Changes to Nursing Curriculum Support Documents

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

Department/School___**Nursing**____Date___**January 2013**_____

Course No. or Level__**449**__Title___**Leadership and Management in Nursing**___

Semester hours__**5**__Clock hours: Lecture__**4**___Laboratory___**3**____

Prerequisites__**None**_____

Enrollment expectation___**20**_____

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 447 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 __**Regina Smeltzer**_

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation _____**Fall 2013**_____

Date of School/Department approval ___**November 15, 2012**_____

Catalog description: This course offers the RN the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, inter-professional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory. Clinical hours are project-based and synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

Purpose: 1.   For Whom (generally?)
The course is for associate degree or diploma educated registered nurses who are working toward a bachelor's degree in nursing. During the course the students complete a leadership project under the guidance of a preceptor who is in a nursing leadership position. This project can be completed with three laboratory hours per week as opposed to the original six laboratory hours allotted.

                2.   What should the course do for the student?
The course will strengthen leadership skills, enhance group process, and teach basic management skills such as budgeting, scheduling, conflict resolution, change process, and legal issues related to leadership and management in nursing.

Teaching method planned: The course is totally online. Modalities used online will include textbook readings and other assigned readings, PowerPoint presentations, group discussions via Blackboard, and leadership project development.

Textbook and/or materials planned (including electronic/multimedia):
                Finkelman, A. W. (2012). *Leadership and Management in Nursing, (2nd ed).* Upper Saddle River, NJ: Pearson Prentice Hall ISBN 10: 0-13-213771-2.

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.)

        The course content is as follows:

Conceptual base for leadership and management
Legal issues and ethics in health care
Change and Decision Making
Organizational Theories
Patient centered care
Organizational culture
Recruitment and retention

Consumerism
Teams Collaboration Communication methods Delegation
Evidence based practice Quality care Measuring quality Accreditation
Financing health care Technology Magnet hospitals Career planning

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

Francis Marion University
Fall 2013

Course Name:	Leadership and Management in Nursing
Course Number:	NRN 449
Credit Hours:	5 semester hours (5:4-3)
Class Time:	This is an on-line course taught through Blackboard with a clinical component for the completion of a leadership project
Prerequisites/	
Co-requisites:	None
Faculty:	Regina Smeltzer, RN, MSN
Office:	RM 144 LNB
Office Phone:	843-661-1689
E-Mail:	RSmeltzer@Fmarion.edu
Office Hours:	Tuesdays and Thursdays by appointment

I will check for and respond to e-mail messages and enter Blackboard at

least one time a day, usually late afternoon. I will not be on-line Sundays.

Course Description:
This course offers the RN the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, interprofessional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory. Clinical hours are project-based and synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

Course Access and Navigation:
This course was developed using Blackboard. To access the course, go to http://www.blackboard9@fmarion.edu. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

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

1. Apply the concept of organizational systems as client.
2. Analyze the responsibilities of nurse managers, including developing and tracking unit budgets, delivering performance appraisals, delegation, disciplining, and hiring and retaining employees, and the use of power.
3. Examine the differences between and the concepts and theories of leadership and management related to patient care outcomes.
4. Analyze information technology used in patient care, identifying safeguards for the protection of patient privacy as well as usefulness in clinical decision making.
5. Question professional behavior, legal and ethical responsibility, and personal accountability as a nurse leader and manager of effective health care delivery.
6. Compare and contrast factors that create a culture of professional safety, such as open communication, non-punitive error reporting systems, strategies for group communication and collaboration with diverse disciplines.
7. Evaluate the leadership role within one's scope of professional nursing practice with a focus on improving quality patient care utilizing outcome based practices.
8. Differentiate the role of nurse leader as a facilitator of professional development of self and others.
9. Demonstrate a basic understanding of organizational structure, mission. vision, philosophy, values and span of control

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 Methodology:
This online class will be taught by closely following the textbook and utilizing discussions, power point lectures, individual assignments, and clinical conferences on Blackboard (Bb). All assignments are posted on Bb under Content. Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Content.

Required Textbooks:
Finkelman, A. W. (2012). *Leadership and Management in Nursing, (2nd ed).* Upper saddle
      River, NJ: Pearson Prentice Hall ISBN 10: 0-13-213771-2.

METHOD OF EVALUATION:
The learner must receive a "C" (2.0 on a 4.0 scale) or better in order to pass the nursing course. Not receiving a "C" or better in the course 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.

 Course Evaluation:
Discussion Board due at the end of each block…………………………….10%
Nurse Leader Interview due end of Block One…………………………….15%
Project Proposal and Goals due end of Block Two………….…..………20%
Group Process Histogram due end of Block Three….………….…..……15%
Completed Independent Project due end of Block Four…………..…..…30%
Final Power-point Presentation due end of week two in Block Five…….10%
*Completed time log totaling 45 hours due end of Block Five…………..S/U

*Note: - *The final time log must be submitted to the faculty by the end of the course in order to pass the course*
                                      Total 100%

Assignment Explanations:
Detailed descriptions and explanations for all assignments are within the Content section of Blackboard.

Online Participation:
The purpose of online discussion is to encourage reflection and sharing of your 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 the end of the**

second week of the block, and responding to at least two of your classmates' posts by **midnight on Sunday the last day 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.

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

Grading Grids (Rubrics):
Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. 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 Grading Grid.

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 a 80.

Departmental Criteria:
BLS, PPD and immunizations *Department of Nursing Student Handbook (Current edition)*.

Online Attendance Policy:
Attendance for this on-line class goes for three weeks from Monday through Sunday. To be considered present, learners must log on at least one time and make some meaningful contribution to classmate learning during the timeframe of the block. 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.

Written Paper Requirements:
 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 unless instructed otherwise.

Work Turned in Late:
Any assignments that are due in an assigned block will be considered on-time if submitted by midnight Sunday night of the last week of the block. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade. Failure to notify the faculty member of late work will result in an automatic ten percent reduction.

Grievance Procedure:
The Department of Nursing adheres to the University Guidelines for Learner Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog.* Learner concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. It the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook.* Refer also to the current edition of the *Department of Nursing Student Handbook.*

ACADEMIC INFORMATION

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.

Learner 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 *Department of Nursing Student 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.

Academic Dishonesty
See Honor Code found in the *University Learner Hand Book: 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 Student 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 Student 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 Student Handbook*: Academic Integrity and
http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx

South Carolina Nurse Practice Act
Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation:* Board of Nursing, 2009).
http://www.scstatehouse.gov/code/t40c033.htm

COURSE PROCEDURES
To be a successful online learner takes great effort. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. You do have to devote time from your busy family and work schedule to work on the course so you won't fall behind.
Communication is key. Communication channel is always open between me, you, and among ourselves. It is very, very important that we keep connected and interact. If you do have questions, please feel free to email me, utilize the faculty forum in discussion board, or phone me.
Working ahead. All assignments and discussion questions for the semester are posted. You are permitted to post one block ahead on discussion questions. Know, however, that course content must be reviewed before posting is to be done in order to correctly interpret the questions. Learners are permitted to work ahead as able on individual assignments.
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. 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 know who has contributed to the learning process.
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 I can. If you find any errors or missing scores in your grade-book, please feel free to email me. I will correct my mistakes. *No assignment will be graded without the attached Grading Grid*.

Course Outline:

Date	Enabling Objective At the end of each session the learners will be able to do the following:	Content	Resources and Evaluation Methods

Block One	• Compare and contrast leadership and management • Explain the role of the clinical nurse and why it is important • Define two key change theories • Discuss resistance to change and how it can be handled • Distinguish between strategic and project planning • Describe key organizational theories • Describe the development of US hospitals • Identify the key methods for classifying hospitals	Conceptual base for leadership and management Legal issues and ethics in health care Change and Decision Making Organizational Theories	Ch 1, 2, 3, 4 Discussion Board Nurse leader interview due by the end of the block
Block Two	• Discuss what is included in an organizational analysis • Discuss the importance of practice standards and guidelines • Define organizational culture • Discuss how dissonance in cultures can affect an organization and patient care • Describe staff recruitment • Explain how a position description is developed • Describe the performance appraisal process • Discuss reasons for the nursing shortage	Patient centered care Organizational culture Recruitment and retention Consumerism	Ch 7, 8, 9, 10 Discussion Board Project proposal and goals due by the end of block two
Block Three	• Describe the different types of teams • Identify individual group building and blocking	Teams Collaboration	Ch 11, 12, 13, 14 Discussion Board Group Process

		Communication methods	Histogram due by the end of Block Three
	roles in teams • Discuss ways to improve group process • Identify legal issues related to delegation • Discuss how to monitor and evaluate delegation • Discuss the importance of practice standards and guidelines • Identify legal issues related to delegation • Discuss how to monitor and evaluate delegation • Discuss the importance of practice standards and guidelines • Define Clinical Pathways • Identify the liability and ethical issues with using clinical pathways • Explain the difference between disease management and demand management • Explain why benchmarking, utilization review, standards of care, and EBP are considered tools to increase collaborative care	Delegation	
Block Four	• Define consumers • Describe the history of health care consumerism • Discuss the relationship between patient education and health care consumerism • Discuss the nurse's role as patient advocate in health care • **Collaboration, conflict resolution**	Evidence based practice Quality care Measuring quality Accreditation	Ch 15, 16, 17 Discussion Board Completed independent project due by the end of Block Four
Block Five	• Discuss the importance of information and clinical technology to	Financing health care Technology	Ch 5, 6, 18 Discussion Board

	nursing • Describe the critical issues related to privacy and confidentiality • Describe how tele-health can be used for patient education • Describe the critical elements of a career plan • Discuss how networking, coaching and mentoring might be beneficial to a nurse • Discuss the implications of lifelong learning	Magnet hospitals Career planning	Power Point presentation due for grading and submission to discussion board by week two of Block Five Completed time log is due by the end of Block Five Complete course evaluations and submit via Blackboard

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 or on the announcement page of Blackboard and/ or by email.

