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

Department/School___Biology_____Date____February 10, 2015_____

Course No. or Level_____430 - 439_____

Semester hours__15 Fall, 15 Spring_Clock hours:
Lecture__N/A_____Laboratory__N/A___

Prerequisites_____Admission to the Med Tech Program and McLeod Regional Medical
Center

Enrollment expectation_____6_____

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

      modification___495/496_____
      (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___Lori
Turner_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____

Date of School/Department approval_____

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

Department/School___Fine Arts_____Date___September 19, 2014_____

Course No. or level___328_____Title___Acting for Professional Simulations__

Semester hours 1 - 3_____Clock hours: variable   Lecture_____Laboratory__XX____

Prerequisites__Thea 200 or Thea 203 or permission of department_____

Enrollment expectation_____10_____

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

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

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

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

Name of person preparing course description_____Glen Gourley_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____Fall 2015_____

Date of School/Department approval_____January 26, 2015_____

Catalog description: 328 Acting for professional simulations (3), (2), or (1) (Prerequisite: THEA 200 or THEA 203 or permission of department). As requested. A study of and practical experience in the area of acting for professional simulations. May be taken more than once for credit.

Purpose: 1.   For Whom (generally?) Theatre majors and interested students.
                2.   What should the course do for the student? The course will prepare students as to the process of preparing for a professional simulation and with practical experience for employment in the area of acting for professional simulations.

Teaching method planned: research in the area of simulation and improvisational coaching with both the acting instructor and the instructor in the area that has requested professional simulation participants.

Textbook and/or materials planned (including electronic/multimedia): none

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.)

The course will provide both training and practical experience for acting students in the area of professional simulation. Many educational and professional areas use actors to educate students and employees in their respective areas. Actors are used as patients, patrons, clients, etc. to assess and educate students and employees. As the need continues to rise in both of these areas, the students enrolled in the Acting for Professional Simulation course will also be educated and coached as to the research process in the area as needed and to translate the professional/educational field into a realistic acting project. The course will have a two-fold advantage in that it will assist the acting student to enter into an increasingly open field and will also assist other departments and programs across the university. Simulated patients and simulated clients or patrons are now being used across the country in both educational and professional settings. The practical experience (or laboratory) can be either scripted or improvisational as needed by the educational unit or professional setting.

Fall 2014   **Department of Fine Arts**   **Sec. TBA**

TITLE OF COURSE: THEA 328 - Acting for Professional Simulations

Prerequisite: Theatre 200 (Acting for Non-Majors) or Theatre 203 (Acting I) or premission of the department.

Required Text: none

INSTRUCTOR: A. G. Gourley, Jr.

COURSE DESCRIPTION: THEA 328, Acting for Professional Simulations, is a course that allows a student to receive practical experience in acting for various fields of the use of simulations for the purpose of education. May be taken more than once for credit.

PURPOSE: To gain practical experience in the area of both scripted and improvisational acting for professional simulations.

ASSIGNMENTS: Students will be assigned to areas as requested by other departments, programs, or area professionals. The student will meet with the assigned Theatre Instructor to assign the student to the requested project(s) and will assign the student research in the assigned area(s). The instructor of record in collaboration with either the department/program instructor or the area professional will schedule the meetings with between the students and these individuals. The schedule of the simulations will be determined in collaboration with all parties involved.

ATTENDANCE POLICY: Since THEA 328 does not meet as a class, the University's normal attendance policy does not apply. However, given the participatory importance of the course, all students are expected to be at all scheduled meetings, work sessions, and simulations of that particular practicum assignment. Tardiness, absence, or showing up unprepared for work will result in a grade deduction.

GRADING: Grades are assigned by the theatre faculty at the end of the semester in collaboration with the instructor or professional supervisor to which the student has been assigned. The grade will be based on an evaluation of the student's performance. Items considered include (but are not limited to) attitude, professional manner, timeliness, discipline, commitment, quality of work, etc.

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

Department/School__Nursing_____Date___2/5/15_____

Course No. or Level NURS 415 Title_ Nursing Care of Women, Children, & Families

Semester hours_9_____Clock hours: Lecture__6_____Laboratory___9_____

Prerequisites_ Successful completion of all 300 level nursing courses

Enrollment expectation___60_____

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__combines NURS 401 and NURS 403_____
(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___**Vicki Martin**
_____

Department Chairperson's/Dean's Signature_

Ruth Wittmann-Price PhD, RN CNS, CNE, CHSE, ANEF
_____

Provost's Signature_____

Date of Implementation_ _____**Fall 2015**

Date of School/Department approval _____**December 2014_____**

Catalog description:
This course covers the healthcare needs of the woman throughout the lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development. Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in

relation to the children and their families. Clinical experiences focus on care of the childbearing woman, newborn, children, and families in a variety of health care settings.

