

Appendix to Faculty Senate Agenda, November 13, 2007
Academic Affairs Courses

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

Department/School Sociology **Date** 9/28/07

Course No. or level 374 **Title** Work In Society

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology or permission of department

Enrollment expectation 25 per section

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: Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2008

Date of School/Department approval 10/4/07

Catalog description: Patterns and organization of work; the theories and methods associated with studying work; how work varies across social and demographic groups; and impact of family structure, technology, globalization and public policy on work.

- Purpose:
1. For Whom (generally?) This course is designed for students in sociology and other disciplines who are interested in the study of work and how it influences individuals' everyday lives and societies
 2. What should the course do for the student? It will provide students with theoretical and methodological tools for understanding the influences on and effects of workforce participation.

The course will also assist students in improving their research and oral communication skills via papers and presentations.

Teaching method planned: Lecture and discussion; student papers and presentations

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

Hodson, Randy and Teresa A. Sullivan. 2008. *The Social Organization of Work*, Fourth edition. Other reading materials will be provided as needed.

Course Content:

1. Patterns and Organization of Work
2. Theories about Work in Society
3. Methods for Studying Work
4. Satisfaction and Meaning in Work
5. How Work Varies across Social and Demographic Groups
6. Work and the Family
7. Collective Responses to Work
8. Technology and Work
9. Organizational Context of Work
10. Industries and Work
11. Occupations and Professions
12. Globalization and Work
13. Future of Work

SYLLABUS

SOC 374: WORK IN SOCIETY

Fall 2008

Instructor: Dr. L.A. Eargle

Office and Office Hours: FH 240; M – Th 9:00 – 10:00 or by appointment

Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbook (**REQUIRED**):

Hodson, Randy and Teresa A. Sullivan. 2008. *The Social Organization of Work*, Fourth edition.

COURSE DESCRIPTION

This course is an introduction to the study of work in society. We will examine (1) the definition of work; (2) the patterns and organization of work in society; (3) different theories about work; (4) conducting research on work; (4) work in industries and occupation; (5) how work varies across social and demographic groups; (5) relationship between technology and work; (6) relationship between globalization and work; and (7) impact of the family and other social institutions on work.

The format of the class will be lecture and discussion.

COURSE ASSIGNMENTS

During the semester, 4 exams, a paper, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see “Tentative Course Schedule” for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 5 essay questions. Each multiple choice item will be worth 2 points, for a total of 40 points. Each essay item will be worth 12 points, for a total of 60 points. The material for the exams will come from course lectures, the textbook, and any other additional readings that may be assigned.

In the class meeting prior to each exam, a review sheet will be handed out and questions regarding the material on that sheet will be addressed. The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items. You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor’s note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on December 4. Otherwise, a grade of ZERO will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Extra credit work will NOT be assigned. Grades of Incomplete will NOT be assigned. Each exam is worth 15 percent of your final grade, with all 4 exams together counting for 60 percent of the final course grade.

Paper:

Each student will write a paper focusing on an issue of work. This could be a paper that examines an occupation that you are interested in pursuing after graduation. In the paper, you would discuss the requirements for entry into the occupation, types of tasks and responsibilities associated with the occupation, the kinds of organizations that employ individuals in this occupation, the kinds of salary and other perks (retirement, insurance, promotional opportunities,

An alternative paper would be one that focuses on the changes taking place within an occupation or industry. In this paper, you could examine the factors that influence the demographic and social characteristics of workers employed in the occupation or industry over time. Or, you could write a paper that examines how technological innovations have altered the quantity and kinds of tasks associated with employment within an industry or occupation. Or, you could write a paper that examines how public policy (such as NAFTA, immigration law, workplace safety, etc.) impacts a particular industry or occupation, in terms of workers employed, salaries paid, products produced and prices of products, and so forth.

The paper grade will be worth 30 percent of the final course grade. The papers are due November 2 at the beginning of class. **NO LATE PAPERS WILL BE ACCEPTED.**

All references used in the writing of this paper, including the textbook, should be cited using the American Sociological Association (ASA) format. Papers that do NOT contain citations and a reference page will be assigned a grade of ZERO. The paper should be a minimum of 8 pages long (not including reference and title/cover pages). 10 points will be subtracted from the paper grade for every page it is short of the required 8 pages. You should also use 10 or 12 point font type, with 1 inch margins, lines double spaced, and printed with black ink onto white paper. Papers handwritten, typed in purple, printed on yellow paper, or otherwise having an unprofessional appearance will NOT be accepted.

Presentation:

Near the end of the semester, each student will give a 10 minute presentation to the class on his/her paper. Use of PowerPoint or other means of displaying information is strongly encouraged. A sign-up sheet of presentation dates will be circulated in class in late October. There will be NO make-ups for the class presentation. You are required to present on the day for which you signed up. The presentation is worth 10 percent of the final course grade.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign The attendance sheet. For those who miss 2 or fewer classes and have a 60+ average on course assignments, a ½ letter grade bonus will be added to the final course grade (a B+ becomes an A). For those who miss 3 or 4 classes, their grades will not be impacted. Those individuals missing 4 or more classes will have ½ letter grade subtracted from their final course average. If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT automatically drop students from the course for excessive absences.

COURSE GRADES

Final course letter grades will be based upon the weighted average of your exam, paper, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 – 100 B+ = 86 – 89 B = 80 – 85 C+ = 76 – 79 C = 70 – 75 D+ = 66 – 69
D = 60 – 65 F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates). Extra credit work will not be accepted.

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

Department/School : Honors

Date: 04-17-07

Course No. or level: 200 **Title:** Honors Science Colloquium Experience

Semester hours: 1 Clock hours: 1 Lecture: 1 Laboratory _____

Prerequisites: Honors eligibility

Enrollment expectation: 20

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

Modification: None

(proposed change in course title, course description, course content or method of instruction)

substitute: None

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

alternate: None

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

Name of persons preparing course description: Pamela A. Rooks and Latha Malaiyandi

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2008

Date of School/Department approval _____

Catalog description: Requires students to prepare for, attend, and respond in writing to the weekly Science Colloquium. Carries elective, but not General Education, departmental, or School credit. Assessed as S (Satisfactory) or U (Unsatisfactory). May be taken for credit up to three times.

- Purpose:
1. **For Whom (generally?):** Honors-eligible students from any Major.
 2. **What should the course do for the student?** Make the student aware of current developments in a variety of scientific disciplines; introduce them to science faculty from FMU and other institutions.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia): Journal entries to be submitted to a BlackBoard account; no new materials necessary.

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 Science Colloquium has been a well-established campus event for several years. Each week (usually Thursdays, 3:45 – 5:00), faculty and students gather to hear a presentation on a science-related topic. Most of the presenters are faculty, both from FMU and other institutions. Sometimes upper-division FMU students who have completed research projects make presentations. The Science Colloquium is coordinated by a committee (members for 2007 are Dr. Latha Malaiyandi, Biology; Dr. Kris Varazo, Chemistry; Dr. David Anderson, Physics and Astronomy).

To earn one hour of elective credit for Hhrs. 200, the student would be required to prepare by reading a peer-reviewed article (chosen by the instructor and distributed during the previous meeting) related to the topic and/or by the speaker, and to post a question in an anonymous BlackBoard chat group. The student would be required to attend the Colloquium each week, and to post a thoughtful abstract and response to a BlackBoard account following each presentation. The course would be assessed as S (Satisfactory) or U (Unsatisfactory), and could be taken up to 3 times for credit. A student would earn a U if s/he missed 2 presentations and/or failed to post 2 satisfactory BlackBoard responses.

When completed, forward to the Office of the Provost.

9/03

Honors 200**Spring 2008*****Honors Science Colloquium Experience
Francis Marion University***

INSTRUCTOR Latha M. Malaiyandi, PhD
OFFICE 301D McNair Science Building
PHONE (843) 661-1626
EMAIL lmalaiyandi@fmarion.edu

**MEETING TIMES
& PLACE** Thursdays 3:45-5pm, 102 LSF

OFFICE HOURS MWF 9:15-10:15am, 301D MSB or by appointment

COURSE DESCRIPTION

This course involves student attendance at the weekly Science Colloquium featuring faculty from FMU and invited speakers from other institutions. Speakers from across disciplines including biology, chemistry, physics and mathematics will present specialized research talks in their area of expertise. Learning will occur through attendance at seminars followed by writing of critical analyses of the presented data. Students will become aware of current developments in scientific research, will develop more typical learning skills associated with seminars rather than the standard classroom setting and will be encouraged to develop the intellectual confidence necessary to ask questions amongst a large audience on complex scientific information.

COURSE DESIGN

Note to Academic Affairs: Speakers for the spring 2008 semester have been contacted, but have not been finalized in the spring calendar. To get an idea of a typical schedule, the fall 2007 schedule is included below. The students would meet with the instructor on the first Thursday of the semester to go over the logistics of the course requirements.

Date	Name of speaker	Affiliation
8/31	Steve Berkowitz, MS	Marine Science, Coastal Carolina University
9/6	No speaker scheduled	
9/13	Margaret McElveen, MS	SC Department of Natural Resources
9/20	Erik Johnson, PhD	Biology, Wake Forest University
9/27	Timothy Lance, PhD	Mathematics, FMU
10/4	Kennedy Wekesa, PhD	Biology, Alabama State University
10/11	Jeff Steinmetz, PhD	Biology, USC Sumter
10/18	Teresa Herzog, PhD	Psychology, FMU
10/25	Matt Bonds, PhD	The Earth Institute, Columbia University
11/1	David Anderson, PhD	Physics & Astronomy, FMU
11/8	Wayne Outten, PhD	Chemistry & Biochemistry, USC
11/15	Todd Vaccaro, PhD	Physics & Astronomy, FMU
11/29	David Szurley, PhD	Mathematics, FMU

COURSE ASSESSMENT

ATTENDANCE

Attendance is required and will be assessed by submitted journal entries following each seminar. 2 absences will result in expulsion from the course. Missed seminars cannot be made-up.

QUESTIONS

At the meeting in the week prior to a seminar, students will be given one peer-reviewed article related to the topic and/or by the seminar speaker to be presented at the following seminar. Students will be required to read the article and come up with at least one question based on the data. These questions will be posted in an anonymous chat group (although the instructor will be able to identify which student posted which question) on BlackBoard and will be presented to the speaker at the end of his/her seminar. This will encourage students to come up with relevant questions ahead of time and encourage them to ask questions in a seminar environment, although the speaker may not be able to address all of the questions directly during that meeting. It is possible that some speakers, particularly FMU speakers, may be able to post answers to BlackBoard, or discuss them with the students in person.

JOURNAL ENTRIES

Following every seminar, each student will be required to write up a brief abstract (no more than one page in length) reviewing the research presented in the talk. The review should include overall conclusions and broader implications/contributions to the speaker's field. The journal entries will be posted to a Black Board account no later than Wednesday at 5 pm following the previous week's seminar.

GRADING

Grading for the course will be on a satisfactory (S)/unsatisfactory (U) basis. A student who misses 2 colloquia and/or fails to submit 2 journal entries will earn a U for the course.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

Academic dishonesty of any kind will not be tolerated. Students are expected to abide by the policies on academic dishonesty as stated in the University Catalog and the Code of Student Conduct.