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

COMMUNICATION POLICY FOR BLACKBOARD
FRANCIS MARION UNIVERSITY RN TO BSN PROGRAM

Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions are an integral part of the RN to BSN 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 professional nurses. To help you become accustomed to working in an on-line classroom, the following guidelines are listed to help you become accustomed to working in an on-line classroom.

1. Learners are expected to check their e-mail daily and discussion board at least every two days for learner posts and faculty updates.

2. Each block there will be from one to three discussion board questions that require learner responses. Learners are to respond to each primary question by the end of the day Sunday of the second week and respond to at least two classmates' posts in each discussion board question by the end of the day Sunday of the third week for full discussion board credit for the Block. 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 each discussion question 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 WORD first before posting so you don't regret a response later.
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" online.
10. Reference all information used in your post that is not your own knowledgebase.
11. Although information shared online 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.

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

Department/School ___Nursing___Date _____January 10, 2013_____

Course No. or Level NURS 411 Title __Adult Health III and Nursing Knowledge:
                                        Synthesis Practicum____

Semester hours_**6**_Clock hours: Lecture__**3**__Laboratory__**9**__

Prerequisites_ _**Completion of all 300 level courses 401, 403, and 407**__

Enrollment expectation____**32 - 72**____

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 408**_____
(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 __**Ms. Lynn Kennedy**_

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation _____**Fall 2013**_____

Date of School/Department approval_____**November 15, 2012**_____

Catalog description:

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

NURS 411 is the same course as NURS 408 with the exception of a 3-hour decrease per week in clinical practicum hours. This reduced the time in clinical for each learner in the course from 12 hours a week to 9 hours a week. The last four hours of any 12 hours shift is not as productive as the first 8 hours. The credit can be better used in *NURS 312 Professional Nursing and Nursing Practice* to assist learners to understand the full scope of practice, ethical, and legal issues of nursing.

Teaching method planned: Same

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

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.)

• Content:
• **Subject**
• Delegation/Time Management • Charge Nurse Role
• **Advanced Fluid & Electrolyte** • Blood and Blood Products • Hyper alimentation/ Central Lines • Chemotherapy
• **Advanced Fluid & Electrolyte** • Blood and Blood Products • Hyper alimentation/ Central Lines • Chemotherapy
• **Complex Respiratory Disorders** • Care of patient with ARDS and Pulmonary Hypertension • Types of Ventilators and settings • Complex ABG's interpretations • Care of patient on Ventilator with ET tube
• **Complex Neurological Disorders**: • Care of the Patient with Closed Head Injury and Increased ICP • Care of the Patient with a Spinal Cord Injury • **Complex Hemodynamic Disorders** • Shock: : Cardiac, Septic Shock, Hypovolemia, and Distributive • Multiple Organ Dysfunction Syndrome
• **Complex Hemodynamic Disorders** • Shock: : Cardiac, Septic Shock, Hypovolemia, and Distributive • Multiple Organ Dysfunction Syndrome
• **Complex Cardiac Dysrhythmias** • EKG Rhythm Interpretation and Management
• **Complex Cardiac Dysrhythmias** • EKG Rhythm Interpretation and Management
• **Complex Cardiac Dysrhythmias** • EKG Rhythm Interpretation and Management
• **Complex Endocrine Disorders** • SIADH, DI, and HHNS/HHNK DKA
• Case Study Assignment for Bioterroism.
• **Complex Endocrine Disorders**

- SIADH, DI, and HHNS/HHNK DKA

- **Complex Endocrine Disorders**
- SIADH, DI, and HHNS/HHNK DKA

- **Complex Hematological Disorders:**
- DIC

When completed, forward to the Office of the Provost.

Francis
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University

Course Title: **Adult Health III: Synthesis Practicum**
Course Number: NURS 411
Credit Hours: 6 Semester Hours (6: 3, 9)
Day and time: Tuesday: 8:30 am -11:30 am
Location: LNB: 205

Prerequisites: Admission to the Upper Level BSN Curriculum. Successful completion of all 300 level courses and NURS 401; 403; 407.

 Co-requisites:
        NURS 402: Population Focused Nursing
        NURS 404: Health Care Systems and Policy
        NURS 405: Leadership and Management in Nursing

Course Coordinator:
        Faculty:
        Lynn D. Kennedy, MN, RN
                Office Number: LNB 128
                Office Phone: 843-661-1694
                E-mail: Error! Hyperlink reference not valid.
                Office hours: Monday 10:30 am-12:30 am, Tuesday and Thursday: 2:30 pm-3:30

pm
Clinical Faculty:

Course Description:
This is the forth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. The course focus is to provide the student with opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the role s of the nurse as provider of care for multiple clients across the life span in acute/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse clients and disciplines, and collaboration plan of care with interdisciplinary team members to provide a comprehensive plan of care for optimal patient

outcomes. 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. Synthesize theories and knowledge from the liberal arts, sciences, and nursing in order to refine critical
thinking skills for making clinical judgments from a multidimensional perspective in preparation   for   the professional role.
2. Apply concepts and skills considered essential to professional nursing practice in conducting a comprehensive
health assessment of the physical and psychosocial health status of individuals in a variety of settings.
3. Effectively coordinate and manage the nursing care of individuals/families with complex health needs in a
variety of settings through comprehensive utilization of human and institutional resources.

4. Incorporate concepts and theories of leadership and management in coordinating care for a selected group of
clients.
5. Develop a comprehensive plan of care with other members of the interdisciplinary health care team,
demonstrating skills of collaboration, leadership, and decision-making.
6. Integrate evidenced-based nursing research into the nursing care of individuals/families across the life span
within the context of their culture and environment.
7. Evaluate clinical outcome measurements for a select group of clients relative to improvement in quality of care and cost- effectiveness.
8. Integrate into a personal philosophy the knowledge, skills, and values that are essential to professional nursing practice.
9. Demonstrate application of leadership and management principles in simulated and actual health applications.   actions.

Program Learning Outcomes
The baccalaureate generalist program in nursing prepares the graduate to:
10. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
11. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality health care.
12. 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 patient outcomes.
13. Incorporate *information management*, patient care technologies, and communication devices in providing safe and effective patient care.

14. 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.
15. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
16. 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.
17. 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
18. 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.

Textbook(s):

Brunner and Suddarth's Textbook of Medical Surgical Nursing	Smeltzer, Bare, Hinkle, & Cheever	12th	Required
Study Guide for Brunner and Suddarth's Textbook of Medical Surgical Nursing	Smeltzer	12th	Required
NCLEX-RN : Test Through Unfolding Case Study Review	Springer Publishing Company	1st	Required
Manual of IV Therapeutics	Phillips	5th	Required
Drug Handbook	Spratto & Woods	Current edition	Required
Mosby's Diagnostic and Laboratory Test Reference Paperback	Berman, Snyder, Kozier, & Erb	8th	Required

Medical Dictionary for Health Professions and Nursing	Steadman, Taber's, or Mosby	Current	Required

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
4 Unit Tests (15% each)	60%
1 Final Exam	25%
Case Studies (Medical –Surgical and Pharmacology)	5%
Case Study Assignment: Paper and Concept Map	10 %

Case Study Assignment Paper - this is a group grade. Follow written paper guidelines in course syllabus.

Unit Test and Final There is a statement about make-ups a couple of paragraphs below

> If a unit test is missed, the student will have one opportunity at the end of the semester to make-up the test. If the unit test is not made up then a grade of zero will be assigned. All unit tests are reviewed at the end of class on the day they are given. No additional opportunity to review the tests will be allowed, unless there are extenuating circumstances that have been approved by the course coordinator.

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
Missed tests/quizzes/exams will be made up at a designated time during exam week for all nursing courses. The time will be posted on the nursing exam schedule.

Test Taking Guidelines: Before each quiz/test/exam students 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.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a test they cannot stop taking 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) Nursing students are required to take nationally normed tests throughout the curriculum. The faculty of the Department of Nursing (DON) selected the series of tests because of the reliability and validity of the tests and the comprehensive test to predict the student's success on the NCLEX-RN exam. The faculty of the DON 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. 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 student's 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 of each semester during exam week in designated courses;
2. Each course syllabus will stipulate if a standardized test is required;
3. The student will have one chance to take course standardized tests (excluding the comprehensive test);
4. The score from the standardized test is leveled based on statistics;
5. All standardized tests are figured into the final course grade up to 10%;
6. A student that achieves a **Level III in courses NURS 307: NURS 309: NURS 401: NURS 403 will count as 10% of their final course grade**;
7. A student who receives a **Level II in courses NURS 307: NURS 309: NURS 401: NURS 403: will count as 8% out of 10% possible for standardized testing achievement of the final course grade;**

8. A student who receives a **Level I in courses NURS 307: NURS 309: NURS 401: NURS 403 will count as 0% of the 10% possible for standardized testing achievement of the final course grade;**
9. There will be no scheduled retakes of course standardized testing; and
10. Any student who does not achieve a Level II or III on any standardized test should complete a focused review (available from the testing service with individual student's scores on line) to enhance student's success on the NLCEX-RN exam.

Standardized Comprehensive Testing in Capstone Course-Nursing NURS 408 (Exit Test)

The standardized tests are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN exam. The standardized tests use the same blueprint as is used by the National Council of State Boards of Nursing for the NCLEX-RN.

