

Appendix to the Faculty Agenda – October 18, 2011

DEPARTMENT: History

COURSE NUMBER: HIST 487

COURSE TITLE: History Internship

SEMESTER HOURS: 3 Lecture X Laboratory _____

PREREQUISITES: Completion of 18 hours in History and Departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received.

Enrollment Expectation: One to Five Students as Internship opportunities arise

Name of person preparing course description: Chris Kennedy

Department Chairperson's/Dean's Signature: _____

Provost's Signature: _____

Date of Implementation: Fall 2011

Date of School/Department approval: _____

Catalog Description:

History 487, *The History Internship* (3) provides the opportunity for advanced history students to acquire practical work experience in the field for which they are preparing. Students will work for a public agency, a non-profit organization, or a private company to do historical research, to prepare public exhibits, to participate in historical preservation, and/or to do other work of an historical nature. Completion of 18 hours in history and departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. **3 Credits** – *Note: the History Internship cannot be repeated*

Purpose: The History internship will provide the opportunity for supervised learning in a professional setting. Furthermore, this course will provide students with practical work experience in historical research and/or preservation.

Teaching method planned: On-the-job work experience, discussions, compilation of a work-related journals and/or other writing assignments, and student presentations or demonstrations.

Textbook and/or materials planned: N/A (will use employer based manuals and or instructions, etc.)

Course Content: Please see Syllabus attached

Rationale: Internships are intended to give students practical experience in job-related situations. This course will serve as a bridge between the university classroom and post-graduate employment. It will also be valuable experience for students intending to graduate study in public history, archival work, or museum studies.

History 487

The History Internship

Francis Marion University

Fall Semester 2011

Section Number:

FMU Internship Director: Dr. Christopher Kennedy

On-Site Internship Supervisor: Mr. Kent Daniels, Lynches Lake Historical Society, Lake City, SC.

I. Course Description

The History Internship provides the opportunity for advanced history students to acquire practical work experience in the field for which they are preparing. Students will work for a public agency, a non-profit organization, or a private company to do historical research, to prepare public exhibits, to participate in historical preservation, and/or to do other work of an historical nature.

II. Course Objectives

- Learn important skills performed by professional historians in a work environment.
- Integrate and apply historical concepts and skills learned in the classroom to on-the-job practices and procedures.
- Cultivate future employment opportunities and professional connections while gaining a greater understanding and vision of career options.
- Prepare for professional level employment or the graduate school experience.

III. Learning Outcomes

Students will be exposed to and develop an understanding of the accepted standards and practices of historical records management, archival work, and museum collections. Students will develop their computer skills and writing skills. They will foster their ability and willingness to work independently as well develop a greater ability to organize their time better, follow directions, and complete tasks in an effective manner.

IV. Course Requirements

	<u>% of Grade</u>
Work Reports/ Personal Work Journal	40%
Job Evaluation Report from On-site Supervisor	25%
Completed Intern Self-Evaluation Report	05%
Written work and/or Presentation	<u>30%</u>
	100%

V. Contact Information

Dr. Christopher Kennedy

Office: Room 205 FH

Office Phone: 661-1557

E-mail: ckennedy@fmarion.edu

Office Hours for Fall 2011

MWF 9:30 to 10:30

MWF 11:30 to 12:30

TTR 8:30 to 9:45



FMU History Internship Code of Conduct

As a participant in the History Internship Program at Francis Marion University, you will be expected to conduct yourself in a manner that is professional, courteous, and honest. Failure to do so will result in your immediate withdrawal (*or removal*) from the Program.

Please review these statements, sign this form, and return to the FMU History Internship Director. This form will be placed in your Internship file at FMU. Note: this file will become part of your permanent student record.

- 1. I will conduct myself in accordance with the Francis Marion University Student Code of Conduct, as outlined in the Student Handbook.**
- 2. I will act with integrity. I will behave ethically. I will be honest, courteous, and professional at all times.**
- 3. I will adhere to the guidelines of the company/person/institution that has offered the internship and will respect (*honor*) their requests for confidentiality.**
- 4. I will immediately bring any problems or concerns to the attention of my on site Internship Supervisor or the FMU History Internship Director.**
- 5. I will be punctual and maintain a positive, helpful, respectful attitude.**
- 6. If I must be late or absent during a scheduled work shift, I will give ample and appropriate notice to both my on site Internship Supervisor.**
- 7. I will fulfill the requirements of the internship program.**
- 8. I will do my best work at all times. I will be a positive, supportive team member.**
- 9. I will be professional in my dress, my language, my actions, and my attitudes.**
- 10. I will keep my workspace organized and clean.**

Print Your Name

Your Signature

Date



FMU HISTORY INTERNSHIP PROGRAM APPLICATION

NAME _____

ADDRESS _____

PHONE _____

EMAIL _____

CURRENT HISTORY GRADE POINT AVERAGE _____

CURRENT OVERALL GRADE POINT AVERAGE _____

LIST COURSES COMPLETED IN HISTORY

PLEASE PROVIDE THE SELECTION COMMITTEE WITH TWO LETTERS OF SUPPORT FROM PROFESSORS WHO ARE FAMILIAR WITH YOUR COURSE WORK AND WORK ETHIC.

_____ (Name of 1st Recommender)

_____ (Name of 2nd Recommender)

Please attach to this application an Essay that describes in 50 words or fewer, why you would like to receive this internship and how it will relate to your future career goals.

Signature

Date



FMU History Internship On-Site Internship Supervisor's Evaluation of Student Intern

Instructions:

1. Fill out this form completely.
2. Return a signed copy to the FMU History Internship Director.
3. Use additional pages as needed.
4. Type any comments.

Student's Name: _____

Your Name: _____

Business Name: _____

Evaluation:

Rate the student on the following areas using this scale:

- (5) Excellent – Perfection; cannot be improved upon.
- (4) Superior – Better than average; slight room for improvement.
- (3) Good – Average; does what is required – nothing more, nothing less.
- (2) Poor – Lower than average; not meeting accepted standards.
- (1) Unsatisfactory – Unacceptable performance, significant problems.

Attendance. Evaluate the student by circling the appropriate rating.

Attendance at job site during scheduled shifts.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

On-time to work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Worked full shift (didn't leave early, take excessive breaks, use work time for non-work related activities).

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding attendance:

Teamwork. Evaluate the student by circling the appropriate rating.

Worked well with other employees.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Communicated effectively with other team members.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Did at least his or her "fair share" of the work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Did more than was expected of him or her.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding teamwork:

Attitude. Evaluate the student by circling the appropriate rating.

Open to criticism.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Able to see opportunities, not obstacles.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Treated others with courtesy and respect.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Maintained a positive attitude, regardless of the circumstances.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Did not participate in gossip (loyal to the absent).

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding attitude:

Professionalism. Evaluate the student by circling the appropriate rating.

Dressed in clothing appropriate to the environment.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Maintained a neat, orderly, organized work space.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Able to locate materials, files, and notes.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Communicated orally with appropriate language.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Communicated in writing in an appropriate style.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding professionalism:

Quality of Work Product. Evaluate the student by circling the appropriate rating.

Consistently produced excellent work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Completed all assigned tasks within the expected time frame.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding quality of work product:

Overall Internship Performance

If you had to assign a grade to this student, what would it be (circle your chosen response):

A	B+	B	C+	C	D+	D	F
100% - 90%	89% - 87%	86% - 80%	79% - 77%	76% - 70%	69% - 67%	66% - 60%	59% or lower

Knowing what you know NOW, would you have agreed to let this student be your intern?

YES

NO

Comments: _____

Would you recommend this student for a job?

YES

NO

Comments: _____

Will you participate in this internship program again?

YES

NO

Comments: _____

Areas of Achievement / Areas for Improvement

What do you feel are the areas the student excelled in? Attach additional pages if necessary.

What do you feel are the areas in which the student needs to improve? Attach additional pages if necessary.

Comments. Use this space to write any additional comments. Attach additional pages as necessary.

<p><i>Submitted By:</i></p> <p>_____</p> <p>(On-site Internship Supervisor Print Your Name)</p> <p>_____</p> <p>(On-site Internship Supervisor's Signature)</p> <p>_____</p> <p>(Date)</p>



FMU History Internship Student Self-Evaluation Form

Instructions:

5. *Fill out this form completely.*
6. *Return a signed copy to your FMU History Internship Director.*
7. *Use additional pages as needed.*
8. *Type any comments.*

Evaluation:

Rate yourself on the following areas using this scale:

- (5) Excellent – Perfection; cannot be improved upon.
- (4) Superior – Better than average; slight room for improvement.
- (3) Good – Average; does what is required – nothing more, nothing less.
- (2) Poor – Lower than average; not meeting accepted standards.
- (2) Unsatisfactory – Unacceptable performance, significant problems.

Attendance. Honestly evaluate yourself by circling the appropriate rating.

Attendance at job site during scheduled shifts.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Attendance at weekly class meetings.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Submitted By:

(On-site Internship Supervisor Print Your Name)

(On-site Internship Supervisor's Signature)

(Date)

Teamwork. Honestly evaluate yourself by circling the appropriate rating.

Worked well with other employees.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Communicated effectively with other team members.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Did at least "my fair share" of the work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Did more than was expected of me.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding teamwork:

Attitude. Honestly evaluate yourself by circling the appropriate rating.

Open to criticism.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Able to see opportunities, not obstacles.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Treated others with courtesy and respect.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Maintained a positive attitude, regardless of the circumstances.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Did not participate in gossip (loyal to the absent).

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding attitude:

Professionalism. Honestly evaluate yourself by circling the appropriate rating.

Dressed in clothing appropriate to the environment.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Maintained a neat, orderly, organized work space.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Able to locate materials, files, and notes.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Communicated orally with appropriate language.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Communicated in writing in an appropriate style.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding professionalism:

Quality of Work Product. Honestly evaluate yourself by circling the appropriate rating.

Consistently produced my best work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Completed all assigned tasks within the expected time frame.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding quality of work product:

Completion of Internship Goals

Attach a copy of your Internship Goals (as developed with on-site Internship Supervisor)

For each goal, indicate your level of completion (0% - not completed to 100% - fully completed with no possibility of improvement). Add comments as you wish. Use additional pages as necessary.

GOAL	LEVEL OF COMPLETION	COMMENTS

Areas of Achievement / Areas for Improvement

What do you feel are the areas you excelled in? Give specific examples. Attach additional pages if necessary.

Submitted By:

(Intern Print Your Name)

(Intern's Signature)

(Date)



FMU History Internship Sexual Harassment Policy Francis Marion University

Policy

It is the policy of Francis Marion University, in keeping with efforts to maintain an environment in which the dignity and worth of all students of the University are respected, that sexual harassment of students at Francis Marion University is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition as outlined below. As a place of learning for students Francis Marion University must be free of all forms of sexual intimidation, exploitation, and harassment. All community members should be aware that the University does not condone such behavior and is prepared to take action to prevent and correct such behavior. Individuals who engage in sexual harassment are subject to disciplinary actions, which may include, but is not limited to, oral and written warnings, transfers, or dismissal for cause or sanction under the student Code of Conduct.

Sexual harassment is a form of sex discrimination, which is prohibited under Title IX of the Education Amendments of 1972 for students.

During the History Internship, any student who feels he or she is the victim of sexual harassment has the responsibility to speak with their on-site Internship Supervisor or their FMU History Internship Director. Any workplace employee who feels a student is engaging in a sexually harassing manner should follow the company's sexual harassment policy. If no policy is in place, either the employee or the on-site Intern Supervisor is encouraged to contact the FMU History Internship Director.

Definition

Sexual harassment of students or of work place employees includes, but is not limited to, any unwelcome sexual advances, requests for sexual favors, language, graphic materials, or physical conduct commonly understood to be sexual remarks, demeaning sexual remarks, or other verbal or physical conduct of a sexual nature. Such behaviors are especially offensive when it is either implied or clearly stated that submission to or rejection of the behavior will affect, or is a term or condition of, an individual's employment or academic status, or submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that individual, or such conduct has the purpose or effect of unreasonable interference with an individual's work performance or educational experience, or creates a coercive, intimidating, hostile, or offensive atmosphere which interferes with an individual's work or educational environment.

Examples of Prohibited Behavior

Prohibited acts of sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assaults. Examples of the kinds of conduct included in the definition of sexual harassment include, but are not limited to:

- threats or intimation of sexual relations or sexual contact which are not freely or mutually to by both parties;
- continued or repeated verbal comments of a sexual nature including graphic commentaries about a person's body, or
- sexually suggestive objects or pictures placed in the work or study area that may embarrass or offend the person,
- sexually degrading words to describe the person, or
- propositions of a sexual nature;
- threats or insinuations that the person's employment, grade, wages, promotional opportunities, class or work assignments, or other conditions of employment or academic status may be adversely affected by not submitting to sexual advances.

Romantic and sexual relationships, though they may be appropriate in other settings, are inappropriate when they occur between members of the teaching faculty/staff/intern supervisors and students. A professional power differential exists in these situations in terms of the influence and authority that the one can exercise over the other. If a charge of sexual harassment is lodged regarding a once-consenting relationship, the burden may be on the alleged offender to prove that the sexual harassment policy was not violated.

Responsibility

Each on-site Intern Supervisor is responsible for providing a work and educational environment free from sexual harassment.

Policy of Non-Reprisal

No student or work place employee may be subject to restraint, interference, coercion or reprisal for seeking information about sexual harassment, filing a sexual harassment complaint, or serving as a witness. If you feel that you are being retaliated against, you may report the matter to the FMU History Internship Director.

Procedure

Any intern who feels that he or she has been sexually harassed under the above definition and who wishes further information or who wishes to file a complaint should immediately contact the Internship Director or the Assistant Vice President for Student Development at FMU.

If you encounter sexual harassment or are unsure that what you are experiencing is sexual harassment, seek the advice of one of the people listed above. ***Do not assume the offensive behavior will go away just by ignoring it. If you ignore the behavior, it may be viewed as approval.*** Show your disapproval by letting the individual know that the behavior is offensive to you and must be stopped. Keep a record of each incident in as much detail as possible (dates, places, times, witnesses and the nature of the harassment).

Any unwelcome behavior that may be construed as sexual harassment should be reported; however, it is also the policy of the University that willful false accusations of sexual harassment will not be condoned. Inquiries about sexual harassment need not begin with a formal complaint or necessarily

result in such a complaint. Inquiries can be made or questions raised without disclosing specific details such as names and places.

Intern's signature _____ Date _____

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

Department/School: Nursing

Date: August 23, 2011

Course No. or Level: 311

Title: Human Nutrition Elective

Semester hours: 3

Clock hours: Lecture 3 Laboratory 0

Prerequisites: Admission to the Upper Level BSN Curriculum

Enrollment expectation: 18

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

Modification NA

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

Substitute NA

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

Alternate NA

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

Name of person preparing course description: Dr. Karen K. Gittings

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval: August 18, 2011

Catalog description: This is an introductory course for students on the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for clients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will also be studied.

Purpose: This course is designed to introduce nursing students to the principles of human nutrition. Nutritional requirements for common disease processes will also be studied. This course will educate the nursing student about the importance of good nutrition and a healthy lifestyle in preventing future medical problems. Students will also be better prepared to provide client education about various nutritional topics and dietary requirements for healthy living and various disease processes.

Teaching method planned: This course will be taught fully online, but it is not a self-paced course. Modules will be used to present new information every week. Discussion boards will be used through Blackboard to engage students in weekly conversations about topics of importance. Assignments include a personal dietary analysis and evidence-based paper on a relevant nutritional topic.

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

1. Blackboard
2. Dudek, S. G. (2009). *Nutrition Essentials for Nursing Practice* (6th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN-10: 0781784549 ISBN-13: 978-0781784542
3. Nutrition Analysis Tool 2.0

Course Content:

1. Function and importance of carbohydrates, protein, lipids, vitamins, minerals, and water in healthy body maintenance and growth.
2. Guidelines for healthy eating and consumer issues.
3. Nutritional needs of pregnant women, infants, children, and adolescents.
4. Nutritional needs of adults and older adults.
5. Cultural, religious, and ethnic influences on dietary choices.
6. Obesity and Eating Disorders.
7. Special nutritional modalities for the critically ill client.
8. Nutritional needs of clients with selected disease states: GI disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title:	Human Nutrition Elective
Course Number:	NURS 311
Credit Hours:	3 Credits (15 week course)
Semester and Year:	
Class Time:	Online
Pre-requisites:	Admission to the Upper Level BSN Curriculum
Co-requisites:	None

Course Coordinator:

Karen Gittings, DNP, MSN, RN, CCRN
Assistant Professor of Nursing
Office Number: LNB 105
Office Phone Number: 843-661-1688
Email: kgittings@fmarion.edu
Cell Phone: 843-615-0694
Office Hours: Online and/or by appointment

Course Description:

This is an introductory course for students on the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for clients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will also be studied.

Learning Outcomes:

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

1. Identify the functions of the macro and micro-nutrients in the body;
2. Describe how nutritional problems are dealt with in healthcare systems;
3. Discuss nutritional research and its application;
4. Discuss guidelines for healthy eating and internet information;
5. Identify common food sources of macro and micro-nutrients;
6. Identify important topics to teach clients about healthy eating;
7. Discuss nutritional requirements for clients throughout the lifespan, including pregnant women, infants, children, adolescents, adults, and older adults;
8. Identify potential social consequences of poor nutrition; and
9. Describe dietary needs of clients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS.

Teaching Strategies:

The course will consist of lecture (learning modules), class discussions, exams, and individual assignments. Rubrics will be posted for the discussion board requirements and individual assignments. This course is not self-paced. A new topic/module will be introduced every week; review topical outline for schedule.

Textbooks:

Dudek, S. G. (2009). *Nutrition Essentials for Nursing Practice* (6th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN-10: 0781784549 ISBN-13: 978-0781784542

Criteria for Evaluation:

- | | |
|------------------------------------|--------------|
| 1. Discussion Boards (6 weeks x 3) | 18% of grade |
| 2. Exams (3 @ 20%) | 60% of grade |
| 3. Dietary Analysis | 7% of grade |
| 4. Evidence-Based Paper | 15% of grade |

Classroom Grading Scale:

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

Rounding:

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

Assignments:

1. Discussion Board:

Students will be required to post a brief personal introduction for Week 1 discussion board. For Weeks 2-13, questions will be posed for which students are expected to post an original response and then respond to two other students' postings. Students will be divided into two groups, so that each student (group) will only be responsible for posting and responding every other week for a total of six weeks over the course of the semester. During weeks off, students are still expected to read the discussion board postings. Original responses must be posted by Wednesdays at 11:59 pm and responses to other students must be posted by Saturdays at 11:59 pm on the student's scheduled week. Points will be earned as follows: Original responses up to 1.5 points and responses to other students up to 1.5 points (Total of 3 points per week x 6 weeks). The discussion board is worth 18 points and contributes to 18% of your grade.

Discussion Board Rubric:

Criteria	Poor	Average	Good	Excellent
	0	0.5	1.0	1.5
Participation in Discussion Board	No original response. Or No response to other students.	Posts only original response. Or Responds to only one other student.	Posts original response and one response to another student. Or Posts only responses to two other students.	Posts original response Responds to two other students.
Understanding	No original response.	Posts demonstrate only minimal understanding.	Posts demonstrate understanding of topic.	Posts demonstrate comprehensive understanding of topic.

Responses/ Quality	No response to other students.	Posts are minimal and very general.	Posts are general.	Posts are relevant, specific, and insightful.
Grammar/ Spelling	Significant number of errors (4 or more grammar/spelling errors).	Moderate number of errors (2-3 grammar/spelling errors).	Minimal number of errors (1 grammar/spelling error).	No spelling or grammar errors.

2. Exams:

There will be a total of 3 online exams for this course. Each exam will have 25-50 questions; students will be notified of the exact number ahead of time. Students will have one minute per question and only one opportunity to take each exam. Exams are scheduled for weeks 5, 9, and 13. Each exam will open on Wednesdays at 8:00 am and close down on Saturdays at 8:00 pm. Students are expected to **not** share any questions/answers with other students. Each exam is worth 20% (Total of 3 exams x 20% = 60% of grade).

3. Dietary Analysis:

Each student will be required to complete a personal dietary analysis. Review the following website to get started: <http://www.myfoodrecord.com/about.html> For a period of 24 hours, each student will keep a record of their dietary intake, including food items, drinks, and condiments. Include an approximate amount of the food in ounces, size, etc. After recording your dietary intake for 24 hours, go to the above site and using the Nutrition Analysis Tool 2.0, get your personal dietary analysis. At this same site, use the energy calculator to calculate the total number of calories needed per day, based on your ht/wt/age/activity. Review current dietary recommendations at www.mypyramid.gov/guidelines/ExecSumm.pdf Finally, compare your dietary intake with the recommended number of calories and mypyramid recommendations. In a brief paper (5 pages), describe your dietary intake, caloric requirements, and comparison to mypyramid recommendations. This dietary analysis is worth 30 points and contributes to 7% of your grade. Assignment is due week 7 on Saturday by 8:00 pm; submit via assignment link.