STUDENTS WITH DISABILITIES

Students are admitted to Francis Marion University based on their potential for academic success, irrespective of physical or learning disabilities. Administrative staff and faculty work cooperatively to assist students with disabilities in their educational endeavors and adjustments to the University community. Students with disabilities who seek accommodation in their academic programs must submit documentation of their disabilities through the Office of Counseling and Testing before receiving accommodations.

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

Department/School Nursing Date October 8, 2007
 Course No. or level NRN 332 Title Professional Nursing and Nursing Practice
 Semester hours 3 Clock hours: Lecture 3 Laboratory 0
 Prerequisites None
 Enrollment expectation 30

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

Modification Nurn 303
 (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 Regina Smeltzer, RN, MSN; Dr. Sylvia Lufkin, RN, Ed.D
 Department Chairperson's /Dean's Signature _____

Provost's Signature _____

Date of Implementation To be published in the FMU catalog 2008-2009. To be taught fall, 2008

Date of School/Department approval September, 2007

Catalog description:

NRN 332 Professional Nursing and Nursing Practice (3) explores the past, present, and future of professional nursing. Emphasis is placed on critical thinking and life-long learning, professional values and philosophies, socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice.

- Purpose:
1. For Whom (generally?)
Licensed registered nurses in the junior year of the RN to BSN curriculum
 2. What should the course do for the student?
Provide the RN the opportunity to identify professional values, socialization skills, and role development for professional practice. This course is structured for the adult professional RN, using adult learning theory concepts as an educational base. Paper and pencil testing will be eliminated as the literature has shown it to be counter-productive for adult learners. Course objective accomplishment will be measured by completed assessments. Emphasis will be placed on teaching the students to become life- long learners.

Teaching method planned: Content will be presented through lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, and/or computer-assisted instructions.

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

1. American Association of Colleges of Nursing (1998). The essentials of baccalaureate nursing education for professional nursing practice. Washington, DC: AACN
2. Blais, Hayes, Koziar (2006) Professional Nursing Practice: Concepts and Perspectives, New Jersey Pearson Prentice Hall
3. Nurse regulations, Chapter 91 (Nurse practice act) and Nurse Practice Act, Chapter 33. Retrieved from <http://www.llr.state.sc.us/POL/Nursing/>
4. Mauk, K. & Schmidt. (2004) Spiritual Care in Nursing Practice. Philadelphia: Lippincott Williams & Wilkins
5. Additional readings will be placed on reserve in the library and will be identified on the Topical Outline: Assignments
6. American Nurse Association, Nursing's Social Policy Statement
7. American Nurses Association Code of Ethics with Interpretive Statements

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

- Past, present and future of professional nursing
- Professional values and philosophy
- Legal and ethical issues in nursing
- Critical thinking and life-long learning

When completed, forward to the Office of the Provost.

Francis Marion University

RN to BSN

Curriculum



NRN 332:

Professional Nursing and Nursing Practice

**Francis Marion University
Department of Nursing
Fall, 2008**

Course Name: Professional Nursing and Nursing Practice
Course Number: NRN 332
Credit Allocation: 3 semester hours
Class Time: 4 PM - 7 PM Tuesdays
Prerequisites: None

Faculty: Dr. Sylvia Lufkin, RN, Ed.D
 LNB 122
 Office Phone: 843-661-4625
 E-Mail: SLufkin@fmarion.edu

Course Description:

NRN 332 Professional Nursing and Nursing Practice (3) explores the past, present, and future of professional nursing. Emphasis is placed on critical thinking and life-long learning, professional values and philosophies, socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice.

Course Objectives: at the completion of this course, the student as evaluated by the faculty will be able to:

1. Cite historical and contemporary forces that have shaped professional nursing and nursing education.
2. Identify the core competencies, which differentiate professional nursing.
3. Discuss roles of the professional nurse and identify examples of these roles in the local health care community.
4. Explain the importance of values, philosophy, and nursing theories to the development of nursing education and contemporary nursing practice.
5. Demonstrate understanding of the core values and philosophy of the Francis Marion University Department of Nursing.
6. Analyze strategies for identifying and resolving ethical dilemmas using selected ethical values.
7. Demonstrate critical thinking in analyzing selected issues related to the professional practice of nursing.
8. Describe the relevance of data based evidence as the foundation for nursing practice.
9. Discuss the use of standards, codes, and laws that govern nursing practice, and given case situations, be able to identify appropriate actions.
10. Explore the characteristics and components of holistic nursing care.
11. Recognize the importance of caring for self and develop one goal and at least three objectives for a self-care plan.
12. Discuss how spiritual care relates to the Code of Ethics for Nurses.
13. Discuss social justice and advocacy as it relates to nursing.

Topical Outline:

Date	Subject	Assignment
Aug 24	Course Introduction	
Aug 31	Strategies for Self-care Goal and Objective Development	1. Blais, Hayer, Kozier, Erb. XV-XVI 1-12 2. AHNA "Beginnings" Vol 25(1)

		Winter 2005
Sept 7	Historic & Contemporary Forces in Professional Nursing. Nursing Education- Our Roots	1. Blais, et.al.-31-46 2. Florence Nightingale <u>Notes On Nursing – Library Reserve</u> 3. Donahue, M.P.- <u>Nursing The Finest Art- Library Reserve</u>
Sept 14	Professional Nursing Roles	1. Schoar & Kennedy: <u>One Hundred Years of American Nursing. Library Reserve</u> 2. Bullough & Bullough : <u>Celebrating A Century of Caring Library Reserve</u> 3. Blais 115-227
Sept 21	Professional Nursing and Core Competencies	Blais, et.al.-13-30 1. AACN- <u>The Essentials of Baccalaureate Education for Professional Nursing Practice</u>
Sept 28	Social Justice and Advocacy	TBA
Oct 5	Values and Philosophy: The Foundation of Nursing Practice	1. FMU Student Nurse Handbook
Oct. 8-9	Fall Break	
Oct 12 Midterm	Values and Philosophy: Part 2 FMU Department of Nursing Core Values & Philosophy	1. FMU Student Nurse Handbook- The Dept of Nursing Philosophy 2. The Nightingale Pledge
Oct. 19	Nursing Theory/ Theorists	
October 24- November 2	Advisement and Pre-registration	
Oct. 26	Nursing Theory/ Theorists	Research the library/Blais 93-114
Nov. 2	Evidence Based Practice	Blais, et.al. 83-198
Nov. 9	Ethics in Nursing Practice	Blais, et.al 47-72

Nov. 16	Ethics in Nursing Practice	
Nov. 23	Thanksgiving	Have a wonderful holiday with your family and friends.
Nov. 30	Standards, Codes & Laws	1. Blais et.al. 73-92 2. ANA <u>Nursing: Scope and Standards of Practice (2004)</u> pages 1-44 3. S.C. Nurse Practice Act, Chapter 33 @www.llr.state.sc.us/POL/Nursing
Dec. 7	Course summary and	

	Evaluations	
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Teaching Strategies:

Content will be presented through lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, and/or computer-assisted instructions,.

Method of Evaluation:

A. Classroom grading scale:

Alphabetic	Merit Grade	Raw Score
A	4.0	95-100
B +	3.5-3.9	91- 94
B	3.0-3.4	87 - 90
C+	2.5-2.9	84 -86
C	2.0-2.4	80-83
D	1.0-1.8	75 – 79
F	0	74 or less

B. Progression in the nursing curriculum: The RN must achieve an average grade of 80 (C) on all course requirements to progress.

C. Class criteria:

Nursing Vision	25%
Futures Project	25 %
Wellness Goals	25%
Group Project	25%

D. Departmental Criteria: The student must:

Function within the current Nursing Department Policies as outlined in the Student Handbook as well as those for NRN 332 Fall 2008.

Attendance Policy:

- A.** Class attendance is an expectation; however the faculty of the Department of Nursing acknowledges the complex lifestyles of the adult learner. It is expected that classes will only be missed in the advent of an emergency. All lecture notes, handouts, and assignments will be the responsibility of the student. Notifying the course faculty of the intent to miss a class is strongly encouraged
- B.** Students will be expected to stay in close contact with the faculty and peers regarding course assignments and due dates. Demonstration of a professional attitude and work habits are requirements of this course.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

Materials RNs Need to Provide for this Course:

1. Active E-mail account and Microsoft Office (Word, Power point, Excel).
2. Provide computer paper, computer disk and CDs for personal use.

Primary Textbooks/ Resources:

1. American Association of Colleges of Nursing (1998). The essentials of baccalaureate nursing education for professional nursing practice. Washington, DC: AACN
2. Blais, Hayes, Kozier (2006) Professional Nursing Practice: Concepts and Perspectives, New Jersey Pearson Prentice Hall
3. Nurse regulations, Chapter 91 (Nurse practice act) and Nurse Practice Act, Chapter 33. Retrieved from <http://www.llr.state.sc.us/POL/Nursing/>
4. Mauk, K. & Schmidt. (2004) Spiritual Care in Nursing Practice. Philadelphia: Lippincott Williams & Wilkins
5. Additional readings will be placed on reserve in the library and will be identified on the Topical Outline: Assignments
6. American Nurse Association, Nursing's Social Policy Statement
7. American Nurses Association Code of Ethics with Interpretive Statements

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (University Student Handbook).

Student Regulations

The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the policy on “**Student Rights and Responsibilities**” which can be found in the University Student Handbook. The FMU Student Handbook is published every year and made available to students. It is the responsibility of each student to obtain a copy, become familiar with the contents, and abide by the policies and procedures contained in the handbook (University Catalog).

Academic Dishonesty:

See Standards of Conduct found in the University Student Hand Book: Rights and Responsibilities Standards of Conduct.

Code of Ethics:

RNs must abide by the Code of Ethics Nurses with Interpretative Statements (American Nurses Association-2001).

South Carolina Nurse Practice Act:

RNs must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing and Regulation: Board of Nursing, 2005).

Computer Use:

RNs must follow the Acceptable Computer Use Policy (University Student Handbook) as well the guidelines set forth in the Department of Nursing Student Handbook.

Grievance Procedures:

Refer to the Department of Nursing (DON) Student Handbook.

RN to BSN NURSING PROGRAM

FRANCIS MARION UNIVERSITY
Department of Nursing

NRN 332: Fall 2008

I have read and understand the items listed below and have had an opportunity to clarify any questions and /or concerns. I agree to abide by all aspects of the stipulations set forth in the following:

CHECK THOSE THAT APPLY:

- General Departmental Policies (DON Handbook)
- Course Syllabus/Outline
- Francis Marion University Catalog and Student Handbook (current edition)
- Other _____

Student Signature _____ Date _____

Faculty Signature _____ Date: _____

Project---Analysis and Evaluation of Nursing Theories

Nursing theorists have influenced the advancement of theory and contributed to the knowledge base in nursing through the stimulation of research. As we enter an era of evidence based nursing practice a knowledge of nursing theories and their application to nursing practice becomes ever more important.

Requirements:

This project is based on a model developed by Jacqueline Fawcett* for the analysis and verification of nursing theories. Work will be done in groups and a list of theorists will be provided

1. Select the work of a nursing theorist's that you will research and present in class.
2. Report on the biography of the theorist and the motivation for development of the model.
3. Analyze and evaluate the contribution of the model to the discipline of nursing. You will be given criteria for analysis and evaluation.
4. Submit written analysis and evaluation, which includes properly documented references used in your work.
5. Present to the class the analysis and evaluation of the theory. Use of visual representations is encouraged. Examples from the clinical area may be helpful.
6. Prepare materials for a bulletin board (or visual) display that will help your classmates understand the theory.