1. The first standardized exit test/exam is administered approximately 4 weeks before the end of the semester. A retake is required if a 95% predictability score is not achieved.
2. The retake exam will be given during exam week and the student must achieve a **95% predictability** score. If it is not achieved the student will be assigned a course grade of "IN (Incomplete)" in NURS 408.
3. The student will then be remediated for 14 weeks and retested a third time.
4. If the student successfully achieves a 95% on the third comprehensive exam their NURS 408 IN grade will be converted to the earned grade.
5. If the student does not achieve the 95% on the third standardized test, the NURS 408 IN will be converted to an "F" grade and they will be reenroll in NURS 408. The student must then complete all required classroom, clinical, and standardized testing requirements.
6. A 95% predictability score must be achieved on the standardized exit test to be endorsed by the DON Department Chair to endorse the student for licensure and take the NCLEX-RN examination.

*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.

Calculation 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 but before the "Last day to withdraw from a course without academic penalty" as listed in the *University Catalog*, and contain the same level of problems. Failure to pass the math test on the second attempt will result in a clinical failure because the student cannot meet the learning outcome of safe medication administration. The clinical failure constitutes a course failure for Fundamentals of Nursing. The student will be withdrawn from the course with an "F". The Junior I student will be allowed to continue taking the co-requisites courses offered in that semester.

Thereafter, all nursing students will the tested on medication calculation competency by questions embedded in the each unit test for clinical courses.

ACADEMIC INFORMATION

Classroom Attendance Policy
The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled". Attendance sheets are required, and it is the student's responsibility to sign the attendance roster.

If two classes are missed, the student will be placed on compulsory attendance. If a third classis missed the student will be withdrawn from the class. Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams). **100% class attendance is expected and faculty may request documentation verifying the need for the absence.**

Three (3) late arrivals and/or early departures from class may constitute an absence from the class session in all nursing courses. Please note, if a student arrives late for class, they may not be admitted until the first break. If a student arrives late from a scheduled break, they may or may not be admitted to the remainder of the class for that day.

A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a student from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the Department Chair for Nursing, and delivers the form to the Registrar's Office.

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.

Phone usage and messaging

Students are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with student. Contacting faculty (other than an emergency clinical issue) must be done by email.

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.
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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 *Department of Nursing Student 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.

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.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: 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 *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

Code of Ethics
 The Department of Nursing 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 Department of Nursing 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 Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook (current edition)*: 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 students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Taping Classes and Test Reviews

Students need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content 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 for unprofessional behavior.

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 students in 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 students 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.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a Department of Nursing student towards another student, 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.
Student 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
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.

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 Information

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 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 family members, and work schedules. Once assigned, the student is not permitted to switch clinical sites.

Clinical Attendance and Punctuality
100% attendance and punctuality of all clinical experiences is expected. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness, but a medical certification does not excuse an absence. The following policies apply to clinical absences and lateness:
- When the student cannot attend the clinical session, the student must:
  - **Call and speak directly to the assigned clinical faculty member, one hour prior to the start of the clinical session.**
  - **If the student is late related to an incident on the way they must call and notify the faculty member.**
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty, constituting a clinical absence.
- Two clinical absences constitute a clinical failure.

Clinical warnings can be cumulative from semester to semester

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 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 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: Sub topics	Resources: Reading Assignments and other resources utilized in the course	Evaluation .
Date	**Subject**	**Instructor**	**Assignments**
Week 1	• Orientation to Course/Clinical • Overview of Discussion Board • Delegation/Time Management/Charge Nurse Role • Blood and Blood Products	Power Point Slides Blackboard Power Point Slides Phillips: Manual of IV Therapeutics Chapter 13, 14, and 15	Discussion- Blackboard
Week 1 Clinical	Computer Training Orientation to Clinical Agency Students at CHS and MRMC complete Passport.	See Computer Schedule	
Week 2 (Class)	• Blood and Blood Products • Hyperalimentation • Chemotherapy	Phillips: Manual of IV Therapeutics Chapters 13, 14, and 15	Discussion- Blackboard Paper Pencil Test
Week 2 Clinical	Complete any required computer training **Begin 9 hour clinical**		Post Conference- patient teaching focus
Week 3 (Class)	Care of the Patient with Closed Head Injury with Increased ICP	Assigned reading in Brunner Pages 1919-1921 Power Point on Blackboard	Paper Pencil Test
Week 3	Healthcare Agency		Post Conference- patient

Clinical	All clinical experiences are 9 hours		teaching focus
Week 4 **(Class)**	**Test # 1** Care of patient with ARDS and Pulmonary Hypertension Types of Ventilators and settings and complex ABG's interpretation Care of patient on a Ventilator with ET tube	Assigned Brunner readings and Power Point on Blackboard ARDS page 577 Ventilator with ET tube page 646 and 651 Pulmonary Hypertension page 827 Handout on ABG interpretation and assigned reading	Paper Pencil Test Practice ABG interpretation
Week 4 **Clinical**	Healthcare Agency		Post Conference- patient teaching focus
Week 5 **(Class)**	Spinal Injury Shock: Cardiogenic, Hypovolemic, Systemic, Spinal, and Septic Multiple Organ Dysfunction Syndrome	Assigned Brunner Readings Spinal Injury and Shock-page 1933-1947 Cardiogenic Shock- page 325-327 Septic Shock- page 328-331 MODS)- pages 332-333 Power Point Blackboard	Paper Pencil Test Class Discussion
Week 5 **Clinical**	Healthcare Agency		Post Conference- patient teaching focus
Week 6 **(Class)**	Shock: Cardiogenic, Hypovolemic, Systemic, Spinal, and Septic Multiple Organ Dysfunction Syndrome	Assigned Brunner Readings Spinal Injury and Shock-page 1933-1947 Cardiogenic Shock- page 325-327 Septic Shock- page 328-331 (MODS) - page 332-333 Power Point Blackboard	Paper Pencil Test Class Discussion
Week 6 **Clinical**	Healthcare Agency		Post Conference- patient teaching focus
Week 7 **(Class)**	**Test # 2** EKG: EKG Rhythm Interpretation and Management 10:-11:30 am	**Dr. Karen Gittings-** EKG- refers to handouts on Blackboard. Assigned readings Brunner Pages 720-753	Paper Pencil Test Practice Strip Interpretation

Week 7	Sepsis Simulation No Clinical in Healthcare Agency	Case Study	
Week 8 **(Class)**	EKG: EKG Rhythm Interpretation and Management 9:45 am- 11:30 am	Power Point Handouts	Paper Pencil Test Practice Strip Interpretation
Week 8 **Clinical**	Healthcare Agency		Post Conference- patient teaching focus
Week 9 **(Class)**	EKG: EKG Rhythm Interpretation and Management 8:30 am- 11:30 am		Practice Strip Interpretation Paper Pencil Test
Week 9 **Clinical**	Healthcare Agency		Post Conference- patient teaching focus
Week 10 **(Class)**	**Test # 3** Complex Endocrine Disorders SIADH, DI, and HHNS/HHNK DKA	Handouts and Power Point on Blackboard	Paper Pencil Test
Week 10 **Clinical**	Healthcare Agency		Post Conference- patient teaching focus
Week 11 **October 30**	Case Study Assignment for Bioterrorism. Will work on in clinical groups in class	Will work on in clinical groups in class. Power Point slides on Blackboard.	Paper Pencil Test Case Study
Week 11 **Clinical**	Healthcare agency		Post Conference- patient teaching focus
Week 12	Complex Endocrine Disorders SIADH, DI, and HHNS/HHNK DKA	Handouts and Power Point on Blackboard	Paper Pencil Test
Week 12 **Break**	No Class		
Week 12 **Clinical**	No clinical		
Week 13 **(Class)**	ATI Comprehensive Exit Test Sessions will be assigned by course coordinator.	Students must leave the building once they have completed the test. NO EXCEPTIONS. *Bring Photo ID and Pencil.*	ATI Comprehensive Exit Predictor Exam
Week 13 **Clinical**	Healthcare Agency		Evaluations of healthcare agency. Student Evaluation and Review of Student Competency Checklist.
Week 14 **(Class)**	Complex Endocrine Disorders SIADH, DI, and HHNS/HHNK, DKA	Handouts and Power Point on Blackboard	Paper Pencil Test Case Studies

Week 14 **Clinical**			
Week 15 **(Class)**	**Test # 4** Completion Endocrine Content DIC Review Session for Exam		Paper Pencil Test
Week 15 **Clinical**	Clinical *Adjunct faculty to turn in* *Completed:* *Clinical Student Evaluations* *Competency Checklists* *Healthcare Agency Evaluation*		
Final's Week **(Reading** **Day)**	No Class		
	Final Examination 8:30 am -10:30 am	Must not congregate outside of the classroom. Other classes are taking an ATI Exam please leave the building.	
	ATI Comprehensive Exit Test Retake 12:30-3:30 pm 3:30- 6:30 pm	Students must leave the building once they have completed the test. NO EXCEPTIONS. *Bring Photo ID and Pencils.*	
	Unit Tests Make-up		

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

Department/School _____Nursing_____ Date _____January 10, 2013_____

Course No. or Level _NURS 312_ Title ___**Professional Nursing and Nursing Practice**

Semester hours__**3**__ Clock hours: Lecture____**3**____ Laboratory___**0**___

Prerequisites _____**None**_____

Enrollment expectation___**32 to 72**_____

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___**For NURS 303**_____
(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 __**Karenmarie Davis**_

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation _____**Fall 2013**_____

Date of School/Department approval_____ ___**November 15, 2012**_____ _____

Catalog description:

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

This request is for NURS 303 Professional Nursing and Nursing Practice to be changed from a 2 SH course to a 3 SH course in order to include important content for professional nursing practice. The faculty in the department of nursing will add the American Nurses Association's Scope of Practice information which includes ethical and legal issues into the course with more detail and depth.