Dietary Analysis Rubric:

Criteria	Poor	Average	Good
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Title Page	Not done. (0 pts)	Minimally meets APA requirements; missing some elements. (1 pt)	Fully meets APA requirements. (2 pts)
Introduction	Not done. (0 pts)	Minimal; poorly developed. (3 pts)	Thorough; well developed. (5 pts)
Dietary Intake	Not done. (0 pts)	Incomplete list of 24 hour dietary intake; not specific. (3 pts)	Complete list of 24 hour dietary intake; detailed amounts. (5 pts)
Calculation of Calories	Not done. (0 pts)		Calculated accurately and included in paper. (4 pts)
Comparison to Mypyramid Recommendations	Not done. (0 pts)	Minimal; poorly developed. (3 pts)	Thorough; well developed. (5 pts)
Conclusions	Not done. (0 pts)	Minimal; poorly developed. (3 pts)	Thorough; well developed. (5 pts)
Citations and References	Not done. (0 pts)	Minimally meets APA requirements; missing some elements.	Fully meets APA requirements.

	(0 pts)	(1 pt)	(2 pts)
Grammar/Spelling/ APA	Multiple errors (6 or more). (0 pts)	Moderate number of errors (3-5). (1 pt)	Few errors (less than 2). (2 pts)

4. Evidence-Based Paper:

Each student will write an evidence-based paper on a nutritional issue. A list of potential topics will be provided. Students will sign-up for the topic they wish to research. This paper is worth 50 points and contributes to 15% of your grade. Assignment is due week 11 on Saturday by 8:00 pm; submit via assignment link.

Evidence-Based Paper Rubric:

Criteria	Poor	Average	Good
Title Page	Not done. (0 pts)	Minimally meets APA requirements; missing some elements. (1 pt)	Fully meets APA requirements. (2 pts)
Introduction	Not done. (0 pts)	Minimal; poorly developed. (3.5 pts)	Thorough; well developed. (7 pts)
Review of the Literature	Not done.	Includes less than 3 evidence-based (research) articles; articles are not evidence-based (research); articles published more	Includes at least 3 evidence-based (research) articles; published within past 5 years.

	(0 pts)	than 5 years ago. (5 pts)	(10 pts)
Synthesis of the Evidence	Not done. (0 pts)	Minimal; poorly developed. (5 pts)	Thorough; well developed. (10 pts)
Recommendations for Practice	Not done. (0 pts)	Minimal; poorly developed. (5 pts)	Thorough; well developed. (10 pts)
Conclusions	Not done. (0 pts)	Minimal; poorly developed. (3.5 pts)	Thorough; well developed. (7 pts)
Citations and References	Not done. (0 pts)	Minimally meets APA requirements; missing some elements. (1 pt)	Fully meets APA requirements. (2 pts)
Grammar/Spelling/ APA	Multiple errors (6 or more). (0 pts)	Moderate number of errors (3-5). (1 pt)	Few errors (less than 2). (2 pts)

Course Policies:

1. Communication Policy:

Student Expectations

- Students are expected to maintain an active email account while enrolled in this course.
- Students are expected to check for and read emails and Blackboard announcements at least every other day.

- Students are expected to remain involved with the professor and peers throughout the course. Students should email the professor with any questions related to the course; phone calls should be reserved for emergencies.
- There will be a Q & A discussion board available throughout the course. Students are asked to post their general questions to this board when the answer may benefit all students.
- Students are expected to participate in discussion boards. Postings should be relevant, insightful, and respectful to your professor and peers.
- All assignments should be submitted via assignment links on Blackboard.
- Students are expected to individually take the course exams; students are also expected to refrain from talking about the exam with other students until the exam closes down. Sharing of questions and/or answers or printing the exam constitutes cheating and will result in the student(s) receiving a failing course grade.

Faculty Expectations

- I will check my email every weekday with the exception of hospital clinical days (Mondays).
- I will not be routinely checking emails on weekends so do not expect a response until Tuesday. In the event of emergency, please contact me via cell phone or text.
- Other than the exceptions above, I will respond to emails within 24 hours.
- I will respond to discussion board posts from Tuesday through Friday when I have a relevant comment, need to clarify a point, or need to become involved in the discussion.
- I will frequently post announcements with information that is important/relevant to all students. I may respond to emails by posting a general announcement if the information is important to the entire class.
- I will post all grades and feedback in the Blackboard grade book. Grades for the discussion board will be posted the week after the board closes down. Grades for the exams and individual assignments will be posted within 2 weeks of the due date.

Online Netiquette

- It is very important to review what you have written before sending any email or posting to the discussion board. It is very easy for others to misinterpret what you are saying without seeing your nonverbal communication.
- Never respond to an email or posting when you are angry; you may respond in a way that you will later regret.
- Check all messages for errors. Professional communication should be free of spelling and grammar errors.
- Postings to the discussion board should be relevant, insightful, and respectful to your professor and peers; postings should be clear and concise. There is no length requirement; quality is more important than quantity.

- Avoid posting a long, run-on paragraph. Break information into smaller, easier to understand paragraphs to benefit the reader.
- Emoticons, such as ☺ or ;-), are acceptable to convey tone/emotions or when the message may be otherwise misinterpreted.
- Never type in all capitals since this conveys SHOUTING. Avoid overuse of **bold**, *italics*, or exclamation points since this can distract the reader from the message.
- If you are summarizing information that you read, be sure to include an accurate reference.
- Students who post rude or abusive comments on the discussion board or are disruptive to the flow of the online class will lose points or be removed from the course.

2. Departmental Criteria:

The student must:

- Maintain current AHA BLS: Health Care Provider status and malpractice insurance coverage.
- Maintain a current immunization record and/or testing as mandated by the Nursing Department and clinical agencies.
- Function within the current Nursing Departmental Policies for the academic year 2011-2012 as outlined in the current Department of Nursing Handbook.

3. Attendance Policy:

Students must participate in discussion boards by posting an original response and responding to other students' posts. Students are also expected to read other students' postings. Students are expected to respond to emails within 24 hours on weekdays.

4. Incompletes:

Incomplete grades may be given with extenuating circumstances. Refer to Francis Marion University's policy on incomplete grades.

5. Late Work Policy:

All assignments must be completed and turned in by the due date. Late work may result in a zero for the assignment. If there are extenuating circumstances that prevent on-time completion of an assignment, the student must communicate with me as soon as possible so we can develop a reasonable timeframe for completing the work.

6. Grievance Procedures:

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional

manner. Discussion and problem solving of issues should be based on facts. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook* Refer to the *Department of Nursing Student Handbook*.

7. Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and has accommodations approved by the staff of the Counseling and Testing Center must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

8. Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *Francis Marion University Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook*. Each student is responsible for maintaining the grade point average required and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

9. Academic Dishonesty:

Failure to cite references in any course assignments may result in discipline. See Honor Code found in the *University Student Handbook: Rights and Responsibilities; Standards of Conduct*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to,

plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Student Handbook: Academic Integrity*.

10. Technology/Computer Use:

Students must have a reliable computer and internet access to participate in this course. A computer lab is also available in the Lee Nursing Building if you are experiencing temporary computer/internet difficulties. If you are having technological problems, please contact Francis Marion University's Campus Technology department at <http://www.fmarion.edu/campustechnology> . Students must follow the Acceptable Computer Use Policy (University Student Handbook and the DON Student Handbook).

11. 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.

Topical Outline:

Date	Subject	Readings	Assignments Due
<u>Week 1</u>	Introduction Nutrition in Nursing	Dudek Chap. 1	Complete Introduction Module Discussion Board - Introductions
<u>Week 2</u>	Carbohydrates Protein	Dudek Chap. 2, 3	Complete Module 2 Discussion Board
<u>Week 3</u>	Lipids Vitamins	Dudek Chap. 4, 5	Complete Module 3 Discussion Board
<u>Week 4</u>	Water/Minerals Metabolism	Dudek Chap. 6, 7	Complete Module 4 Discussion Board
<u>Week 5</u>	Healthy Eating Consumer Issues	Dudek Chap. 8, 9	Complete Module 5 Discussion Board Exam #1 – Weeks 1-4 Content
<u>Week 6</u>	Nutrition for Pregnant Women, Infants, Children, and Adolescents	Dudek Chap. 11, 12	Complete Module 6 Discussion Board
<u>Week 7</u>	Cultural/Religious/Ethnic Influences Nutrition for Adults and	Dudek Chap. 10, 13	Complete Module 7 Discussion Board Dietary Analysis

	Older Adults		
<u>Week 8</u>	Obesity and Eating Disorders	Dudek Chap. 14	Complete Module 8 Discussion Board
<u>Week 9</u>	Enteral/Parenteral Nutrition Nutrition for Critical Illness	Dudek Chap. 15, 16	Complete Module 9 Discussion Board Exam #2 – Weeks 5-8 Content
<u>Week 10</u>	Nutrition for GI Disorders	Dudek Chap. 17	Complete Module 10 Discussion Board
<u>Week 11</u>	Nutrition for Cardiovascular Disorders	Dudek Chap. 18	Complete Module 11 Discussion Board Evidence-Based Paper
<u>Week 12</u>	Nutrition for Diabetes Mellitus Nutrition for Renal Disorders	Dudek Chap. 19, 20	Complete Module 12 Discussion Board
<u>Week 13</u>	Nutrition for Cancer Nutrition for HIV/AIDS	Dudek Chap. 21	Complete Module 13 Discussion Board
<u>Week 14</u>	Course Summary Evaluations		Exam #3 – Weeks 9-13 Content Course Evaluations
<u>Week 15</u>			

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 501 Title Advanced Practice Role: Theory and Knowledge Development

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Late Spring 2013

Date of School/Department approval August 16, 2011

Catalog description:

This course examines advanced practice nursing concepts, theoretical underpinnings, and current professional issues. Learners will examine how theoretical issues are integrated into practice and how they can be a mechanism to improve patient outcomes related to health promotion and disease prevention. Understanding of the role and scope of the advanced practice registered nurse is an expectation.

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

1. Identify important concepts for advanced nursing care by building on existing conceptual and theoretical knowledge;
2. Discuss appropriate practice environments and their organizational and leadership structures;
3. Demonstrate knowledge about the current patient safety initiatives outlined by governing and regulating healthcare organizations;
4. Appraise the current evidence for advanced nursing care;

5. Understand the use of technology for maintaining safe and private patient environments;
6. Demonstrate knowledge regarding patient advocacy;
7. Discuss the concepts of interprofessional communication; and
8. Relate the change theory process to health promotion for a populations; and
9. Understand how nursing knowledge development guides clinical practice.

Purpose:

1. This course is “core” MSN course and will be a mandatory course for all future programs because it discusses the role of the Advanced Practice Registered Nurse.
2. This course will provide the student with the theory behind the APRN role. It will familiarize the students with regulations and certifications for practice.

Teaching Strategies:

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

Textbook(s):

Required:

Jansen, M. P., & Zwygart-Stauffacher, M. (2010). *Advanced practice nursing*. NYC: Springer Publishing. (ISBN-13: 9780826105158).

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.)

This course will look at the APRN role though a theoretical and practical lens. It will discuss roles, healthcare organizations, patient care outcomes, certifications and regulations, as well as prescriptive responsibility. Individual role development will be accomplished through developing a philosophy of the role, which will be the beginning of an advanced practice professional portfolio.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Advanced Practice Role: Theory and Knowledge Development
Course Number: APRN 501
Credit Hours: (3)
Day and time: TBA
Location: TBA

Prerequisites: None
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course examines advanced practice nursing concepts, theoretical underpinnings, and current professional issues. Learners will examine how theoretical issues are integrated into practice and how they can be a mechanism to improve patient outcomes related to health promotion and disease prevention. Understanding of the role and scope of the advanced practice registered nurse is an expectation.

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

1. Identify important concepts for advanced nursing care by building on existing conceptual and theoretical knowledge;
2. Discuss appropriate practice environments and their organizational and leadership structures;
3. Demonstrate knowledge about the current patient safety initiatives outlined by governing and regulating healthcare organizations;
4. Appraise the current evidence for advanced nursing care;
5. Understand the use of technology for maintaining safe and private patient environments;
6. Demonstrate knowledge regarding patient advocacy;
7. Discuss the concepts of interprofessional communication; and
8. Relate the change theory process to health promotion for a populations; and
9. Understand how nursing knowledge development guides clinical practice.

Teaching Strategies:

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

Textbook(s):**Required:**

Jansen, M. P., & Zwygart-Stauffacher, M. (2010). *Advanced practice nursing*. NYC: Springer Publishing. (ISBN-13: 9780826105158).

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Philosophy of APRN papers	10%
Identifying an organization change in work place	10%
Short paper of aspects of clinical decision-making due	10%
Ethical case study	25%
Presentation of APRN topic will be scheduled	45%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to

anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Graduate Student Handbook (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for

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

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity and*

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods of Learning Outcomes:
1.	Overview of APRN roles Portfolio Development	Jansen & Zwycart-Stauffacher Chapters 1 &2	
2.	Aspects of the role and new knowledge development	Jansen & Zwycart-Stauffacher Chapter 3	Philosophy of APRN (1)
3.	Healthcare organizations	Jansen & Zwycart-Stauffacher Chapter 4	
4.	Leadership roles	Jansen & Zwycart-Stauffacher Chapter 5	
5.	Clinical decision-making	Jansen & Zwycart-Stauffacher Chapter 6	
6.	Policy	Jansen & Zwycart-Stauffacher Chapter 7	
7.	Regulation and certification	Jansen & Zwycart-Stauffacher Chapter 8	
8.	Liability and Prescriptive authority	Jansen & Zwycart-Stauffacher Chapter 9	
9.	Reimbursement	Jansen & Zwycart-Stauffacher Chapter 10	
10.	Ethics	Jansen & Zwycart-Stauffacher Chapter 11	
11.	Research and Practice Informatics	Jansen & Zwycart-Stauffacher Chapters 12 & 13	
12.	Scholarship Advancing your Career	Jansen & Zwycart-Stauffacher Chapters 14 & 15	Identifying an organization change in work place (2-9)
13.			Student Presentations of workplace change (2-9)
14.			Student Presentations of workplace change (2-9)

GRADING RUBRICS

1. Philosophy

Articulate your philosophy of nursing based on your own experience and relate it to a theory or philosophy. Describe why an APRN degree fits into the schema of the philosophy. Don't forget to touch on the four paradigms of the discipline. One to two pages. Strict APA format. This will be the first section of your portfolio.

2. Organizational Change Paper

	4 Excellent described	3 Describes well	2 Noted	1 Referred to	0 Not addressed
Introduction describing the issues					
Describe current leadership style					
How are clinical decisions arrived at?					
How is the issues reflected in the policies?					
What does the research say about the issue?					
Describe an interventional plan.					

3. Presentation to Peers

Directions: Using the scale below, please rank the communication technique

5 = Strongly Agree	4 = Agree	3 = Undecided	2 = Disagree	1 = Strongly Disagree
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VERBAL COMMUNICATION TECHNIQUES					
1. Was the purpose of the communication presented initially (objectives provided)?	5	4	3	2	1
2. Did the communicator present information that was appropriate & relevant for the receiver?	5	4	3	2	1
3. Was the communicator clear and concise therefore using time appropriately?	5	4	3	2	1
4. Was the language appropriate for the receiver?	5	4	3	2	1
5. Was the communication gender neutral?	5	4	3	2	1
6. Was the communication culturally sensitive?	5	4	3	2	1
7. Did periods of silence demonstrate thoughtfulness about information?	5	4	3	2	1
8. Did the communicator present as knowledgeable and provide accurate, organized information?	5	4	3	2	1
9. Were questions dealt with appropriately (given thought, encouragement and answered accurately)?	5	4	3	2	1

10. Did the communicator indicate verbally that he/she was paying attention (actively listening) to the receiver(s) questions?	5	4	3	2	1
11. Did the communicator encourage the receiver(s) to participate in discussion?	5	4	3	2	1
12. Did the communicator appeal to multiple senses of the receiver by providing a variety of communication methods (handouts, visuals, auditory reinforcements) as appropriate?	5	4	3	2	1
13. Did the communicator provide professional (peer reviewed) references about the information presented?	5	4	3	2	1
NON VERBAL COMMUNICATION TECHNIQUES					
14. Did the communicator present a professional, positive self-image?	5	4	3	2	1
15. Did the communicator present in a relaxed and unhurried manner (ex: body posture)?	5	4	3	2	1
16. Did the communicator engage with the receiver(s) or audience (sensitive to receiver)?	5	4	3	2	1
17. Did the communicator demonstrate an open attitude (ex: did not cross arms, hurry or turn away, tone)?	5	4	3	2	1
18. Was the communicator demonstrating cultural awareness (ex: personal space, eye contact)?	5	4	3	2	1
19. Was non-verbal communication congruent with verbal communication?	5	4	3	2	1
20. Did the nonverbal cues convey appropriate control and status (command of subject without speaking "down" to receiver)?	5	4	3	2	1

Points attained: _____ **out of 100 possible = grade:** _____

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 502 Title Biostatistics
Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2013

Date of School/Department approval August 16, 2011

Course Description:

This course applies theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression analysis. The learner will use computer software to analyze biophysical data for frequency distributions, clinical significance, and correlation of variables.

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

1. Understand the significance of appraising data before applying it to patient care;
2. Compute statistical analysis that fosters quality improvement;
3. Evaluate data for significance and risk ratio;
4. Discuss methods to use supporting data for patient teaching and decision-making;
5. Use informatics to analyze data;
6. Propose system changes based on data;
7. Describe methods of disseminating data to health care teams;
8. Understand how scientific results can affect the care of patients, families, and populations; and
9. Develop care based on evidence.

Purpose:

1. This course is “core” MSN course and will be a mandatory course for all future program because it discusses the role of the Advanced Practice Registered Nurse.
2. This course will provide the student with the basis to understand healthcare evidence in order to decipher what evidence should be applied to patient care for safety and quality.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, & computer-assisted instructions.

Textbook(s):**Required:**

Chernick, M. R., & Fiis, R. H. (2003). *Introductory biostatistics for the health sciences*. Hoboken, NJ: John Wiley and Sons.

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.)

This course introduces the student to graduate statistics. The content includes frequency statistics, probability, hypothesis testing, and correlation. There will be a discussion on sampling and reliability and validity of instruments.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Biostatistics
Course Number: APRN 502
Credit Hours: (3)
Day and time: TBA
Location: TBA

Prerequisites: None
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course applies theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression analysis. The learner will use computer software to analyze biophysical data for frequency distributions, clinical significance, and correlation of variables.

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

1. Understand the significance of appraising data before applying it to patient care;
2. Compute statistical analysis that foster quality improvement;
3. Evaluate data for significance and risk ratio;
4. Discuss methods to use supporting data for patient teaching and decision-making;
5. Use informatics to analyze data;
6. Propose system changes based on data;
7. Describe methods of disseminating data to health care teams;
8. Understand how scientific results can affect the care of patients, families, and populations; and
9. Develop care based on evidence.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Chernick, M. R., & Fiis, R. H. (2003). *Introductory biostatistics for the health sciences*. Hoboken, NJ: John Wiley and Sons.

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Statistical exercises (5)	50%
Research article analysis	20%
Exam	30%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

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

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CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods of Learning Outcomes:
1.	Introduction to healthcare statistics	Chapter 1	
2.	Sampling	Chapter 2	Statistical exercise
3.	Graphs	Chapter 3	
4.	Frequency distributions	Chapters 4	Statistical exercise
5.	Probability and distribution	Chapters 6, 7	
6.	Population means	Chapter 8	

7.	Hypothesis testing	Chapter 9	Statistical exercise
8.	Proportion	Chapter 10	
9.	Chi square analysis	Chapter 11	
10.	Correlation studies	Chapter 12	Statistical exercise
11.	ANOVA	Chapter 13	
12.	Population parameters	Chapter 14	Statistical exercise
13.	Application to healthcare	Chapters 15 & 16	
14.	Analyzing healthcare research		Research article analysis
Exam/Final Project			Take home exam

GRADING RUBRIC

Research Article Analysis - Choose a nursing research article about APRN care.