Grading Criteria:

Fifteen percent of the final grade will be based on the group project and presentation. In order to achieve full 15% credit for the project, the following must be addressed:

1. All steps in the analysis and evaluation must be addressed.
2. All sources used in the work must be appropriately documented, including internet sources.
3. The written document reflecting the analysis and evaluation must be APA formatted.
4. All group members must participate and contribute to the work.
5. The class presentation must not only address information, but also include implications for the improvement of nursing practice and impact on the profession.
6. The presence and meaning of the concept of human caring in the theory must be analyzed and addressed.

Points will be assigned as follows:

1. Content-and group work---5%
2. Appropriate use of APA format and documentation of references---5%
3. Analysis of implications for nursing practice and the profession---5%

*Fawcett. (2005) Contemporary Nursing Knowledge:Analysis and Evaluation of Nursing Models and Theories (2nd ed.). Philadelphia: F.A. Davis and Company.

Black Board Contents:

It is the RN's responsibility to have an active e-mail account that will allow for access to Blackboard. Information will be posted by faculty to include but not limited to:

- Announcements
- Course Information
- Syllabus
 - Course Calendar-Modules
 - Course and College Policies
 - Lecture Schedule & Objectives Staff Information
- Course and Clinical Faculty
- Information
 - Test Taking Tips
- Lectures
 - Handouts
- External Links
 - Helpful on-line resource materials

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

Department/School Nursing Date October 8, 2007

Course No. or level NRN 333 Title Health Assessment and Promotion in Nursing Practice

Semester hours 4 Clock hours: Lecture 3 Laboratory 1
*14 weeks of lectures X 3 hours each = 42 contact hours
*13 weeks of lab X 2 hours each = 26 hours (3:1 ratio) = 9 contact hours
*24 hours of clinical loaded at the end of the semester (3:1 ratio) = 8 contact hours
Total 59 contact hours

Prerequisites NURS 302, NRN 332

Enrollment expectation 30

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

Modification Nurn 351 (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 Regina Smeltzer, RN, MSN; Tracy Aniello, RN, MSN

Department Chairperson's /Dean's Signature _____

Provost's Signature _____

Date of Implementation To be published in the FMU catalog 2008-2009. To be taught spring, 2009

Date of School/Department approval September, 2007

Catalog description:

NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-1) (Prerequisite: Nurn 302, NRN 332). NRN 333 provides the RN the opportunity to refine and validate therapeutic nursing skills and interventions necessary

to provide culturally sensitive physical assessment, health promotion and health protection services to clients across the lifespan. Additionally, the RN will learn to develop client focused nursing care plans and teaching plans

based on appropriate nursing diagnosis and using evidence based interventions. Emphasis is placed on communication, teaching- learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing care.

Purpose: 1. For Whom (generally?)
Licensed registered nurses in the junior year of the RN to BSN curriculum

3. What should the course do for the student?
Provide the RN the opportunity to refine physical assessment skills, develop client based care plans based on assessment and history data, and develop new expertise in decision-making and care delivery

This course is structured for the adult professional RN, using adult learning theory concepts as an educational base. Paper and pencil testing will be eliminated as the literature has shown it to be counter-productive for adult learners. Course objective accomplishment will be measured by completed assessments, clinical care plans, teaching plan and its implementation. Emphasis will be placed on teaching the students to become life- long learners.

Teaching method planned: Lecture, lab experiences, self-directed clinical experiences, course assignments and projects

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

Dillon, M. (2003). Nursing Health Assessment, Philadelphia: Davis, ISBN: 0803608837.

Dillon, M. (2003). Student laboratory Manual for Nursing Health Assessment. Philadelphia: FA Davis. ISBN 0-8036-0890-x.

Dudek, S.G. (2001). Nutrition Handbook for Nursing Practice. 4th ed. Philadelphia: Lippincott. ISSN 0781723442.

Nursing diagnosis reference book of the students' choice.

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

- Health history
- Physical assessment skills for each body system
- Nutritional therapies
- Communication skills

When completed, forward to the Office of the Provost.

Francis Marion University

RN to BSN Curriculum



NRN 333:

Health Assessment and Promotion in Nursing Practice

FRANCIS MARION UNIVERSITY

Francis Marion University

Department of Nursing

Spring, 2009

Course Title: Health Assessment and Promotion in Nursing Practice

Course Number: NRN 333

Credit Hours: 4 semester hours (3:2)

Class Time: 4:00 p.m. to 9:00 p.m. Tuesdays, LNB rm. 106
Class 3 hours per week, Laboratory 2 hours per week
24 hours of clinical loaded at the end of the semester

Prerequisites: Successful completion of NURN 302 and NRN 332

Course Coordinator:

Tracy Aniello, RN, MSN
Instructor, FMU
(843) 661-1692
Office: Room LNB 125

Course Description:

NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-1)
Corequisite or prerequisite: Nurn 302, NRN 332). NRN 333 provides the RN the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion and health protection services to clients across the lifespan. Additionally, the RN will learn to develop client focused nursing care plans and teaching plans based on appropriate nursing diagnosis and using evidence based interventions. Emphasis is placed on communication, teaching- learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing care.

Course Objectives: At the completion of this course, the student will be able to:

- 1 Conduct and document a comprehensive health history.
2. Analyze assessment data for variables that influence health and health behaviors.
3. Perform a risk assessment of the individual including lifestyle, family, and genetic history and other risk factors.
4. Demonstrate and document physical assessment skills.
5. Demonstrate effective communication with individuals in nursing assessment activities.
6. Conduct and document a basic nutritional assessment.

7. Use information technologies to enhance own knowledge base.
8. Develop client teaching plan that is developmentally appropriate and based on health history and assessment data, using evidence based modalities.
9. Identify strategies for addressing client adherence/compliance with care issues.

Teaching Strategies:

- Lecture/discussion
- Demonstration/return demonstration
- Audiovisual aids
- Blackboard @ FMU
- Self directed clinical experiences

Evaluation Methods:

- Lab Journals.....15%
- Demonstration of lab skills.....25%
- Client History and Physical Examination.....15%
- Client Care Plan.....15%
- Client Teaching Plan.....15%
- Nutritional Assessment Project.....15%

Total: 100 %**Required Text:**

Dudek, S.G. (2001). *Nutrition handbook for nursing practice*. (4th ed.). Philadelphia: Lippincott.

Jarvis, C (2004). *Physical Examination & Health Assessment* (4th ed.). St. Louis: Saunders.

Jarvis, C. (2004). *Student Laboratory Manual for Physical Examination & Health Assessment* (4th ed.). St. Louis: Saunders.

**NRN 333 Lecture Schedule
And Required Readings**

Date	Topic	Assignments
8/25/08	Orientation and Interviewing Techniques and the Health History;	Chapter 4 & 6
8/31/08	Functional Assessment; Review of Systems; Family Assessment & Culture Teaching and Compliance Issues	Chapter 1, 2, 3,
9/7/08	Exam Techniques & General Survey; Mental health assessment; Pain Assessment	UNIT II: Chapter 7, 9, 10, 11
9/14/08	Nutrition Skin, Hair & Nails Assessment	Dudek- Section I & Chapters 8. Jarvis –Chapters

	Abdominal Assessment	12, 21
9/21/08	HEENT	Chapter 13, 14, 15, 16
9/28/08	Domestic Violence Lecture Pregnant Female	Chapter 5, 27
10/5/08	Breast Assessment Thorax & Lungs Assessment	Chapter 17 Chapter 18
10/12/08	Pediatric	Ch. 12
10/19/08	Cardiovascular and Peripheral vascular Assessment & Lymphatic System	Chapter 19, 20
10/26/08	Musculoskeletal Assessment	Chapter 22
11/2/08	Geriatric Considerations	
11/9/0	Neurological Assessment	Chapter 23
11/16/08	Reproductive System Putting it all together	Ch. 24, 25, 26 Ch. 28
11/23/08	Individual Clinical Time	
11/30/0	Individual Clinical time	
12/7/08	Course Summary	

LABORATORY SESSIONS:

Weekly lab sessions are conducted to assist registered nurses in acquiring/improving health history and physical assessment skills.

A faculty member will be present during lab times to provide guidance and feedback. Each RN will be paired with a partner who will act as the client during practice periods. Once the pair of nurses has demonstrated proficiency in the assigned skill, their weekly lab experience is completed.

It is expected that each nurse will read the assigned lab chapter for the week's experience and answer the question in the Lab Manual before coming to the skill's laboratory. This will reinforce the lectures, expose any areas needing questioning for the clinical instructor, and prime the nurse for the skill's laboratory experience.

Additional lab time can be scheduled if needed on an individual basis by contacting the faculty.

Lab Evaluation:

Each RN's performance in lab sessions will be evaluated based on the skills, knowledge and values believed necessary for professional nursing practice by the American Association of College of Nursing (1998) in The Essentials of Baccalaureate Education for Professional Nursing Practice. Failure of lab performance will result in failure in the course.

Lab Journals

Each RN will keep a journal in which s/he will document the history and physical assessment findings practiced each week in lab. This documentation will be reviewed by the instructor periodically during the semester and graded at the end of the semester for 15% of the course grade.

Course Policies:

Class Attendance:

Class attendance is an expectation; however the faculty of the Department of Nursing acknowledges the complex lifestyles of the adult learner. It is expected that classes will only be missed in the advent of an **emergency**. **All** lecture notes, handouts, and assignments will be the responsibility of the student. Notifying the course faculty of the intent to miss a class is strongly encouraged.

Plagiarism Policy:

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some internet documents, it still must be fully referenced. The purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the College of Nursing Honor Council; a grade of zero for any plagiarized assignment will be issued.

Work Turned in Late:

Permission from faculty must be obtained for submission of late work prior to the due date. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, a letter grade will be deducted. Failure to notify the faculty member of late work will result in a letter grade reduction.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities or change course content as deemed appropriate, related to course objectives.

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the Department of Nursing Dean or the University Counseling and Testing Center.

Student Rights and Responsibilities:

All RNs are expected to read and follow the policies in the *Student Handbook*.

Grievance Policy:

Refer to the Nursing Department's Student Handbook and/or contact the Department's Director of Student Services.

Blackboard :

RNs are required to self-enroll in Blackboard NRN 333, Health Assessment and Promotion in Nursing Practice. The course access code is available from the course coordinator.

Detailed information regarding assignments and requirements will be communicated to the class via e-mail. RNs are responsible for checking their e-mail regarding course assignments and changes in class schedule. RNs are

required to have a working e-mail account as stated in the Francis Marion University Student Handbook. Instructions pertaining to course assignments and course evaluation criteria will be communicated via Blackboard.

Grades will be posted in Blackboard and will not be communicated via telephone per Francis Marion University policy. If a nurse is having a problem with e-mail communication, the RN should contact the instructor and the computer center to identify and correct the problem immediately.