Teaching method planned: Same

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

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.)

When completed, forward to the Office of the Provost.

Content
Review syllabus. Overview of course Course assignments APA format Discuss nurse leader paper requirements
Pathway from occupation to profession, barriers to professionalism, defining nursing Scope of Practice
Legal aspects of nursing, delegation, roles in nursing
Ethical foundations of nursing, decision making
Professional roles and socialization in practice of nursing.
Nursing education and the challenges for nurses. **Guest-** **Rebecca Lawson** Clinical Psychologist Anxiety management and test taking skills
Critical thinking and the nursing process. **Guest-** **Rebecca Lawson** Clinical Psychologist Anxiety management and test taking skills
Communication and collaboration in nursing
Illness and care giving, Evidence-based practice and research. **Guest- Marty Hucks, MN, FNP**
Concepts, values and philosophies of nursing.
Theories of nursing.
Politics, government, professional organizations and the future of nursing.
Student presentations of a healthcare topic
Student presentations of a healthcare topic

Department of Nursing

Course Title:	Professional Nursing and Nursing Practice
Course Number:	NURS 312
Credit Hours:	(3)
Day and time:	Thursdays 12:30 pm – 3:20 pm
Location:	Auditorium Room 131

Prerequisites:	None
Co-requisites:	None

Course Coordinator: Karenmarie Davis MSN Ed, RN
Office Number: Room 207D
Office Phone: 843-661-1667
E-mail: kmdavis@fmarion.edu
Office Hours: Thursday 10:20 am –
12:20 pm

Thursday 2:30 pm – 4:30 pm

Course Description:
This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Utilize liberal education courses as the basis for discussing the historical and contemporary professional nursing concepts;
2. Describes the concepts of theory and patient safety in relation to the standards, codes, ethics and laws that govern nursing practice;
3. Understands the concept of caring;
4. Discusses the role of technology in nursing practice today;
5. Understand the scope and practice of nursing;;
6. Demonstrate therapeutic communication ;
7. Understand the importance of holistic care;

8. Discuss principles of legal, ethical, and core values of nursing; and
9. Explains the role of holistic nursing.

Program Learning Outcomes
The baccalaureate generalist program in nursing prepares the graduate to:
1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan
9. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class work, class presentations, written assignments, paper and pencil tests, role-play, and computer-assisted instruction.

Textbook(s):

Required:

Chitty, K. K., & Black, B. P. (2011). *Professional nursing: Concepts & challenges* (6th ed.). Maryland
 Heights, MO: Saunders/Elsevier.

Fowler, M. D. (2010). *Guide to the code of ethics for nurses: Iinterpretation and application*.

   Silver Spring, MD: American Nurses Association. Nursesbooks.org.

Nursing: Scope and standards of practice. (2nd ed.). (2010). Silver Spring, Md.: American Nurses
       Association.

Nursing's social policy statement: The essence of the profession (2010 ed., 3rd ed.). (2010). Silver
       Spring, MD: American Nurses Association.

Recommended:

Purdue OWL: APA Formatting and Style Guide. Online at
http://owl.english.purdue.edu/owl/resource/560/01/

South Carolina Nurse Practice Act. Chapter 33 & Chapter 91. Online at
http://www.llr.state.sc.us/POL/Nursing/

The Essentials of baccalaureate education for professional nursing practice. (2008). Washington, D.C.:
       American Association of Colleges of Nursing. Available online and on library reserve.

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 constitutes a course failure.

Classroom Evaluation Methods:

Vocabulary tests- 10 tests total (3 points each)	30
Nurse Leader Paper	20
Group project	25

Tests
 	
    Mid-Term 10 points
 	
    Final   15 points
	25

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.

Departmental Criteria: BLS, PPD and immunizations *(Department of Nursing Student Handbook (current edition).*

Classroom Attendance Policy (This is directly from the handbook)
The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform the students, at the beginning of each course of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog*).
        Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams). **100% class attendance is expected and faculty may request documentation verifying the need for the absence.**
        When two (2) class sessions are missed, the faculty will issue a warning form unprofessional behavior and the student will be placed on compulsory attendance. A third absence will result in a grade of "F" or "W" in the course. Attendance sheets are required and it is the student's responsibility to sign the attendance roster at the beginning of class and after any class breaks.
        Three (3) late arrivals and/or early departures from class may constitute an absence from the class session in all nursing courses. Please note if a student arrives late for class, they may not be admitted until the first break. If a student arrives late from a scheduled break, they may not be admitted to the remainder of the class for that day.

Dress Code
In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Student Handbooks (current edition).*

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 <u>first with the faculty involved</u> and if unresolved 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)*.

ACADEMIC INFORMATION

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.

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.

Email Policy

Email responses to faculty are expected within 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.

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 *Department of Nursing Student 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.

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.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: 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 *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

Code of Ethics

The Department of Nursing 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 Department of Nursing 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 Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook (current edition)*: 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, 2009).
http://www.scstatehouse.gov/code/t40c033.htm

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and

configuration. It is a requirement that nursing students 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. Please see the *Department of Nursing Student Handbook* for further computer, email, and hand-held device information.

Taping Classes and Test Reviews

Students need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content 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 for unprofessional behavior.

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 students in 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 students 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.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a Department of Nursing student towards another student, 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. Student 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 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.

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 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	Review syllabus. Overview of course Course assignments APA format Discuss nurse leader paper requirements	Syllabus loaded on Blackboard Read Chitty pgs 1-59 **Group project sign-up** **Nurse Leader Paper**
Week 2	Pathway from occupation to profession, barriers to professionalism, defining nursing	Read Chitty-- pgs. 60-75 Read ANA Scope and Standards of Practice – pgs. 1-29

		Read ANA Nursing's Social Policy Statement—pgs 9-14 **Vocabulary test**
Week 3	Legal aspects of nursing, delegation, roles in nursing	Read Chitty—pgs 77-98 Read ANA Code of Ethics-- pgs 41-53 Be familiar with the SC Nurse Practice Act **Vocabulary test**
Week 4	Ethical foundations of nursing, decision making	Read Chitty—pgs 99-145 **Vocabulary test**
Week 5	Professional roles and socialization in practice of nursing.	Read Chitty—pgs 126-145 Read ANA Nursing Social Policy Statement—pgs 1-7 **Vocabulary test**
Week 6	Nursing education and the challenges for nurses. **Guest-** **Rebecca Lawson** Clinical Psychologist Anxiety management and test taking skills	Read Chitty—pgs 146-170 Review AACN Essentials document **Vocabulary test**
Week 7	Critical thinking and the nursing process. **Guest-** **Rebecca Lawson** Clinical Psychologist Anxiety management and test taking skills	Read Chitty—pgs 171-192 Read ANA Nursing Scope and Standards of Practice—pgs 32-39 **Vocabulary test**
Week 8 October 11	Communication and collaboration in nursing	Read Chitty—pgs 193-221 Read The essential of Baccalaureate Education—pgs 22-23 **Mid-Term Exam**
Week 9	Illness and care giving, Evidence-based practice and research.	Read Chitty—pgs 222-271 **Vocabulary test**

	Guest- Marty Hucks, MN, FNP	
Week 10	Concepts, values and philosophies of nursing.	Read Chitty –pgs 272-302 **Vocabulary test**
Week 11	Theories of nursing.	Read Chitty—pgs 303-323 **Vocabulary test**
Week 12	Politics, government, professional organizations and the future of nursing.	Read Chitty—pgs 324-398 Read ANA Nursing's Social Policy Statement—pgs 27-32 **Vocabulary Test**
Week 13	Student presentations of a healthcare topic	**Assigned presentations due**
Week 14	Student presentations of a healthcare topic	**Assigned presentations due**
Friday		**Final Exam**

GRADING RUBRICS

Nurse Leader Paper

Choose a character from nursing history or contemporary nursing who has had a significant impact on the profession from the list provided. Write a paper (no more than 3 pages) that describes the life and times of that nurse leader. Describe what events motivated the person's actions, economic and social environment in which the person lived, the contributions that the person made to the advancement of nursing and the influences that made them become a nurse. Requires at least 3 references (no more than one internet reference)

	Possible points
Was the topic clearly identified?	**2**
Were the circumstances contributing to the impact on nursing outlined?	**3**
Were the influences in the life of the leader explained?	**3**
Were the resources needed for a desirable outcome addressed?	**3**
Were the effects on nursing discussed?	**3**
Did the student use own ideas and creativity?	**2**
Were the title page and reference page in APA format?	**2**
Did the paper follow APA format?	**2**
TOTAL	**20**

Group projects

- Choose a contemporary ethics issue in health care from this list:
  Autonomy
  Beneficence
  Justice
  Fidelity
  Nonmaleficence
  Altruism
  Accountability
- As a group, research the values
- All members of the group must participate in the presentation.
- Prepare a 20 minute (no longer) presentation:
  - Write a case study or present a role play illustrating violation of the value in patient care. Lead the class in discussion of how the situation would be appropriately handled to support the value/principle.
- Use at least 4 references, not all internet websites and include a copy of the references.
- Evaluation of the group project is done by your peers in the audience and you evaluate each other in your group.
- Documentation is due on day of presentation:
  - Title page with names of group members
  - Reference page