	4 Excellent described	3 Describes well	2 Noted	1 Referred to	0 Not addressed
Title page APA format					
Introduction: Describe purpose.					
Appraise the evidence					
What was the quality of the evidence (rigor and reliability?)					
What is the evidence (magnitude)?					
How precise is the estimate of effects?					
Is there any evidence of negative effects?					
What is the financial cost?					
Is it relevant to clinical APRN practice?					

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 503 Title Advanced Research and Evidence-based Practice
Semester hours 3 Clock hours: Lecture 3 (On-line) Laboratory 0

Prerequisites or co-requisite APRN 502 Biostatistics

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer I 2013

Date of School/Department approval August 16, 2011

Course Description:

This course explores quantitative and qualitative approaches to research issues in advanced practice nursing. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes.

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

1. Demonstrate understanding of the significance of scientific findings in improving patient care;
2. Develop leadership ability to disseminate research findings to other health professionals;
3. Use research findings and evidence-based practice to promote best care practices;
4. Propose positive systems change to improve patient care based on scientific findings;
5. Employ the use of health care technology to access up-to-date data;
6. Assist in policy development to effect positive systems changed based on scientific evidence;

7. Communicate best practice based on evidence to members of the interdisciplinary team;
8. Organize healthcare prevention strategies based on evidence; and
9. Use research findings to care for health needs across the lifespan.

Purpose:

1. This course is “core” MSN course and will be a mandatory course for all future program because it discusses the role of the Advanced Practice Registered Nurse.
2. This course will provide the student with research appraisal skills in order to use evidence effectively to promote positive patient outcomes.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Polit, D. F. & Tatano, C. (2008). *Nursing research: Generating and assessing evidence for practice* (3rd ed.). Philadelphia: Lippincott, Williams & Wilkins.

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.)

This course discusses all the pieces that go into developing a research study. Idea formation, literature review, research question development, tool utilization, and research methods. It facilitates the learner’s ability to assist in healthcare data collection processes and to critically appraise evidence for best practice.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Advanced Research and Evidence-based Practice
Course Number: APRN 503
Credit Hours: (3)
Day and time: TBA
Location: TBA

Pre or Co-requisite: APRN 502 Biostatistics

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

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METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Appraising of EVIDENCE-BASED PRACTICE article	10%
IRB tutorial	10%
Formulating a research question for QI project	10%
Literature review	30%
Data collection plan	30%
Research possible funding	10%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

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<http://www.scstatehouse.gov/code/t40c033.htm>

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CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods of Learning Outcomes:
1.	Introduction EVIDENCE-BASED PRACTICE	Chapters 1 & 2	
2.	Generating evidence and appraising evidence	Chapters 3 & 5	Appraising of EVIDENCE-BASED PRACTICE article
3.	Developing a question	Chapters 4, 6, & 8	
4.	Ethics	Chapter 7	IRB tutorial
5.	Qualitative	Chapter 9, 10 & 11	
6.	Developing a plan	Chapters 12, 13 & 14	Formulating a research question for QI project
7.	Collecting data	Chapters 15 & 16	
8.	Scales	Chapters 17 & 18	
9.	Analysis of qualitative	Chapter 19	
10.	Describing results	Chapters 20 -23	
11.	Analysis of quantitative	Chapter 24	Literature review
12.	Meta-analysis	Chapter 25	
13.	Dissemination	Chapter 26	Data collection plan
14.	Grant writing	Chapter 27	Research possible funding

GRADING RUBRICS

Appraising a Research Article

Choose an article about a topic you would like to study and effect change as an APRN. Choose one article for an in-depth appraisal as follow:

Research Article Analysis

	4 Excellently described	3 Describes well	2 Noted	1 Referred to	0 Not addressed
Title – Is the title a good one, succinctly states key variables					
Abstract – does it clearly and concisely summarize features					
Introduction – is there a statement of the problem?					
Hypotheses or research question stated and are they appropriately worded?					
Is there a conceptual framework?					
Were human rights protected?					
Was the design described?					
Population explained.					
Data collection procedures?					
Was the right analysis of the data completed?					
Interpretation of findings make sense?					
Implications for APRN.					

IRB (Institution Review Board) Tutorial:

NIH Office of Extramural Research <http://phrp.nihtraining.com/users/login.php>

1. Register and complete! Print certificate

Formulate your research question:

Include population, variables and intervention.

Literature Review: Choose at least 3 to 5 research articles about the subject (can include one meta-analysis or meta-synthesis). Other articles that are not research articles may be used for the background of the subject.

Synthesize literature in one to two pages and describe how it supports your research question.

Data collection plan

How will you collect data to flush out your research question? What tools would you use? Are the tools copyrighted? If so how will you gain permission to use?

Funding

Search funding opportunities and record any that are applicable. What does the application entail?

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 504 Title Health Policy and Leadership

Semester hours 3 Clock hours: Lecture 3 (On-line) Laboratory 0

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2013

Date of School/Department approval August 16, 2011

Course Description:

This course explores how health policy affects the practice of advanced practice nurses and the healthcare of patients, families, and populations. It assists the learner to assume a leadership role that can affect healthcare policy. The learner will be expected to use analytical skills to promote policy development based on population need and best practice.

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

1. Apply previously learned knowledge in social sciences to leadership skills;
2. Develop a leadership plan that effects a healthcare organizational system;
3. Integrate a leadership plan with quality improvement of population health care;
4. Use policy development to improve care of individuals, families and systems;
5. Use informatics to disseminate policy changes;
6. Decide on leadership strategies for health care system change;
7. Collaborate with interdisciplinary team members for health care policy changes;

8. Decide on policies that will effect health promotion; and
9. Use leadership abilities and policy changes to facilitate best practice.

Purpose:

1. This course is “core” MSN course and will be a mandatory course for all future program because it discusses the role of the Advanced Practice Registered Nurse.
2. This course explores the role of the APRN as a leader that affects healthcare policy in order to increase patients’ access to quality care.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Mason, D. Leavitt, J., & Chaffee, M. (2012). *Policy & Politics in Nursing and Health Care*. St. Louis: Elsevier.

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.)

This course discusses healthcare polices in the U.S. and how they affect patient care locally and nationally. It looks at healthcare disparities among ethnic groups and the role of the APRN as a leader in changing policy to better serve populations.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Health Policy and Leadership
Course Number: APRN 504
Credit Hours: (3)
Day and time: TBA
Location: TBA

Pre or Co-requisite: APRN 501

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

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METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Presentation on a National Health Policy Topic	50%
Scholarly paper on a National Health Policy Topic	50%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

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CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods of Learning Outcomes:
1.	Introduction to policy	Chapters 1-4	
2.	Advocacy	Chapter 5	
3.	Politics	Chapters 6-9	
4.	Communication	Chapters 10-12	
5.	U.S. policies	Chapters 13-15	
6.	Finances	Chapters 16-18	
7.	Healthcare crises Health disparities	Chapter 21 & 22	
8.	Rural health	Chapter 23	
9.	Nurse-Managed Health Centers Community Health Centers	Chapter s 32 & 33	
10.	Taking Action & Advocacy	Chapters 58-62	
11.	Nursing Licensure and Regulation	Chapter 66	
12.			Student presentations
13.			Student presentations
14.			Student presentations
Exam/Final Project			Final paper due

GRADING RUBRIC

Health Policy Paper – this is a major paper that should be 8-10 pages.

	4 Excellent described	3 Describes well	2 Noted	1 Referred to	0 Not addressed
Title page APA format					
Abstract					
Introduction					
Background					
Issues					
Proposed solutions and effects					
Leadership needed to promote change					
Collaboration needed with other professionals					
APRN implications					
References					

2. Presentation of Health care Policy to Peers

Directions: Using the scale below, please rank the communication technique

5 = Strongly Agree	4 = Agree	3 = Undecided	2 = Disagree	1 = Strongly Disagree
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VERBAL COMMUNICATION TECHNIQUES					
1. Was the purpose of the communication presented initially (objectives provided)?	5	4	3	2	1
2. Did the communicator present information that was appropriate & relevant for the receiver?	5	4	3	2	1
3. Was the communicator clear and concise therefore using time appropriately?	5	4	3	2	1
4. Was the language appropriate for the receiver?	5	4	3	2	1
5. Was the communication gender neutral?	5	4	3	2	1
6. Was the communication culturally sensitive?	5	4	3	2	1
7. Did periods of silence demonstrate thoughtfulness about information?	5	4	3	2	1
8. Did the communicator present as knowledgeable	5	4	3	2	1

and provide accurate, organized information?					
9. Were questions dealt with appropriately (given thought, encouragement and answered accurately)?	5	4	3	2	1
10. Did the communicator indicate verbally that he/she was paying attention (actively listening) to the receiver(s) questions?	5	4	3	2	1
11. Did the communicator encourage the receiver(s) to participate in discussion?	5	4	3	2	1
12. Did the communicator appeal to multiple senses of the receiver by providing a variety of communication methods (handouts, visuals, auditory reinforcements) as appropriate?	5	4	3	2	1
13. Did the communicator provide professional (peer reviewed) references about the information presented?	5	4	3	2	1
NON VERBAL COMMUNICATION TECHNIQUES					
14. Did the communicator present a professional, positive self-image?	5	4	3	2	1
15. Did the communicator present in a relaxed and unhurried manner (ex: body posture)?	5	4	3	2	1
16. Did the communicator engage with the receiver(s) or audience (sensitive to receiver)?	5	4	3	2	1
17. Did the communicator demonstrate an open attitude (ex: did not cross arms, hurry or turn away, tone)?	5	4	3	2	1
18. Was the communicator demonstrating cultural awareness (ex: personal space, eye contact)?	5	4	3	2	1
19. Was non-verbal communication congruent with verbal communication?	5	4	3	2	1
20. Did the nonverbal cues convey appropriate control and status (command of subject without speaking "down" to receiver)?	5	4	3	2	1

Points attained: _____ **out of 100 possible = grade:** _____

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 505 Title Population Health and Epidemiology

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites APRN 502 and 503

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring and Late Spring 2014

Date of School/Department approval August 16, 2011

Course Description:

This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

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

1. Integrate knowledge from the social sciences to evaluate population health;
2. Dialogue about ideas to assist in improving population health;
3. Construct a plan for quality improvement for population health;
4. Appraise epidemiology statistics;
5. Use informatics to analyze data;
6. Propose policy changes for populations based on scientific evidence and population data;
7. Discuss how policy changes effect the entire healthcare team;
8. Deduce healthcare change issues logically from data assessment; and
9. Develop health prevention strategies based on well-constructed data analysis of a population.

Purpose:

1. This course is direct care MSN course and will be a mandatory course for all future program that are direct care programs and the students have to care for patients within healthcare systems.
2. This course will encourage the students to view health from a more global perspective. Understand how it affects certain regions and populations. It will assist them to identify patients at risk due to extrinsic factors.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

Macha, K. & McDonough, J. P. (2012). *Epidemiology for Advanced Nursing Practice*. Jones and Bartlett Learning.

Linsley, R. K. & Owen, S. (2011). *Public health and the nursing role: Contemporary principles and practice* Oxford University Press

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.)

This course reviews concepts of public health, infectious disease and emergency preparedness. Specifically it looks at widespread conditions such as obesity and how it affects populations. Student presentations will each be an in-depth discussion of a topic that is a Healthy People 2020 priority and one that needs attention in the Pee Dee region.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Population Health and Epidemiology
Course Number: APRN 505
Credit Hours: (3)
Day and time: TBA
Location: TBA

Prerequisites: APRN 502 and 503
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

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

1. Integrate knowledge from the social sciences to evaluate population health;
2. Dialogue about ideas to assist in improving population health;
3. Construct a plan for quality improvement for population health;
4. Appraise epidemiology statistics;
5. Use informatics to analyze data;
6. Propose policy changes for populations based on scientific evidence and population data;
7. Discuss how policy changes effect the entire healthcare team;
8. Deduce healthcare change issues logically from data assessment; and
9. Develop health prevention strategies based on well-constructed data analysis of a population.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

Macha, K. & McDonough, J. P. (2012). *Epidemiology for Advanced Nursing Practice*. Jones and Bartlett Learning.

Linsley, R. K. & Owen, S. (2011). *Public health and the nursing role: Contemporary principles and practice*. Oxford University Press.

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Discussion Boards on public health issues	20%
Scholarly paper and presentation on a public health issues	50%
Presentation of Pee Dee health issue	30%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

Attendance Policy

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to

anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Graduate Student Handbook (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

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Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for

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

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity* and

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:

1.	Introduction to epidemiology Health promotion	Macha & McDonough Chapters 1- 2 Linsley & Owen Chapters 1-3	
2.	Nursing's role	Macha & McDonough Chapter 4 Linsley & Owen Chapter 4 & 8	1. Discussion Board
3.	Assessing Information in public health	Macha & McDonough Chapter 3 Linsley & Owen Chapter 7	2. Discussion Board
4.	Infectious diseases	Macha & McDonough Chapter 5	3. Discussion Board
5.	Assessment of individuals	Macha & McDonough Chapter 6 & 8	4. Discussion Board
6.	Environmental assessment	Macha & McDonough Chapters 7 & 9	5. Discussion Board
7.	Planning care	Linsley & Owen Chapter 10	6. Discussion Board
8.	Interventions	Linsley & Owen Chapter 11	7. Discussion Board
9.	Evaluating care	Linsley & Owen Chapter 12	8. Discussion Board
10.	Culture	Macha & McDonough Chapter 10	9. Discussion Board
11.	Emergency preparedness and ethics	Macha & McDonough Chapters 11 & 12	10. Discussion Board
12.	Student presentations		
13.	Student presentations		
14.	Student presentations		
Exam/Final Project			Final paper due

GRADING RUBRICS

Discussion Board Grading Rubric:

Please respond to each entry using references and to one other person's response.

0	1	2
No response or a response that does not contribute to the intellectual development of the topic.	Basic responses without thorough, in-depth analysis or development.	Substantial contribution to the discussion.

Paper

Choose a health issues that affects the population of the Pee Dee. Use statistical data to support a program need.

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 506 Title Health Systems and Risk Management
Course Number: APRN 506

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2014

Date of School/Department approval August 16, 2011

Catalog description:

This course addresses quality assurance methodology and legal responsibilities of advanced practice nursing care. Reporting systems, issues that affect the advanced practice registered nurse role, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

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

1. Discuss the current social mandates for advanced practice nursing;
2. Understand how leadership ability and advocacy assist risk-reduction;
3. Apply benchmarking to promote risk-reduction;
4. Disseminate clinical findings that contribute to safe patient environments;
5. Use healthcare technologies to access evidence-based practice;

6. Use clinical findings to promote policies changes that increase risk-reduction;
7. Collaborate with other health care professionals to promote best care;
8. Apprise disease prevention and health promotion information and techniques; and
9. Use knowledge of risk management in caring for patient, families, and populations.

Purpose:

1. This course is “core” MSN course and will be a mandatory course for all future program because it discusses the role of the Advanced Practice Registered Nurse.
2. This course specifically looks at how to reduce healthcare error in healthcare systems. It encourages the student to learn best practices and to understand system deficits that cause healthcare errors.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Roussel, L. (2013). *Management and Leadership for Nurse Administrators*, Sixth Edition. Jones & Bartlett Learning.

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.)

This course discusses benchmarking, strategic planning and reduction of risk. It stresses interprofessional partnerships and the proper way to evaluate the safety of a system. Students will each present a specific risk management topic and study it in-depth.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title:	Health Systems and Risk Management
Course Number:	APRN 506
Credit Hours:	(3)
Day and time:	TBA
Location:	TBA
Prerequisites:	None
Co-requisites:	None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course addresses quality assurance methodology and legal responsibilities of advanced practice nursing care. Reporting systems, issues that affect the advanced practice registered nurse role, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

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3. Apply benchmarking to promote risk-reduction;
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Textbook(s):**Required:**

Roussel, L. (2013). *Management and Leadership for Nurse Administrators*, Sixth Edition. Jones & Bartlett Learning.

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Needs assessment of a healthcare system	20%
Developing an implementation plan	30%
Scholarly paper and presentation on QI plan	50%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

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Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

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Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Leadership	Roussel Chapters 1, 2 & 3	
2.	Ethics and decision-making in	Roussel	

	healthcare	Chapters 4 & 6	
3.	Change processes Organizational structures	Roussel Chapter 5 & 7	
4.	Information management	Roussel Chapter 13	
5.	Strategic Planning	Roussel Chapter 9	
6.	Risk management	Roussel Chapter 15	
7.	Evaluating a system	Roussel Chapter 16	
8.	Quality improvement	Roussel Chapter 17	
9.	Building a clinical partnership	Roussel Chapter 20	
10.	Culture	Roussel Chapter 23	
11.	Executive summaries	Roussel Chapter 24	
12.			Student presentations
13.			Student presentations
14.			Student presentations
Exam/Final Project			Final paper due

GRADING RUBRIC

Risk management paper – this is a major paper that should be 8-10 pages.

	4 Excellent described	3 Describes well	2 Noted	1 Referred to	0 Not addressed
Title page APA format					
Abstract					
Introduction					
Background					
Risk issue					
Information management's part					
System deficits					
Quality improvement plan					
Interprofessional plan					
APRN implications					

References					
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3. Presentation of Health care Policy to Peers

Directions: Using the scale below, please rank the communication technique

5 = Strongly Agree	4 = Agree	3 = Undecided	2 = Disagree	1 = Strongly Disagree
-------------------------------------	----------------------------	--------------------------------	-------------------------------	--

VERBAL COMMUNICATION TECHNIQUES					
1. Was the purpose of the communication presented initially (objectives provided)?	5	4	3	2	1
2. Did the communicator present information that was appropriate & relevant for the receiver?	5	4	3	2	1
3. Was the communicator clear and concise therefore using time appropriately?	5	4	3	2	1
4. Was the language appropriate for the receiver?	5	4	3	2	1
5. Was the communication gender neutral?	5	4	3	2	1
6. Was the communication culturally sensitive?	5	4	3	2	1
7. Did periods of silence demonstrate thoughtfulness about information?	5	4	3	2	1
8. Did the communicator present as knowledgeable and provide accurate, organized information?	5	4	3	2	1
9. Were questions dealt with appropriately (given thought, encouragement and answered accurately)?	5	4	3	2	1
10. Did the communicator indicate verbally that he/she was paying attention (actively listening) to the receiver(s) questions?	5	4	3	2	1
11. Did the communicator encourage the receiver(s) to participate in discussion?	5	4	3	2	1
12. Did the communicator appeal to multiple senses of the receiver by providing a variety of communication methods (handouts, visuals, auditory reinforcements) as appropriate?	5	4	3	2	1
13. Did the communicator provide professional (peer reviewed) references about the information presented?	5	4	3	2	1
NON VERBAL COMMUNICATION TECHNIQUES					
14. Did the communicator present a professional, positive self-image?	5	4	3	2	1
15. Did the communicator present in a relaxed and unhurried manner (ex: body posture)?	5	4	3	2	1
16. Did the communicator engage with the receiver(s) or audience (sensitive to receiver)?	5	4	3	2	1
17. Did the communicator demonstrate an open attitude (ex: did not cross arms, hurry or turn away, tone)?	5	4	3	2	1
18. Was the communicator demonstrating cultural awareness (ex: personal space, eye contact)?	5	4	3	2	1

19. Was non-verbal communication congruent with verbal communication?	5	4	3	2	1
20. Did the nonverbal cues convey appropriate control and status (command of subject without speaking "down" to receiver)?	5	4	3	2	1

Points attained: _____ **out of 100 possible = grade:** _____

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 507 Title Patient Education and Advocacy
Course Number: APRN 507

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2014

Date of School/Department approval August 16, 2011

Course Description:

This course focuses on developing patient education skills to advocate for patients, families and populations. The learner will incorporate health literacy issues to determine appropriate technological and written tools for enhancing and extending patient learning. Competencies developed in this course will be utilized in other courses in the program, particularly in courses with a practicum component.

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

1. Discuss innovative technologies used for educative purposes;
2. Understand how education assists with risk-reduction;
3. Apply educational principles for health promotion and risk-reduction;
4. Use advocacy and education to contribute to safe patient environments;
5. Assimilate evidence in educating patients, families, and populations;

6. Include advocacy to discuss health-promotion policy changes;
7. Collaborate with other health care professionals to promote best care;
8. Disseminate health promotion information; and
9. Educate patients, families, and populations about risk-reduction and health promotion

Purpose:

1. This course is direct care MSN course and will be a mandatory course for all future program that are direct care programs and the students have to care for patients within healthcare systems.
2. This course assists the APRN to understand how patients learn information that facilitates change in healthcare behavior. It assists students to negotiate systems to obtain the resources the patient needs to improve healthcare outcomes.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Redman, B. K. (2009). *The practice of patient education: A case study approach*, 10th ed. Elsevier.