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

Department/School Nursing Date October 8, 2007
 Course No. or level NRN 334 Title Nursing Research in Practice
 Semester hours 3 Clock hours: Lecture 3 Laboratory 0
 Prerequisites or Corequisites: NURS 302, NRN 332
 Enrollment expectation 30

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

Modification Nurn 306 (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 Regina Smeltzer, RN, MSN; Dr. Sylvia Lufkin, RN, Ed.D
 Department Chairperson's /Dean's Signature _____

Provost's Signature _____

Date of Implementation To be published in the FMU catalog 2008-2009. To be taught spring, 2009

Date of School/Department approval September, 2007

Catalog description:

NRN 334 Nursing Research in Practice (3) (Prerequisites: Nurn 302, NRN 332). NRM 334 examines the steps of the research process, and provides the RN with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings to develop evidence based nursing practice. Ethical considerations in research are addressed.

- Purpose:
1. For Whom (generally?)
Licensed registered nurses in the junior year of the RN to BSN curriculum
 2. What should the course do for the student?
Prepares the nurse to be a competent consumer of research, to seek out relevant, sound and current research that will help establish an evidence based practice. This course is structured for the adult professional RN, using adult learning theory concepts as an educational base. Paper and pencil testing will be eliminated as the literature has shown it to be counter-productive for adult learners. Course objective accomplishment will be measured by

completed assessments, Emphasis will be placed on teaching the students to become life-long learners.

Teaching method planned: The class will consist of lecture, audio-visual aids, class discussions, class and group work presentations, seminars, written assignments, computer-assisted instructions.

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

Lobiondo-Wood, G. & Haber, J. (2006). *Nursing research: Methods and critical appraisal for evidence-based practice* (6th ed.). St. Louis, Missouri: Mosby.

Rose-Grippa, K. & Gorney-Moreno, M. J. (2006). *Study guide: Nursing research: Methods and critical appraisal for evidence-based practice* (6th ed.). St. Louis, Missouri: Mosby.

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

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

- Steps of the research process
- Ethical considerations in research
- Utilization of research in practice

When completed, forward to the Office of the Provost.

Francis Marion University

RN to BSN Curriculum



NRN 334:
Nursing Research in Practice

**Francis Marion University
Department of Nursing
Spring, 2009**

Course Name: Nursing Research in Practice
Course Number: NRN 334
Credit Hours: 3 semester hours
Class Time: 4 PM – 7 PM Tuesdays
Prerequisites: Nurs 302, NRN 332

Faculty: Dr. Sylvia Lufkin, RN, Ed.D
LNB 122
Office Phone: 843-661-4625
E-Mail: SLufkin@fmarion.edu

Course Description:

NRN 334 Nursing Research in Practice (3) examines the steps of the research process, and provides the RN with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings to develop evidence based nursing practice. Ethical considerations in research are addressed.

Course Objectives: At the completion of this course, the student as evaluated by the faculty will be able to:

1. Identify and examine the relationship between the major steps and elements of the research process.
2. Critically read published research to allow the discovery of information and ideas from nursing and other disciplines using an established format.
3. Utilize critical thinking skills/strategies to assist in the evaluation of information and ideas.
4. Discuss legal and ethical considerations in the conduct of research.
5. Differentiate between research utilization and evidence-based practice.
6. Discuss nursing research and research utilization as steps in the development of evidence-based practice.
7. Discuss how research findings inform clinical decision making and evidence-based practice guidelines as a basis for building an evidence based practice in nursing.
8. Utilize traditional and emerging electronic technologies/approaches for communicating and using research findings related to health promotion,

disease prevention, chronic and acute illness nursing practice.

9. Describe how research priorities of nursing and other disciplines are guided/influenced/informed by global health care issues, and, conversely, how current trends are influenced by published research findings.
10. Locate, evaluate and discuss published research findings that can Empower a nurse to proactively shape/influence health care policy regarding accessibility and affordability of health care for individuals, families, communities and populations.
11. Demonstrate leadership behaviors of a beginning professional in the evaluation and application of research findings to individual patients in the health care setting and in professional role development.
12. Locate, evaluate and discuss how published research findings can be used to support holistic, relationship-centered care for self and others.

Topical Outline

Date	Subject	Notes	Assignment/Chapters
January 15	MLK Holiday		
January 22	Course Overview Role of Research in Nursing The Research Process: Integrating Evidence – Based Practice	Adams	Course Syllabus Lobionda-Wood & Haber Ch. 1 Lobionda-Wood & Haber Ch. 2 Other preparation TBA
January 29	The Research Process: Integrating Evidence – Based Practice Developing Research Questions and Hypotheses	Adams	Lobionda-Wood & Haber Ch. 2 Lobionda-Wood & Haber Ch. 3 Other preparation TBA
February 5	Developing Research Questions and Hypotheses Literature Review	Adams & TBA	Lobionda-Wood & Haber Ch. 3 Lobionda-Wood & Haber Ch. 4 Other preparation TBA
February 12	Literature Review Theoretical Framework	Adams & TBA	Lobionda-Wood & Haber Ch. 4 Lobionda-Wood & Haber Ch. 5 Other preparation TBA
February 19	Introduction to Qualitative Research Qualitative Approaches to	Adams	Lobionda-Wood & Haber Ch. 6 Lobionda-Wood & Haber Ch.

	Research Evaluating Qualitative Research		7 Lobionda-Wood & Haber Ch. 8 Other preparation TBA
February 26	Introduction to Quantitative Research Experimental and Quasiexperimental Designs	Adams	Lobionda-Wood & Haber Ch. 9 Lobionda-Wood & Haber Ch. 10 Other preparation TBA
March 1	Group Critique of Research Article Part 1 Due	*****	*****
March 5-10	Spring Break	*****	*****
March 13	Legal and Ethical Issues	Adams	Lobionda-Wood & Haber Ch. 13 Other preparation TBA
March 19	Sampling Data Collection Methods Reliability and Validity Data Analysis: Descriptive and Inferential Statistics	Dr. Jordan	Lobionda-Wood & Haber Ch. 14, Lobionda-Wood & Haber Ch. 15 Lobionda-Wood & Haber Ch. 16 Other preparation TBA
March 26	Analysis of Findings Evaluating Quantitive Research	Adams	Lobionda-Wood & Haber Ch. 17 Lobionda-Wood & Haber Ch. 18 Other preparation TBA
April 2	Developing an Evidence- Based Practice	Adams	Lobionda-Wood & Haber Ch. 19
April 9	Tools for Applng Evidence to Practice	Adams	Lobionda-Wood & Haber Ch. 20
April 16	Group Presentations Group Critique of Research Article Part 2 Due with presentations	Group	Lobionda-Wood & Haber

	Research related to the delivery of holistic and caring nursing practice	Presentations	Research Articles
April 23	<p><i>Group Presentations</i></p> <p><i>Group Critique of Research Article Part 2 Due with presentation</i></p> <p>Impact of Research on the development of Health Care Policy/Reform</p> <p>Global Health Community and Research Priorities</p>	Group Presentations	Lobionda-Wood & Haber Research Articles
TBA	<p><i>Campus Wide Research Poster Fair</i></p> <p><i>Location and time to be announced</i></p>		
April 24	Read Day		
April 25 –May 1	<p><i>Remaining Group Presentations</i></p> <p><i>Group Critique of Research Article Part 2 Due with presentation</i></p> <p>Exam Week</p>	Remaining Group Presentations	Lobionda-Wood & Haber Research Articles

Teaching Strategies:

The class will consist of lecture, audio-visual aids, class discussions, class and group work presentations, seminars, written assignments, quizzes, computer-assisted instructions.

Method of Evaluation:

A. Classroom grading scale:

Alphabetic	Merit Grade	Raw Score
A	4.0	95
B +	3.5-3.9	91-94
B	3.0-3.4	87-90
C+	2.5-2.9	84 -86
C	2.0-2.4	80-83

D	1.0-1.8	75 or 79
F	No Credit	74 or less

B. Progression in the nursing curriculum: The student must achieve an average grade of 80 (C) on all course requirements to progress.

C. Class criteria:

Group Critique of Research Article: Part 1 20%

Group Critique of Research Article: Part 2 20%

Detailed instructions and grading criteria will
be posted on Blackboard

Group Presentations: 25%
Detailed instructions and grading criteria will
be posted on Blackboard

Research Proposal 35%
Detailed instructions and grading criteria will
be posted on Blackboard

Total Points = 100%

Extra Credit:

A student can earn up to 5 points to be added to the lowest test score by attending a special writing center workshop.

If a student chooses to attend a second special writing center workshop, the student can earn up to 5 points to be added to the next lowest test score.

Documentation requirements and guidelines will be published on Blackboard. Dates and times of special writing workshops will be published on Blackboard and or announced in the class room setting as soon as available.

Class Attendance:

Class attendance is an expectation; however the faculty of the Department of Nursing acknowledges the complex lifestyles of the adult learner. It is expected that classes will only be missed in the advent of a true emergency. All lecture notes, handouts, and assignments will be the responsibility of the RN student. Notifying the course faculty of the intent to miss a class is strongly encouraged.

Students are expected to stay in close contact with the faculty and one's peers regarding course assignments and due dates. Demonstration of a professional attitude and work habits are requirements of this course.

Disclaimer: Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives

Primary Textbooks Needed for this Course:

Lobiondo-Wood, G. & Haber, J. (2006). *Nursing research: Methods and critical appraisal for evidence-based practice* (6th ed.). St. Louis, Missouri: Mosby.

Rose-Grippa, K. & Gorney-Moreno, M. J. (2006). *Study guide: Nursing research: Methods and critical appraisal for evidence-based practice* (6th ed.). St. Louis, Missouri: Mosby.

American Psychological Association (APA). (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Materials Students Need to Provide for this Course:

1. Active E-mail account and Microsoft Office (Word, Power-point, Excel).
2. Provide computer paper, disk and CDs for personal use.
3. Set of several highlighters in different colors*****

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (University Student Handbook).

Student Regulations:

The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the policy on “**Student Rights and Responsibilities**” which can be found in the University Student Handbook. The Student Handbook is published every year and made available to students. It is the responsibility of each student to obtain a copy, become familiar with the contents, and abide by the policies and procedures contained in the handbook (University Catalog).

Academic Dishonesty:

See **Standards of Conduct found in the University Student Hand Book: Rights and Responsibilities Standards of Conduct.**

Code of Ethics:

Students must abide by the Code of Ethics for Nurses with Interpretative Statements (American Nurses Association) (2001).

South Carolina Nurse Practice Act:

Nurses must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing and Regulation: Board of Nursing, 2005).

Computer Use:

RNs must follow the Acceptable Computer Use Policy (University Student Handbook).

Grievance Procedures:

Refer to the Nursing Department’s Student Handbook and/or contact the Department’s Student Services Counselor.

Enabling objectives TBA on Blackboard and/or distributed in classroom setting:

All preparation and assignments include reviewing appropriate content in the following:

- Required course text book and study guide
- Assigned articles (distributed in class, assigned for the student to retrieve or posted on Blackboard)

- Visiting websites that are posted on Blackboard, assigned in class and/ or recommended in course text book or study guide

Black Board Contents:

It is the student's responsibility to have an active e-mail account that will allow for access to Blackboard. Information will be posted by faculty to include but not limited to:

- Announcements
- Utilized to electronically post individual test results. Final course grades are not reflected on Blackboard. Please contact the course coordinator if you have any questions.
- Course information
- Syllabus
- Enabling objectives, Resources, Required Readings
- Evaluation and grading criteria
- Assignment directions and guidelines
- Lecture notes: These materials are subject to distribution in class and/or posted on Blackboard at the course coordinator's discretion. Students are not to expect that all lectures will have correlating notes distributed or posted on Blackboard.