Grading Rubric for Group Project

	Above Standard	**At Standard**	**Below Standard**
	(2)	**(1)**	**(0)**
Significance of the value	Fully explained topic and significance	Explained topic somewhat and had some explanation of significance	Either did not fully explain topic or did not show how significant
	(2)	**(1)**	**(0)**
Explanation	Fully explained causes of problem	Explained causes somewhat	Did not explain causes
	(2)	**(1)**	**(0)**
Nursing Theory	Discussed how nursing theory applies to topic and how topic would	Only discussed either how nursing theory applies to topic or	Did not address either how nursing theory applies to topic or how topic

	apply to nursing practice	how topic would apply to nursing practice	would apply to nursing practice
	(2)	**(1)**	**(0)**
Solutions	Addressed solutions from literature and make own recommendations	Addressed either solutions from literature or make own recommendations	Did not address either solutions from literature or make own recommendations
	(2)	**(1)**	**(0)**
Presentation	Informed when speaking about material without referencing notes, used computer generated or handmade visuals adequately	Informed when speaking while referencing notes, used computer generated or handmade visuals somewhat	Unable to accurately discuss material and/or did not use visuals adequately
	(2)	**(1)**	**(0)**
Participation	All members of the group had an active role during the presentation	Some members of the group had an active role during the presentation	Only one member of the group had an active role during the presentation
	(2)	**(1)**	**(0)**
Sources	Provided list of references and title page with all names on it	Provided list of references, however formatting was incorrect and/or sources were inadequate	Did not provide sources

Group Contribution Evaluation

	Above	**At Standard**	**Below**

	Standard		**Standard**
	(2)	**(1)**	**(0)**
Assistance	completed an equal share of work and strived to maintain equity among members	contributed some, but others obviously contributed more	contributions were insignificant or nonexistent
	(2)	**(1)**	**(0)**
Attitude	Always had a positive attitude towards group and project	Often/usually had a positive attitude towards group and project	Never/rarely had a positive attitude towards group and project
	(2)	**(1)**	**(0)**
Attendance	Always attended group meetings and/or responded to communication	Usually attended group meetings and/or responded to communication	Never/rarely attended group meetings and/or responded to communication

Department of Fine Arts Curriculum Changes Support Documents

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

Department/School **Fine Arts**   Date   **November 8, 2012**

Course No. or level **MU 144**   Title **Applied Guitar**

Semester hours **1**   Clock hours: Lecture _____   Laboratory **½ Hour**

Prerequisites: **Music Industry major, Music minor or permission of the department.**

Enrollment expectation _____**10**_____

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_____
(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 _____**Dr. Terry Roberts**_____

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____**Fall 2013**_____

Date of School/Department approval _____**November 13, 2012**_____

Catalog description: Private instruction in guitar performance; includes development of technical skills and interpretation of standard literature.

Purpose: 1.   For Whom (generally?) – *Music Industry majors and Music minors.*
                2.   What should the course do for the student? – *Prepare the student to perform on the guitar at an elevated level and have the ability to assist in instruction of students.*

Teaching method planned: *There will be one on one lessons once a week. The student will have assignments to prepare in advance. The instructor will demonstrate and critique technical and musical aspects of the instrument.*

Textbook and/or materials planned (including electronic/multimedia): *The student will be expected to purchase various etude books and solo pieces. The student must have a required instrument in good working condition.*

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.)
        (See attached syllabus)

MU 144 Applied Guitar Syllabus

Instructor: Dr. Hull
Office: FAC 104
Phone: 680.8441
Email: dhull@fmarion.edu
Class Website: **TBA**

Meeting Time: To Be Arranged (TBA)
Meeting Place: FAC 104
Text: Various (As needed)
Pre-requisite: None

Introduction: Each student registered for MU 144 will receive a 30min. private lesson once a week. The lessons will be taught in my office (FAC 104). The subject matter will involve the study of guitar technique, performance and practice techniques, the interpretation of diverse musical styles, as well as applying the students theory and history knowledge to the classical guitar.

Course Objectives: (1) To become proficient in the technique and musicianship of playing the classical guitar through the study of diverse musical compositions. (2) To prepare guitar literature for performance on a FMU recital. Each student will perform at least once a semester on the FMU campus.

Jury. At the end of each semester, the guitarist will play for the Music faculty. The faculty will then comment on and grade the performance. The Jury is equivalent to a final exam for your applied lessons and will consequently be figured highly into your semester grade. The jury grade may impact the overall average significantly.

Final Grade. Each student's grade will be determined by attendance, weekly grade average, public performance, contribution to the FMU guitar program, and jury performance.

Weekly Grade. The applied guitar student will earn a weekly grade based on the

amount of work accomplished each week as demonstrated in their applied lesson. This grade will be based on technical and musical progress as demonstrated each week in applied lesson and the degree to which the student completed the assignment(s) for the week. The average of the weekly grades and jury grade will produce your overall grade average for the semester.

Absence from Applied Lesson. Excused absences from Applied Lessons will not impact your semester grade. <u>Unexcused absences will impact your semester grade</u> in the following manner:

> Each unexcused absence will result in a grade of F for your weekly lesson grade. 3 or more unexcused absences will result in an overall final grade of F for the semester.

 Other:

Students are financially responsible for the music and equipment they are assigned. Any student who loses their assigned music must replace the entire ~~composition or provide an original published version of the lost part/score.~~

<u>Disability Statement:</u>

Any student eligible for and requesting academic accommodations due to a disability, is   requested to provide a letter of accommodation from the FMU Counseling and Testing   office.

<u>Schedule:</u>

See posted schedule

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

Department/School __**Fine Arts**__   Date _____**November 8, 2012**_____

Course No. or level __**MU 180**__   Title __**Percussion Ensemble**__

Semester hours _____**1**_____ Clock hours: Lecture_____Laboratory __**2**__

Prerequisites _____**Audition**_____

Enrollment expectation _____**2 – 10**_____

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_____
(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_____**Dr. Terry Roberts**_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation _____**Fall 2013**_____

Date of School/Department approval _____**November 13, 2012**_____

Catalog description: ***Percussion Ensemble is a chamber music ensemble featuring works written or arranged specifically for percussion and percussion-related media. Literature will be selected and rehearsed with the ultimate goal of performance. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.***

Purpose: 1.   For Whom (generally?) – ***Music Industry majors and Music minors.***
            2.   What should the course do for the student? – ***Introduce percussion ensemble literature in various instrumental configurations.***

Prepare the student to perform and work with an ensemble. The ensemble will perform in concert during each semester.

Teaching method planned: *There will be weekly rehearsals here where the students will be expected to prepare parts for ensemble work. Technical aspects of performance practice will be explained and demonstrated.*

Textbook and/or materials planned (including electronic/multimedia): *There is no textbook required and performance literature will be provided. The student is expected to have the proper drumsticks and mallets to perform on various percussion instruments.*

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.)
 (See attached syllabus)

Francis Marion University
Department of Fine Arts

Course Title: Percussion Ensemble
Course Numbers: MU 180

Professor: Shane Reeves
Office: PAC A211
Email: sreeves@fmarion.edu
Phone: 661-1385

Prerequisites
> Music Industry major or Music minor or permission of the department

Class Times
> Wednesday 2:30 – 4:20 pm, PAC A202
> A rehearsal schedule for the week will be posted in advance.
> Office hours by appointment

Goals
> Students will prepare, for performance, selected percussion ensemble literature with musical understanding and control. Students will also develop techniques that will enable the individual to achieve artistic excellence while developing as a mature musician in a group environment.

Content
> Students will experience the rehearsal of percussion literature from all periods and styles of percussion music. Rehearsals will focus on individual preparation of assigned repertoire, group cohesiveness and interpretation. The rehearsals will culminate in public concert performances during the semester. Concert dates will be set in advance and should be noted by the student.

Grades
> Students will be responsible for the preparation of assigned repertoire.
> Attendance becomes very important to this class since all players are assigned to individual parts.
>
> Grades will be lowered 1 (one) letter for each unexcused absence. **Absences for sickness without a Dr.'s note will only be excused with the Professor's consent.** Student grades will be lowered ½ (one-half) letter if they are present, but not prepared to rehearse at the beginning of the class time (not set up with proper equipment, etc..,). Since concerts constitute the culmination of the course preparation, an absence at a performance will result in failure of the course.
>
> All students are required to set-up and strike after each rehearsal and concert. Everyone will remain present after performances until all equipment is returned to its proper storage area. Grades will be lowered 1 (one) letter if students are late to an assigned set-up or strike.

Other

      Students are financially responsible for the music and equipment they are assigned. Any student who loses their assigned music must replace the entire composition or provide an original published version of the lost part/score.

      Unless otherwise notified, the dress for FMU Percussion concerts will be white long sleeve shirt/blouse, black slacks, and black dress shoes (no athletic shoes).

Disability Statement

      Any student eligible for and requesting academic accommodations due to a disability, is   requested to provide a letter of accommodation from the FMU Counseling and Testing   office.

Schedule

      See posted schedule

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

Department/School __**Fine Arts**__   Date _____**November 8, 2012**_____

Course No. or level __**MU 190**__   Title__**Guitar Ensemble**__

Semester hours __**1**__   Clock hours: Lecture _____   Laboratory _____**2**_____

Prerequisites: _____**Audition**_____

Enrollment expectation _____**2 - 10**_____

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_____
(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 _____**Dr. Terry Roberts**_____

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____**Fall 2013**_____

Date of School/Department approval _____**Novermber 13, 2012**_____

Catalog description: ***The Guitar Ensemble course consists of the practice of music for guitar in groups that can go from duets, trios, and quartets, to larger ensembles of guitars. The repertoire consists mainly of works written for any combination in the number of guitars included. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.***

Purpose: 1.   For Whom (generally?) – ***Music Industry majors and Music minors.***

2.   What should the course do for the student? – ***Introduce guitar ensemble literature from baroque to contemporary. Prepare the***

student to perform and work with an ensemble. Ensemble will perform during each semester.