Purpose: 1.   For Whom (generally?) The course is a requirement for all
                          undergraduate nursing students.
                2.   What should the course do for the student? The course will
                          prepare the student nurse to assess the health and social needs of
                          women, neonates/children, and families in a variety of settings;
                          formulate a plan of care to address those needs; implement the
                          plan; and evaluate the outcome.

Teaching method planned: Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, case studies, and pre/post conferences

Textbook and/or materials planned (including electronic/multimedia):
Ball, J.W., Bindler, R.C., & Cowen, K.J. (2014). *Child health nursing: Partnering with children and families.* Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13:9780133922899
Hogan, M. (2013). *Child health nursing: Pearson Reviews & Rationales* (3rd ed.)
        Upper Saddle River, NJ: Pearson Education, Inc.
        ISBN-13:9780133922899
Nagtalon-Ramos, J. (2014). *Maternal-Newborn nursing care:* Philadelphia:
        FA Davis. ISBN-13: 978-0-8036-2246-3.
Ward, S.L. & Hinsley, S.M. (2009). *Maternal-child nursing care: Optimizing outcomes for mothers, children, & families.* Philadelphia: FA Davis.
        ISBN-13: 978-0-8036-2813-7
Scholtz, S., Martin, V.A, Cornelius, F., & Wittmann-Price, R. (2014). *Pediatric nursing test success: An unfolding care study review.* New York, NY:
        Springer Publishing Co. ISBN-13: 9780826171368

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 will cover the following content: conception and development of the
        embryo and fetus; normal pregnancy and physiologic and psychosocial changes
        that occur in pregnancy; the prenatal assessment and promoting a healthy
        pregnancy; the process of and the promotion of patient comfort during labor and
        birth; physiologic transitions of and caring for the newborn; postpartum
        assessment; reproductive anatomy and physiology; human sexuality and
        fertility/conception; complications of pregnancy/labor and birth/newborn;
        contemporary issues; the evolving family; women's health issues; growth and
        development, nutrition, and physical examination of the pediatric patient; health
        promotion from infancy through adolescence; dental health; accidental poisoning;

social influences on the child; role of the family/family communication; pain assessment & management; communicable diseases of children and immunization; chronic and acute illnesses in children; assessing for domestic abuse; end of life care; and the impact of culture on the family.

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

Department of Nursing

Course Title:	**Nursing Care of Women, Children, & Families**
Course Number:	NURS 415
Credit Hours:	9:6, 3
Day and time:	Tuesdays 12:30 – 3:30 & Thursdays 8:30-11:30
Location:	LNB – TBA

Prerequisites:	Successful completion of all 300 Level Nursing Courses
Co-requisites:	None

Course Coordinators:

Ms. Lawana Mark, MSN, WHNP-BC	**Vicki Martin, MSN-Ed, RN**
Office Number: LNB 202C	Office Number: LNB 127
Office Phone: 843-661-4656	Office Phone: 843-661-1898
E-mail: lmark@fmarion.edu	E-mail: vmartin@fmarion.edu
Office hours: Tuesday 10:00-12:00;	Office hours: Tuesday 9-11:30;
Thursday 10:00-12:00; also by appointment	Thursday 2:00-3:30; also by appointment

Clinical Faculty:	Priscilla Russell, BSN, RN
E-mails:	priscillarn@gmail.com
	Paige Williams, BSN, RN
	pwilliams@mcleodhealth.org
	Beth Lay, MSN, RN
	blayrn07@aol.com

Course Description:
This course covers the health care needs of the woman throughout her lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to children's developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development. Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of childbearing woman, newborn, children, and families in a variety of health care settings.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Apply concepts learned in the physical and social sciences to the needs of the woman, newborn, children and family throughout the lifespan.
2. Appreciate the caregiver role in the maternal-child setting(s) and assist in the provision of safe patient care.
3. Plan nursing care based on theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial responses of the woman, fetus, newborn, children, and family, while incorporating and

demonstrating sensitivity to personal and cultural influences on health and wellbeing

4. Use standards of nursing practice developed via the nursing process to carry out appropriate plans of care.
5. Use information technologies to enhance nursing and patient knowledge base.
6. Examine legal, economic, and changing health care policy issues' impact on the needs of women, children, and families.
7. Demonstrate effective communication and collaboration skills when working with patients and members of the health care team
8. Examine, anticipate, and manage the care for common health needs that occur in women, children, and families.
9. Exhibit professional values and caring behaviors when rendering nursing care to women, children and families.

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

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of student performance in the lab/clinical setting, case studies, and pre/post conferences.

Textbook(s):
Required: TBA

Recommended:
Scholtz, S., Martin, V. A., Cornelius, F., & Wittmann-Price, R. (2014). *Pediatric nursing test success: An*
    unfolding case study review. New York, NY: Springer Publishing Co. ISBN-13:9780826171368.

Wittmann-Price, R. A. & Cornelius, F. H. (2011). *Maternal-child nursing test success: An unfolding case*
        study review. (ISBN: 978-0-8261-4157-6). NYC: Springer Publishing.