The above materials may actually be distributed in class in place of being posted on Blackboard at the discretion of the course coordinator

FRANCIS MARION UNIVERSITY
RN to BSN Nursing Program
NRN 334 Nursing Research in Practice

I have read and understand the items listed below and have had an opportunity to clarify any questions and /or concerns. I agree to abide by all aspects of the stipulations set forth in the following:

CHECK THOSE THAT APPLY

- General Departmental Policies (Nursing Student's Handbook)
- Course Syllabus/Outline
- Francis Marion University Student Handbook and Catalog
- Other _____

Student Signature _____ Date: _____

Faculty Signature _____ Date: _____

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

Department/School Nursing Date October 8, 2007
 Course No. or level NRN 445 Title Population Focused Nursing
 Semester hours: 6
 Clock hours:
 Lecture 4 Laboratory 2

15 weeks X 6 SH = 90 contact hours
 15 weeks X 4 hr class = 60 contact hours
 90 clinical hours (ratio 3:1) = 30 contact hours
Total of 90 contact hours

Prerequisites: NURS 302, NRN 332, 333; Prerequisite or Corequisite: 334

Enrollment expectation 30

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

Modification Nurn 402
 (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 Regina Smeltzer, RN, MSN, Julia Hucks, RN, MN, FNP-C

Department Chairperson's /Dean's Signature _____

Provost's Signature _____

Date of Implementation: To be published in the FMU catalog 2008-2009. To be taught fall 2009

Date of School/Department approval September 2007

Catalog Description:

NRN 445 Population Focused Nursing Care (6:4-2) (Prerequisites: Nurn 302, NRN 332, 333, 334. NRN 445 is designed to develop the RN's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on Healthy People 2010, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Precepted clinical experiences, as part of an individualized learning agreement, will

include the application of theory in completing a community assessment, and the development of a community care plan and teaching project for a specific population within the community. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

- Purpose:
1. For whom (generally?)
Licensed registered nurses in the senior year of the RN to BSN curriculum
 2. What should the course do for the student?
Provide the RN the opportunity to partner with the local and national public health systems for improved community and patient care, to develop community nursing diagnosis and apply health promotion and disease prevention knowledge and skills in the public health setting. The RN will also learn how to develop and implement a self directed learning agreement in the clinical environment.

This course is structured for the adult professional RN, using adult learning theory concepts as an educational base. Paper and pencil testing will be eliminated as the literature has shown it to be counter-productive for adult learners. The accomplishment of course objectives will be measured by evaluating projects, clinical documents, and the completion of a learning agreement. Emphasis will be placed on teaching the students to become life-long learners.

Teaching method planned: Lecture, clinical conferencing, clinical experiences, course assignments and projects

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

Clark, M. (2008). Community Health Nursing: Advocacy for Population health, 5th ed. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Heyman, D. Ed (2004). Control of Communicable Diseases Manual, 18th ed. Washington, DC: American Public Health Association

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

- Community as client
- The history and current role of public health and public health nursing
- Epidemiology and Demography
- Community and population assessment
- Plan, implement and evaluate community care
- Communicable disease prevention
- Cultural considerations
- Vulnerable populations
- Health promotion
- Environmental and disaster preparedness
- Global health: future trends

When completed, forward to the Office of the Provost.

Francis Marion University

RN to BSN Curriculum



NRN 445:
Population Focused Nursing

Francis Marion University
Department of Nursing
Fall, 2009

Course Name: Population Focused Nursing
Course Number: NRN445
Credit Allocation: 6 semester hours (6:4-2)
Class Time: 4 PM – 9 PM Tuesdays
90 Independent clinical hours over the course of the semester
Prerequisites: NURS 302, NRN 332, 333, 334

Faculty: Marty Hucks, RN,MN, FNP-C
LNB 108
661-1695
626-7092 (beeper)
jhucks@fmarion.edu

Course Description:

NRN 445 Population Focused Nursing Care (6:4-2) (Prerequisites: Nurn 302, NRN 332, 333, 334). NRN 445 is designed to develop the RN's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on Healthy People 2010, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Precepted clinical experiences, as part of an individualized learning agreement, will include the application of theory in completing a community assessment, and the development of a community care plan and teaching project for a specific population within the community. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

Course Objectives:

1. Identify community as client.
2. Examine the meaning of community health, population health, and public health.
3. Analyze the genetic, social, cultural, economic, geographic and political factors that impact the health of populations across the lifespan.
4. Use selected conceptual frameworks and evidence based clinical prevention practices to guide nursing practice with communities and populations.
5. Apply epidemiological principles and methods in assessment, program planning, and evaluation with populations and/or communities.
6. Analyze the impact of environmental, social, and behavioral risk factors on the health of the community.
7. Develop and implement health promotion and disease prevention interventions for vulnerable populations across the lifespan, focusing on effectiveness, efficiency and equity.
8. Evaluate the efficacy of health promotion/disease prevention and health education modalities for use with diverse populations.
9. Collaborate with appropriate health and community team members in the development, implementation, and evaluation of socially just population health interventions.
10. Analyze the impact of state and/or national legislation on the health of a selected population group.
11. Explore a variety of community/population/public health nursing roles.

12. Use information technology to collect data about the community/population, vulnerable groups and community health concerns to guide development of nursing interventions.
13. Use current nursing and related research literature from relevant disciplines to guide nursing practice with populations.
14. Demonstrate cultural competence in the delivery of nursing care to population groups.
15. Demonstrate professional responsibility in carrying out nursing responsibilities.
16. Develop an understanding of grant writing terms and the techniques for preparing a community grant application.
17. Explore the roles and responsibilities of the professional nurse in disaster preparedness planning.

Required Textbook: Clark, M.J. (2008). *Community health nursing: Advocacy for population health*, 5th ed. Upeer Saddle River, New Jersey: Pearson Prentice Hall.

Heyman, D. Ed (2004). *Control of communicable diseases manual*, 18th ed. Washington, DC: American Public Health Association.

Course Requirements:

Analysis of Vulnerable Populations	20%
Communicable Disease Report	15%
Community Assessment	25%
Teaching Plan	25%
Clinical Documents	S/U*
Grant Project	15%

Total 100 %

***Note** – A grade of Satisfactory must be earned on the clinical documents in order to pass the course.

Course Outline:

8/31/08

Topics:

- Course Orientation
- The History of Public Health Nursing
- Learning Agreement

Outcomes:

- Understand the purpose of NRN 445 course and clinical experiences
- Describe the history of public health nursing
- Develop a working draft of the clinical learning agreement objectives

Learning Activities:

- Clark Ch. 3
- Review course syllabus

9/7/08

Topics:

- Nursing Process: Analysis (Epidemiology & Demography)

Outcomes:

- Describe epidemiology and demography and how it is useful in health care.

Learning Activities:

- Clark Ch. 10, 28

9/14/08

Topics:

- Nursing Process: Community & Population Assessment; Family Assessment

Outcomes:

- Describe client as it refers to the community
- Identify nursing diagnosis that are relevant to aggregates
- Demonstrate ability to utilize community assessment tool

Learning Activities:

- Clark Ch. 1, 2, 4

9/21/08

Topics:

- Nursing Process: Planning, Implementing Interventions, Evaluating
- Levels of Prevention

Outcomes:

- Describe the nursing process as it applies to aggregates
- Identify the different levels of prevention

Learning Activities:

- Clark Ch. 11, 14
- Answer Vaccination questions in journal prior to class
http://www.cdc.gov/pcd/issues/2004/jan/03_0012.htm

9/28/08

continued from above

Learning Activities:

- Clark, ch. 15, 29

10/05/08

Guest Speaker, Environmental Health

10/12/08

No class scheduled

Attend VC Phillips Day in Columbia, SC (optional)

10/19/08

Topics:

- Communicable Disease Presentations

Outcomes:

- Describe different methods of communicable disease prevention

Learning Activities:

- Clark, Ch. 5, 16, 23

10/26/08

Topics:

- Cultural Considerations

Outcomes:

- Describe the variables of culture within a community
- Identify how culture can make a group vulnerable

Learning Activities:

- Clark, Ch. 9, 13

11/02/08

Topics:

- Public Health Policy
- Causes of & appropriate interventions for poverty
Student debate

Outcomes:

- Describe how public health policy is determined
- Identify how public health policy affects health care
- List effective interventions for poverty

Learning Activities:

- Clark, Ch. 7, 8

11/09/08

Topics:

- Vulnerability: an overview
- Health Disparities

Outcomes:

- Describe what makes a population vulnerable
- Identify examples of vulnerable populations
- Discuss potential health disparities among the vulnerable populations

Learning Activities:

- Clark, Ch. 17, 19, 20

11/16/08

Topics:

- Health Promotion

Outcomes:

- Define health promotion for communities
- Identify effective health promotion activities
- Apply the nursing process to health promotion

Learning Activities:

- Clark, Ch. 11, 12

11/23/08

Topics:

- Environment & Disaster Preparedness

Outcomes:

- Identify the difference between environmental and man-made disasters
- Describe the public health role in disasters

- Describe nursing’s role in disasters

Learning Activities:

- Clark, Ch. 27

11/30/08

Topics:

- Global Health
- Future Trends

Outcomes:

- List three global health concerns
- Identify how global health care is provided
- Discuss future trends in global health

Learning Activities:

- Clark, Ch. 6

12/07/08

- Course Review

Course Requirements / Assignments:

Communicable Disease Presentation:

Select one of the following topics and prepare a report to be presented to your classmates.

Measles, Mumps, HIV/AIDS, rabies, chickenpox, gonorrhea/Chlamydia, pertussis, plaque, influenza, impetigo, hepatitis, botulism, cholera, meningitis

Use the following outline to guide your presentation

(40%) epidemiology of the disease (chain of infection: agent, reservoir, portal of exit, mode of transmission, portal of entry, host)

(20%) incidence & prevalence data

(40%) management (primary, secondary and tertiary prevention for individuals, families/groups, and communities/populations)

Information for Analysis of Vulnerable Populations, Community Assessment and Teaching Plan can be found in Blackboard

Clinical Documents:

The purpose of the Clinical Documents is to:

- Serve as a vehicle for communication between the faculty member and the RN student
- Validate attainment of the objectives stated in the Learning Agreement
- Provide opportunities to enhance course content with discussion of practical application in the clinical setting
- Provide a vehicle to augment adult learning needs

Clinical Document Items (4):

1. Cover page – will include RN student’s name, faculty name, agency and preceptor(s) name.
2. Flow page – list location, date, hours of each clinical experience. Enter this data after the completion of the specific clinical experience. Example:

<u>Date</u>	<u>Location</u>	<u>Time</u>	<u>Running total</u>
-------------	-----------------	-------------	----------------------

9/15/09	General Hospital	6 hours	6 hours
9/19/09	General Hospital	4 hours	10 hours

3. Learning Agreement -

- Each RN shall establish a Learning Agreement (in table format, sample to follow) for his or her clinical experience.
- The RN's written objectives shall be established in collaboration with a faculty member and submitted for approval within the first three weeks of the semester.
- This document shall provide direction for planning specific clinical experiences and determining criteria for evaluation.
- Once the objectives for the Learning Agreement are established, activities to meet the objectives can be developed in collaboration with the clinical preceptor or other agency personnel as appropriate.
- Once the objectives of the Learning Agreement have been successfully met, the clinical experience is completed.