Teaching method planned: **There will be weekly rehearsals where students will be expected to prepare parts for ensemble work. Technical aspects of performance practice will be explained and demonstrated.**

Textbook and/or materials planned (including electronic/multimedia): **There is no textbook required and performance literature will be provided. The student is expected to have an instrument in good working condition.**

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.)

(See attached syllabus)

SYLLABUS FOR GUITAR ENSEMBLE *MU 190*Fall 2012
Instructor: Dr. Hull   dhull@fmarion.edu   **843-661-1539 Office: FAC 104**
OBJECTIVES: The objectives of this course are to develop ensemble and sight-reading skills.

PERFORMANCES:
- Sunday, November 18 at 7:30 pm Kassab Recital Hall, There will be a rehearsal at 7:30 pm on stage prior to the performance

Only a doctor's note will be accepted for an absence from a performance or the mandatory rehearsal. Any absence from a performance or the mandatory rehearsal will result in a grade of "F" for the semester.

ITEMS NEEDED FOR THIS COURSE:
- classical guitar (in tune)
- music in a black folder
- pencil and Scotch tape
- music stand
- working metronome

CONCERT ATTIRE:
Men: white shirt, black pants with black dress shoes
Women: white blouse, black pants, and black dress shoes

ATTENDANCE:
The student is allowed one cut. For each unexcused cut, the final grade will drop one letter grade. Students are expected to be on time; the grade will be lowered for tardiness.

GRADING:
Grading will be based on attendance, preparedness, and performance. The instructor has the authority to request any student not performing up to expectation will be encouraged to withdraw from the class. **Any absence from a performance or the mandatory rehearsal will result in a grade of "F" for the semester.
Students weak in sight-reading will be required to work with one of the advanced guitarists in the ensemble. Attendance, preparedness, and overall improvement for these remedial sight-reading sessions will be factored into the final grade.**

Other:
　　　Students are financially responsible for the music and equipment they are assigned. Any student who loses their assigned music must replace the entire composition or provide an original published version of the lost part/score.
Disability Statement:
　　　Any student eligible for and requesting academic accommodations due to a disability, is requested to provide a letter of accommodation from the FMU Counseling and Testing office.
Schedule: See posted schedule

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

Department/School __**Fine Arts**__   Date _____**November 8, 2012**_____

Course No. or level __**MU 497**__   Title __**Special Studies**__

Semester hours __**3-2-1**__   Clock hours: __**TBA**__ Lecture __**TBA**__ Laboratory __**TBA**__

Prerequisites: _____**Permission of the department**_____

Enrollment expectation __**1-10**__

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_____
        (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 _____**Dr. Terry Roberts**_____

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____**Fall 2013**_____

Date of School/Department approval _____**November 13, 2012**_____

Catalog description: *As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of 3 semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines.*

Purpose: 1.   For Whom (generally?) *For Music Industry majors.*
             2.   What should the course do for the student? *This will be a course for the student to individual/advance concentration in a specialized area of music. It is to expand the students' knowledge not replace required coursework.*

Teaching method planned: *The instruction will be based on the selection of required material by faculty member and student agreement.*

Textbook and/or materials planned (including electronic/multimedia): ***As needed.***

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.) ***(See attached syllabus)***

MU 497 Special Studies
Dr. Terry Roberts
Office – PAC A210
Office Hours – MWF 9:00am-12:pm (or by appointment)
Phone – 661-1681
E-mail – troberts@fmarion.edu
Course Schedule – TBA

Course Description
As needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in
their major courses. A maximum of 3 semester hours may be earned. All individual
research projects are reviewed by three faculty members from two different disciplines.

Required Text
There will be text or materials assigned appropriate to individual' project/research.

Course Activity & Requirement Examples
- Specialization—you will choose a special focus area/topic/instrument that will
  guide your research for the semester
- Research—assigned readings, library work, recital performance and/or other
  varied forms of research related to your specialization
- Lecture/Demonstrations—by instructor, guest lecturers, and students
- Discussion—one on one with instructor and/or other students in which you
  represent your specialization
- Projects— Final performance and/or research material/journal related to
  individual selection of topic
- Attend all sessions with instructor
- Write a reflective journal entry or your weekly activities
- Submit at least one project appropriate to your goal/interest which has been
  approved by instructor.
- Write a statement of philosophy "My Music Education."
- Review music/artists/books appropriate to your goal/interest approved by
  supervising instructor.

Grades
>Students will be responsible for the preparation of assigned project. Grade
>determined by written research/performance or a combination of both.
>Grades will be lowered 1 (one) letter for each unexcused absence of scheduled
>meetings. **Absences for sickness without a Dr.'s note will only be excused
>with the Professor's consent.**
Other

Students are financially responsible for the music and/or equipment they are assigned. Any student who loses their assigned music/equipment must replace or provide an original published version of the lost part/score.

Disability Statement

Any student eligible for and requesting academic accommodations due to a disability, is requested to provide a letter of accommodation from the FMU Counseling and Testing office.

Schedule

See posted schedule

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

Department/School___**Fine Arts**_____   Date _____**November 8, 2012**_____
Course No. or level __**ART 328**_____   Title _**Photographic Lighting**_____

Semester hours **3**   Clock hours: __**6**_____   Lecture __**1**_____   Laboratory **5**___

Prerequisites **ART 208 or 218 or permission of department**_____

Enrollment expectation **12**____

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_____
(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_____Julie Mixon_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation _____**Spring 2014**_____

Date of School/Department approval _____**November 13, 2012**_____

Catalog description:
Introduction to basic photographic lighting techniques and equipment. Topics include lighting with continuous, strobe and hot shoe flash, the use of light meters and light modifiers. Instruction includes on location and studio lighting applications. A Digital SLR camera is required.

Purpose: 1.   For Whom (generally?) *This course will be open to photography students but may also be desirable for other visual arts students, including painting, ceramics, drawing, and sculpture students.*
             2.   What should the course do for the student? *This course is designed to prepare the student to use photographic lighting equipment for a wide variety of applications including lighting subjects such as people, the still life, and artwork.*

Teaching method planned: ***Course instruction will include three parts: lecture, demonstration, and student participation. Course lectures will present basic lighting vocabulary and fundamental concepts through multi-media presentation. Demonstrations will include use of various lighting equipment and setups in the studio and on location. Student participation will be expected through assigned projects that will exhibit their understanding of the concepts presented during lecture and demonstration.***

Textbook and/or materials planned (including electronic/multimedia): ***Reading and presentation materials will all be provided online. There will be suggested texts.***

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.)

Lectures will include the following concepts:
- Basic Lighting Vocabulary
- Introduction to Basic Lighting Equipment
- Introduction to Continuous Lighting in Studio
- Continuous Lighting on Location
- Introduction to Strobe Lighting in Studio
- Strobe Lighting in Studio
- Introduction to Hot-Shoe Flash on Location
- Photographing Artwork

Demonstrations will include the following:
- Use of Continuous Lighting Equipment (one light and two light setup)
- Traditional Lighting Techniques (Rembrandt and Butterfly Portrait Lighting)
- Use of Studio Strobe Units (one light, two and three light setup)
- Use of Hot Shoe Flash Units
- Photographing 2-D Artwork
- Photographing 3-D Artwork

Student Participation:
Student Participation will be through the following projects:
- Light Placement
  Students will light the same object with 10 different variations by differing the placement of the light source.
- The Still Life
  Students will demonstrate the use of multiple continuous lights with their own still life construction.
- Rembrandt and Butterfly Lighting
  Students will demonstrate their ability to create Rembrandt and Butterfly portrait lighting.
- Strobe Lighting

Students will demonstrate their ability to use a light meter to determine correct exposure in a studio lighting setting.
- 3 Light Portrait Setup
Student will demonstrate their ability to create a three light portrait lighting set up
- On Location Portrait Lighting
Students will demonstrate their ability to balance ambient and artificial lighting through the use of a hot shoe flash.

(See attached syllabus)
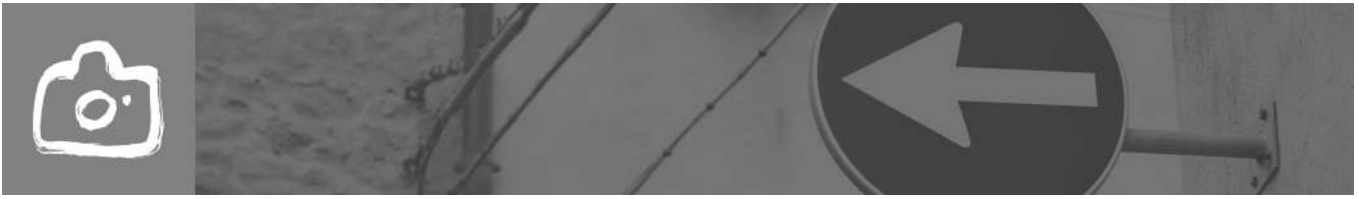
Art 328/Photographic Lighting
Julie Mixon

COURSE DESCRIPTION
Introduction to basic photographic lighting techniques and equipment. Topics include lighting with continuous, strobe and hot shoe flash, the use of light meters and light modifiers. Instruction includes on location and studio lighting applications. A Digital SLR camera is required.