Hamric, A. B., Spross, J. A., & Hanson, C. M. (2009). *Advanced Practice Nursing, An Integrative Approach*. 4th Edition. Elsevier.

Selective articles:

Wittmann-Price, R. A., & Fasolka, B. (July 2010). Objectives and Outcomes: The Fundamental Difference. *Nursing Education Perspective*, 31(4), 233-236. doi: 10.1043/1536-5026-31.4.233

Wittmann-Price, R. A. & Fisher, K. M. (December, 2009). Patient Decision Aids: Tools for patients and professionals. *AJN*, 109(12), 60-64.

Wittmann-Price, R. A. & Bhattacharya, A. (July/Sept. 2008). Reexploring the subconcepts of the Wittmann-Price Theory of Emancipated Decision-making in Women's Healthcare. *Advances in Nursing Science*, 31(3), 225-236.

Wittmann-Price, R. A. (Fourth quarter 2006). Exploring the subconcepts of the Wittmann-Price Theory of Emancipated Decision-making in Women's Health Care. *Journal of Nursing Scholarship*. 38(4), 377-382.

Wittmann-Price, R. A. (January 2004). Emancipation in Decision-making in women's health care. *Journal of Advanced Nursing*, 47, 437-445.

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.)

This course discusses the advocacy, coaching, and teaching role of the APRN. It emphasizes decisional science theories that patients use to make healthcare choices. It discusses information patients need with specific diseases and student presentations expand that list by sharing resources with their peers.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Patient Education and Advocacy
Course Number: APRN 507
Credit Hours: (3)
Day and time: TBA
Location: TBA

Prerequisites: None
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course focuses on developing patient education skills to advocate for patients, families and populations. The learner will incorporate health literacy issues to determine appropriate technological and written tools for enhancing and extending patient learning. Competencies developed in this course will be utilized in other courses in the program, particularly in courses with a practicum component.

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

1. Discuss innovative technologies used for educative purposes;
2. Understand how education assists with risk-reduction;
3. Apply educational principles for health promotion and risk-reduction;
4. Use advocacy and education to contribute to safe patient environments;
5. Assimilate evidence in educating patients, families, and populations;
6. Include advocacy to discuss health-promotion policy changes;
7. Collaborate with other health care professionals to promote best care;
8. Disseminate health promotion information; and
9. Educate patients, families, and populations about risk-reduction and health promotion
- 10.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

Redman, B. K. (2009). *The practice of patient education: A case study approach*, 10th ed. Elsevier.

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Wittmann-Price, R. A., & Fasolka, B. (July 2010). Objectives and Outcomes: The Fundamental Difference. *Nursing Education Perspective*, 31(4), 233-236. doi: 10.1043/1536-5026-31.4.233

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Wittmann-Price, R. A. (2004). Emancipation in Decision-making in women's health care. *Journal of Advanced Nursing*, 47, 437-445.

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Develop a teaching plan	50%
Presentation of the teaching plan	50%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

Attendance Policy

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Graduate Student Handbook (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

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ACADEMIC INFORMATION

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If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

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instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity* and

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

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

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Direct clinical care of individuals and motivation to learn	Hamric, Spross, & Hanson Chapters 5 & 13 Redman Chapter 1	
2.	Coaching	Hamric, Spross, & Hanson Chapter	
3.	Consulting	Hamric, Spross, & Hanson Chapter	
4.	Decisional science	Selected articles	
5.	Developing objectives	Redman chapter 2	
6.	Evaluating education	Redman Chapter 3	
7.	Cancer	Redman Chapter 4	
8.	Cardiovascular	Redman Chapter 5	
9.	Diabetes	Redman Chapter 6	
10.	Childbearing family	Redman Chapter 7	
11.	Case reviews	Redman Chapters 8 & 9	
12.			Student presentations
13.			Student presentations
14.			Student presentations
Exam/Final Project			Teaching plan

GRADING RUBRIC

Teaching Plan – Develop a patient teaching plan using the international decision aid criteria IPDAS Checklist

Content	Answer
1. The decision aid describes the condition (health or other) related to the decision.	Yes

2. The decision aid describes the decision that needs to be considered (the index decision).	Yes
3. The decision aid lists the options (health care or other).	Yes
4. The decision aid describes what happens in the natural course of the condition (health or other) if no action is taken.	Yes
5. The decision aid has information about the procedures involved (e.g. what is done before, during, and after the health care option).	Yes
6. The decision aid has information about the positive features of the options (e.g. benefits, advantages).	Yes
7. The decision aid has information about negative features of the options (e.g. harms, side effects, disadvantages).	Yes
8. The information about outcomes of options (positive and negative) includes the chances they may happen.	NA
9. The decision aid has information about what the test is designed to measure.	NA
10. The decision aid describes possible next steps based on the test results.	NA
11. The decision aid has information about the chances of disease being found with and without screening.	NA
12. The decision aid has information about detection and treatment of disease that would never have caused problems if screening had not been done.	NA
13. The decision aid presents probabilities using event rates in a defined group of people for a specified time.	NA
14. The decision aid compares probabilities (e.g. chance of a disease, benefit, harm, or side effect) of options using the same denominator.	NA
15. The decision aid compares probabilities of options over the same period of time.	NA
16. The decision aid uses the same scales in diagrams comparing options.	NA
17. The decision aid asks people to think about which positive and negative features of the options matter most to them.	Yes
18. The decision aid makes it possible to compare the positive and negative features of the available options.	Yes
19. The decision aid shows the negative and positive features of the options with equal detail.	Yes
Development Process	Answer
20. Users (people who previously faced the decision) were asked what they need to prepare them to discuss a specific decision.	No
21. The decision aid was reviewed by people who previously faced the decision who were not involved in its development and field testing.	Yes
22. People who were facing the decision field tested the decision aid.	Yes
23. Field testing showed that the decision aid was acceptable to users (the general public & practitioners).	Yes
24. Field testing showed that people who were undecided felt that the information was presented in a balanced way.	Yes
25. The decision aid provides references to scientific evidence used.	Yes
26. The decision aid reports the date when it was last updated.	Yes
27. The decision aid reports whether authors of the decision aid or their affiliations stand to gain or lose by choices people make after using the decision aid.	Yes
28. The decision aid (or available technical document) reports readability levels.	Yes
Effectiveness	Answer
29. There is evidence that the decision aid (or one based on the same template) helps people know about the available options and their features.	Yes
30. There is evidence that the decision aid (or one based on the same template) improves the match between the features that matter most to the informed person and the option that is chosen.	Unknown

Presentation of Health care Policy to Peers

Directions: Using the scale below, please rank the communication technique

5 =	4 =	3 =	2 =	1 =
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

VERBAL COMMUNICATION TECHNIQUES					
1. Was the purpose of the communication presented initially (objectives provided)?	5	4	3	2	1
2. Did the communicator present information that was appropriate & relevant for the receiver?	5	4	3	2	1
3. Was the communicator clear and concise therefore using time appropriately?	5	4	3	2	1
4. Was the language appropriate for the receiver?	5	4	3	2	1
5. Was the communication gender neutral?	5	4	3	2	1
6. Was the communication culturally sensitive?	5	4	3	2	1
7. Did periods of silence demonstrate thoughtfulness about information?	5	4	3	2	1
8. Did the communicator present as knowledgeable and provide accurate, organized information?	5	4	3	2	1
9. Were questions dealt with appropriately (given thought, encouragement and answered accurately)?	5	4	3	2	1
10. Did the communicator indicate verbally that he/she was paying attention (actively listening) to the receiver(s) questions?	5	4	3	2	1
11. Did the communicator encourage the receiver(s) to participate in discussion?	5	4	3	2	1
12. Did the communicator appeal to multiple senses of the receiver by providing a variety of communication methods (handouts, visuals, auditory reinforcements) as appropriate?	5	4	3	2	1
13. Did the communicator provide professional (peer reviewed) references about the information presented?	5	4	3	2	1
NON VERBAL COMMUNICATION TECHNIQUES					
14. Did the communicator present a professional, positive self-image?	5	4	3	2	1
15. Did the communicator present in a relaxed and unhurried manner (ex: body posture)?	5	4	3	2	1
16. Did the communicator engage with the receiver(s) or audience (sensitive to receiver)?	5	4	3	2	1
17. Did the communicator demonstrate an open attitude (ex: did not cross arms, hurry or turn away, tone)?	5	4	3	2	1
18. Was the communicator demonstrating cultural awareness (ex: personal space, eye contact)?	5	4	3	2	1
19. Was non-verbal communication congruent with verbal communication?	5	4	3	2	1
20. Did the nonverbal cues convey appropriate control and status (command of subject without speaking "down" to receiver)?	5	4	3	2	1

Points attained: _____ **out of 100 possible = grade:** _____

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 601 Title Advanced Pathophysiology

Course Number: APRN 601

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2013

Date of School/Department approval August 16, 2011

Course Description:

This course examines physiologic and pathophysiologic responses to disease and injury, the effects of disease and injury on cell and system function, host defense responses, the maintenance of vital functions, and responses to stress across the life span.

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

1. Apply knowledge from the basic sciences to physiological effects of illness;
2. Understand the advanced practice nursing role in diagnosing conditions;
3. Use pathophysiological principles to promote quality care for patients across the lifespan;
4. Integrate evidence into understanding the holistic functioning of the human body;
5. Use healthcare technologies to better understand cellular functioning and epidemiology;

6. Use clinical findings for decision-making and application of interventions;
7. Collaborate with other scientists to understand disease prevention and health promotion;
8. Develop plans that integrate physiological knowledge into population health promotion;
and
9. Use knowledge to care for patients and families across the lifespan.

Purpose:

1. This course is direct care MSN course and will be a mandatory course for all future program that are direct care programs and the students have to care for patients within healthcare systems.
2. This course assists the APRN to understand in-depth pathophysiology.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

McCance, K., & Huether, S. (2009). *Pathophysiology: The Biologic Basis for Disease in Adults and Children*. St. Louis: Mosby. (ISBN 13: 978-0-323-06584-9)

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

This course discusses all body systems and metabolic functions in-depth.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Advanced Pathophysiology
Course Number: APRN 601
Credit Hours: (3)
Day and time: TBA
Location: TBA

Prerequisites: None
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course examines physiologic and pathophysiologic responses to disease and injury, the effects of disease and injury on cell and system function, host defense responses, the maintenance of vital functions, and responses to stress across the life span.

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5. Use healthcare technologies to better understand cellular functioning and epidemiology;
6. Use clinical findings for decision-making and application of interventions;
7. Collaborate with other scientists to understand disease prevention and health promotion;
8. Develop plans that integrate physiological knowledge into population health promotion;
and
9. Use knowledge to care for patients and families across the lifespan.
- 10.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

McCance, K., & Huether, S. (2009). *Pathophysiology: The Biologic Basis for Disease in Adults and Children*. St. Louis: Mosby. (ISBN 13: 978-0-323-06584-9)

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

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South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

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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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Cellular	McCance & Huether Chapters 1 & 2	
2.	Fluid & Electrolytes	McCance & Huether Chapter 3	1. Unit Exam
3.	Genetics	McCance & Huether Chapters 4 & 5	2. Unit Exam
4.	Immunology	McCance & Huether Chapters 6 - 10	3. Unit Exam
5.	Cancer	McCance & Huether Chapters 11 - 13	4. Unit Exam
6.	Neuro	McCance & Huether Chapters 14 - 19	5. Unit Exam
7.	Endocrine	McCance & Huether Chapters 20 -21	6. Unit Exam
8.	Reproductive	McCance & Huether Chapters 22 – 245	7. Unit Exam
9.	Hematological	McCance & Huether Chapters 25 - 28	8. Unit Exam
10.	Cardiovascular/ Lymphatic	McCance & Huether Chapters 29 - 31	9. Unit Exam
11.	Pulmonary	McCance & Huether Chapters 32 - 34	10. Unit Exam
12.	GU/GI	McCance & Huether Chapters 35 -40	11. Unit Exam
13.	Musculoskeletal/Integre mentary	McCance & Huether Chapters 41- 45	12. Unit Exam
14.	Multisystem failure	McCance & Huether Chapters 46 & 47	
Exam/Final Project			Comprehensive Exam

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 602 Title Advanced Pharmacology

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2013

Date of School/Department approval August 16, 2011

Course Description:

This course examines principles of pharmacotherapeutic decision-making with applications to the clinical management of patients with primary care health issues. This course expands the understanding of pharmacological affects, drug-to-drug interactions, patient teaching, adherence to medication regime, and the use of complementary and alternative medicine.

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

1. Apply knowledge from the basic sciences to pharmacological principles;
2. Understand the advanced practice nursing role in ensuring safe drug administration;
3. Deliver safe medication regimens that maximize therapeutic effects;
4. Disseminate clinical findings that contribute to safe medication administration;
5. Use healthcare technologies to ensure patient safety while delivery medication;
6. Use clinical findings to promote the most up-to-date medication protocols;
7. Communicate with other health care professionals about safe medication administration;
8. Assess patients for methods to promote health with non-pharmacological or complementary and alternative medicine interventions; and
9. Use knowledge of risk management to prescribe safe medication regimes.

Purpose:

1. This course is “core” MSN course and will be a mandatory course for all future program because it discusses the role of the Advanced Practice Registered Nurse.
2. This course meets the criteria for APRNs prescriptive privileges.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Required:

Edmunds, M. W. (2009). *Pharmacology for the primary care provider*. St Louis, MO: Mosby. (ISBN: 978-0-323-05131-6).

Turkoski, B. (2006). *Drug information handbook for advanced practice nursing*. Hudson, OH: Lexi-Comp. Current Edition.

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.)

This course discusses prescriptive authority of the APRN, all categories of drugs, dosages, side effects and alternative treatments.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title:	Advanced Pharmacology
Course Number:	APRN 602
Credit Hours:	(3)
Day and time:	TBA
Location:	TBA
Prerequisites:	None
Co-requisites:	None

Faculty:

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

This course examines principles of pharmacotherapeutic decision-making with applications to the clinical management of patients with primary care health issues. This course expands the understanding of pharmacological affects, drug-to-drug interactions, patient teaching, adherence to medication regime, and the use of complementary and alternative medicine.

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

1. Apply knowledge from the basic sciences to physiological effects of illness;
2. Understand the advanced practice nursing role in diagnosing conditions;
3. Use pathophysiological principles to promote quality care for patients across the lifespan;
4. Integrate evidence into understanding the holistic functioning of the human body;
5. Use healthcare technologies to better understand cellular functioning and epidemiology;
6. Use clinical findings for decision-making and application of interventions;
7. Collaborate with other scientists to understand disease prevention and health promotion;
8. Develop plans that integrate physiological knowledge into population health promotion;
and
9. Use knowledge to care for patients and families across the lifespan.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Edmunds, M. W. (2009). *Pharmacology for the primary care provider*. St Louis, MO: Mosby. (ISBN: 978-0-323-05131-6).

Turkoski, B. (2006). *Drug information handbook for advanced practice nursing*. Hudson, OH: Lexi-Comp. Current Edition.

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Graduate Student Handbook*

(*current edition*). When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (*Francis Marion University Student Handbook, current edition*). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog, the University Student Handbook, and the Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any

academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity* and

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Prescriptive authority	Edmunds Chapters 1-3, 7- 10	
2.	Special considerations	Edmunds Chapters 4-6	13. Unit Exam
3.	Topical	Edmunds Chapters 11-12	14. Unit Exam
4.	Respiratory	Edmunds Chapters 13-14	15. Unit Exam
5.	Cardiovascular	Edmunds Chapters 15-23	16. Unit Exam
6.	GI	Edmunds Chapters 24-29	17. Unit Exam
7.	GU	Edmunds Chapters 30-32	18. Unit Exam
8.	Musculoskeletal	Edmunds Chapters 33-38	19. Unit Exam
9.	Neuro	Edmunds Chapters 39-45	20. Unit Exam
10.	Psychotropic	Edmunds Chapters 46-49	21. Unit Exam
11.	Endocrine	Edmunds Chapters 50-52	22. Unit Exam
12.	Reproductive	Edmunds Chapters 53-55	23. Unit Exam
13.	Antiinfectious	Edmunds Chapters 56-68	24. Unit Exam
14.	Health promotion	Edmunds Chapters 69-74	
Exam/Final Project			Comprehensive Exam

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 603 Title Advanced Physical Assessment and Health
Promotion

Semester hours 4 Clock hours: Lecture 3 (On-line) 0 Laboratory 3

Prerequisites None

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 2 2013

Date of School/Department approval August 16, 2011

Course Description:

This course focuses on comprehensive physical assessment of primary care patients throughout the life span. The learning expectations will include knowledge acquisition about screening examinations recommended by the American Medical and Pediatric Associations.

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

1. Apply knowledge from the basic sciences to understand physiological changes that accompany health conditions;
2. Understand the advanced practice nursing role in role-modeling safe and effective patient assessment;
3. Develop assessment skills that increase the accuracy of planned interventions;
4. Integrate clinical evidence into the assessment process;
5. Document assessment finding using appropriate technology;
6. Understand the importance of teaching while assessing using current evidence;

7. Communicate assessment finding with other healthcare professionals;
8. Use a holistic approach when identifying a plan of care based on assessment date; and
9. Develop appropriate assessment skills for all patients across the lifespan.

Purpose:

1. This course is “core” MSN course and will be a mandatory course for all future program because it discusses the role of the Advanced Practice Registered Nurse.
2. This course facilitates the learning of advanced physical assessment skills that are needed by APRNs.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Rawles, Z. Griffiths, B., & Alexander, T. (2010). *Advanced Physical Examination Skills An Evidence Based Guide for Nurses & Non-Medical Prescribers*. Oxford University Press. (ISBN-13: 9780340967584).

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.)

This course facilitates the learning of advanced physical assessment skills that the APRN will use in primary care of patients. It will cover all the body systems and learning will be evaluated by objective testing and laboratory demonstration.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Advanced Physical Assessment and Health Promotion
Course Number: APRN 603
Credit Hours: (4:3-3) (45 hrs)
Day and time: TBA
Location: TBA

Prerequisites: None
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course focuses on comprehensive physical assessment of primary care patients throughout the life span. The learning expectations will include knowledge acquisition about screening examinations recommended by the American Medical and Pediatric Associations.

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

1. Apply knowledge from the basic sciences to understand physiological changes that accompany health conditions;
2. Understand the advanced practice nursing role in role-modeling safe and effective patient assessment;
3. Develop assessment skills that increase the accuracy of planned interventions;
4. Integrate clinical evidence into the assessment process;
5. Document assessment finding using appropriate technology;
6. Understand the importance of teaching while assessing using current evidence;
7. Communicate assessment finding with other healthcare professionals;
8. Use a holistic approach when identifying a plan of care based on assessment data; and
9. Develop appropriate assessment skills for all patients across the lifespan.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s): Required:

Rawles, Z. Griffiths, B., & Alexander, T. (2010). *Advanced Physical Examination Skills An Evidence Based Guide for Nurses & Non-Medical Prescribers*. Oxford University Press. (ISBN-13: 9780340967584).

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better. Both the didactic and the clinical portion of this course must be completed successfully in order to pass.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
Clinical component	P/F
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

Clinical Criteria

A student must receive a satisfactory rating in all aspects of laboratory work as indicated on the Graduate Clinical Evaluation Tool.

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The

instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog*, p. 199). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

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ACADEMIC INFORMATION

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Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity* and

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Interviewing Documentation	Rawles et al. Appropriate chapter for body system being studied	
2.	Skin	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
3.	Respiratory	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
4.	Gastrointestinal	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
5.	Hematology	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
6.	Endocrine	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
7.	GU	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
8.	Musculoskeletal	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
9.	Neuro	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
10.	Dermatology	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
11.	Ophthalmic	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
12.	ENT	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
13.	Psych	Rawles et al. Appropriate chapter for body system being studied	Unit Exam
14.	Case studies	Rawles et al. Appropriate chapter for body system being studied	
Exam/Final Project			Final check off

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 701 Title Primary Care of Adults

Semester hours 5 Clock hours: Lecture 2 (On-line) 0 Laboratory 9

Prerequisites APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, & 603

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2013

Date of School/Department approval August 16, 2011

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of adults;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for adult patients, families, and populations;
4. Appraise evidence for inclusion in the care of adults, families, and populations;

5. Use healthcare informatics as a documentation and resource for adult, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for adults, families, and populations; and
9. Function as a primary care provider for adults, families, and populations.