METHODS OF EVALUATION:
In order to progress in the nursing program, the learner must receive a grade of "C" (2.0 on a 4.0 scale). Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure. Students must meet the course requirements for all content in both courses in the Nursing Care of Women, Children, and Families including unit tests, standardized tests, math, and clinical. **Each unit test will include Math calculations.**

Classroom Evaluation Methods:

Assignments	Percent of Final Grade
Eight (8) unit tests (7.5% each)	60%
One cumulative final exam	20%
Two Standardized tests (5%)	10%
OB Interview	5%
Growth and Development Presentation	5%

Classroom Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79

D	73-75
F	72 or below

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

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

Students who are **unable to take a scheduled test or complete a written assignment by the specified**
date must notify the course coordinator prior to the date/test. If permission is given to make up the work,
students will be given a deadline to complete the missed work.

Students are expected to stay in close contact with the course coordinators regarding course assignment(s) and due dates. Students who need special accommodations for testing must notify the course coordinator & the Testing Center of these requirements prior to the scheduled test.

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 student will keep their cell phone in view in case of a Swamp Fox Alert.
• Once a quiz/test/exam is started the student cannot leave.
• Once a student accepts a test, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted, test the grade stands.

Standardized Testing in Designated Courses
Francis Marion University (FMU) Department of Nursing (DON) learners are required to take nationally-normed tests throughout the curriculum. The Faculty of the DON selected the series of tests because of the reliability and validity of the tests. The comprehensive predictive test that you will take as a senior will predict success on the NCLEX-RN examination. The faculty of the DON is committed to the fact that it is the responsibility of baccalaureate learners to master the content throughout the nursing curriculum. Learners must be able to integrate learning from multiple resources in order to pass a series of multiple standardized tests and to function as safe and competent Registered Nurses. These resources include but are not limited to lecture, clinical, out of class assignments, computer-based assisted instruction, reading, and projects. The

standardized tests evaluate the learner's ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist learners to prepare for the NCLEX-RN examination, which all graduates of the program must pass, in order to practice nursing.

1. Standardized tests are scheduled to be administered at the end, or near the end of each semester.
2. A standardized subject test is required in the following courses:
    1. Fundamental of Nursing
    2. Psychiatric and Mental Health Nursing
    3. Women's Health
    4. Nursing Care of Children and their Families
    5. Leadership and Management
    6. Adult Health III (Medical-Surgical and Pharmacology 5% each to equal 10%)
3. The learner will have one chance to take subject standardized tests.
4. The score from the standardized subject test is based on statistical analysis.
5. All standardized tests are calculated into the final course grade up to 10%.
6. Scores for subject tests will be awarded as follows:

SUBJECT TEST SCORE	Grade Points Awarded
950	10
900 – 949	9.5
850 – 899	9.0
800 – 849	8.5
750 – 799	8.0
700 -749	7.5
650 – 699	7.0
600 - 649	6.5
550 – 599	6.0
500 – 549	5.5
450 - 499	5.0
400 - 449	4.5
350 – 399	4.0
300 – 349	3.5
250 – 299	3.0
200 – 249	2.5
150 - 199	2.0
100 - 149	1.5
50 - 99	1.0

7. There will be <u>no scheduled re-takes of course standardized subject tests</u>.
    All learners should complete a focused review to enhance learner's success on the standardized predictor test and the NCLEX-RN exam.

Calculation and Math Conversion Testing Procedure and Policy

Safe medication administration is a major and important responsibility of the professional nurse. A requirement of the program is that the student continually demonstrates competence in math skills and calculation of medication dosages.

New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester in the Fundamentals of Nursing course. These are paper and pencil exams. All Math Competency Exams must be successfully completed with a score of 90% or better to pass. If a Junior I student scores less than 90% on this exam, the student must schedule an appointment with the course coordinator to discuss plans for their remediation session(s). This student will not be allowed to give medications until passing this exam.

A second test will be scheduled approximately one to two weeks after the first exam and contain the same level of problems. Failure to pass the math test on the second attempt will result in a withdrawal (W) from the class. The learner will be encouraged to seek math tutoring at the University Tutoring Center for future re-entry into the course. Thereafter, all nursing students will be tested on medication calculation competency by questions embedded in the each unit test for clinical courses.

ACADEMIC INFORMATION
Classroom Attendance Policy
The University policy regarding class attendance states, "It is the responsibility of the 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.

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

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

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33 % of a course, a faculty member may still withdraw a learner from a course for violation of the stated attendance policy but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal. When a faculty member withdraws a learner from a course, the withdrawal is not complete until the faculty

member fills out an *Automatic Dropping of Learners Form*, obtains the signature of the Department Chair for Nursing, and delivers the form to the Registrar's Office.

No late work will be accepted unless the student has prior approval from the course coordinator!

Classroom - Late/Tardy

Class begins promptly at designated time. Students who arrive after that time are considered late and will have to wait to enter until the next break.