PREREQUISITES
Art 218

REQUIRED TEXT(S)
NONE

SUGGESTED TEXT(S)
Studio Photography: Essential Skills, 4th Edition, John Child. ISBN: 978-0-240-52096-4
Photographing People, Roger Hicks and Frances Schultz. ISBN-10: 2880466520. ISBN-13: 978-2880466527
Off Camera Flash Techniques for Digital Photographers. Neil van Niekerk. ISBN-10: 1608952789. ISBN-13: 978-1608952786
Author Authors: Scott Kelby, Joe McNally

COURSE OBJECTIVES
1. To learn a basic photographic lighting vocabulary
2. To learn standard types of lighting equipment including continuous, strobe, and hot-shoe strobe lighting
3. To learn the use of an incident light meter
4. To learn standard lighting setups using 1-3 light sources
5. To explore various ways to modify light through light modifiers
6. To learn photographic lighting in the studio and on location
7. To learn how to photograph both 2-D and 3-D artwork
8. To apply lighting concepts to both the still life and to portraits

COURSE OUTLINE
Fundamentals of Photographic Lighting(as they relate to the Digital SLR camera)
Introduction to Continuous Lighting in Studio
Introduction to Continuous Lighting on Location
Introduction to Strobe Lighting in Studio
Introduction to Strobe Lighting on Location
Introduction to Hot Shoe Strobe Lighting on Location
Photographing Artwork

COURSE REQUIREMENTS

(From FMU Student Catalog, p. 59). Each student is responsible for the proper completion of his or her academic program, for familiarity with the Francis Marion University Catalog, for maintaining the grade point average required, and for meeting all other degree requirements.

1. For successful completion of this course, the student must be able to demonstrate competency in the course objectives and course outline listed above. Student must also successfully complete the course assignments and projects as well as showing the ability to control a wide variety of lighting equipment in various settings.
2. Students must provide their own Digital SLR camera and storage media. Students must also be aware that lighting equipment as well as the use of the lighting studio must be shared.

GRADING CRITERIA

Your final grade for this course will be graded on a 10 point scale:

        100-90   = A
        89-80   = B
         79-70   = C
        69-60   = D
        59-0   = F

Breakdown of Graded Assignments:

        6 Shooting Exercises (5 points each) = 30 points
        Homework Assignments = 10 points
        6 Projects (7 points each) = 42 points
        Final Portfolio= 8 points
        Final Project = 10 points

Shooting Exercises: Shooting exercises are designed to aid the student in learning how to use the equipment and how to place the light source in relation to the subject.
Homework: Homework assignments will include readings, watching educational materials online and completing work sheets.
Projects: The projects are designed to test the students ability to successfully use the lighting equipment as well as showing the ability to communicate an idea introduced with each project.
Final Project: The final project is weighted heavier than regular projects and will be based on a more extensive concept.
Portfolio: The portfolio will consist of answers to questions concerning the semester's work. The portfolio will also include a collection of successful works from the semester. Images from the Shooting Exercises and Projects will be turned in on a disc.

Final grades will be posted online at the end of the semester. Final grades are only rounded up to the next letter grade if they are within a .5 point or closer.

ATTENDANCE POLICY

(From FMU Student Catalog, p. 62). It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15% of required sessions during accelerated semesters, a grade of "F" or "W" will normally be assigned, unless absences have been excused for cause by the instructor.

Attendance Policy for Art 328:
Students may miss up to 4 classes. If the student missed a 5th class, he/she will be dropped from the course. As stated in the FMU Catalog, Prior to the completion of 33 percent of a course, a faculty member may withdraw a student from a course for violation of the stated attendance policy and the grade recorded will be "W." After the completion of 33 percent of a course, a faculty member may still withdraw

a student from a course for a violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal.

Please be on time, as a courtesy to the class. Excessive tardiness will be harmful to your final grade.

MAKE UP TESTS/LATE WORK
If absent from class, it is the responsibility of the student to email myself or contact a classmate to inquire about missed assignments.
Late Work: Projects and Shooting Exercises that are late will be dropped one letter grade. Projects will also be deducted and additional 2 points for every day they are late after the due date.

COURSE WORK
There will be time to work on your assignments in class. However, please anticipate that you will have to do work outside of class in order to complete your projects and assignments for this course. This includes signing up for time to work in the lighting studio and checking out equipment to use on location.

If you are not pleased with your grade on a project, you may resubmit the assignment within 2 weeks of the due date. Your grade for a resubmitted project will only result in a grade that is at maximum one late grade higher than the original grade.

Student excursions to art museums, galleries or studios may be scheduled. Participation is expected. Students must provide a legitimate reason if participation is not possible.

STUDENT ACCESS TO INSTRUCTORS
Instructor Name: Julie Mixon
Office Location: HFAC 208
Office Phone: (843)661-1541
Email: jmixon@fmarion.edu (please use email as a primary form of communication) Please use your FMU account when emailing.
Office Hours: TBA

COURSE SUPPLIES
Students must provide their own storage media. Storage media may include a flash drive (thumb drive) or portable external hard drive. Students must also be aware that there may be a limited number of cameras available for student use. For a detailed list of acceptable and/or suggested materials please refer to the supplies handout or visit the course supply list on B&H Photo.
To locate the class list on B&H go to: www.bhphotovideo.com/edu. Go to "Find a School's Supply List". Find and select "Francis Marion University." Click on Photographic Lighting. You are responsible for ordering and purchasing your own materials that are not provided by the University.

SUPPLEMENTAL RESOURCES
The art department has a limited number of cameras, tripods, books, and other related photography equipment for student use. There are also a large number of books in the library.

A blog has been set up so that you can access your course information. In addition, you may find call for entries, education resources and links to suppliers that carry the materials needed for this course. The blog address is: http://francismarionphoto.wordpress.com

CELL PHONES/MP3s/SOCIAL MEDIA
Cell phones are prohibited during class, unless announced otherwise by the instructor. Please be sure that your phone is on silent and put away when you enter the classroom. MP3 players may be used during

work days, but never during demos, lectures, critiques, or discussions. You may not check Facebook or any social media during class.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED

NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Education   **Date: November 13, 2012**
**Course No. EDUC 762   Title Instructional Planning and IEP Development for
Students with Learning Disabilities**
Semester hours: **3**   Clock hours: **45**   Lecture_____Laboratory_____
Prerequisites/corequisies: EDUC 760 and 761, or permission of school
Enrollment expectation: 12
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: Dr. Cindi Nixon
Department Chairperson's/Dean's Signature_____
Provost's Signature_____
Date of Implementation_____Summer 2013_____
Date of School/Department approval_____1-10-13_____
Catalog description: This course will emphasize the basic principles of instructional
design for teaching students with learning disabilities which will include: conducting
individualized needs assessments; development of lesson plans for individual and group
instruction; development of appropriate goals and objectives for IEP development;
creating and adapting appropriate student performance assessments for lesson plans; and
developing and adapting appropriate instructional strategies for teaching students with
learning disabilities.
Purpose: 1.   For Whom: Graduate students enrolled in the M.A.T./Learning
                        Disabilities program
                2.   This course will provide the teacher candidates with detailed
                        instruction and practice in the development of lesson/unit plans,
                        Individualized Education Plans as required by law, classroom
                        assessments and data collection for evaluating student progress
                        within a classroom setting.
Teaching method planned: Lecture, individual and group instruction, teacher candidate
presentations
Textbook and/or materials planned (including electronic/multimedia):
        Evers, R.B. & Spencer, S. (2011**).** *Planning effective instruction for students with
        learning and behavior problems*. Pearson: Upper Saddle River, N.J.

        Bateman, B. D., & Herr, C. (2006). *Writing measurable IEP goals and
        objectives.* Verona, WI: Attainment Company, Inc.

Course Content: See attached sample syllabus

When completed, forward to the Office of the Provost.

EDUC 762 – Instructional Planning and IEP Development for Students with Learning Disabilities
Instructor: Dr. Cindi A. Nixon
Office: 218 CEMC
Phone/Voicemail: (843) 661-1551
Office Hours: By appointment
E-mail: cnixon@fmarion.edu

Meeting Times: TBA
Meeting Location: TBA

Course Description

This course will emphasize the basic principles of instructional design for teaching students with learning disabilities which will include: conducting individualized needs assessments; development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; creating and adapting appropriate student performance assessments for lesson plans; and developing and adapting appropriate instructional strategies for teaching students with learning disabilities.

In addition, this course will emphasize the development of individualized and small group teaching methodology appropriate for individuals with learning disabilities in the least restrictive environment.   Emphasis will be given to the basic principles of instructional design including: conducting individualized needs assessments, development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; understanding the nature of scope and sequence for content areas and correlated tasks; creating and adapting appropriate student performance assessments for lesson plans; developing and adapting appropriate instructional strategies; maximizing instructional delivery systems; and evaluation and adoption of available resources for instruction. Additionally, course instruction will focus on addressing the unique needs of individuals with learning disabilities from culturally/linguistically diverse backgrounds.

Prerequisite/corequisite: EDUC 760 and 761, or permission of school.
Francis Marion University *Conceptual Framework*
The School of Education prepares competent and caring teachers.
    I.   Competent teachers possess:
        A. Knowledge of content in their area of teaching
        B. Professional knowledge and skills including:
            1.   The ability to plan instruction
            2.   The ability to apply skills and knowledge in a clinical setting
            3.   The ability to cause learning in P -12 students
            4.   The ability to assess learning and learners
            5.   The ability to work with children of poverty
            6.   The ability to use technology

    II.   Caring teachers:

Exhibit Professional Dispositions
A. Exhibit professional attributes
B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that <u>all</u> <u>students</u> <u>can</u> <u>learn</u> regardless of their backgrounds.
C. Uphold Ethical and Professional Standards
D. Show respect for families, cultures and communities and demonstrate a <u>sense of fairness</u> and respect to all participants within each group.
E. Show respect for colleagues, P -12 students, faculty and staff

Course Student Learning Outcomes:
Upon conclusion of this course, students will:
   1. Demonstrate knowledge of best practices within the specialization of teaching students with learning disabilities and how these practices relate to integrated curriculum development evidenced by the successful completion of a Best Practices research paper and presentation.

