive and respectful tone.
8. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in a WORD document first before posting so you don't regret a response later. There is no editing once you post your response.
9. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" on-line. It is preferable that you not post your WORD document as an attachment, but copy and paste in the response section of the postings.
10. Reference all information used in your post that is not your own knowledgebase.
11. Although information shared on-line cannot be assumed to be private, please respect the examples and information shared by others.
12. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.

**Please sign the forms below. You will need to print it and deliver it to me, fax it to me, or scan and email it to me. Either way is acceptable but I must have it by the second class date of this semester. Failure to do so may cause a delay in receiving your final grades.**





I \_\_\_\_\_ have read and understand the syllabus and have had

an opportunity to clarify any questions and /or concerns. I agree to abide by all aspects of the stipulations

set forth in the child abuse and neglect on-line course.

Signature of Learner: \_\_\_\_\_

Date: \_\_\_\_\_

Course Coordinator: \_\_\_\_\_ Vicki Martin, MSN, RN \_\_\_\_\_

Date: \_\_\_\_\_

**FRANCIS MARION UNIVERSITY**

**Department of Nursing**

**Student Affirmation Form**

Semester \_\_\_\_\_ Courses

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\_\_\_ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University nursing learner. In addition, I agree not to inappropriately disclose confidential information about any health care agency or institution that is disclosed to me in my capacity as a Francis Marion University nursing learner. I will adhere to HIPAA guidelines.

\_\_\_ I have/will read the syllabus of all nursing courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be an 80% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

\_\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics, the South Carolina Practice Act, and the FMU Academic Dishonesty Policy.

\_\_\_ I will maintain and uphold the academic integrity policy of the Department of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

\_\_\_ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Nursing program.

\_\_\_ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Nursing program.

\_\_\_ I will sign only my own papers and other documents and will not sign any other learner's name to anything, including class attendance sheets.

\_\_\_ I will not allow any other learner access to any of my paperwork for the purpose of copyright.

\_\_\_ I have /will read the **current edition** *Francis Marion University Learner Handbook and Catalog* (On-line).

\_\_\_ I have/will read the **current edition** of the *Department of Nursing Learner Handbook* (On-line).

\_\_\_ I will agree or do not agree (circle one) to have personal information sent to me via email.

\_\_\_ I agree or do not agree (circle one) for samples of graded papers, care plans, etc. to be used as display or examples for accreditation and educational purposes.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_