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 format.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

Assigned Seating

Students may be seated alphabetically during class. This allows the course coordinator to become familiar with the names of the students in the class. Seating re-assignment will occur at the course coordinator's discretion during any disruptive times and during testing. Cell phones will be placed on the course coordinator's desk during testing. After testing, ALL students will remain quietly in class until all tests have been turned in. No cell phones will be returned until the end of testing. ALL student book bags and personal belongings will be placed in the front of the classroom. Students will only be allowed to have pencils or inexpensive calculators at their desk. If paper is needed, the faculty will provide it.

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Nursing Student Handbooks (current edition)*. Violations of dress code in clinical or lab will constitute a warning for unprofessional behavior.

Grievance Procedures

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Grievances should

be discussed first with the faculty involved and if unresolved, then with the chair of the department. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. Following the chain of command is an expected behavior for professional nurses. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Student Handbook (current edition)*.

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 with 24 hours. In return, faculty will e-mail learners within 24 hours with the exceptions of weekends and holidays. E-mail 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 e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

Phone Usage and Messaging
Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with student. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

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.
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Student Responsibilities
Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog, the University Student Handbook*, and the *Department of Nursing Student Handbook (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 student 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 *Department of Nursing Student Handbook (current edition)*: Academic Integrity.

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

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

Computer Use
Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing 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 content, it 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.

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.

Professional behavior applies to faculty, staff, and learners in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior
Unprofessional or disruptive behavior demonstrated by a Department of Nursing 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 Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All warnings (regardless of the reason received) are cumulative throughout the program.

Americans with Disabilities Act (ADA):
If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing

Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

CLINICAL INFORMATION
Each student will be assigned to various clinical sites each semester. The student may be assigned day and/or evening clinical rotations that may occur during the week and/ or on the weekend. The learner is responsible for obtaining transportation to and from the clinical sites. Requests for accommodation in the selection of clinical sites will only be honored for extenuating circumstances. Those requests must be e-mailed to the course coordinator.

Extenuating circumstances DO NOT include childcare, transportation, care of family members, and work schedules. Once assigned, the learner is not permitted to switch clinical sites.

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

Warnings are cumulative from semester to semester and the third warning (regardless of the reason) warrants dismissal from the program.

Clinical hours for the OB portion of this course will include attending a prenatal class, a day of clinical orientation, and a documentary viewing on birth. **All of these requirements are mandatory.** Additional information on these assignments will be posted to Blackboard.

Clinical hours for the PEDS portion of this course will include a day of clinical orientation, growth and development videos and research, and clinical hours assisting the McLeod Foundation for Pediatrics. **All of these requirements are mandatory.** Additional information on these assignments will be posted on Blackboard.

Clinical - Late/Tardy and Miscellaneous Assignments for Peds:
        In order for patients to receive their treatments and nursing care in a timely manner, students are expected to arrive for clinical assignments at the scheduled time. Students should see the clinical instructor to receive patient assignment(s) at 6:45 a.m. Students are considered late for clinical if arriving any time after 7:00 a.m. Students arriving late for pediatric clinical may be sent home by the faculty/clinical instructor and/or given a special assignment.
        Students will be **assigned a pre-clinical assignment** which includes pediatric diagnoses, pediatric
medications, etc. They must be written on index cards or paper and turned in to the instructor when reporting in on the **1ˢᵗ hospital clinical rotation**. Failure to complete the assignment will result in the student being sent home and disciplined for being unprepared for clinical.

*At the end of the semester, any learner who does not return their McLeod Health badge to Ben Johnson will be issued an "**incomplete**" for the course.*

Clinical equipment
Required: wrist watch with second hand, stethoscope, pen light, bandage scissors, hemostat, and black ink pen (no gel pens).

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 Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

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

CONTENT INFORMATION: OB & Peds Clinical Orientation Day TBA – All attend!
Topical Outline: Fall 2015

Week	Date	Content/Subtopics:	Resources:	Evaluation Method(s)
Week 1		Chapter 7 Conception and Development of the Embryo and Fetus	Chapter 7	

Week 1		Growth & Development Nutrition Physical Assessment (PA) Med Administration Peds Mnemonics *also discussed in clinical orientation day	Review Course/Syllabi Course Introduction Course Resources Readings Ch. 5, 7, & 19 Case Studies	"Ice Breaker" Discuss peds G&D and theorists Describe safe med adm Discuss nutritional needs & nursing interventions Identify communication techniques for PA Recognize proper PA techniques
Week 2		Normal Pregnancy Chapter 8 Physiologic and Psychosocial Changes During Pregnancy Chapter 9 The Prenatal Assessment Chapter 10 Promoting a Healthy Pregnancy	Chapters 8, 9, 10	
Week 2		Health Promotion (Infancy thru Adolescence) Dental Health Poisoning Social Influences	Readings Ch. 8, 10-13, & 20 **(except abuse)** Case Studies	Identify health promotion of: infants, toddlers, pre-school, school-age, & adolescents Discuss proper dental health Discuss safety & poison prevention Describe social environment & influences on children
Week 3		Normal L&D The Birth Experience Chapter 12 The Process of	Chapters 12 & 13	