Components of the Learning Agreement:

Learning Objectives:

- All are derived from the broad learning goal for the clinical experience
- All are outcome statements
- Must be developed using action verbs that are measurable
- All state how the student will go about achieving the goal
- Should be developed to help the student meet course objectives
- May address individual learning needs related to the course content

Activities / Resources:

- Identify the material or human resources to be utilized for the objective (specific people, places or things)
- Identify activities which the student may engage in to facilitate meeting the objective, and thus the goal
- Describe the student's methods for accomplishing each objective

Completion Date:

- The date each **objective** has been met

Evaluation:

- Specify for each objective the measurable criteria to be used to indicate how each objective is to be evaluated.

4. Reflective Summary – reflective comments regarding each clinical experience as identified in the flow page. The summary should begin with a specific learning agreement objective being addressed at that clinical time, followed by a short summary of how the objective was met or not met. There is no need to provide a minute by minute account of the clinical day.

The completed clinical documents are due by week 14 of the semester. Clinical documents may be given to the faculty any time during the course of the semester for review and feedback.

The critical measure of success is based upon successfully meeting learning agreement objectives, or adequately addressing why an objective was not met, as indicated in the evaluation criteria of the learning agreement.

Course Policies:

Class Attendance: Class attendance is an expectation; however the faculty of the Department of Nursing acknowledges the complex lifestyles of the adult learner. It is expected that classes will only be missed in the advent of a true emergency. All lecture notes, handouts, and assignments will be the responsibility of the student. Notifying the course faculty of the intent to miss a class is strongly encouraged.

Clinical Attendance: Should unforeseen circumstances force the RN to be absent from or more than five minutes late to a scheduled clinical experience, the RN MUST notify the preceptor. The student is expected to uphold professional standards at all times. Unprofessional behavior will not be tolerated.

Clinical Dress Code: Because this is a public health, community health course, the RN will dress appropriately for the clinical experience. Clothing will be conservative and professional in appearance. A name tag identifying the nurse as a FMU RN to BSN Student will be worn at all times when in a clinical setting.

Plagiarism Policy: Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some internet documents, it still must be fully referenced. The purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the College of Nursing Honor Council; a grade of zero for any plagiarized assignment will be issued.

Written Paper Requirements: NRN 445 is a senior level 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 may be turned in to the faculty by hand, or submitted in blackboard unless instructed otherwise.

Work Turned in Late: Permission from faculty must be obtained for submission of late work prior to the due date. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, a letter grade will be deducted. Failure to notify the faculty member of late work will result in a letter grade reduction.

Disclaimer: Faculty members have the prerogative to schedule extra learning activities or change course content as deemed appropriate, related to course objectives.

Americans With Disabilities Act (ADA): If you have a documented disability and require special assistance or accommodations, contact the Department of Nursing Chair or the University Counseling and Testing Center.

Student Rights and Responsibilities: All RNs are expected to read and follow the policies in the *Student Handbook*.

Grievance Policy: Refer to the Nursing Department's Student Handbook and/or contact the Department's Director of Student Services.

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

Department/School Nursing Date October 8, 2007

Course No. or level NRN 447 Title Leadership and Management in Nursing

Semester hours 6

Clock hours: Lecture 4 Laboratory 2
15 weeks X 6 SH = 90 contact hours
15 weeks X 4 hr class = 60 contact hours
90 clinical hours (ration 3:1) = 30 contact hours
Total of 90 contact hours

Prerequisites NURS 302, NRN 332,333, 334, 445

Enrollment expectation 30

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

Modification Nurn 405
(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 Regina Smeltzer, RN, MSN; Barbara Westphal, RN, Ed.D.

Department Chairperson's /Dean's Signature _____

Provost's Signature _____

Date of Implementation To be published in the 2008-2009 FMU catalog. To be taught spring, 2010

Date of School/Department approval September, 2007

Catalog description:

NRN 447 Leadership and Management in Nursing (6:4-2) (Prerequisites: Nurn 302, NRN 332, 333, 334, 445). NRN 447 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.

Precepted clinical experiences will include the application of theory and evidence based practices, and nursing management and leadership roles within healthcare agencies. Emphasis is on organizations as systems, leadership roles, legal responsibilities and implications for professional nursing practice.

Purpose: 1. For Whom (generally?)
Licensed registered nurse students in the senior year of the RN to BSN program

2. **What should the course do for the student?**
This course gives the RN the opportunity to experience and analyze leadership skills and behaviors with additional emphasis on group process, change theories, and organizational structures and the influence these have on patient care delivery. A section on developing and maintaining organizational budgets is included.

The course is structured for the adult professional RN, using adult learning theory concepts as an educational base. Paper and pencil testing will be eliminated since the literature has shown it to be counter-productive to adult learners. The accomplishment of course objectives will be measured by evaluating projects, clinical documents, and the completion of a learning agreement. Emphasis will be placed on teaching the students to become life-long learners.

Teaching method planned: Lecture/discussion, guest speakers, panel discussions, audiovisual aids, clinical conferencing, clinical experiences, learning agreement, course assignments and projects

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

Yoder-Wise, Patricia. Leading and Managing in Nursing. 2007, 4th ed. Mosby Elsevier: St. Louis, Mo. ISBN 13-978-0-323-03900.

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

- Systems as client
- Leadership behaviors
- Organizational structures
- Management ethics
- Managing change
- Group process
- Financial management
- Legal issues
- Evidence based care

When completed, forward to the Office of the Provost.

Francis Marion University

RN to BSN Curriculum



NRN 447:
Leadership and Management in Nursing

Francis Marion University

Department of Nursing

Spring, 2010

Course Title: Leadership and Management in Nursing
Course Number: NRN 447
Credit Hours: 6 semester hours (6:4-2)
Class Time: 4:00 p.m. to 8:00 p.m. Tuesdays, LNB rm. 106

90 independent clinical hours over the course of the semester

Prerequisites: Successful completion of NURN 302, NRN 332, 333, 334, 445

Course Coordinator:
Barbara C. Westphal, Ed.D. RN

Office: LNB Rm.127
(843) 661-4658 office
(803) 854-2994 home
(843) 676-2994 pager
(803) 422-2363 cell phone

E-mail: bwestphal@fmarion.edu
E-mail home: b_c_westphal

Course Description:

NRN 447 Leadership and Management in Nursing (6:4-2) (Prerequisites: Nurn 302, NRN 332, 333, 334, 445). NRN 447 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. Precepted clinical experiences will include the application of theory and evidence based practices, and nursing management and leadership roles within healthcare agencies. Emphasis is on organizations as systems, leadership roles, legal responsibilities and implications for professional nursing practice.

Course Objectives: At the completion of this course, the student will be able to:

- 1. Utilize the concept of organizational systems as client.**
- 2. Demonstrate basic understanding of organizational structure, mission, vision, philosophy, values and span of control.**
- 3. Examine the differences between and the concepts and theories of leadership and management related to patient care outcomes.**
- 4. Analyze the responsibilities of nurse managers, including developing and tracking unit budgets, delivering performance appraisals, delegating, disciplining, and hiring and retaining employees.**
- 5. Discuss the nurse leader's role in developing an outcome-based practice for the delivery of quality and cost effective patient care.**
- 6. Demonstrate the role of the nurse leader as a facilitator of professional**

development of self and others.

7. **Discuss power as it is acquired and managed in health care settings.**
8. **Identify factors that create a culture of professional safety, such as open communication, and non-punitive error reporting systems.**
9. **Participate in group process, identifying strategies for effective group communication and collaboration with diverse disciplines.**
10. **Demonstrate leadership and communication skills and strategies to effectively manage conflict and change.**
11. **Demonstrate professional behavior, legal and ethical responsibility, and personal accountability as a nurse leader and manager of effective health care delivery.**
12. **Analyze information technology used in patient care, identifying safeguards for the protection of patient privacy as well as usefulness in clinical decision making.**
13. **Assume a leadership role within one's scope of professional nursing practice with a focus on improving quality patient care.**

Topic Outline:

Date	Subject	Assignment
Week 1	Introduction to Course Caring Ceremony Library Orientation	Review Course Syllabus
Week 2	Core Concepts, Mission, Vision, Philosophy, Values, Span of Control	Ch 1,2,3
Week 3	Ethical/legal, decision making, problem solving	Ch 4, 5
Week 4	Organizational Structures in Health Care, Inter- professional Teams	Ch 6, 7
Week 5	Organizational cultural diversity, culture of safety, power, politics, influence	Ch 8, 9
Week 6	Informatics, managing cost, budgets	Ch 10, 11
Week 7	Spring break – no class	
Week 8	Staffing and scheduling	Ch 12, 13
Week 9	Hiring and evaluating staff, leading change	Ch 14, 15, 16
Week 10	Team building, partnerships, collective action	Ch 17, 18
Week 11	Managing quality and risk, Evidence based care	Ch 19, 20
Week 12	Consumer relations, conflict management	Ch 21, 22
Week 13	Delegation, managing personal and professional	Ch 23, 24

	problems	
Week 14	Visit to state house and board of nsg meeting	none
Week 15	Role transition, stress management, career management	Ch 25, 26, 27

Teaching Strategies:

The class will consist of lecture, guest lecturers, panel presentations, audio-visual aids, class discussions, class presentations, seminars, written assignments, hand-outs, power point slides, lecture outlines, role play, computer-assisted instructions. In addition, the student will develop an independent learning agreement to be facilitated in the clinical setting.

Required Textbooks:

Yoder-Wise, Patricia S. *Leading and Managing in Nursing*. 2007, 4th edition. Mosby Elsevier: St Louis, Mo. ISBN – 13 978-0-323-03900.

Materials Students Need to Provide for this Course:

Active E-mail account

Microsoft Office (Word, Power-point, Excel).

Provide computer paper, disk and CDs for personal use.

Required textbooks

Course Requirements:

Change Project.....	25%
Case Study Presentation.....	20%
Resume and cover letter.....	20%
Bib cards.....	10%
Clinical Documents.....	S/U*
Teaching Project.....	25%
	Total 100%

***Note: - A grade of Satisfactory must be earned on the clinical documents in order to pass the course.**

Course Requirements / Assignments:

Bibliography cards:

3 bibliography cards are to be turned in to the instructor at the end of each class. Each bibliography card should be in relationship to the assigned class topic. The reference should be from a nursing journal. If the reference is not from a nursing journal the RN must explain why this article is relevant to nursing.

Bibliography cards must be in APA format. The bibliography card should briefly explain the content of the article and its relevance to the assigned class topic. No more than 2 note cards per reference or one notebook page will be accepted per reference. References that are deemed by the instructor not to be relevant or of a nursing nature will be returned to the RN with the request to find another nursing reference on the topic.

