



**School of Health Sciences  
MBA in Healthcare Executive Management**

**Course Title:** Nurse Executive Practicum  
**Course Number:** APRN 713  
**Credit Hours:** (3: 9) (135 clock hours)  
**Semester:** Spring 2017  
**Day and time:** 100% online  
**Location:**

**Prerequisites:** APRN 501, 502, 503, 605, 711, 712  
**Co-requisites:** None

**Course Coordinator: Dr. M. Annie Muller, DNP, APRN-BC**  
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**Course Description:**

This practicum course will expose learners to the role of nurse executive and assist the learner to develop a nurse executive capstone plan. Learners will work **individually with a preceptor and faculty advisor and develop their own leadership plan that can be completed and presented.**

**At the end of the program the learner will be able to:**

Program Outcomes	Nurse Executive Track
Demonstrate leadership in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership ability through foundational and systems thinking.
Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	Appraise current interdisciplinary evidence to identify gaps in nursing leadership knowledge and formulate research questions based on the tenets of evidence-based outcome measures.
Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and the nursing profession.	Develop interdisciplinary teamwork and collaboration in the nurse executive role in order to promote positive change in people, systems, and the nursing profession.
Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote	Use informatics to analyze outcome disparities, and knowledge; formulate research questions for

safety and quality improvement for patient care.	quality improvement.
Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in financial management, marketing, and strategic planning to positively affect patient outcomes
Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing	Employ knowledge in health policy and human resources in order to promote human flourishing within the healthcare organization.
Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost effective care	Engage in ethical decision-making.
Value cultural diversity and caring in order to provide holistic patient-centered care.	Value cultural diversity in order to provide caring, holistic quality outcomes in healthcare.

**Course Outcomes: At the end of this course the learner will be able to:**

1. Demonstrate leadership in an experimental situation.
2. Use interdisciplinary evidence-based practice in leadership practicum role.
3. Involve interdisciplinary team members in leadership project.
4. Use informatics in leadership project.
5. Develop a budget for leadership project.
6. Develop a personnel plan for leadership project.
7. Outline ethical considerations for leadership project
8. Value cultural diversity in the developmental process.

**Teaching Strategies:**

Teaching strategies will consist of seminars, computer-assisted instructions, and observation of learner performance in the clinical setting.

**Textbook(s):**

Required:

*Publication Manual of the American Psychological Association* 6<sup>th</sup> edition second printing (2012).

**METHODS OF EVALUATION:**

In order to progress in the nursing program, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog*, p. 219).

**Classroom Evaluation Methods:**

Assignment	Percent of Final Grade
Project	25%
Project Update	25%
Presentation of project to leadership group	50%
<b>Total</b>	<b>100%</b>

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88

C+	81-84
C	77-80
F	76 or below

### **Rounding**

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

### **Scheduled Tests/Exams**

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus.

**Test Taking Guidelines:** Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- The proctor and one other designated learner will keep their cell phone in view in case of a Swamp Fox Alert.
- Once a quiz/test/exam is started the learner cannot leave.
- Once a learner accepts a test they cannot stop taking test and postpone taking it for any reason. If they hand in an uncompleted test the grade stands as is.

## **ACADEMIC INFORMATION**

### **Classroom Attendance Policy**

The University policy regarding class attendance states, “It is the responsibility of the learner to attend all scheduled meetings in the course in which he/she is enrolled. Attendance sheets are required, and it is the learner’s responsibility to sign the attendance roster. Please refer to “Class Attendance Policy” *FMU Catalog (current edition)*.

### **Written Paper Requirements**

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

### **E-mail**

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

### **Phone Usage and Messaging**

Learners are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by email.

### **Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **FMU Non-Discrimination Policy**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu))

### **Learner Responsibilities**

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

### **Guidelines for Faculty Appointments**

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

### **Academic Dishonesty**

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

### **Code of Ethics**

The School of Health Sciences subscribes to the "Code of Learner Conduct" as defined in the "Learners Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *School of Health Sciences Graduate Student Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards>

### **South Carolina Nurse Practice Act**

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*). <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **Taping Classes and Test Reviews**

Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning for unprofessional behavior.

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences.

Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

### **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences learner towards another learner, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.

2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

\*All academic warnings are cumulative throughout the program.

### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Maintaining current certification is the sole responsibility of the learner.**

If you have not presented a copy of your current AHA: BLS-HCP card to the Learner Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

### **Disclaimer**

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

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## **CONTENT INFORMATION**

### **Topical Outline**

<b>Week/ date</b>	<b>Content</b>	<b>Resources</b>	<b>Evaluation Methods</b>
Week 1-2 Jan. 10-20	Project development and implementation	3 scheduled visits from faculty. Dates of visits to be prearranged with faculty and student.	Preceptor and faculty evaluation  A rubric will be provided to
Week 8-9 Feb. 27-	Project presentation at leadership site; updates on		

March 10	progress		help you organize your presentation.
Week 13-14 April 10-21	Final Project presentation at leadership site;		Final presentation

**GRADING RUBRICS (optional but a great idea so it is set in the beginning)**

*Revised 5/23/2016*