		Labor and Birth Chapter 13 Promoting Patient Comfort During Labor and Birth **(End of Test 1 Content)**		
Week 3		Role of the Family Family Communication Nursing in Community Hospitalized Child Pain Assessment & Management	Readings Ch. 1-2, 6, 14-15 & 21 Case Studies	**Test #1 (Ch. 5, 7-8, 10-13, & 19-20 (except abuse)** Discuss family assessment Identify family resources & community nursing role Recognize effect of hospitalization on family Identify interventions for assessing & managing pain in children Discuss non-pharmacologic pain methods
Week 4		Physiological Transitions of the Newborn Chapter 17, Caring for the Normal Newborn- chapter 18	Chapters 17 & 18	**Test #1 (Chapters 7, 8, 9, 10, 12, 13,)**
Week 4		Communicable Diseases of Children Childhood Immunizations	Reading Ch. 22 Case Studies	Discuss communicable diseases in children & assessment Identify vulnerability of children in society Describe modes of transmission for infections

				Develop care plan for proper immunizations
Week 5		Normal Postpartum Assessment- chapter 15 Perinatal Bereavement Chapter	Chapters 15	
Week 5		Chronic Illness in Children F&E Imbalances in Children	Readings Ch. 16 & 23 Case Studies	Discuss chronic illness in children & assessment Identify nurse's role in chronic illness with children Describe normal F&E status of children and assessment Discuss interventions for F&E maintenance in children
Week 6		Chapter 5 Reproductive Anatomy and Physiology Chapter 6 Human Sexuality and Fertility/ Contraception	Chapters 5 & 6	
Week 6		Eyes, Ears, Nose, & Throat Infections Respiratory Infections	Readings Ch. 24-25 Case Studies	**Test #2 (Ch. 1-2, 6, 14-16, & 21-23)** Discuss abnormalities of eyes, ears, nose, throat, & resp system Identify interventions & assessment of resp illness Discuss A&P of resp system and methods for

				prevention of resp illness Develop nursing care plan & interventions for resp illness
Week 7		Caring for the Woman Experiencing Complications During Pregnancy-Chapter 11	Chapters 11	
Week 7 -		Cardiovascular Alterations	Reading Ch. 26 Case Studies	Discuss A&P of CV system and assessment Discuss congenital defects Develop nursing care plan for CV surgery & CHF care in children
Week 8		Complications in L&D-Chapter 14	Chapters 14	**Test #2 (Chapters 17, 18, 15, 5, 6, 11)**
Week 8		Skin Alterations Child Abuse (**Guest Lecturer**)	Readings Ch. 36 & 20 abuse only Case Studies	Discuss skin disorders in children & skin assessment Identify interventions & care plan for skin care treatment Discuss child abuse & nurse's role Discuss community resources for children & families Develop care plan & interventions for child abuse
Week 9		Complications of the Newborn **(Lecture by Dr. Wittmann-Price)**	Chapter 19	

Week 9		Gastrointestinal Alterations Genitourinary Alterations	Readings Ch. 30 & 31 Case Studies	Discuss peds GI disorders Identify GI assessment techniques Develop GI care plan & interventions Discuss peds GU disorders Identify GU assessment techniques Develop GU care plan & interventions
Week 10		**Fall Break**		
Week 11		Complications in Postpartum patients	Chapter 16	
Week 11		Endocrinology Alterations Neurology Alterations Cognitive Impairment	Readings Ch. 32-34 Case Studies	**TEST #3 (Ch. 20 abuse only, 24-26, 30-31, & 36)** Discuss endocrine, neurology & cognitive disorders Identify assessment techniques for endocrine, neurology & cognitive disorders Discuss family support & resources in meeting needs Develop care plan & interventions for endocrine, neurology & cognitive disorders

Week 12		Chapter 1 Traditional and Community Nursing Care for Women, Families, and Children Contemporary Issues in Women's, Families', and Children's Health Care Chapter 3 The Evolving Family Chapter 4 Caring for Women, Families, and Children in Contemporary Society	Chapters 1, 2, 3, 4	**Test #3 (Chapters 14, 19, 16)**
Week 12		Musculoskeletal Alterations	Reading Ch. 35 Case Studies	Discuss MS disorders in children Identify MS assessment techniques Develop MS care plan & interventions
Week 13		Women's health issues	Companion chapters 1, 2	
Week 13		Immune Alterations Hematological Alterations Cancer in Children End-of-Life Care	Readings Ch. 27-29 & 17-18 Case Studies	Discuss immunological & hematological illness in children Identify proper assessment techniques Develop care plan & interventions for immuno-compromised child Discuss end-of-life care & nurse's role
Week 14		Women's Health Issues	Companion chapters 3, 4	**OB Interview Due**
Week 14		Culture & The Family in Pediatrics	Reading Ch. 3	**Test #4 (Ch. 17-18, 27-29, & 32-35)**