Purpose:

1. This course is the first of the “functional area content” for the FNP/ MSN and is a critical course in primary care of the adults. It has a didactic and a clinical component.
2. This course teaches the APRN primary care of the adult including all aspects of the nursing process: assessment, planning, intervention and evaluation.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

- Bakerman, S. (2002). *ABC's of laboratory data. 4th ed.* Scottsdale, AZ: Interpretive Laboratory Data, Inc. (ISBN 0945577079).
- Dunphy, L, Winland-Brown J., Porter B., Thomas D. *Primary Care The Art and Science of Advanced Practice Nursing.* F.A. Davis, Philadelphia; 2011. (ISBN 978-0-8036-2255-5)
- Goroll, A., Mulley, A. (2009). *Primary Care Medicine: Office evaluation and management of the adult patient (6th ed.).* Philadelphia: Lippincott Williams & Wilkins. (ISBN 978-0781775137).
- Leblond, R., Brown, D., DeGowin, R. (2008). *DeGowin's Diagnostic examination (9th ed.).* New York: MacMillian Co. (ISBN 978-0071478984).

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.)

This course facilitates the learning of diagnosing health issues of adult patients. It discusses diseases and healthcare issues of every body system that may present in primary care situations. The clinical component is 135 clinical hours and is a precepted experience to apply knowledge gained in the classroom.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title:	Primary Care of Adults
Course Number:	APRN 701
Credit Hours:	(5:2-9) (135 hours)
Day and time:	TBA
Location:	TBA
Prerequisites:	APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, & 603
Co-requisites:	None

Faculty:

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of adults;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for adult patients, families, and populations;
4. Appraise evidence for inclusion in the care of adults, families, and populations;
5. Use healthcare informatics as a documentation and resource for adult, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for adults, families, and populations; and
9. Function as a primary care provider for adults, families, and populations.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

Bakerman, S. (2002). *ABC's of laboratory data. 4th ed.* Scottsdale, AZ: Interpretive Laboratory Data, Inc. (ISBN 0945577079).

Dunphy L, Winland-Brown J., Porter B., Thomas D. *Primary Care The Art and Science of Advanced Practice Nursing.* F.A. Davis, Philadelphia; 2011. (ISBN 978-0-8036-2255-5)

Goroll, A., Mulley, A. (2009). *Primary Care Medicine: Office evaluation and management of the adult patient (6th ed.).* Philadelphia: Lippincott Williams & Wilkins. (ISBN 978-0781775137).

Leblond, R., Brown, D., DeGowin, R. (2008). *DeGowin's Diagnostic examination (9th ed.).* New York: MacMillian Co. (ISBN 978-0071478984).

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better. Both the didactic and the clinical portion of this course must be completed successfully in order to pass.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
Clinical component and case studies	P/F
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

Clinical Criteria

A student must receive a satisfactory rating in all aspects of clinical as indicated on the Graduate Clinical Evaluation Tool.

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog*, p. 199). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Graduate Student Handbook (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical

instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity and*

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

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

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

Clinical Information

Each student will contract with a primary care practitioner in the appropriate specialty for each semester. The student is responsible to share with their clinical preceptor their learning objectives for that course, and the clinical evaluation criteria. Students are responsible to schedule hours, and give those hours to the instructor who will be making site visits.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
3.	Primary care	Dunphy et al., Chapters 1-4 Goroll & Mulley, Chapters 1-2	
4.	Cardiovascular	Dunphy et al., Chapter 10 Goroll & Mulley, Chapters 1-2	Unit Exam
5.	Respiratory	Dunphy et al., Chapter 9 Goroll & Mulley, Chapter 4	Unit Exam
6.	Gastrointestinal	Dunphy et al., Chapter 11 Goroll & Mulley, Chapters 5	Unit Exam
7.	Hematology	Dunphy et al., Chapter 17 Goroll & Mulley, Chapters 6	Unit Exam
8.	Endocrine	Dunphy et al., Chapter 16 Goroll & Mulley, Chapters 7	Unit Exam
9.	GU	Dunphy et al., Chapter 12 Goroll & Mulley, Chapter 9	Unit Exam
10.	Musculoskeletal	Dunphy et al., Chapter 15 Goroll & Mulley, Chapter 10	Unit Exam
11.	Neuro	Dunphy et al., Chapter 6 Goroll & Mulley, Chapter 11	Unit Exam
12.	Dermatology	Dunphy et al., Chapter 7 Goroll & Mulley, Chapter 12	Unit Exam
13.	Ophthalmic	Goroll & Mulley, Chapter 13	Unit Exam
14.	ENT	Dunphy et al., Chapter 8 Goroll & Mulley, Chapters 14	Unit Exam
15.	Psych	Dunphy et al., Chapter 18 Goroll & Mulley, Chapter 15	Unit Exam
16.	Case studies		
Exam/Final Project			Comprehensive Exam

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 702 Title Primary Care of Infants, Children and Adolescents

Semester hours 4 Clock hours: Lecture 2 (On-line) 0 Laboratory 6

Prerequisites APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2014

Date of School/Department approval August 16, 2011

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of infants, children and adolescents;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for infants, children, adolescents families, and populations;

4. Appraise evidence for inclusion in the care of infants, children, adolescents, families, and populations;
5. Use healthcare informatics as a documentation and resource for infants, children, adolescents, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for infants, children, adolescents, families, and populations; and
9. Function as a primary care provider for infants, children, adolescents, families, and populations.

Purpose:

1. This course is the first of the “functional area content” for the FNP/ MSN and is a critical course in primary care of children. It has a didactic and a clinical component.
2. This course teaches the APRN primary care of children including all aspects of the nursing process: assessment, planning, intervention and evaluation.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Burns, C. E., Dunn, A. M., Brady, M. A., Starr, N. B., Blosser, C. (2009). *Pediatric Primary Care*, 4th Edition. St. Louis: Elsevier. (ISBN: 978-1-4160-4087-3).

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.)

This course facilitates the learning of diagnosing health issues of children and highlights health problems specific to pediatric patients at each developmental stage. The clinical component is 90 hours and is a precepted experience to apply knowledge gained in the classroom.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Primary Care of Infants, Children and Adolescents
Course Number: APRN 702
Credit Hours: (4:2-6) (90 hrs)
Day and time: TBA
Location: TBA

Prerequisites: APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of infants, children and adolescents;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for infants, children, adolescents families, and populations;
4. Appraise evidence for inclusion in the care of infants, children, adolescents, families, and populations;
5. Use healthcare informatics as a documentation and resource for infants, children, adolescents, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for infants, children, adolescents, families, and populations; and
9. Function as a primary care provider for infants, children, adolescents, families, and populations.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

Burns, C. E., Dunn, A. M., Brady, M. A., Starr, N. B., Blosser, C. (2009). *Pediatric Primary Care*, 4th Edition. St. Louis: Elsevier. (ISBN: 978-1-4160-4087-3).

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better. Both the didactic and the clinical portion of this course must be completed successfully in order to pass.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
Clinical component and case studies	P/F
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

Clinical Criteria

A student must receive a satisfactory rating in all aspects of clinical as indicated on the Graduate Clinical Evaluation Tool.

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during

regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog*, p. 199). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

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ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

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semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity and*

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

Clinical Information

Each student will contract with a primary care practitioner in the appropriate specialty for each semester. The student is responsible to share with their clinical preceptor their learning

objectives for that course, and the clinical evaluation criteria. Students are responsible to schedule hours, and give those hours to the instructor who will be making site visits.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Overview	Burns et al. Chapters 1-3	
2.	Developmentally appropriate care	Burns et al. Chapters 4-8	Unit Exam
3.	Nutrition and elimination	Burns et al. Chapters 11-13	Unit Exam
4.	Activities of daily living	Burns et al. Chapters 14, 15, 18 & 19	Unit Exam
5.	Cognition and coping	Burns et al. Chapters 16, 17, 20 & 21	Unit Exam
6.	Pain Immunization	Burns et al. Chapters 22 & 23	Unit Exam
7.	Endocrine Autoimmune	Burns et al. Chapters 24 & 25	Unit Exam
8.	Cardiovascular Hematology	Burns et al. Chapters 26 &	Unit Exam
9.	Respiratory Oral	Burns et al. Chapters 31 & 33	Unit Exam
10.	Neuro Musculoskeletal	Burns et al. Chapters 27 & 37	Unit Exam
11.	GI/GU	Burns et al. Chapters 32 , 34 & 35	Unit Exam
12.	Dermatology ENT	Burns et al. Chapters 28, 29 & 36	Unit Exam
13.	Injuries Genetics	Burns et al. Chapters 38, 39 & 40	Unit Exam
14.	Case studies		

Exam/Final Project			Comprehensive Exam
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FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 703 Title Primary Care of Women

Semester hours 2 Clock hours: Lecture 1 (On-line) 0 Laboratory 3

Prerequisites APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 1 2014

Date of School/Department approval August 16, 2011

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of women;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for women, families, and populations;
4. Appraise evidence for inclusion in the care of women, families, and populations;
5. Use healthcare informatics as a documentation and resource for women, family, and population care;

6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for women, families, and populations; and
9. Function as a primary care provider for women, families, and populations.

Purpose:

1. This course is the first of the “functional area content” for the FNP/ MSN and is a critical course in primary care of women. It has a didactic and a clinical component.
2. This course teaches the APRN primary care of women’s healthcare issues: Pre-conceptually, postpartum, pre and post menopausal including all aspects of the nursing process: assessment, planning, intervention and evaluation.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Hackley, B., Kriebs, J. M., & Rousseau, M. E. (2007). *Primary Care of Women: A Guide for Midwives and Women's Health Providers*. Jones & Bartlett Learning. (ISBN-13: 9780763716509).

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.)

This course facilitates the learning of diagnosing health issues of women and highlights health problems specific to women at each developmental stage. The clinical component is 45 hours and is a precepted experience to apply knowledge gained in the classroom. It will concentrate on GYN issues such as bladder, cervical, and ovarian disorders as well as breast health promotion.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title:	Primary Care of Women
Course Number:	APRN 703
Credit Hours:	(2:1-3) (45 hours)
Day and time:	TBA
Location:	TBA
Prerequisites:	APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701
Co-requisites:	None

Faculty:

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of women;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for women, families, and populations;
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8. Use skills as an advanced practice nurse for health promotion and disease prevention for women, families, and populations; and
9. Function as a primary care provider for women, families, and populations.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

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METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better. Both the didactic and the clinical portion of this course must be completed successfully in order to pass.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
Clinical component and case studies	P/F
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

Clinical Criteria

A student must receive a satisfactory rating in all aspects of clinical as indicated on the Graduate Clinical Evaluation Tool.

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The

instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

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ACADEMIC INFORMATION

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accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the ”Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity and*

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

Clinical Information

Each student will contract with a primary care practitioner in the appropriate specialty for each semester. The student is responsible to share with their clinical preceptor their learning

objectives for that course, and the clinical evaluation criteria. Students are responsible to schedule hours, and give those hours to the instructor who will be making site visits.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Screening	Hackley, Kriebs & Rousseau Chapter 2	
2.	Immunizations	Hackley, Kriebs & Rousseau Chapter 3	Unit Exam
3.	Antibiotics	Hackley, Kriebs & Rousseau Chapter 5	Unit Exam
4.	Obesity	Hackley, Kriebs & Rousseau Chapter 6	Unit Exam
5.	Violence	Hackley, Kriebs & Rousseau Chapter 7	Unit Exam
6.	Substance abuse Mental health	Hackley, Kriebs & Rousseau Chapters 8 & 9	Unit Exam
7.	Headache	Hackley, Kriebs & Rousseau Chapter 10	Unit Exam
8.	Cardiovascular Respiratory	Hackley, Kriebs & Rousseau Chapters 12 -14	Unit Exam
9.	Anemia Endocrine	Hackley, Kriebs & Rousseau Chapters 15 & 16	Unit Exam
10.	Bladder & reproductive problems	Hackley, Kriebs & Rousseau Chapter 18	Unit Exam
11.	Breast health	Hackley, Kriebs & Rousseau Chapter 19	Unit Exam
12.	Cervical and ovarian cancer	Hackley, Kriebs & Rousseau Chapter 20	Unit Exam
13.	Infectious diseases	Hackley, Kriebs & Rousseau Chapter 23	Unit Exam
14.			Case studies
Exam/Final			Comprehensive Exam

GRADING RUBRIC

Case Study

Section	Information to Include
Introduction (patient and problem) Presentation 10%	<ul style="list-style-type: none">• Explain who the patient is (Age, gender, etc.)• Explain what the problem is (What was he/she diagnosed with, or what happened?)• What was the presentation?
Pathophysiology 20%	<ul style="list-style-type: none">• Explain the disease (What are the symptoms? What causes it?)
History 10%	<ul style="list-style-type: none">• Explain what health problems the patient has (Has she/he been diagnosed with other diseases?)• Detail any and all previous treatments (Has she/he had any prior surgeries or is he/she on medication?)
Nursing Physical Assessment 10%	<ul style="list-style-type: none">• List all the patient's health stats in sentences with specific numbers/levels (Blood pressure, bowel sounds, ambulation, etc.)
Related Treatments 10%	<ul style="list-style-type: none">• Explain what treatments the patient is receiving because of his/her disease• Include CAM
Diagnosis 10%	<ul style="list-style-type: none">• Explain the evidence and the decision-making process
Interventions 10%	<ul style="list-style-type: none">• Explain how you will accomplish the patient's healthcare goals, and support this with citations
Evaluation 10%	<ul style="list-style-type: none">• Explain how effective the nursing intervention was .
Health Promotion 10%	<ul style="list-style-type: none">• Explain what the patient or nurse should do in the future to continue recovery/improvement and prevent relapse

- Use current evidence
- APA format

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 704 Title Primary Care of Geriatric Patients

Semester hours 2 Clock hours: Lecture 1 (On-line) 0 Laboratory 3

Prerequisites APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 2, 2014

Date of School/Department approval August 16, 2011

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of older adults;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for older adults, families, and populations;
4. Appraise evidence for inclusion in the care of older adults, families, and populations;

5. Use healthcare informatics as a documentation and resource for older adults, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for older adults, families, and populations; and
9. Function as a primary care provider for older adults, families, and populations.

Purpose:

1. This course is the first of the “functional area content” for the FNP/ MSN and is a critical course in primary care of geriatric patients. It has a didactic and a clinical component.
2. This course teaches the APRN primary care of patients with specific geriatric issues since our general population is aging and many older Americans are seen in primary care offices.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Ham, R. J., Sloane, P. D., Warshaw, G. A., Bernard, M. A., & Flaherty, E. (2009). *Primary Care Geriatrics: A Case-Based Approach*, 5th Edition: St. Louis: Mosby. (ISBN: 978-0-323-03930-7).

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

This course facilitates the learning of diagnosing health issues of geriatric patients and highlights health problems specific to the geriatric stage of life. The clinical component is 45 hours and is a precepted experience to apply knowledge gained in the classroom. It will concentrate on sensory and motor deficits, osteoporosis, and end of life care.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Primary Care of Geriatric Patients
Course Number: APRN 704
Credit Hours: (2:1-3) (45 hours)
Day and time: TBA
Location: TBA

Prerequisites: APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of older adults;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for older adults, families, and populations;
4. Appraise evidence for inclusion in the care of older adults, families, and populations;
5. Use healthcare informatics as a documentation and resource for older adults, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for older adults, families, and populations; and
9. Function as a primary care provider for older adults, families, and populations.

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Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

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METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better. Both the didactic and the clinical portion of this course must be completed successfully in order to pass.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
Clinical component and case studies	P/F
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

Clinical Criteria

A student must receive a satisfactory rating in all aspects of clinical as indicated on the Graduate Clinical Evaluation Tool.

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

Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory

attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Graduate Student Handbook (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University’s Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity and*

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

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Clinical Information

Each student will contract with a primary care practitioner in the appropriate specialty for each semester. The student is responsible to share with their clinical preceptor their learning objectives for that course, and the clinical evaluation criteria. Students are responsible to schedule hours, and give those hours to the instructor who will be making site visits.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Developmental care	Hamm et al., Chapters 1 - 4	
2.	Pharmacology	Hamm et al., Chapter 6	Unit Exam
3.	Cognition	Hamm et al., Chapters 15 -17	Unit Exam
4.	Mobility problems	Hamm et al., Chapters 18-21, 50	Unit Exam
5.	Sensory problems	Hamm et al., Chapters 24 & 25	Unit Exam
6.	Social issues	Hamm et al., Chapters 30 - 34	Unit Exam
7.	GI/GU	Hamm et al., Chapters 22, 23& 27	Unit Exam
8.	Pain perception Skin integrity	Hamm et al., Chapters 26, 28, 29 & 52	Unit Exam
9.	Cardiovascular	Hamm et al., Chapters 35 - 39	Unit Exam
10.	Endocrine	Hamm et al., Chapters 40 & 41	Unit Exam
11.	Osteoporosis	Hamm et al., Chapters 42 - 44	Unit Exam
12.	Respiratory	Hamm et al., Chapters 51 & 46	Unit Exam
13.	Prostate Cancer	Hamm et al., Chapters 45 & 49	Unit Exam
14.	Case studies		Case studies
Exam/Final Project			Comprehensive Exam

GRADING RUBRIC

Case Study

Section	Information to Include
Introduction (patient and problem) Presentation 10%	<ul style="list-style-type: none"> • Explain who the patient is (Age, gender, etc.) • Explain what the problem is (What was he/she diagnosed with, or what happened?)

	<ul style="list-style-type: none"> • What was the presentation?
Pathophysiology 20%	<ul style="list-style-type: none"> • Explain the disease (What are the symptoms? What causes it?)
History 10%	<ul style="list-style-type: none"> • Explain what health problems the patient has (Has she/he been diagnosed with other diseases?) • Detail any and all previous treatments (Has she/he had any prior surgeries or is he/she on medication?)
Nursing Physical Assessment 10%	<ul style="list-style-type: none"> • List all the patient's health stats in sentences with specific numbers/levels (Blood pressure, bowel sounds, ambulation, etc.)
Related Treatments 10%	<ul style="list-style-type: none"> • Explain what treatments the patient is receiving because of his/her disease • Include CAM
Diagnosis 10%	<ul style="list-style-type: none"> • Explain the evidence and the decision-making process
Interventions 10%	<ul style="list-style-type: none"> • Explain how you will accomplish the patient's healthcare goals, and support this with citations
Evaluation 10%	<ul style="list-style-type: none"> • Explain how effective the nursing intervention was .
Health Promotion 10%	<ul style="list-style-type: none"> • Explain what the patient or nurse should do in the future to continue recovery/improvement and prevent relapse

- Use current evidence
- APA format

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 705 Title Internship I

Semester hours 4 Clock hours: Lecture 1 (On-line) 0 Laboratory 9

Prerequisites APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, & 704

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Summer 1 or 2, 2014

Date of School/Department approval August 16, 2011

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of patients throughout the lifespan;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for patients, families, and populations with chronic conditions;
4. Appraise evidence for inclusion in the care of patients, families, and populations;

5. Use healthcare informatics as a documentation and resource for patients, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for patients, families, and populations; and
9. Function as a primary care provider for patients, families, and populations with chronic conditions.

Purpose:

1. This course is the first of the “functional area content” for the FNP/ MSN and is a critical course in primary care of adult patients. It has a didactic and an extensive clinical component.
2. This course teaches the APRN primary care of adult patients in the practice setting enhanced by an hour of class a week to review systems and discuss cases.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Cash, J. C., & Glass, C. A. (2010). Family Practice Guidelines, Second Edition . NYC: Springer. (ISBN-13: 9780826118127).

Leik, M. T. C. (2007). Family Nurse Practitioner Certification: Intensive Review. NYC: Springer. (ISBN-13: 978082610296)

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.)

This course facilitates the learning of total patient care for the adult patient. It provides the students with problem based learning in the form of case studies and a discusses every aspect of the advanced practice role in relation to each case. There is a full day in the clinical area each week to hone in on their advanced skills in diagnosing, decision-making, treating and evaluating patient care. This is the first of two intensive courses that are the cap stone of the program.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Internship I
Course Number: APRN 705
Credit Hours: (4:1-9) (135 hours)
Day and time: TBA
Location: TBA

Prerequisites: APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, & 704

Co-requisites: None

Faculty:

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of patients throughout the lifespan;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for patients, families, and populations with chronic conditions;
4. Appraise evidence for inclusion in the care of patients, families, and populations;
5. Use healthcare informatics as a documentation and resource for patients, family, and population care;
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7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for patients, families, and populations; and
9. Function as a primary care provider for patients, families, and populations with chronic conditions.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

Cash, J. C., & Glass, C. A. (2010). *Family Practice Guidelines, Second Edition*. NYC: Springer. (ISBN-13: 9780826118127).

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METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better. Both the didactic and the clinical portion of this course must be completed successfully in order to pass.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
Clinical component and case studies	P/F
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
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Rounding

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

Clinical Criteria

A student must receive a satisfactory rating in all aspects of clinical as indicated on the Graduate Clinical Evaluation Tool.