Clinical Documents:

The purpose of the Clinical Documents is to:

- Serve as a vehicle for communication between the faculty member and the RN student
- Validate attainment of the objectives stated in the Learning Agreement
- Provide opportunities to enhance course content with discussion of practical application in the clinical setting
- Provide a vehicle to augment adult learning needs

Clinical Document Items (4):

3. Cover page – will include RN student’s name, faculty name, agency and preceptor(s) name.
4. Flow page – list location, date, hours of each clinical experience. Enter this data after the completion of the specific clinical experience. Example:

<u>Date</u>	<u>Location</u>	<u>Time</u>	<u>Running total</u>
9/15/09	General Hospital	6 hours	6 hours
9/19/09	General Hospital	4 hours	10 hours

3. Learning Agreement -

- Each RN shall establish a Learning Agreement (in table format, sample to follow) for his or her clinical experience.
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- The date each **objective** has been met

Evaluation:

- Specify for each objective the measurable criteria to be used to indicate how each objective is to be evaluated.

4. Reflective Summary – reflective comments regarding each clinical experience as identified in the flow page. The summary should begin with the specific learning agreement objective being addressed at that clinical time, followed by a short summary of how the objective was met or not met. There is no need to provide a minute by minute account of the clinical day.

The completed clinical documents are due by week 14 of the semester. Clinical documents may be given to the faculty any time during the course of the semester for review and feedback.

The critical measure of success is based upon successfully meeting learning agreement objectives, or adequately addressing why an objective was not met, as indicated in the evaluation criteria of the learning agreement.

Case Study Presentation:

Detailed instructions and grading criteria posted in Blackboard

Change Paper:

Detailed instructions and grading criteria posted in Blackboard.

Resume and Cover Letter:

Detailed instructions and grading criteria posted in Blackboard

Teaching Project:

Detailed instructions and grading criteria posted in Blackboard

Course Policies:

Class Attendance:

Class attendance is an expectation; however the faculty of the Department of Nursing acknowledges the complex lifestyles of the adult learner. It is expected that classes will only be missed in the advent of a true emergency. All lecture notes, handouts, and assignments will be the responsibility of the RN student. Notifying the course faculty of the intent to miss a class is strongly encouraged.

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Plagiarism Policy:

Plagiarism is a form of academic misconduct and is the use of another person's words or ideas without providing credit to that person. It is the theft of another person's words or ideas to give the impression that you created them. These words and ideas may be from a variety of sources including printed works, speeches, presentations, and/or internet sites and documents. Appropriate and complete referencing of words and ideas obtained from others is a requirement in ALL courses. If a work is anonymous, as may be the case with some internet documents, it still must be fully referenced. The purchasing of a pre-written paper, having someone else write a paper or complete an assignment for you with or without payment, and submitting another person's work as your own are other examples of plagiarism and will be referred to the College of Nursing Honor Council; a grade of zero for any plagiarized assignment will be issued.

Written Paper Requirements: **NRN 447 is a senior level course, and as such proper 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 may be turned in to the faculty by hand, or submitted in blackboard unless instructed otherwise.

Work Turned in Late:

Permission from faculty must be obtained for submission of late work prior to the due date. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, a letter grade will be deducted. Failure to notify the faculty member of late work will result in a letter grade reduction.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities or change course content as deemed appropriate, related to course objectives.

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the Department of Nursing Chair or the University Counseling and Testing Center.

Student Rights and Responsibilities:

All RNs are expected to read and follow the policies in the *Student Handbook*.

Grievance Policy:

Refer to the Nursing Department's Student Handbook and/or contact the Department's Director of Student Services.

Blackboard :

RNs are required to self-enroll in Blackboard NRN 447 Leadership and Management. The course access code is available from the course faculty.

Detailed information regarding assignments and requirements will be communicated to the class via e-mail. RNs are responsible for checking their e-mail regarding course assignments and changes in class schedule. RNs are required to have a working e-mail account as stated in the Francis Marion University Student Handbook. Instructions pertaining to course assignments and course evaluation criteria will be communicated via Blackboard.

Grades will be posted in Blackboard and will not be communicated via telephone per Francis Marion University policy. If an RN is having a problem with e-mail communication, s/he should contact the instructor and the computer center to identify and correct the problem immediately.

Teaching method planned: Lecture, Demonstration, discussion. Peer sharing, presentation, directed teaching, and appropriate Technology (Internet, Black Board, Power Point, Video, DVD, SmartBoard, and Live Text)

Textbook and/or materials planned (including electronic/multimedia): Materials will be provided by the instructors (peer reviewed journal articles, handouts, bibliography)

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

To provide students with the qualitative research skills necessary to interpret research articles and implement qualitative methods as a part of their teaching practice and professional development. The students will be introduced to a variety of educational interests related to public school educational issues and experiences in the Pee Dee.

When completed, forward to the Office of the Provost.

9/03

EDU 748 Qualitative Research for Educators
Spring 2008

Instructor: Dr. Daljit Kaur

Office Location, Phone, Email: CEMC 205, 661-1478,

dkaur@fmarion.edu

Office Hours: Wednesdays 10:00am-12:00pm and 1:00pm-3:00pm

Thursdays 10:00am-12:00pm and 1:00pm-3:00pm

Meeting Times: TBD

Meeting Locations: TBD

Conceptual Framework

The School of Education prepares competent and caring teachers.

Course Description

This course is designed to provide students an introduction to qualitative research methods for education. Through this course the students will be introduced to critical issues and strategies for conducting qualitative inquiries.

Course Materials

You will need a 256MB OR 512 MB flash drive

Content Outline

- Course overview
- Qualitative methods of inquiry
- Identify a problem
- Reliability, Validity, Ethical Issues
- Data Collection
- Data Analysis
- Preparing a final report
- Presentation

Objectives

The following coding system will be used to indicate the components of the conceptual framework as they apply to this course:

CK = content knowledge PI = planning and instruction IL = impact learning
A = assessment T I = technology integration R = reflection

Upon the completion of this course the students will be to:

Identify different types of qualitative research	CK
Use technology to access research databases	CK, IL, TI
Use multiple methods to collect and analyze data	CK, IL, PI
Use APA guidelines for writing research papers	CK, IL
Understand ethical issues in conducting qualitative research, such as the confidentiality, anonymity and other aspects of protection of human subjects as	CK, IL, PI, R

participants	
Critique and present research findings from selected research studies	CK, IL, PI, A, R
Prepare and present final report of a research investigation	CK, IL, PI, A, R

Methods of Presentation

Each class will be a combination of demonstration, discussion, peer sharing, presentations and direct teaching followed by independent and collaborative student work.

Course Requirements

1. Attendance and participation in all classes.
2. Successful completion of all assignments/projects.
3. Successful completion of quizzes/papers.
4. Research Method Presentations
5. Midterm and Final Exam

Course Policies

Attendance/Tardiness

- Because you are education professionals and **GRADUATE** students, class attendance and punctuality are extremely important and expected. Professionals are expected to be *in class* and *on time*.
- Arriving late to class is considered a disruption and a diversion from the class session already in progress. Since tardiness reflects your lack of both professionalism and preparation for class, it will affect your grade.
- If a medical necessity, family crisis, or other impromptu school-related event requires you to miss a class session or be late for a class meeting, you are to notify me by telephone or e-mail as soon as you know about the situation.
- If you are absent more than two times, for **whatever reason**, you will be automatically dropped from the course.

Classroom Courtesy

- You have a right to learn in a respectful environment *and* the instructor has the right to teach in a respectful environment. Engaging in personal conversation, studying for another class, or being inattentive is not professional behavior and will be taken into consideration for your final grade.
- Respect others by not talking during instruction. Often, missing one small step in a computing task can adversely affect the success of that task.
- All cell phones, pagers, text messagers and other communication devices **MUST** be **TURNED OFF** during class.
- Absolutely **NO** children in classrooms

Collaboration

- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own. Please refer to the "Academic Integrity" section of the Student Handbook available at <http://www.fmarion.edu/academics/-1999995034/-1999974077.htm>.

Due Dates

- Assignments are due at the **beginning of class** unless otherwise indicated. Since you know what your assignments are in advance, assignments that are turned in late (for whatever reason) will carry a penalty of one grade lower for each day late. Anytime after the beginning of the class period when the assignment is due up

to the beginning of the next class period is one day late, etc. This is not intended as a punishment, but to maintain fairness in evaluating work of all students.

Submitting Assignments, Projects, Papers, and/or Quizzes

- All papers are to be typed on a word processor or a computer according to the *Publication Manual of the American Psychological Association, Fifth Edition*.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English. Work filled with grammatical errors and/or work, which reflect a minimal, or less than minimal effort will be unacceptable and returned to the student for resubmission with late penalties enforced.
- Multiple page assignments *must be* stapled together at the top left-hand corner *before* coming to class. Please place your completed scoring rubric on top of the printed copy of the assignment.
- Make sure you keep all assignments, quizzes or papers returned to you after they have been graded. If there is any discrepancy between grades received and recorded, these documents will be used to resolve any disputes.

EDUC 748 TENTATIVE COURSE SCHEDULE – Spring 2008

MTG	TOPIC
1	Course overview and syllabus Introduction to Qualitative Research in Education
2	Designing a study and selecting a sample Guidelines for designing research proposal Finding scholarly journal articles Important APA guidelines
3	Qualitative Methods of Inquiry: Case Study and Ethnography research
4	Grounded Theory and Historical research
5	Phenomenology, Survey and Observational research
6	Data Collection Methods
7	Midterm Review
8	Midterm/ Observation Project Due
9	Data Analyzing Methods/ In class activity
10	Validity, Reliability, and Ethical Issues/ In class activity
11	Writing a final Report/ In class activity/ Interview Project Due
12	Presenting a study/ Presentations
13	Final Test Review/ Presentations/ Research Critique Due

Observation Project

Students are required to conduct an observation of their own choice (preferably classroom teaching or students' learning process for about 15-30 minutes) and then write a report of the analysis of the observation data in about 3-5 pages (double spaced). The report also needs to answer a research question with evidence from your observation field notes. The observation field notes need to be attached to the report.

Interview Project

Students are required to conduct a 15-30-minute interview with any person of their choice (students, colleagues, parents etc), transcribe the data, analyze for emerging themes, and write a brief report of the findings to address the research question/s posed for the purpose of the interview. A report and discussion of the findings is expected to be about 3-5 pages (double spaced) not including the transcripts. The transcripts need to be attached to the report separately. I encourage all students to start planning this project early and discuss your thoughts with me before you start on this project.

Research Critique Presentations/ In class Assignments

Students are required to critique selected research journal article/s. The paper needs to follow APA (5th Edition) and be about 3-5 pages (double spaced). The following questions should be addressed in your critique:

1. What is the researcher's theoretical stance?
2. What are the research questions? How well does the literature review lead to the research question/s?
3. How are participants and sites selected? Is the researcher aware of any problems in this procedure? If so, how are these problems addressed?
4. What are the methods used to collect and analyze data?
5. How are the findings presented? What conclusions are drawn? Are the conclusions supported by the data?

Assignments, projects, exams and research critique are worth the following points:

In class assignments, projects, exams, research critique	Total Possible Points
5 in class assignments @ 2 points each	10
Midterm Exam	25
Final Exam	25
Interview Project	15
Observation Project	15
Research Critique	10

Evaluation

Your final grade is determined as follows:

<i>Grade</i>	<i>Description</i>	<i>Qty Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Indicates achievement of distinction	4.0	93-100
B+		3.5	89-92
B	Acceptable	3.0	85-88
C+		2.5	82-84
C	Marginal	2.0	77-81

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Suggested Books for Reference

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Bernhardt, V.L. (2004). *Data Analysis for comprehensive schoolwide improvement*. Larchmont, NY: Eye on Education.