			Case Studies	
				Discuss types of families & identify stages of family life cycle Discuss importance of cultural competency in nursing care of children & families Identify cultural assessment in providing culturally sensitive, holistic nursing care to children & families Discuss differences between complementary & alternative therapies Identify benefits/risks of CAM's Identify CAM's for appropriate use in nursing practice
Week 15		**Documentary film viewing** *After **Test 4**	Reflection questions for film due on 5/5/15 before final exam.	**Test #4 (Chapters 1, 2, 3, 4 & companion chapters)**
Week 15		Wrap-Up & Q/A Session	Complete Lectures not completed & review	**G&D Presentations** Peds Exam Review **(Ch. 1-2, 5-8, & 10-36) + 3 on Culture**
Reading Day Final		Room/Date TBA		**OB/Peds Cumulative Final**

Exam HESI		LNB Computer Lab: Date/Time TBA		**Exam (1)** **Standardized Testing for OB & Peds (2)** **Make-ups for Tests/Exam**

GRADING RUBRIC: OB
Interview: Childbirth is a significant part of every family's life. You are to interview one person about their childbirth experience. The person must be from a **different culture** AND at least **one generation older or younger** than yourself. **It cannot be a relative.** Just use initials, age, and culture as identifying data. This is a 2-4 page paper that is meant to increase our sensitivity to this awesome human event. Follow the rubric below to complete the assignment: Due: 4/14/15

Interview: Points (Possible 22)	**0**	**1**	**2**
What was it like for you to have your children?	Not answered	Partially answered	Well answered & described.
Can you remember what you were thinking or feeling when you had your children?	Not answered	Partially answered	Well answered & described.
What special things did your family do when you were pregnant?	Not answered	Partially answered	Well answered & described.
What special things did your family do when you were in labor?	Not answered	Partially answered	Well answered & described.
What special things did your family do after the birth of the baby?	Not answered	Partially answered	Well answered & described.
What was your nursing care like while you were in the hospital?	Not answered	Partially answered	Well answered & described.
What was the most positive thing that happened to you during that time of your life?	Not answered	Partially answered	Well answered & described.
What was the most negative thing?	Not answered	Partially answered	Well answered & described.
If I decide to take care of moms and babies for the rest of my life what advice would you give me?	Not answered	Partially answered	Well answered & described.
APA ☺	Poor APA	Some issues	Getting the hang of it!
Grammar, spelling and proper use of headings.	Poor	Average	Good

GRADING RUBRIC: PEDS

Growth, Development, & Health Assessment Presentation *Be creative with power point!

	Possible points
Was growth & development for infants clearly addressed?	15
Was growth & development for toddlers clearly addressed?	15
Was growth & development for preschoolers clearly addressed?	15
Was growth & development for school-age clearly addressed?	15
Was growth & development for adolescents clearly addressed?	15
Were at least 5 resources counting the book utilized?	5
Were visual aids used & proper ppt/language guidelines?	10
Was the material presented with clarity, poise, & professionalism?	10
TOTAL	**100**

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

Department/School_____Nursing_____Date__2/5/15___

Course No. or Level_315____Title__Nutrition & Diet Therapy __

Semester hours__1_____Clock hours: Lecture_____1_____Laboratory_____

Prerequisites___Admission into the Department of Nursing _____

Enrollment expectation_____60_____

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

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

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

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

Name of person preparing course description____Vicki Martin _____

Department Chairperson's/Dean's Signature___

Kjah Wflmcnfrie PhD, RN CNS, CNE, CHSE, ANEF

Provost's Signature_____

Date of Implementation____Fall 2015

_____

Date of School/Department approval_____

Catalog description: This course develops the learners' knowledge of nutrition and diet therapy. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special health care needs.

Purpose: 1.   For Whom (generally?) This course is required for all undergraduate nursing students.
                      2.   What should the course do for the student? The course will provide the student with a basic understanding of diet and the impact of nutrition on health and the role of the nurse in assisting patients across the lifespan to improve nutrition. At the conclusion of the

course, the student will be able to utilize the nursing process to approach patients' nutritional needs.

Teaching method planned: The course will consist of audio-visual aids, podasts/videos, discussions, lectures, written assignments, case studies, critical thinking activities, a nutritional assessment/interview, and quizzes.

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

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.)

Course content will include: Principles of nutrition/components of food, the nurse's role in nutrition, review of dietary guidelines/food labels, nutrition screening and assessment, special diets and fad diets, cultural considerations and herbal therapies.