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

Attendance Policy

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog*, p. 199). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

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South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

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CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Orientation	<ul style="list-style-type: none">• Cash, & Glass• Leik	
2.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	Unit Exam
3.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
4.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
5.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	Unit Exam
6.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
7.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
8.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	Unit Exam
9.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
10.	Case study presentations	<ul style="list-style-type: none">• Cash, & Cash• Leik	
11.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	Unit Exam
12.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
13.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
14.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass	Unit Exam

		• Leik	
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GRADING RUBRIC

Case Study

Section	Information to Include
Introduction (patient and problem) Presentation 10%	<ul style="list-style-type: none"> • Explain who the patient is (Age, gender, etc.) • Explain what the problem is (What was he/she diagnosed with, or what happened?) • What was the presentation?
Pathophysiology 20%	<ul style="list-style-type: none"> • Explain the disease (What are the symptoms? What causes it?)
History 10%	<ul style="list-style-type: none"> • Explain what health problems the patient has (Has she/he been diagnosed with other diseases?) • Detail any and all previous treatments (Has she/he had any prior surgeries or is he/she on medication?)
Nursing Physical Assessment 10%	<ul style="list-style-type: none"> • List all the patient's health stats in sentences with specific numbers/levels (Blood pressure, bowel sounds, ambulation, etc.)
Related Treatments 10%	<ul style="list-style-type: none"> • Explain what treatments the patient is receiving because of his/her disease • Include CAM
Diagnosis 10%	<ul style="list-style-type: none"> • Explain the evidence and the decision-making process
Interventions 10%	<ul style="list-style-type: none"> • Explain how you will accomplish the patient's healthcare goals, and support this with citations
Evaluation 10%	<ul style="list-style-type: none"> • Explain how effective the nursing intervention was .
Health Promotion 10%	<ul style="list-style-type: none"> • Explain what the patient or nurse should do in the future to continue recovery/improvement and prevent relapse

- Use current evidence
- APA format

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 706 Title Internship II

Semester hours 4 Clock hours: Lecture 1 (On-line) 0 Laboratory 9

Prerequisites APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704, & 705

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall, 2014

Date of School/Department approval August 16, 2011

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of patients throughout the lifespan;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for patients, families, and populations with acute conditions;
4. Appraise evidence for inclusion in the care of patients, families, and populations;

5. Use healthcare informatics as a documentation and resource for patients, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for patients, families, and populations; and
9. Function as a primary care provider for patients, families, and populations with acute conditions.

Purpose:

1. This course is the first of the “functional area content” for the FNP/ MSN and is a critical course in primary care of adult patients. It has a didactic and an extensive clinical component.
2. This course teaches the APRN primary care of adult patients in the practice setting enhanced by an hour of class a week to discuss cases and how the APRN provides total patient care.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):

Required:

Cash, J. C., & Glass, C. A. (2010). Family Practice Guidelines, Second Edition . NYC: Springer. (ISBN-13: 9780826118127).

Leik, M. T. C. (2007). Family Nurse Practitioner Certification: Intensive Review. NYC: Springer. (ISBN-13: 978082610296)

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.)

This course facilitates the learning of total patient care for the adult patient. It provides the students with problem based learning in the form of case studies and a discusses every aspect of the advanced practice role in relation to each case. There is a full day in the clinical area each week to hone in on their advanced skills in diagnosing, decision-making, treating and evaluating patient care. This is the second of two intensive courses that are the cap stone of the program.

When completed, forward to the Office of the Provost.

9/03



Department of Nursing

Course Title: Internship II
Course Number: APRN 706
Credit Hours: (4:1-9) (135 hours)
Day and time: TBA
Location: TBA

Prerequisites: APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704, & 705

Co-requisites: None

Faculty:

Office Number:

Office Phone:

E-mail:

Office hours:

Course Description:

This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute healthcare conditions.

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

1. Integrate previous learned knowledge into clinical decision-making for the care of patients throughout the lifespan;
2. Develop leadership skills for system improvement;
3. Monitor practice for quality improvement and safety for patients, families, and populations with acute conditions;
4. Appraise evidence for inclusion in the care of patients, families, and populations;
5. Use healthcare informatics as a documentation and resource for patients, family, and population care;
6. Affect change in health care policies to encourage for health promotion and disease prevention;
7. Collaborate with other professionals for patient health promotion and disease prevention;
8. Use skills as an advanced practice nurse for health promotion and disease prevention for patients, families, and populations; and
9. Function as a primary care provider for patients, families, and populations with acute conditions.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions.

Textbook(s):**Required:**

Cash, J. C., & Glass, C. A. (2010). *Family Practice Guidelines, Second Edition*. NYC: Springer. (ISBN-13: 9780826118127).

Leik, M. T. C. (2007). *Family Nurse Practitioner Certification: Intensive Review*. NYC: Springer. (ISBN-13: 978082610296)

METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better. Both the didactic and the clinical portion of this course must be completed successfully in order to pass.

Classroom Evaluation Methods:

12 Unit exams	60%
Final Exam	40%
Clinical component and case studies	P/F
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

Clinical Criteria

A student must receive a satisfactory rating in all aspects of clinical as indicated on the Graduate Clinical Evaluation Tool.

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

Attendance Policy

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog*, p. 199). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Graduate Student Handbook (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical

instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity*.

Code of Ethics

The Department of Nursing subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Graduate Student Handbook (current edition): Academic Integrity* and

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

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

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

Clinical Information

Each student will contract with a primary care practitioner in the appropriate specialty for each semester. The student is responsible to share with their clinical preceptor their learning objectives for that course, and the clinical evaluation criteria. Students are responsible to schedule hours, and give those hours to the instructor who will be making site visits.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Orientation	<ul style="list-style-type: none">• Cash, & Glass• Leik	
2.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	Unit Exam
3.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
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13.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	
14.	Case study presentations	<ul style="list-style-type: none">• Cash, & Glass• Leik	Unit Exam

GRADING RUBRIC

Case Study

Section	Information to Include
Introduction (patient and problem) Presentation 10%	<ul style="list-style-type: none"> • Explain who the patient is (Age, gender, etc.) • Explain what the problem is (What was he/she diagnosed with, or what happened?) • What was the presentation?
Pathophysiology 20%	<ul style="list-style-type: none"> • Explain the disease (What are the symptoms? What causes it?)
History 10%	<ul style="list-style-type: none"> • Explain what health problems the patient has (Has she/he been diagnosed with other diseases?) • Detail any and all previous treatments (Has she/he had any prior surgeries or is he/she on medication?)
Nursing Physical Assessment 10%	<ul style="list-style-type: none"> • List all the patient's health stats in sentences with specific numbers/levels (Blood pressure, bowel sounds, ambulation, etc.)
Related Treatments 10%	<ul style="list-style-type: none"> • Explain what treatments the patient is receiving because of his/her disease • Include CAM
Diagnosis 10%	<ul style="list-style-type: none"> • Explain the evidence and the decision-making process
Interventions 10%	<ul style="list-style-type: none"> • Explain how you will accomplish the patient's healthcare goals, and support this with citations
Evaluation 10%	<ul style="list-style-type: none"> • Explain how effective the nursing intervention was .
Health Promotion 10%	<ul style="list-style-type: none"> • Explain what the patient or nurse should do in the future to continue recovery/improvement and prevent relapse

- Use current evidence
- APA format

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

Department/ School Nursing Date 8-15-11

Course No. or Level APRN 707 Title Clinical Decision-making and Ethics

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701

Enrollment expectation 20

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

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

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

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

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall, 2014

Date of School/Department approval August 16, 2011

Course Description:

This course focuses on care management related to algorithms, protocols, and best-practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

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

1. Apply knowledge from the basic sciences and liberal arts education to understand the multitude of aspects to consider in a shared decision-making role;
2. Demonstrate the advanced practice nurses' role as an advocate for shared decision-making;
3. Use appropriate clinical decision-making strategies to promote positive patient outcomes;
4. Integrate current evidence into clinical decision-making;
5. Use healthcare technologies to access evidence and clinical decisions-making tools;
6. Affect system policies that promote ethical and shared decision-making;
7. Collaborate with other healthcare professionals when making clinical decisions;

8. Develop patient-focus care that will increase health promotion; and
9. Use knowledge to care for patients and families holistically across the lifespan.

Purpose:

1. This course is the first of the “functional area content” for the FNP/ MSN and is a course that discusses ethical decision-making in relation to health care.
2. This course discusses ethical issues in relation to healthcare options made by patients using a shared-decision making theoretical foundation.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):

Required:

- DelMar, C. Doust, J. & Glasziou, P. P. (2006). *Clinical Thinking: Evidence, Communication and Decision-Making*. Blackwell Publishing. (ISBN: 978-0-7279-1741-6).
- Grace, P. (2009). *Nursing Ethics and Professional Responsibility In Advanced Practice 1st Edition*. St. Louis: Jones & Bartlett Learning. (ISBN-13: 9780763751104).

Selected Article:

Wittmann-Price, R. A. & Celia, L. M. (November, 2010). Exploring perceptions of “Do not resuscitate” and “Allowing natural death” among physicians and nurses. *Holistic Nursing Practice*, 24(6), 333-337.

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.)

This course discusses ethics in relation to decisional science and touches on topics such as end of life, interprofessional communication issues, and specific ethical concerns for patients at various life stages. **When completed, forward to the Office of the Provost.** 9/03



Department of Nursing

Course Title: Clinical Decision-making and Ethics
Course Number: APRN 707
Credit Hours: (3)
Day and time: TBA
Location: TBA

Prerequisites: APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701
Co-requisites: None

Faculty:

Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:

This course focuses on care management related to algorithms, protocols, and best-practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

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

1. Apply knowledge from the basic sciences and liberal arts education to understand the multitude of aspects to consider in a shared decision-making role;
2. Demonstrate the advanced practice nurses' role as an advocate for shared decision-making;
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7. Collaborate with other healthcare professionals when making clinical decisions;
8. Develop patient-focus care that will increase health promotion; and
9. Use knowledge to care for patients and families holistically across the lifespan.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

Textbook(s):

Required:

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METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Ethical decision-making paper	35%
Portfolio	30%
Ethical debate	35%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

Rounding

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

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

Attendance Policy

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students

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graduate academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

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<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009*).

<http://www.scstatehouse.gov/code/t40c033.htm>

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Clinical decision-making and ethics principles	DelMar, Doust, & Glasziou Chapter 1 Grace Chapters 1-2	
2.	Communication	DelMar, Doust, & Glasziou Chapter 2 Grace Chapter 3	
3.	Illness and wellness	DelMar, Doust, & Glasziou Chapter 3 Grace Chapters 4-6	
4.	Diagnosing	DelMar, Doust, & Glasziou Chapter 4 & 5	
5.	Decision-making	DelMar, Doust, & Glasziou Chapter 6	
6.	Monitoring & screening	DelMar, Doust, & Glasziou Chapters 7 & 8 Grace Chapter	
7.	Ethical issues for infants	Grace Chapter 7	
8.	Ethical issues for children	Grace Chapter 8	
9.	Ethical issues for women	Grace Chapter 9	
10.	Ethical issues for adults	Grace Chapter 10	
11.	Ethical issues for mental health patients	Grace Chapter 11	Ethical Issues Paper due (1-9)
12.	Ethical issues for end of life	Grace Chapter 13 Wittmann-Price & Celia	
13.			Debates (1-9)

14.			Debates
15.			Portfolios Due (1-9)

GRADING RUBRICS

Debate Format and Grading

- A. Each debate will have three to five presenters
- B. In true debate format participants need to know (have researched) both sides of the debate question and are assigned to a side randomly before the debate begins (for purposes of a classroom debate we can choose sides prior to keep the workload reasonable but debaters & moderator must have knowledge of entire issue)
 - 1. use books, journals, studies and other authoritative sources as evidence
 - 2. use separate note cards or sheets of paper for each main idea, argument or topic
 - 3. make notes on oppositions most likely arguments and have the counter argument ready
 - 4. work closely with your partner
 - 5. finally, decide on the major issues and select the best evidence to support your argument
- C. Affirmative speakers begin the debate
- D. State your evidence and issues in “constructive speech” form
- E. REMEMBER: You do not have to personally believe your viewpoint but you must convince the audience that you do

Time Frame

- A. Each debate will take from 30 to 50 minutes
- B. The moderator will have five minutes to introduce the topic and debaters
- C. The 1st affirmative speaker will have 10 minutes to present his/her view
- D. The 1st negative speaker will have 10 minutes to present his/her view
- E. The 2nd affirmative speaker will have 10 minutes to present a rebuttal
- F. The 2nd negative speaker will have 10 minutes to present a rebuttal
- G. The moderator will have 5-7 minutes to summarize the topic and then open it up to the audience and direct the questioning

Roles

Moderator	Introduces topic Monitors time Regulates order of debate Directs questions to appropriate speaker if not specified by audience Summarizes issues
Affirmative Speaker #1	Researches and discusses the positive (pro) side of the argument Persuades the audience in his/her favor, defines terms, gives reasons to support his/her position and summarizes important points
Negative Speaker #1	Researches and discusses the negative (con) side of the argument Refutes what has been said and redefines terms
Affirmative Speaker #2 (Rebuttal Speaker)	Responds to opposing arguments and reinforces own teams viewpoints Rebuttal speakers cannot add new information to support the issue
Negative Speaker #2 (Rebuttal Speaker)	Responds to opposing arguments and reinforces own teams viewpoints Rebuttal speakers cannot add new information to support the issue

Rules and Pointers

- A. Keep position clear, concise and simple
- B. A position cannot be revised once stated
- C. if an assertion is made it must be backed with facts or reason
- D. Facts must be correct
- E. Opponents arguments must be correctly restated
- F. Only one person can speak at a time
- G. The moderator will time each speaker notifying them when to start and when to end

Team Responsibilities

- A. Affirmative Side
 1. Use logic, arguments, and evidence to successfully prove stock issues
 2. Stock issues: (failure in one stock argument could forfeit a debate)
 - a. Significance – there is a significant problem in the present system
 - b. Inherency – the problem is central or inherent to the present system
 - c. Solvency – you have a feasible plan to solve the problem
 - d. Advantages – your plan has major advantages over the present system
 - e. Topicality – you have responded to the problem as it was presented and answered all opposing arguments
- B. Negative Side – prove the affirmative side wrong, inadequate, or insufficient on its efforts to prove at least one of the stock issues
 1. When opposing team is speaking jot down key words or phrases that will direct your argument and evidence for your rebuttal speech
 2. You will have limited time (10 minutes) to prepare your rebuttal speech
 3. Respond to all the arguments with counterarguments, restate the major issues
- C. Rebuttal team members – destroy or deny the arguments of the other side by pointing out errors or flawed reasoning
 1. Be thorough enough so you have a clear understanding of both sides
 2. Use the most persuasive evidence to support your case
 3. Do not exaggerate it will weaken your case

4. Point out holes in your opponents arguments
5. Expose errors especially cause and effect conclusions

VIII. Judging a Debate

DECISIONS SHOULD BE BASED ON:	DECISIONS SHOULD NOT BE BASED ON:	A TEAM SHOULD BE PENALIZED FOR:
Skill in analysis- analysis of the question and of the progress of the debate	Merit of the question – should not be influenced in favor or not of question	Unfair interpretation – the issue is interpreted illogically
Use of evidence – references	Partiality – reputation of either team	Discourtesy – unacceptable
Validity of argument – reasoning & conclusions drawn from evidence	Preconceived notions of arguments – own ideas influence decision	Falsification of evidence – loss points for falsifying evidence
Clarity of organization – clear outlining of constructive arguments & easy to follow flow of material	Personal preferences on debating style – style should be based on effectiveness	Misconstruing opponents argument – unintentionally misconstrued arguments should be penalized if intentionally seriously penalized
Effectiveness of delivery – oral presentation and special emphasize		Introducing new argument into rebuttal – new evidence is OK but not different issues
		Speaking overtime – disregard anything after closing time

XIV. Burden of Proof

- A. The affirmative carries the burden of proof for the question or proposal
- B. The negative side carries the burden of proof for the counter-proposal
- C. Both teams carry the burden of rebuttal

Debate Grading Criteria

- | | | |
|----|--|-------------|
| 1. | Was the merit of the question well presented? | 20% |
| 2. | Were facts used to support the argument? | 20% |
| | A. Affirmative speakers | |
| | B. Negative speakers | |
| 3. | Were the arguments clear? | 15% |
| | A. Affirmative speakers | |
| | B. Negative speaker | |
| 4. | Were the arguments logical? | 15% |
| | A. Affirmative speakers | |
| | B. Negative speaker | |
| 5. | Were the arguments persuasive? | 15% |
| | A. Affirmative speakers | |
| | B. Negative speaker | |
| 6. | Were presenters appropriately kept “on track”? | <u>15%</u> |
| | TOTAL | 100% |

Professional portfolio grading criteria divided into possible points:

- | | | |
|----|---|-----|
| 1. | Portfolio contains all traditional documents: Resume & objectives | 20% |
| 2. | Portfolio arranged as an orderly sequence | 15% |

3.	Portfolio presented in a neat and professional manner	10%
4.	A suitable container to store and display artifacts is utilized	10%
5.	Portfolio provides evidence of confidence	20%
6.	Portfolio displays best accomplishments	15%
7.	Portfolio demonstrates individuality and creativity	<u>10%</u>
	TOTAL	100%

Ethics Paper

Choose an issue you have observed in clinical practice. Choose and use an ethical argument to defend the healthcare interventions that were done or should not have been done. This will be a written paper (4- 8 pages) to accomplish a number of learning objectives including:

- ❖ Using APA format 10%
- ❖ Organizing abstract thinking processes 40%
- ❖ Developing skill in searching peer reviewed articles 20%
- ❖ Relating theory to your clinical practice 30%

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

Department/School Psychology Date March 8, 2011

Course No. or Level 609 Title Consultation with Diverse Families and Communities

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites

Enrollment expectation 10

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

modification

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

substitute EDUC 620

(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: Crystal R. Hill-Chapman, PhD

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation Fall 2012

Date of School/Department approval

Catalog description:

The purpose of this course is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. In addition, students will be introduced to multicultural issues involved in working with families, schools, and communities. The course will emphasize both the cultural components and the social/political nature of several social groups in the United States as based on race, ethnicity, religion, sexual orientation, and social class. The process of becoming an effective multicultural school psychologist in terms of becoming more aware of the values and customs of persons from other cultural groups will be emphasized. Self-awareness of one's perceptions, preconceptions, expectations, and behaviors towards various social groups, including one's own groups, will be included. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. Finally, students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

Teaching method planned: Lecture, Seminar, Case Study

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

Required Texts:

Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN 9781412959025

Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing. ISBN 9781598571639

Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications. ISBN 9781412994583

Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications. ISBN 9781412905848

Recommended Texts:

Epstein, J., L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. (2nd ed). Boulder, CO: Westview Press. ISBN 9780813344478

Grant, K. B., & Ray, J. A. (2009). *Home, School, and Community Collaboration: Culturally Responsive Family Involvement*. Thousand Oaks, CA: Sage Publications. ISBN 9781412954747

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.), (2005). *Ethnicity and Family Therapy* (3rd ed.). New York: Guilford Press. ISBN 9781593850203

Media

Bowenian theory:

"Bowenian Therapy" with Philip Guerin

Media Center - Videocassette VHS

[RC488.5 .B681 1998x](#)

Strategic Theory:

"Strategic Therapy" with James Coyne

Media Center - Videocassette VHS

[RC489.S76 S7731 1998x](#)

Structural Theory:

"A House Divided" with Harry Aponte

Media Center - Videocassette VHS

[RC488.5 .H66 1990x](#)

"Tres Madres" with Harry Aponte

Media Center - Videocassette VHS

[RC488.5 .H661 1990x](#)

Cognitive-Behavioral Therapy:

"Treating Difficult Couples" with Doug Snyder

Media Center - DVD

[RC488.5 .T681 2005x](#)

"Integrating Acceptance and Change" with Neil Jacobson

Media Center - Videocassette VHS

[RC488.5 .I584 1992x](#)

"Cognitive-Behavioral Couples Therapy" with Art Freeman

Media Center - Videocassette VHS

[RC488.5 .C631 2004x](#)

Parent Management Training:

"Managing the Defiant Child" with Russell Barkley

Media Center - DVD (with Booklet)

[RJ506.066 .M361 2006x](#)

"Parent-Child Interaction Therapy" with Cheryl Bodiford McNeil
Media Center – DVD [RJ505.P37 .P374 2008x](#)

Experiential Theory:

"Emotionally Focused Couples Therapy" with Sue Johnson
Media Center - Videocassette VHS [RC488.5 .E467 2001x](#)

"A Different Kind of Caring" with Carl Whitaker (*note: The quality of this video is very poor.*)
Media Center - Videocassette VHS [RC488.5 .D54 1986x](#)

Adolescent Family Therapy:

"Adolescent Family Therapy" with Janet Sasson Edgette
Media Center - Videocassette VHS [RJ505 .A371 2001x](#)

Divorce:

"Integration after Remarriage" with Emily and John Visher
Media Center - Videocassette VHS [RC488.5 .I67 1993x](#)

When completed, forward to the Office of the Provost.