   2. Demonstrate knowledge of differentiated instruction for teaching students with learning disabilities and multiple learning styles demonstrated by the successful completion of a two week unit of study (i.e. TCWS) that includes 10 lesson plans, pre-and post assessments, and documentation of specific data collection for daily progress monitoring.

   3. Demonstrate the ability to be a critical thinker, problem solver, and decision maker evidenced by the successful completion of class discussions, class readings and a reflective analysis of these readings.

This course will include a combination of lectures, guided notes, in-class reviews and group discussion, in-class demonstration and practice, reading and summarizing journal articles, examinations, reflections, and both individual and small group projects.

Texts:
Evers, R.B. & Spencer, S. (2011**).** *Planning effective instruction for students with learning and*
   behavior problems. Pearson: Upper Saddle River, N.J.

Bateman, B. D., & Herr, C. (2006). *Writing measurable IEP goals and objectives.* Verona, WI:
   Attainment Company, Inc.

<u>**Objectives/Course Outline**</u>
Upon completion of the course, the candidate will be able to:
A. **demonstrate the ability** to develop IEPs and specially designed instruction by
   • drawing on appropriate data to develop classroom and instructional plans

- engaging in collaborative and collegial professional learning activities
- developing and adhering to policies and practices positively affecting students' learning

B. **establish a respectful environment for a diverse population of students** to provide effective IEP development and instructional planning by

- understanding the influence of diversity (e.g., prereferral process and prevention in
  disapproportionality) and plans instruction accordingly
- using research-verified strategies to plan for effective learning activities for students with learning disabilities

C. **demonstrate content and curriculum expertise** in lesson development by

- developing and applying lessons based on the South Carolina Common Core Standards
- understanding and facilitating effective planning for transitions (preschool, school, postsecondary/adult)
- demonstrating instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction
- demonstrating the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum

D. **facilitate learning for students** to improve student performance through effective IEP and lesson development by

- identifying developmental levels of individual students and planning instruction accordingly
- assessing and using resources needed to address strengths and weaknesses of students with learning disabilities
- using multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction

Sample Course Activities:

- Two short essays.
- Completion of a two-week unit of study (TCWS)
- CEC Standards Reflection.
- Two IEP Projects (Group and Individual).
- Two Lesson Plans (Group and Individual).

Essays
Purpose: The purposes of the essays are twofold: (a) to prepare the teacher candidate to be a critical thinker on topics related to special education planning and instruction, and (b) to provide the teacher candidate with an opportunity to engage in professional writing. In these essays, the teacher candidate will use what they have learned from class sessions and reading materials in order to justify their position. Reasons backed up from literature (i.e., journal articles) should be provided to support the position of the paper.
Each essay includes two parts: (a) an essay addressing the specified concern with approximately **400-500 words in length, **including at least one peer-reviewed journal article for support**, and following the APA 6th edition guidelines (including citations);

and (b) **a 120- to 150-word single paragraph summary** of the selected journal article (choose ONE primary article if multiple sources are used). **All essays for grading should be submitted to LiveText as a Word document**.

Topical Essays:
Essay #1: The disproportionality of students from culturally and linguistically diverse backgrounds in special education has been a pressing concern in South Carolina and across the nation. Effective prereferral interventions and Response to Intervention (RtI) represent promising efforts to reduce inappropriate referrals and placements. In your opinion, what are the most critical steps schools and teachers should take in the prereferral process to prevent disproportionality from occurring? How will RtI contribute to the reductions of inappropriate special education referrals?

Essay #2: How do special educators develop effective units and related lesson plans that incorporate evidence-based practices and teach to mastery given the multiple abilities, ages, grades, and levels of Common Core standards that must be addressed given current special education teacher's caseloads? What role does universal design for learning play in addressing this challenge? Take a stand on this challenge and justify your stand with concrete examples and literature support.

CEC Standards Reflection
Purpose: The purpose of this assignment is to acquaint the teacher candidate with the professional standards established through Council for Exceptional Children (CEC). It is important for the teacher candidate, as a future professional educator, to be aware of the standards governing field of special education.

Directions:
A. Read over the CEC 10 standards and identify (a) **two** standard areas viewed as a strength for you as a special educator, and (b) **two** standard areas you perceive as potential difficult areas for you as a special educator.
B. Write a 5 to 6-page reflective summary of your strengths and areas for improvement based on your review of the CEC standards. The summary should include:

> (a) identification of two standard areas as strengths and *how you may use each strength area to work with students with disabilities in your current/future teaching assignment through concrete examples and by referring to at least* **two** *specific knowledge/skill items* **per standard area** (e.g., ICC5S1: create a safe, equitable, positive, and supportive learning environment in which diversities are valued); and
> (b) identification of two standard areas for further improvement and *specific ways or plans of action to improve/strengthen these areas to benefit your students with disabilities through concrete examples and by referring to at least* **two** *specific knowledge/skill items* **per standard area** (e.g., IGC1K9: theory of reinforcement techniques in serving individuals with exceptional learning needs).

Submission: Follow the APA 6th edition guidelines and submit to LiveText.

IEP Projects

Purpose: The purpose of these projects is for the candidate to become familiar with the IEP and the process involved in its development and implementation. Through these projects the candidate will have an opportunity to apply the knowledge and skills learned in class to the IEP development. These projects also provide an opportunity for the teacher candidate to familiarize yourself with the state IEP forms.

Description: You will develop two IEPs. The first will be done *collaboratively* as a small group.
You will be given a case study of a student with a learning disability to work through this part of the project. The second will be done *individually.* The IEP projects must be completed following the guidelines required by this class, not by respective school districts.

IEP (Part 1 – Group Work)
Directions: Using the case student provided to you, you will work in a group of 2-3 people to interpret the norm-referenced and curriculum-based assessment results and develop a complete, appropriate IEP for the case student (14 years or older) based on his/her areas of concern. The IEP should include PLAFPs, goals, objectives or benchmarks, classroom accommodations, testing modifications, related services, LRE decision, and transition plan.
Submission: Your product should be typed using the South Carolina IEP form provided.

IEP (Part 2 – Individual Work)
Directions: For this assignment, you will work alone as an individual. If you currently have access to a student, you may use your student to develop the *individual* IEP. You may develop a new IEP (e.g., new student for the next year) or *substantially* revise an old, inappropriate IEP.
However, you should NOT submit an existing IEP. Cases will be available on Blackboard to those of you who have no access to a real student. The Individual IEP will be graded using the IEP scoring rubric. The IEP should include PLAFPs, goals, objectives or benchmarks, classroom accommodations, testing modifications, related services, and LRE decision. You are required to:
>   (a) Complete the IEP form
>   (b) Write a **reflective summary** (3-4 pages) describing your reflections on this
>   project including:
>   - With whom would have you collaborated to complete this student's IEP if
>   it were an actual case and why?
>   - What difficulties did you encounter in developing this IEP?
>   - What were the rationales for the goals and objectives/benchmarks you
>   have chosen? **Submission:** Your product should be typed, using the IEP
>   form available on Blackboard and submitted in LiveText.

Lesson Plans
Purpose: The purpose of the lesson plan projects is to provide the teacher candidate with an opportunity to practice using IEP annual goals and objectives or benchmarks for instructional planning. These projects will demonstrate how IEPs should be related to ongoing day-to-day instructional planning in special education. Additionally, these

projects serve as a foundation for the candidate's skill development for lesson planning in future practicum courses.

Description: You will develop four lesson plans. The first will be done *collaboratively* with a small group of 2-3 students. The other three will be done *individually*.

Lesson Plan (Part 1 – Group Work)
Directions: Use the same case student your group (with the same group members) selected for the IEP Part 1 project for this assignment. Your group will create a lesson based on one of the goals on the case student's IEP. The lesson can be in any subject area, but must be at the student's ability level, and must be clearly related to your student's IEP goal(s), objective(s), and/or benchmark(s).

The lesson plan should be created using Microsoft PowerPoint presentation.

When creating the PowerPoint presentation for your lesson plan, be sure to include all necessary lesson plan components and to address the following PowerPoint properties:

> (a) A title slide to include the lesson plan topic and your name(s)
> (b) Appropriate screen design – avoid using a design template that is too "busy," too distractive, or is hard to read
> (c) Appropriate distribution of lesson plan components (e.g., Standard, Lesson objectives, etc.) – be sure to include the required components in the headings; place information for one component in multiple pages when necessary to avoid over-crowded
> (d) Appropriate use of graphics (minimum of 2 graphics)
> (e) Appropriate font size and style for easy reading (*Arial* font is typically a great option.
> Font sizes should not be smaller than size 20.)
> (f) An ending slide (can be simply "The end," "Thank you," or a quote)

Submission: Your submission should be in PowerPoint file (.ppt or .pptx). The lesson plan will be presented by the group to the other class members.

Lesson Plans (Part 2 – Individual Work)TCWS
Directions: Use the same case student for whom you developed the IEP Part 2 for this assignment. Develop a two week unit of study with 10 lessons based on one of the goals on your case student's IEP. For this assignment, you should:

> (a) Develop the lesson plans using School of Education lesson plan Form I.

(b) Write a **reflective summary** (3-4 pages) to include the following reflections:
- Why did you choose the lessons you have developed?
- Why did you choose particular instructional strategies and curriculum?
- How do your lessons relate to the South Carolina standards (i.e. Common Core) at the student's grade level?
- How did you address the needs of your students through differentiation/UDL?

Submission: Your submission should include two files and submitted on LiveText:
(1) Lesson Plan file in Word document
(2) Reflective summary file in Word document (.doc or .docx)