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

Department of Nursing

Course Title: **Nutrition & Diet Therapy**
Course Number: NURS 315
Credit Hours: 1
Semester and Year: Fall 2015
Day and time: TBA
Location: TBA
Pre-requisites: Admission into the Department of Nursing

Course Coordinator: Vicki Martin, MSN-ED, RN
                        Office Number: LNB – Room 127
                        Office Phone: 843-661-1898
                        E-mail: vmartin@fmarion.edu
                        Office hours: TBA

Catalog Description: This course develops the learners' knowledge of nutrition and diet therapy. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special health care needs.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Examine elements affecting individual, family, and community nutrition.
2. Understand nutrition as an aspect of total healthcare for patients across the lifespan.
3. Utilize the scientific process as the approach to patients' nutritional needs.
4. Formulate relevant plans of care for individuals, families, and communities with actual or potential nutritional problems.
5. Differentiate between a nutritional assessment and nutritional screening.
6. Discuss the importance of nutritional screening during each patient encounter.
7. Apply the appropriate tools to use as guidelines for nutrient intake and nutritional standards.
8. Integrate cultural beliefs and customs involved in the nutritional needs of patients, families, and communities.
9. Identify the nutritional care and safety involved with herbal therapies.

Program Learning Outcomes
The baccalaureate generalist program in nursing prepares the graduate to:
10. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.

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

Teaching Strategies:
The course will consist of audio-visual aids, podcasts/videos, discussions, PowerPoint lectures, written assignments, case studies, critical thinking activities, a nutritional assessment/interview, and quizzes.

Textbook(s):
Required: TBA

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

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

Course Evaluation Methods:

Assignment	Percent of Final Grade
Test 1	**25%**
Test 2	**25%**
Final Exam	**25%**
Case studies	**10%**
Nutritional Assessment/Interview	**15%**

Classroom Grading Scale:

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

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

Scheduled Tests/Exams:
Missed tests/quizzes/exams will be made up at a designated time during exam week for all nursing courses. The time will be posted on the nursing exam schedule. Failure to complete at the designated time will result in a "zero."

Students who are unable to complete a written assignment by the specified date must notify the course
coordinator prior to the date/test. If permission is given to make up the work, students will be given a deadline
to complete the missed work.

Students are expected to stay in close contact with the course coordinator and peers regarding course
assignment(s) and due dates. Students who need special accommodations for testing must notify the course coordinator & the Testing Center of these requirements prior to the scheduled test.

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 student will keep their cell phone in view in case of a Swamp Fox Alert.
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a test they cannot stop taking test and postpone taking it for any reason. If they hand in an uncompleted test the grade stands as is. All grades are recorded by the scantron sheets.
- After handing in test, students may not leave the room until the test has ended to eliminate disruption of other students still testing.

Classroom - Late/Tardy
Students are expected to be on time. Students who arrive after the start time are considered late and will have to wait to enter until the next break.

ACADEMIC INFORMATION
Communication/Written Paper Requirements
This is a professional course, thus proficiency in English grammar is an expectation.
- All communication/papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All communication/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.

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

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

E-mail responses to faculty are expected with 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail 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 e-mail will be returned

with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

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

Social Networking Policy
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.

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

Academic Dishonesty
Failure to cite references in any course assignments may result in discipline. See Honor Code found in the *University Student Hand Book: 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 *Department of Nursing Student Handbook (current edition)*: *Academic Integrity*.

Code of Ethics
The Department of Nursing subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis*

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

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

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

Computer Use
Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Your computer should be able to support Blackboard 9 and Blackboard Collaborate.

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

Dictates of professional behavior apply to faculty, staff, and learners in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:
  • Shouting or using vulgar, profane or abusive language
  • Abusive behavior
  • Physical assault or threat thereof
  • Intimidating behavior
  • Refusal to cooperate with others
  • Conduct that constitutes sexual harassment
  • Refusal to adhere to Department of Nursing policies
  • Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Department of Nursing

- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior
Unprofessional or disruptive behavior demonstrated by a Department of Nursing learner towards another learner, client, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook.*
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

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

Course Help:
To access Blackboard use the URL: http://Blackboard.fmarion.edu. If you have problems accessing the Bb or problems during the semester call the help desk. The FMU home page, under quick links will have a specific location for Blackboard Help. In the main

body of the page is a link to Blackboard manual for learners. This will help you understand some of the functions of the Blackboard system.

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

Feedback on your assignment submission:
Please check feedback on the graded assignments in your grade-book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link. **Check your grades**. I will post your grades for the discussion board, assignments, etc. as soon as possible. If you find any errors or missing scores in your grade-book, please feel free to email me. I will make any corrections. *No assignment will be graded without the attached Grading Grid.*

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.