9/03

PSYC 609: Consultation with Diverse Families and Communities

Instructor: Dr. Crystal Reneé Hill-Chapman **Phone:** (843) 661-1721
Office: CEMC 109I, RCC 104 **E-mail:** chillchapman@fmarion.edu
Office Hours: T – TH 1- 4 p.m.

Description:

The purpose of this class is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. In addition, students will be introduced to multicultural issues involved in working with families, schools, and communities. The course will emphasize both the cultural components and the social/political nature of several social groups in the United States as based on race, ethnicity, religion, sexual orientation, and social class. The process of becoming an effective multicultural school psychologist in terms of becoming more aware of the values and customs of persons from other cultural groups will be emphasized. Self-awareness of one's perceptions, preconceptions, expectations, and behaviors towards various social groups, including one's own groups, will be included. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. Finally, students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

Goals:

By the end of this course, you should be able to:

1. Demonstrate sensitivity, tolerance, and cultural competence in work and interactions with individuals of diverse backgrounds and experiences (2.5).
2. Demonstrate understanding of how families are situated within a larger socio-political-cultural context that includes social oppression, class issues, and issues in cultural identity (2.5).
3. Articulate scientifically supported models of family systems (2.8).
4. Articulate methods to involve families in education and mental health services (2.8).
5. Develop and implement interventions that involve families and community resources to promote prevention of problems and insure behavioral and social-emotional development of academic success (2.8).
6. Articulate methods to integrate school and community resources into comprehensive, wrap-around services for severely challenged children and youth. (2.8).
7. Employ technology and information sources only in ways that enhance the quality of services and the well-being of children, youth, families and communities (2.11).
8. Work clinically with families and children from a variety of backgrounds (i.e., Hispanic/Latino, Black, Children of Poverty, etc.) (2.5).

Required Texts:

- Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.). Thousand Oaks, CA: Sage Publications. ISBN 9781412959025
- Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing. ISBN 9781598571639

Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications. ISBN 9781412994583

Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications. ISBN 9781412905848

Recommended Texts:

Epstein, J., L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. (2nd ed). Boulder, CO: Westview Press. ISBN 9780813344478

Grant, K. B., & Ray, J. A. (2009). *Home, School, and Community Collaboration: Culturally Responsive Family Involvement*. Thousand Oaks, CA: Sage Publications. ISBN 9781412954747

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.), (2005). *Ethnicity and Family Therapy* (3rd ed.). New York: Guilford Press. ISBN 9781593850203

Requirements:

(10%) Participation. Much of your time spent in this class will involve interaction and discussion. I expect you to come to class prepared to actively participate and will grade you according to your effort in this area. You will be asked to choose one case study during the course of the class and to lead the discussion on the case study. You should give your own view on the best way to handle the situation. We will present one case study per week. All will be required to read the assigned case studies, but only one student has to give classmates a handout of answers to your chosen case study.

(20%) Parent Event Planning. This project allows you to plan a parent event around the concerns of the community (i.e., math, literacy, grandparents as parents, homework help, etc.). You are to:

1. Design a web-based workshop related to family-school partnerships for a PTA audience. Identify the learning objectives of the workshop.
2. Develop a sequence of practical strategies for recruiting, supporting, and satisfying parents during a 1 – 2 hour parent event. Find appropriate ways to marshal resources and impact parent support of their children's schooling.
3. Pilot the workshop from at least two to three parents and document their feedback.
4. Give an analysis of the strengths and challenges in the event and report new learning in the form of discussion.

(20%) Analysis of Videos from Master Therapists. You will be asked to analyze videos from master therapists. You are to view the videos prior to coming to class. Answer the questions below for each video and turn in the answers by the due dates. The analysis of the master therapist's style, technique and your analysis and personal reflections on the therapist's work with clients is a major part of your grade.

All family therapies in the systemic and cognitive-behavioral traditions seek to restructure meanings and beliefs of clients and work to alter client interactions or use directed behavior change methods. Some models use change in meanings more than directed behavior change but all family therapies use these methods to different extents.

1. In what ways does the therapist in the video move to shift the meanings and beliefs of the clients? Cite two or more examples. Be specific and use the actual words and dialogue of the client and therapist to illustrate your examples.

2. In what ways does the therapist in the video attempt to stabilize, normalize, and create acceptance in clients as methods of solving the concerns of clients. Cite one or more examples in detail where you witnessed this strategy.
3. In what ways does the therapist seek to restructure client interactions or direct the client to change their behavior? Cite three or more examples. Be specific and use the actual words and dialogue of the client and therapist to illustrate your examples.
4. How effective was the therapist's interventions into the meanings and directed behavior change? Were you convinced that these methods were working?
5. From your knowledge of the readings about this model, what other strategies or techniques not used in the video might have worked with this client. Cite one example in detail.
6. How do you think race and ethnicity may have been influencing the rapport and success of the interventions with the client on the video? Do you think the therapist was aware of the race and ethnicity of the client and made acknowledged this area enough in their work with the clients? Cite two or more examples of how the therapist may have matched therapeutic interventions and style to the culture, ethnicity and belief systems of the client?
7. Family therapists believe in taking the larger systems and ecology of families into consideration during their work with clients. Cite two or more examples from the video on how the therapist may have considered the larger ecology during their conversation and interventions with the client?
8. In general, what did you think of the therapist's style in the video? Did you feel personally attracted to this therapist's style? Why or why not?
9. What type of personal reactions did the clients or the therapist in the video create in you? How is it that you reacted to the video situation in this way? Be self-reflexive and specific in your examples.

(30%) Student Teaching. Students will be responsible for teaching course material on three separate occasions. Students will be asked to choose a culturally diverse group, a religiously diverse group, as well as a family therapy theoretical orientation. Students will then engage the class in a discussion of the material. Students will have 30-45 minutes to present the material and engage the class in a discussion.

As a teacher, the student's primary tasks are to:

1. Convey the important concepts during the class meeting and elicit student participation;
2. Integrate material from the first half of the semester into your teaching (please make specific reference to articles and book chapters that we have read);
3. Present information about diversity issues in relation to the particular therapeutic approach that you are discussing;
4. Have prepared at least 5 relevant, thought-provoking discussion questions to present to the class in order to facilitate discussion.

(10%) Family of Origin Project. The personal development of school personnel has long been a concern for those working in education. Commitment to enhancing self-awareness is predicated on the belief that effectiveness is significantly increased by the ability to deal effectively with personal and interpersonal issues that might otherwise inhibit effectiveness. Some research shows that students cannot progress to levels of psychological and emotional health that are higher than those who work with them. Currently, greater emphasis is being placed on the relationship to the families of origin as critical elements in personal development.

If you have any questions or concerns about this assignment, please speak with me. The intention of this assignment is for you to explore your own family story and to recognize that diverse family stories come together in schools. You will be working with diverse families and this assignment empowers you by offering a positive orientation toward learning.

Your family story should include the following elements:

1. Interviews with your parents, siblings, grandparents, and great-grandparents.
Note: Interviews with grandparents about their parents and siblings are strongly encouraged. Interviews may take place face to face, by telephone, by letter, or by a structured questionnaire of your own design.
2. A three-generation genogram – you may want to develop this genogram after you interview your own family. The genogram should depict births, deaths, marriages, divorces, educational achievement, and occupations. You may include or note other

- information (e.g., medical conditions, sexual orientation, religious affiliations, etc. It is better to focus on the insights you are gaining about yourself than on the technicalities involved in creating a genogram. Include a short narrative if there is anything about the genogram that is not visually clear and needs explanation.
3. Ecomap. You will complete an ecomap on your family. The Hartman article describes ecomaps. We will also discuss ecomaps in class. Include a narrative up to one page long describing the process of completing the ecomap.
 4. Details of family myths, secrets, and rules and how these affect your current perceptions about the world.
 5. Family photographs, excerpts from diaries, copies of pages from the family bible or other sources documenting the family story as appropriate for you.
 6. Some discussion of how your family of origin experience currently affects you, your spouse/partner, and children as appropriate for you.
 7. An analysis of how the family viewed education, teachers, and school. How did your family view arithmetic? Writing? Reading? Athletics? Teacher Authority? School as a community? Diverse of different groups within the school? How has that influenced your view about education, school, and your future working within schools?
 8. An analysis of what you might need to understand better about yourself and what you might change if you are going to work effectively with diverse families in a school setting.

(10%) Fictional Family Case Study. This paper is designed to provide you with an opportunity to apply the concepts learned in the course to the act of understanding a fictional family. You must specify the movie/video of the film family you have chosen. It is okay to watch a movie with other classmates – just be sure that you write your own summary in your own words of your own impressions.

The paper should describe the family in terms of the following key concepts and issues, and must be organized with the following headings, and in the following order:

1. Family Organization

- (a) Who is in the family? What are their roles (mother, father, spouse, sister, great-aunt, etc.) and approximate ages?
- (b) How clear are the roles and responsibilities of family members? Do some members play roles inappropriate to their age, development, and position in the family?
- (c) What are the subsystems of the family? Who is in which subsystems? How permeable are boundaries between subsystems? What changes the permeability, if anything?
- (d) What is the nature of the family's relationships and boundaries with larger systems schools, workplaces, religious institutions, state agencies such as child welfare, the courts and legal system, medical systems, etc? You need only describe those with which the family has had contact. What events in the life of the family have changed the permeability of their boundaries and level of involvement with larger systems, if any?
- (e) Who has the most power in this family and in what contexts/activities? (Remember that different family members may have more or less power than others in different contexts and for different tasks/activities).
- (f) What is the nature of the hierarchy among members? How is this hierarchy maintained?
- (g) Who is closest to whom, and in what contexts/activities? Who is more distant to whom, in what contexts/activities? How has degree of closeness between particular members changed over time, and why? How do members feel about the degree of their closeness to other members or persons outside the family? (Note: You may include non-family members whom are involved with family members in this part of the description.)
- (h) Describe at least one triangle in this family.
- (i) How well differentiated are the adult members from their families of origin?

2. Family Culture

- (a) What are the family members' ethnic backgrounds, races, social classes, genders, sexual orientations, and geographic region (in US) and countries of origin?

- (b) If members of the family are first generation in this country (immigrated to this country), what impact has the immigration had on them and on the family as a whole?
- (c) How do these aspects of identity shape interactions in the family? For instance, if there are differences between members on these aspects of identity (skin color, social class, sexual orientation), how are these handled? What impact do these differences have for the degree of closeness/distance and power relationships among family members?
- (d) How do these aspects of identity affect the types of experiences the family has had in the world, including experiences of privilege and experiences of oppression?
- (e) Describe at least one family ritual and its meaning to the family.
- (f) How does the family's culture affect the nature of their relationship and boundaries with their community, and with persons of cultures different from their own?

3. Family Development

- (a) Where is this family as a whole on its relevant version of the "family life cycle"? In other words, what are the goals this family holds for itself and where are they along the pathway to achieving these? Also, where are they along the life cycle in terms of events that may not be goals per se but are common or inevitable aspects of life (ex: death of a family member)?
- (b) How satisfied are members with their place on this lifecycle?
- (c) Where are individual members in terms of their respective developmental timelines and goals/paths?
- (d) How satisfied are the members with their place on their respective developmental timelines?
- (e) What have been the greatest challenges for this family in terms of their development along a life cycle? What have been the blocks or impediments to achieving family and individual goals? How have members handled/adapted to these blocks?

4. Family Affect and Communication

- (a) How clear is the communication among family members?
- (b) What is the general quality of family communication (lighthearted, aggressive, empathic) and how does this vary across subsystems and family tasks?
- (c) What style(s) of problem discussion and problem solving do members use, particularly the adult members?
- (d) How effective is the family in solving problems?
- (e) How emotionally expressive are family members?
- (f) Are there particular emotions that seem to characterize the family "climate" much of the time (happy, excitable, depressed, annoyed, cynical)? How do different members relate to this overall family emotional climate? What events or interactions change the emotional climate, how, and in what ways? How does the family regulate its emotional climate?

5. Family Problems

- (a) Describe one problem with which the family has struggled. The problem could be in any of the aspects of family life you have already described (in terms of organization, development, culture, communication, affect), or could be something else.
- (b) Provide a detailed "video description" of the problem (the sequence of events and interactions that surround the problem).
- (c) What has the family done so far to try to solve the problem? What has worked and what has not?

6. Family Strengths

- (a) List at least three positive qualities of the family as a whole. Give examples of each strength.

Grading Scale:

A	93-100
B+	90-92
B	85-89
C+	82-84
C	77-81

D	70-76
F	<76

Course Schedule

Week 1 – Introduction

NASP Domain 2.8

- Chapter 1 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.
- Chapter 1 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 2 – Home, School, & Community Collaboration

NASP Domain 2.8

- CASE STUDY:** Mayer, E. (2005). [After School for Cindy: Family, School, and Community Roles in Out-of-School Time Teaching Case](#). Cambridge, MA: Harvard Family Research Project.
- Epstein, J. L. (1995). School/family/community partnerships. Caring for the children we share. *Phi Delta Kappan*, 76(9), 701–713.
- Kumpfer, K. L., & Alvarado, R. (1998). *Effective family strengthening interventions* (Juvenile Justice Bulletin, Family Strengthening Series). Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.
- Chapters 1, 2, & 3 - Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.) Thousand Oaks, CA: Sage Publications.

Week 3 – Family Involvement

NASP Domain 2.5

- CASE STUDY:** Hurtig, J. (2004). [Parents write their worlds: A parent involvement program bridging urban schools and families](#). Cambridge, MA: Harvard Family Research Project.
- Gordon, D. A. (2000). Parent training via CD-ROM: Using technology to disseminate effective prevention practices. *Journal of Primary Prevention*, 21(2), 227–252.
- Sanders, M. R., Turner, K. M. T., & Markie-Dadds, C. (2003). The Development of the Triple P-Positive Parenting Program: A multilevel, evidence-based system of parenting and family support. *Prevention Science*, 3(3), 173-189.
- Webster-Stratton, C., & Hammond, M. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology*, 65(1), 93–109.
- Chapters 4, 5, 9, & 10 - Epstein, J. L., et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action*. (3rd ed.) Thousand Oaks, CA: Sage Publications.

Week 4 – Ecology of Families

NASP Domain 2.5

- CASE STUDY:** Kreider, H. (1999). [Tim Kelly: A School Responds to a Family in Need](#). Cambridge, MA: Harvard Family Research Project.
- Reid, W.J. (1993). Fitting the single-system design to family treatment. *Journal of Social Service Research*, 18, (1/2), 83-99.
- Kroeger, J (2005). Social heteroglossia: The contentious practice or potential place of middle class parents in home-school relations. *The Urban Review*, 3(1), 1–30.
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185–204.
- Schnitzer, P.K. (1996). "They don't come in!" Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry*, 66(4), 572-582.

School programs and practices for homeless students. ERIC Clearinghouse on Urban Education Digest No. 105.

Chapter 2 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 2 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 5 – Structurally-Diverse Families

NASP Domain 2.5

CASE STUDY: Vaughn, P. (2003). [Can we talk about family?](#) Cambridge, MA: Harvard Family Research Project.

Silverstein, L. B., & Auerbach, C. F. (1999). Deconstructing the essential father. *American Psychologist*, 54(6), 397–407.

Hetherington, E. M., Bridges, M., & Insabella, G. M. (1998). What matters? What does not? Five perspectives on the association between marital transitions and children's adjustment. *American Psychologist*, 53, 167–184.

Birkmayer, J., Cohen, J. Doran, I., Variano, D. (2005). Supporting grandparents who raise grandchildren. *Young Children* May.

Chapter 12 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 12 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 6 – Families Overcoming Obstacles

NASP Domain 2.5

CASE STUDY: McCown, C. [School won't let mom talk about her casino job.](#) Harvard Family Research Project, Cambridge, MA.

Egeland, B., & Erickson, M. F. (1990). Rising above the past: Strategies for helping new mothers break the cycle of abuse and neglect. *Zero to Three*, 11(2), 29–35.

Chapter 13 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 13 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 7 – Ethnicity and Family Life

NASP Domain 2.8

CASE STUDY: Hannum, A. B. (2001). [What words don't say.](#) Harvard Family Research Project, Cambridge, MA.

Family diversity in urban schools. ERIC Clearinghouse on Urban Education Digest No. 148.
www.ericdigests.org/2000-2/urban.htm

Chapters 1, 2, & 3 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Chapter 3 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 3 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Week 8 – Ethnicity and Family Life

NASP Domain 2.5

CASE STUDY: Moss, M. K. (2002). *Culture clash at Intermediate School #91*. Cambridge, MA: Harvard Family Research Project.

Families of African American Roots

Presenter's Name

Chapter 6 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

American Indian and Pacific Islander Families

Presenter's Name

Chapters 5 & 10 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

ASSIGNMENT DUE - Parent Event Planning

Week 9 – Ethnicity and Family Life

NASP Domain 2.5

CASE STUDY: Mayer, E. (2001). *What's going on with Tomasito?* Cambridge, MA: Harvard Family Research Project.

Latino Families

Presenter's Name

Cooper, Denner, & Lopez. (1999). Cultural brokers: Latino children on pathways toward success. *Future of Children*, 9, 51–57.

Okagaki, L., & Diamond, K. (2000). Responding to cultural and linguistic differences in the beliefs and practices of families with young children. *Young Children*.

Lundgren, D., & Morrison, J. W. (2003). Involving Spanish-speaking families in early education programs. *Young Children*, May.

Chapter 7 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Asian Indian & Pakistani Families

Presenter's Name

Chapter 12 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Week 10 – Ethnicity and Family Life

NASP Domain 2.5

CASE STUDY: Sensiper, S. (1999). *Suspension at Aurora Middle School*. Cambridge, MA: Harvard Family Research Project.

Asian Families

Presenter's Name

Chapters 8 & 9 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Middle Eastern Families

Presenter's Name

Chapter 11 - Lynch, E. W. & Hanson, M. J. (2011). *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*. Baltimore, MD: Paul H. Brookes Publishing.

Week 11 –Religion and Family Life

NASP Domain 2.5

CASE STUDY: McCarthy, B. S. (2004). ["Daddy Says This New Math is Crazy."](#) Cambridge, MA: Harvard Family Research Project

Religious Diversity

Judaism

Presenter's Name

Islam

Presenter's Name

Hinduism

Presenter's Name

Buddhism

Presenter's Name

Week 12 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Balle, K. (1999). [Erik Greer](#). Cambridge, MA: Harvard Family Research Project.

Phases of Family Therapy

Thomas, V. (1999). Beyond the clinic: In-home therapy with Head Start families. *Journal of Marital and Family Therapy* (25) 2, 177-189.

Chapter 11 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 11- Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Family of Origin Family Therapy

Presenter's Name

Hartman, A. (1995, Feb.). Diagrammatic assessment of family relationships. *Families in Society: The Journal of Contemporary Human Services*, 111-122.

Hodge, D. R. (2000). Spiritual ecomaps: A new diagrammatic tool for assessing marital and family spirituality. *The Journal of Marital and Family Therapy*, 26, 217-228.

Chapter 5 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 5 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Video

Aponte, H. (1991). A Daughter Who Needs A Mother. Washington, DC: American Association for Marriage and Family Therapy. VHS [RC488.5 .D38 1991x](#)

Week 13 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Berges, E. (2001). [Reaching Out to the Only One Out There](#). Cambridge, MA: Harvard Family Research Project.

Communications/Humanistic Family Therapy

Presenter's Name

Chapter 4 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 4 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Structural Family Therapy

Presenter's Name

Hardy, K.V., & Laszloffy, T.A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, (3), 227-237.

Chapter 6 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 6 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Videos

Guerin, P. J. (1998). *Bowenian Therapy*. Needham Heights, MA: Allyn and Bacon. VHS RC488.5 .B681 1998x

McGoldrick, M. (2006). *The Legacy of Unresolved Loss: A Family Systems Approach*. San Francisco, CA: Psychotherapy.net. DVD RC455.4.L67 L443 2006x

Week 14 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Dell, L. (2003). [Making a Decision About College: Should I Stay or Should I Go?](#) Cambridge, MA: Harvard Family Research Project.