Bogdan, R.C., & Biklen, S.K., (1998). *Qualitative research for education: An introduction to theory and methods*. Boston, MA: Allyn and Bacon.

Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.

Denzin, N.K., & Lincoln, Y.S. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

Mills, E.G. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson Education Inc.

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

Department/School School of Education Date 4.10.07

Course No. or level 794 Title Capstone I: Identification and Analysis of Research Topic

Semester hours 3 Clock hours: 3 Lecture X Laboratory X

Prerequisites Admission to the School of Education Graduate Program and Educ 623 and either Educ 748 or Educ 797; or permission from the School of Education

Enrollment expectation 12 per semester

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

Modification EDUC 798
(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/s preparing course description Shirley Bausmith, Tracy Meetze, Daljit Kaur, Janis McWayne

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2008

Date of School/Department approval SOE approval 04.24.07

Catalog description: This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project. Some students may choose to complete portfolio entries based on the requirements from the National Board for Professional Teaching Standards (NBPTS).

- Purpose:
1. Required for a Master of Education in Instructional Accommodation, and Early Childhood Education
 2. By the end of the semester, students will identify and analyzed a research area of interest.

Teaching method planned: Lecture, Demonstration, discussion. Peer sharing, presentation, directed teaching, and appropriate Technology (Internet, Black Board, Power Point, Video, DVD, SmartBoard, and Live Text)

Textbook and/or materials planned (including electronic/multimedia): Materials will be provided by the instructors (peer reviewed journal articles, handouts, bibliography).

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

Course content will provide students with the opportunity to select an educational issue of interest. Students will identify an area, collect appropriate data in an educational setting, and then analyze the data and prepare it for presentation. Students who are working on the National Board Certification option will complete entries for Board Certification. All components of the program will be peer reviewed, presented to the class, and evaluated by the instructor. This course will assist students in identifying issues in local educational settings that can be improved or developed.

When completed, forward to the Office of the Provost.

9/03

EDUC 794 Capstone I: Identification and Analysis of Research Topic

Spring 2008

Instructor: Dr. Tracy Meetze **Office Hours:** By Appointment Only**Contact Information:** tmeetze@fmarion.edu or meetzet@bellsouth.net**Meeting Times:** TBD **Meeting Locations:** TBD**Course Catalog Description**

This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project. Some students may choose to complete portfolio entries based on the requirements from the National Board for Professional Teaching Standards (NBPTS).

Objectives

The following coding system will be used to indicate the components of the conceptual framework as they apply to this course:

CK = content knowledge

PI = planning and instruction

IL = impact learning

A = assessment

T I = technology integration

R = reflection

Upon the completion of this course the students will be to:

Identify a research topic.	CK
Create a research design for that topic.	CK, IL, PI, TI
Implement the research design.	CK, IL, PI
Submit completed research article to peer reviewed journal or present the research in seminar form. (to be shared in EDUC 795)	CK, PI, IL
Participate in critiquing and peer reviewing the work of colleagues.	CK, IL, PI, R, TI

Methods of Presentation

Each class will be a combination of demonstration, discussion, peer sharing, presentations and direct teaching followed by independent and collaborative student work.

Course Requirements

1. Attendance and participation in all classes.
2. Successful completion of all assignments/projects.
3. Successful completion of quizzes/papers.

Course Policies**Attendance/Tardiness**

- Because you are education professionals and **GRADUATE** students, class attendance and punctuality are extremely important and expected. Professionals are expected to be *in class* and *on time*.
- Arriving late to class is considered a disruption and a diversion from the class session already in progress. Since tardiness reflects your lack of both professionalism and preparation for class, it will affect your grade.

Two tardies will constitute one absence.

- If a medical necessity, family crisis, or other impromptu school-related event requires you to miss a class session or be late for a class meeting, you are to notify me by telephone or e-mail as soon as you know about the situation.
- If you are absent more than two times (including absences from tardiness), for **whatever reason**, you will be automatically dropped from the course.

Classroom Courtesy

- You have a right to learn in a respectful environment *and* the instructor has the right to teach in a respectful environment. Engaging in personal conversation, studying for another class, or being inattentive is not professional behavior and will be taken into consideration for your final grade.
- All cell phones, pagers, text messagers and other communication devices **MUST** be **TURNED OFF** during class.

Collaboration

- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own. Please refer to the "Academic Integrity" section of the Student Handbook available at <http://www.fmarion.edu/academics/-1999995034/-1999974077.htm>.

Due Dates

- Assignments are due at the **beginning of class** unless otherwise indicated. Since you know what your assignments are in advance, assignments that are turned in late (for whatever reason) will carry a penalty of one grade lower for *each day* late. Anytime after the beginning of the class period when the assignment is due up to the beginning of the next class period is one day late, etc. This is not intended as a punishment, but to maintain fairness in evaluating work of all students.

Submitting Assignments, Projects, Papers, and/or Quizzes

- All papers are to be typed on a word processor or a computer according to the *Publication Manual of the American Psychological Association, Fifth Edition*.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English. Work filled with grammatical errors and/or work, which reflect a minimal, or less than minimal effort will be unacceptable and returned to the student for resubmission with late penalties enforced.
- Make sure you keep all assignments, quizzes or papers returned to you after they have been graded. If there is any discrepancy between grades received and recorded, these documents will be used to resolve any disputes.

EDUC 794 TENTATIVE COURSE SCHEDULE – Spring 2008

Date	Topics to be Covered
1 st class	Introduction Overview of IA Project Identifying a Research Topic Review of Research Design
2 nd	Research Design/Proposal Due for Peer Review
3 rd	Final Research Design/Proposal Due Electronically Data Collection/Writing**
4 th	Data Collection/Writing**
5 th	Peer Review in Class
6 th	Data Collection/Writing**
7 th	Peer Review in Class
8 th	Data Collection/Writing**

9 th	Peer Review in Class
10 th	Data Collection/Writing**
11 th	Peer Review in Class
12 th	Data Collection/Writing**
13 th	Peer Review in Class
14 th	Data Collection/Writing**
15 th	Final Research Project Due (45) with Peer Reviews (10) and Verification of Submission or Seminar (20) Attached

**Denotes work in the clinical setting. While students are expected to work on projects, formal class will not meet on these dates.

Assignments, projects, exams and research critique are worth the following points:

In class assignments, projects, exams, research critique	Total Possible Points
Research Proposal/Design	25
5 in class peer reviews @ 2 points each	10
Final Research Project/Article	45
Verification of Submission or Planned Seminar	20

Evaluation

Your final grade is determined as follows:

<i>Grade</i>	<i>Description</i>	<i>Qty Pts per Sem. Hr.</i>	<i>Grading Scale</i>
A	Indicates achievement of distinction	4.0	93-100
B+		3.5	89-92
B	Acceptable	3.0	85-88
C+		2.5	82-84
C	Marginal	2.0	77-81

The exciting presentations of these projects will come in EDUC 795! ☺

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

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

Students will complete and present the results of their research projects or their completed entries for National Board Certification. All components of the program will be peer reviewed, presented to the class, and evaluated by the instructor. The student will present to a group of his/her colleagues (typically students enrolled in the course), the course instructor, and interested members of the School of Education Faculty.

When completed, forward to the Office of the Provost.

9/03

Capstone II: Completion and Presentation of Research Topic

Education 795
Summer Session 2008

Instructor: Dr. Janis McWayne

Office: CEMC 216

Phone: 661-1467

E-mail: jmcwayne@fmarion.edu

Prerequisites: Graduate Admission

Meeting Times: M, W: 2 -7

Meeting Location: CEMC 208B

Conceptual Framework:

The School of Education prepares competent and caring teachers.

Objectives

Unit Goal/Objective

t

I. Select and/or build upon a Capstone project

II. Coach and collaborate with colleagues

Attend and participate in presentations

III. Reflection

Reflect on lessons learned during the current Capstone course

Textbooks:

Action Research: A Guide for the Teacher Researcher, 3rd Ed. Geoffrey E. Mills, and Merrill
Prentice Hall, 2007

Data Analysis for Continuous School Improvement, 2nd Ed. Victoria L. Bernhardt, Eye on
Education, 2004

Content Outline

- I. Course overview
- II. Project selection
- III. Oral group reflection
- IV. Written reflection

Description of Teaching Strategies and Use in Course

Strategy	Use in Course
Reading/Discussions	Of texts (797 or 748)
Analysis of Data	During data analysis sections (798 or 794)
Seminar	Used to allow candidates to share resources and gain feedback (797- 798 or 748- 794)
Reflection	At the end of the course

Grading Policy:

1. Course grade will be based on each student's rating based on the course rubric for option selected
2. Since the collegial support is an important part of the Capstone Experience, candidates are expected to cooperate completely with his or her peers in completing class projects and seminars. Each class member is expected to participate equally and attend all meetings scheduled by the group.
3. The student's grade is determined by the percentage of the total number of available course points earned.

Grade	Grade Description	Cutoff
A	Indicates achievement of distinction.	93-100%
B+	Indicates achievement somewhat below distinction has demonstrated thorough mastery of course content and skills.	89-92%
B	Indicates above average achievement. Student should be able to teach science to students at an acceptable level of skill.	85-88%
C+	Indicates achievement somewhat above average.	81-84%
C	Indicates average achievement. Student is minimally proficient in most content areas.	77-80%

Attendance Policy and Appropriate Dispositions:

1. Candidates should demonstrate a professional demeanor in the school and class: This should include professional dress, language, and overall deportment. Their behavior should reflect positively on them as individuals, teacher candidates and FMU students.
2. Candidates are expected to attend **each class** and to be **on time**.
3. Due to the concentrated and applied nature of this course, candidates who miss more than 1 class will be dropped from the course unless special provision has been made.
4. Candidates facing special problems related to attendance or meeting scheduled course requirements should consult with the instructor at the earliest possible date.

Office Hours:

Dr. McWayne is available in CEMC 216 Mondays and Wednesdays. It is recommended that you call for an appointment.

Class Schedule for Education 795

Summer Session 2008

Monday and Wednesday 2:00 – 7:00 PM

Monday-1st class

- Course Overview
- Review of requirements and rubrics
- Discussion of Capstone Process, Options, and Texts

Wednesday-2nd class

- Reading and Writing
- Peer Coaching
- Individual Assistance

Monday-3rd class

- Reading and Writing
- Peer Coaching
- Individual Assistance

Wednesday-4th class

- Reading and Writing
- Peer Coaching
- Individual Assistance

Monday-5th class

- Presentation by Education 795 candidate/s - Group reflections by all class members
- Peer Coaching
- Individual Assistance

Wednesday-6th class

- Presentation by Education 795 candidate/s - Group reflections by all class members
- Revising
- Peer Coaching
- Individual Assistance

Monday-7th class

- Presentation by Education 795 candidate/s - Group reflections by all class members
- Revising
- Peer Coaching
- Individual Assistance

Wednesday-8th class

- Presentation by Education 795 candidate/s - Group reflections by all class members
- Oral Group Reflection
- Written course reflection due