Strategic Family Therapy

Presenter's Name

Chapter 7 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 7 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

McGoldrick, M., & Carter, B. (2001). Advances in coaching: Family therapy with one person. *Journal of Marital and Family Therapy* (27) 3, 281-300.

Szapocznik, J., & Williams, R. A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3(2), 117-135.

Narrative Family Therapy

Presenter's Name

Chapter 10 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 10 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Video

Bumberry, W. & Tenenbaum, S. (1986). *A Different Kind of Caring: Family Therapy with Carl Whitaker*. St. Louis, MO: Professional Video Productions. VHS RC488.5 .D54 1986x.

ASSIGNMENT DUE: Fictional Family Case Study

Week 15 – Family Therapy Theories

NASP Domain 2.8

CASE STUDY: Kreider, H. & Caspe, M. (2002). [Defining "Fine" – Communicating Academic Progress to Parents](#). Cambridge, MA: Harvard Family Research Project.

Cognitive-Behavioral Family Therapy

Presenter's Name

Riley, D. B., Greif, G. L., Caplan, D. L., & MacAulay, H. K. (2004). Common themes and treatment approaches in working with families of runaway youths. *The American Journal of Family Therapy* (32) 139-153.

Chapter 9 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 9 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

Solution Focused Family Therapy

Presenter's Name

Franklin, C., Biever, J. L., Moore, K. C., Clemons, D. & Scamardo, M. (2001) Effectiveness of solution-focused therapy with children in a school setting. *Research on Social Work Practice*, 11(4), 411-434.

Selekman, M. (1999). The solution-oriented parenting group revisited. *Journal of Systemic Therapies*, 18(1), 5-23.

Chapter 8 - Rasheed, J. M., Rasheed, M. N. & Marley, J. A. (2011). *Family Therapy: Models and Techniques*. Thousand Oaks, CA: Sage Publications.

Chapter 8 - Rasheed, J. M., Rasheed, M. N., & Marley, J. A. (2011). *Readings in Family Therapy: From Theory to Practice*. Thousand Oaks, CA: Sage Publications.

ASSIGNMENT DUE: Analysis of Video

Sklare, G. B. (2005). Solution-focused brief counseling: Two actual interviews with a child. Framingham, MA: Microtraining Associates. DVD [BF637.C6 S55 2005x](#).

Week 16 - FINAL EXAM DAY

ASSIGNMENT DUE - Family of Origin Project

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

Department/School Sociology Date 3/21/11

Course No. or Level 302 Title Methods of Sociology

Semester hours 3 Clock hours: Lecture x Laboratory _____

Prerequisites Sociology 201 (Principles of Sociology)

Enrollment expectation 20

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

modification x

(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 Rusty Ward

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2011

Date of School/Department approval _____

Catalog description:

- Purpose:
1. For Whom (generally?) The course is designed for sociology majors, and students from other disciplines who wish to answer social research questions through the collection of data.
 2. What should the course do for the student? It is my hope that students will understand how data collection methods (e.g., the use of surveys, existing statistics, analysis of text, observation, intensive interviewing, and experiments) help us to answer important social questions, and why our limited perceptions of social processes can be wrong.

Teaching method planned: I will facilitate an interactive and "hands on" approach to learning that includes class discussions, classroom exercises, and the actual collection of data.

Textbook and/or materials planned (including electronic/multimedia): The following textbook will be required: Schutt, Russell K. (2009). *Investigating the social world* (6th ed.). Thousand Oaks, CA: Sage.

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

The course has six major areas of content: a) an appreciation for how our own backgrounds and biases shape our understanding of the world; b) how to avoid errors rooted in the particularities of our own backgrounds and biases; c) the role of theory in guiding research; d) hypothesis testing; e) data collection strategies; and, f) quantitative and qualitative data analysis.

When completed, forward to the Office of the Provost.

9/03

Course Title/Number: Methods of Sociology 302

Semester: Fall 2011

Section: 4795

Class Schedule: 8:30–9:20 MWF

Building/Room: FH 250A

Instructor: Russell (Rusty) E. Ward, Jr., Ph.D.

Office: Founders Hall 242

Phone: 661-4632

Email: rward@fmarion.edu

Office Hours: 1:30-3:00 MWF, 10:00-11:30 TTH, or by appointment

Course goal: You will understand how research methods help us to answer important social questions, and why our limited perceptions of social processes can be wrong. The instructor will facilitate an interactive and “hands on” approach to learning that includes class discussions, and small group exercises.

Text: Schutt, Russell K. (2009). *Investigating the social world* (6th ed.). Thousand Oaks, CA: Sage.

Prerequisite: Principles of Sociology 201

Course requirements: Class attendance will be based on the university’s attendance policy. The instructor has the option of dropping and failing students from the course if they miss more than 6 classes. Each missed class represents an absence, regardless of the reason. Late arrivals to class will be considered absences.

Students who consistently disrupt class (e.g., cell phones, talking, etc.) will receive one warning to cease. Further disruptions will result in withdrawal from the course.

Students whose total points are “on the line” (i.e., 1 percentage point away from cut-off point) are rewarded for a consistent pattern of offering comments in class that relate to the readings and generate discussion. This opportunity implies the need for perfect, or near perfect class attendance. There is no extra credit in this course.

Grades will be based on your performance in the following two areas: (1) four in-class exams of the multiple-choice type; and, (2) two classroom presentations. Please note that a brief written report must accompany the second presentation.

In-class tests: The four tests will focus on material presented in the book and in class. Each test is worth 100 points, and consists of 50 multiple-choice questions. It will be assumed that students who leave the classroom after the test begins will have completed the test, and no student who arrives late may take the test after another student leaves.

NOTE: You are expected to show up for tests during the scheduled time. If for some reason (e.g., the outbreak of World War III, alien abduction, personally bearing triplets, etc.) you are unable to take a scheduled exam, please discuss this matter with me **BEFORE** (not the day) the exam is scheduled. The instructor does not guarantee that missed exams can be made up.

Classroom presentations: The presentations, each worth 100 points, require that you learn some research technology and conduct an interview. Details about the presentations appear at the end of this syllabus.

Cheating or plagiarism: I do not tolerate academic dishonesty. Any student observed cheating, taking credit for someone else's work, allowing others to take credit for his or her work, or engaging in other acts of academic dishonesty as described in the FMU Student Handbook will receive a 'zero' grade on the test or the assignment. In addition, I will report the incident to university officials, whereby additional sanctions may be applied.

Grading scale: Each component of the course carries the following weight:

In-class tests	400 points	540+	A
<u>Presentations</u>	<u>200 points</u>	510 – 539	B+
Total	600 points	480 – 509	B
		450 – 479	C+
		420 – 449	C
		390 – 419	D+
		360 – 389	D
		Below 360	F

“He who cuts his own wood warms himself twice.”

Henry David Thoreau

Course calendar

I try my best to stick with this schedule, but reserve the right to make changes

Week	Date	Day	Topic	Assignment
1		W	Course introduction	
		F	Science, Society, and Social Research	Read chapter 1
		M	↓ MLK Jr. Holiday; university closed	
2		W		
		F	The Process and Problems of Social Research	Read chapter 2
		M	↓	
3		W		
		F	Research Ethics and Philosophies	Read chapter 3
		M	↓	
4		W		Exam #1
		F	Conceptualization and Measurement	Read chapter 4
		M	↓	
5		W		
		F	Sampling	Read chapter 5
		M	↓	
6		W		
		F	Research Design and Causation	Read chapter 6
		M	↓	
7		W	Experiments	Read chapter 7
		F	↓	
		M	Students demonstrate voice to text transcription	
8		W		Exam #2
		F	Survey Research	Read chapter 8
		M	↓	
9		W	Qualitative Methods	Read chapter 9
		F	↓	
		M	Spring Break	
10		W		
		F	↓	
		M	Qualitative Data Analysis	Read chapter 10
11		W	↓	
		F	Evaluation and Policy Research	Read chapter 11
		M	↓	
12		W		Exam #3
		F	Historical and Comparative Research	Read chapter 12
		M	Secondary Data Analysis and Content Analysis	Read chapter 13
13		W	Quantitative Data Analysis	Read chapter 14
		F	Professor attends conference; no class	
		M	Summarizing and Reporting Research	Read chapter 15
14		W	Students present research	
		F	Professor attends conference; no class	
		M	Students present research	
15		W	↓	
		F		
		M	↓	
16		W		Exam #4 (8:30-10:30)

Presentations

Presentation #1: The purpose of the first presentation is to demonstrate familiarity with research technology, in particular, the use of voice to text technology with the aid of a digital voice recorder and software. Specific requirements for the demonstration are presented below:

- (1) Learn to use voice to text technology by transcribing voice messages using a digital voice recorder (from FMU's Cauthen Media Center on the 1st floor of CEMC building) to one of sociology research lab computers (FH 248) with voice recognition software.
- (2) Provide a brief in-class demonstration of voice to text technology.
- (3) Everyone in class will demonstrate their use of voice to text technology on the same day. If for some reason you cannot complete the demonstration on the scheduled day, a second opportunity will be offered the following week but with only 50 maximum points awarded instead of 100 points. However, I know you will complete the demonstration on time!

Presentation #2: The purpose of the second presentation is to explore a research topic by doing an interview with someone, complete a summary of the interview using the Interview Summary Form in this syllabus, and provide a 6 to 8 minute in-class presentation of what you discovered based on the interview. Specific requirements for the presentation are presented below:

- (1) Sign up to investigate a research topic listed in your syllabus, and review peer-reviewed articles to see how the topic has been addressed. Usually, the abstracts of articles will offer enough detail to determine the different ways researchers have explored the topic.
- (2) Identify someone you do not know who is familiar with one or more questions related to the topic, contact the person to request an interview, and use a digital voice recorder to record your summary of the interview. I encourage you to gain permission (at the time you schedule the interview) to record the interview so you can review it again. Regardless of whether you record the interview or not, you must record your summary of the interview. For guidelines on summarizing the interview, consult the Interview Summary Form found in your syllabus. After you record your summary of the interview into the digital voice recorder, transcribe your voice-recorded summary to text on one of the sociology research lab computers with voice recognition software, clean up any grammatical/spelling errors that occurred in the transcription process, and print a copy of the interview summary.
- (3) Provide an in-class presentation of what you discovered on the topic. Your presentation should include the following information: (a) your research question about the topic; (b) some background from peer-reviewed studies on the question or topic; (c) some details about the procedure (i.e., interview) that you used to examine the question or topic; and (d) a summary of what you discovered. At the end of your presentation, turn in a one to two page report (not including a reference page) that addresses each of the issues outlined above, with the printed copy of your interview summary attached to the report. Peer-reviewed articles described in your report should be referenced in American Psychological Association style. Missed presentations cannot

be made up, and both the presentation and one to two page report must be completed to receive a grade.

Helpful Hint! For each project, you are encouraged to work with your assigned group members. You will learn much more by doing so, and everyone’s work should progress more quickly and easily.

Final Note! These are not projects that can be completed in a hurried fashion. You should begin as soon as possible. Please consult me anytime for assistance.

Research Groups/Topics

Group 1: How are high school valedictorian speeches created? ^a	Group 2: How do employers determine Employee of the Month or Year? ^b	Group 3: Breaking stereotypes: Males in female-dominated professions ^c	Group 4: Breaking stereotypes: Females in male-dominated professions ^d	Group 5: Bullying in middle schools: Profiles, policies, and preventions ^e
High school #1	Employer #1	Male #1	Female #1	Middle school #1
High school #2	Employer #2	Male #2	Female #2	Middle school #2
.....

^aEach high school should be from a different school district.

^bThe employer must not be your own.

^cUse U.S. Department of Labor statistics to identify female-dominated professions.

^dUse U.S. Department of Labor statistics to identify male-dominated professions.

^eEach middle-school should be from a different school district.

Interview Summary Form*

1. Name/position of person interviewed:

2. Site of interview:

3. Date of interview:

4. Today’s date:

5. Written by (your name):

6. What were the main issues or themes that struck you in this interview?

7. Summarize the information you got (or failed to get) on each of the target questions you had for this contact.
8. Anything else that struck you as salient, interesting, illuminating or important in this contact?
9. What new (or remaining) target questions do you have in considering the next interview with this person or someone else who may be able to answer your questions?

*Adapted from Schutt (2009), *Investigating the social world*. Thousand Oaks, CA: Pine Forge

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

Department/School: Sociology Date: March 21, 2011

Course No. or Level 339 Title: Sociological Theory

Semester hours 3 Clock hours: Lecture_XX_____Laboratory_____

Prerequisites: twelve hours in sociology including 302 or permission of department

Enrollment expectation: 20 students per semester

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: replaces current Sociology 425 (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: Joel Thayer

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation: January, 2012

Date of School/Department approval: March 11, 2011

Catalog description:

339 Sociological Theory (3) (Prerequisite: 12 hours in sociology, including **302** or permission of department) F, S. Selective survey of major theorists and theoretical perspectives with emphasis upon their applications to contemporary research.

Purpose: 1. For Whom: Sociology majors
 2. What should the course do for the student?
 Enable students to recognize and apply the distinctive insights of several 19th and 20th century theorists and contemporary theoretical perspectives employed by sociologists.

Teaching method planned: lecture and discussion

Textbook and/or materials:

Kivisto, Peter, (ed.). 2011. *Illuminating Social Life: Classical and Contemporary Theory Revisited*. 5th edition. Los Angeles: Pine Forge Press. (ISBN 978-1-4129-7815-6)

Powers, Charles H. 2010. *Making Sense of Social Theory: A Practical Introduction*, second edition. Lanham, MD, Rowman & Littlefield Publishers, Inc. (ISBN 978-1-4422-0119)

Sears, Alan, and James Cairns. 2010. *A Good Book, in Theory: A Guide to Theoretical Thinking*, second edition. Toronto: University of Toronto Press. (ISBN: 978-1-4426-0156-7)

Course Content: The course begins with a short text on theoretical thinking, learning to “unpack” theoretical arguments, identifying basic premises. The central text provides descriptions of the contributions of major theorists and current theoretical perspectives. The third text is an edited collection of essays that present contemporary applications of those contributions.

COURSE DESCRIPTION
SOCIOLOGY 339 –SOCIOLOGICAL THEORY
SPRING, 2012

Instructor:

Dr. Joel Thayer

Founders Hall 239

843-661-1656

jthayer@fmarion.edu

(I reply to e-mail messages much faster than I return phone calls.)

Office Hours:

Monday, Wednesday, Friday – 10:00 - 12:00

Tuesday, Thursday – 9:00 - 11:00. 1:30-2:30

Other times by appointment.

Prerequisites:

12 hours of sociology courses completed, including 202

Methods of Instruction:

Lecture and discussion.

Texts:

Sears, Alan, and James Cairns. 2010. A Good Book, in Theory: A Guide to Theoretical Thinking, second edition. Toronto: University of Toronto Press. (ISBN: 978-1-4426-0156-7)

Powers, Charles H. 2010. Making Sense of Social Theory: A Practical Introduction, second edition. Lanham, MD, Rowman & Littlefield Publishers, Inc. (ISBN 978-1-4422-0119)

Kivisto, Peter, (ed.). 2011. Illuminating Social Life: Classical and Contemporary Theory Revisited. 5th edition. Los Angeles: Pine Forge Press. (ISBN 978-1-4129-7815-6)

Instructional Objectives:

Students will be able to distinguish the components of social theories.

Students will demonstrate the ability to write and interpret different types of theoretical statements.

Students will distinguish and apply different theoretical perspectives employed by sociologists.

Students will describe and distinguish among the theories used by scholars studying a substantive area of personal or career interest.

Evaluation:

Course grade will be computed as:

Five tests—tests 1-4 worth 14 percent each, test five 28 percent.

Small papers together will be worth 16 percent.

The following grade scale will be used to compute course grade:

A (4.0) 91-100, B+ (3.5) 86-90, B (3.0) 81-85, C+ (2.5) 76-80, and so forth

Make-ups:

If you must miss a test, contact the instructor as soon as possible, preferably before the test is given. You will be expected to take the test as soon as you are able. If you have an appropriate reason, there will be no penalty other than listening to the instructor's complaints. If you do not have an appropriate reason, you must still listen to the complaining as well as suffer a 33 percent penalty on a harder exam. You don't need either of those.

Attendance:

Attendance at all classes is expected. You are allowed a maximum of six absences. Alarm clock failure, dead battery, good loving, hangover, and influenza are all covered by those six.

If you miss more than six classes for any reason other than documented major illness or family emergency, you may be dropped from the class. I don't want that to happen; I hope you don't. Please note that there is no mention of "excused" absences in the FMU catalog.

When you arrive late, it is your responsibility to ensure that you are counted present. Being late three times will be treated as one absence.

Classroom Civility:

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, or coming and going at will. Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.

Academic Integrity

"All academic work, written or otherwise submitted by a student to his/her instructor or other academic supervisor, is expected to be the result of his/her own thought, research, or self-expression...If a faculty member believes a student has committed an act of cheating or plagiarism, he or she should notify the student of the allegation and give the student an opportunity to respond...If the faculty member determines that a violation has in fact occurred, she or he must then notify the Provost's Office in writing of the allegation, with copies sent to the faculty member's dean or department chairperson."

Sanctions for Academic Dishonesty

"Violations of the academic integrity policy strike at the very heart of the University and the teaching and learning process. As a result, cheating and plagiarism are placed first on the list of prohibited student conduct. It is the responsibility of the instructor to determine the appropriate academic penalty for an act of cheating or plagiarism. Normally these penalties range from failure on the assignment to failure of the course. It is the responsibility of the Provost or his/her designee to enforce general University sanctions for severe or repeat offenses. The first violation of the academic integrity policy typically carries no general sanction beyond the academic penalty. A second violation will result in the academic penalty plus a general sanction of suspension from the University for a term of no less than one fall or spring semester. A third offense will result in the academic penalty plus a general sanction of permanent expulsion from the University."

77) (Francis Marion University Student Handbook: 2009-2010, pages 76-

Assignments

First Day Topics

Skim Sears and Cairns prefaces; read chapter 1, "An Interesting Idea, in Theory"

Sears and Cairns, chapter 2, "But How Do You Know?"

Sears and Cairns, chapter 3, "You Are Here: Mapping Social Relations"

Sears and Cairns, chapter 4, "The Real World: Making Sense of Perceptions"

Sears and Cairns, chapter 5, "Nature and Culture: The Social Construction of Distinctions"

Sears, chapter 6, "Making Time: Clocking Social Relations"

Sears, chapter 7, "Conclusion: So Many Theories, So Little Time"

Test one, Sears and Cairns, chapters 1-7

Powers, chapter 1, "Becoming a Better Social Scientist"

Powers, chapter 2, "Theory is Not as Hard as It Sounds!"

Powers, chapter 3, "Sociological Theory and the Scientific Method"

Powers, chapter 4, "The Historical Context for a Science of Society"

Powers, chapter 5, "Being Conscious about Theory Construction"

Powers, chapter 6, "Economics Was Not Enough"

Powers, chapter 7, "Emile Durkheim on Scientific Study of Social Facts"

Kivisto, chapter 3, "Surfing the Net for Community"

Test two

Powers, chapter 8, "Karl Marx on Resistance from Below"

Kivisto, chapter 1, "Working Longer, Living Less"

Powers chapter 9, “Max Weber on Primacy of Values”

Kivisto, chapter 2, “Weberian Theory of Rationalization and McDonaldization”

Powers, chapter 10, “George Herbert Mead on Individual Agency”

Powers, chapter 13, “Symbolic Interactionism;” Begin Kivisto, chapter 10, “Organizing Door-to-Door Sales: A Symbolic Interaction Analysis”

Finish Kivisto, chapter 10; Kivisto, chapter 11, “Goffman’s Dramaturgical Sociology: Personal Sales...”

Powers, chapter 11, “Structural Functionalism on Systemic Efforts to Adapt”

Test three

Assignments

Kivisto, chapter 5, “Criminalizing Transgressing Youth”

Continue Kivisto, chapter 5.

Kivisto, chapter 6, “Why Do African Americans Pay More for New Cars?”

Lecture on Pierre Bourdieu

Powers, chapter 14, “Exchange Theory on What People Get from Others”

Test four

Powers, chapter 12, “Conflict Theory on Battles over Benefits”

Kivisto, chapter 7, “Critical Theory, Legitimation Crisis and the Deindustrialization of Flint,”

Continue chapter 7.

Kivisto, chapter 8, “The Socially Constructed Body”

Kivisto, chapter 11, “Contrasts of Carnival”

Kivisto, chapter 13, “Globalization Theory and Religious Fundamentalism”

Continue chapter 13.