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

CONTENT INFORMATION
Topical Outline: Fall 2015

Date:	Content:	Resources:	Evaluation Methods:
Weeks1-2	Nurses' Role in Nutrition	Review Course/Syllabus Course Introduction & Resources Readings TBA when textbook identified Websites Related to Nutrition Case Studies or Critical Thinking Activities	"Ice-Breaker" Discuss nurses' responsibility in nutrition & health promotion Discuss nursing process & nutritional health Discuss nursing care plans & nutrition

Weeks 3-4	Nutritional Care of Patients	Readings TBA when textbook identified Websites Related to Nutrition Case Studies or Critical Thinking Activities	Discuss principles of nutrition for optimal health Discuss energy balance/nutrition & nursing care
Weeks 5-6	Diets for Disease Processes & Nursing Process	Readings TBA when textbook identified Websites Related to Nutrition Case Studies or Critical Thinking Activities	Test 1 – Week 5 Discuss clinical nutrition & diet therapy for disease processes Review nursing process & care plans in clinical nutrition
Weeks 7-8	Nutrition Screening & Assessment	Readings TBA when textbook identified Websites Related to Nutrition Case Studies or Critical Thinking Activities	Discuss community nutrition & nutrition across the lifespan Discuss weight management & nutrition support Discuss food safety & food issues with intolerances or allergies
Weeks 11-12	Cultural Considerations in Nutrition	Readings TBA when textbook identified Websites Related to Nutrition Case Studies or Critical Thinking Activities	Test 2 – Week 11 Discuss cultural influences & considerations on dietary practices
Weeks 13-14	Herbal Therapies Impacting Nutrition	Readings TBA when textbook identified Websites Related to Nutrition	Nutrition Interview/Assessment – Week 13 Discuss drug interactions with foods, nutrients, or supplements

		Case Studies or Critical Thinking Activities	Discuss complementary care & herbal supplements
Week 15	Wrap-Up & Q/A Session	Complete Lectures Not Done & Review	Final Exam Course Evaluations

Grading Rubrics:
Grading rubrics are utilized to provide appropriate assignment feedback to the on-line learner and to maintain consistency in assigning grades. The appropriate Grading Grid **must** be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the appropriate Grading rubric and APA format is required. All **late work** must have prior approval from the course coordinator and ALL late submissions will receive a ten point deduction per day.

Nutritional Assessment, Nutrition Interview, Case Studies & Critical Thinking Activities		
All entries and/or learning activities will be done in response to guided direction, reflections of individual learning. Assignments must be submitted on the due dates. Assignments are graded on completeness of student learning of the content.		
90-100 points	**80-89 points**	**0-79 points**
All entries complete, appropriate, & good understanding of content application.	One or two entries missing & minimal understanding of content application.	Greater than two entries missing & no understanding of content application.

Grading Rubric:
Nutrition Interview/Assessment

	Possible points
Was health history clearly addressed?	**15**
Was nutritional history assessment clearly addressed?	**15**
Was physical assessment clearly addressed?	**15**
Was 24 hour diet recall clearly addressed?	**15**
Was at least 1 nursing diagnosis related to nutrition clearly addressed?	**10**
Were recommendations for changes in diet/lifestyle clearly addressed?	**15**
Were at least 3 resources counting the textbook utilized?	**5**
Was assignment typewritten, double-spaced, in APA format, with correct grammar and spelling, and with a reference list?	**10**
TOTAL	**100**

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

Department/School**_Interprofessional Healthcare_**(IPHC) Date **1-15-15**

Course No. or Level **301** Title **Professional Role and Practice**

Semester hours **3** Clock hours: Lecture **2** 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 **Fall 2015**

Date of School/Department approval **N/A**

Catalog description:

IPHC 301 Professional Role and Practice (3:2-3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals, a professional portfolio, and establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

Purpose: 1.   For Whom (generally?)
This course was designed for students who aspire to be a healthcare professional in an administrative, research, teaching, or practice capacity. This course can assist traditional undergraduate or associate-degreed healthcare professionals to learn new knowledge and skill. Students will identify a healthcare profession or career which they would like to learn more about and participate in an immersion precepted clinical experience.

2.   What should the course do for the student?

This didactic portion of this course will provide the learner with career development skills including the development of a professional portfolio, the mechanism to identify career goals and objectives, and a clinical practicum to practice with an expert in their field and gain further experience in their role.

Teaching method planned:
The didactic portion of this course is 100% asynchronous online and will include online discussions, presentations, lecture, graphics, and web-enhanced learning materials.

Textbook and/or materials planned (including electronic/multimedia):
Wittmann-Price, R. A. (2012). *Fast facts for developing a nursing academic portfolio*. NYC:
        Springer Publishing. (ISBN: 978-0-8261-2038-0).

PLEASE SEE ATTACHED SYLLABUS

This course will use articles in the specific discipline.

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.)

   • Investigating currents topics in specific discipline
   • Developing a professional portfolio for career advancements
   • Observing and integrating advanced skills under the preceptorship of an
     expert in the specified discipline

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

Interprofessional Healthcare

Course Number: **IPHC: 301**
Course Title: Professional Role and Practice
Day and Time: Online
Credit Hours: 2:2-3
Semester and Year: Fall 2015
Prerequisites: None

Course Coordinator: **TBA**

Course Description:
This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals, a professional portfolio, and establish a focus for a student of a healthcare profession. This course provides the student with three hours of precepted clinical time each week with an expert in their specified healthcare discipline.

Program Outcomes:
The Bachelors of Science in Healthcare Administration prepares the graduate to:
1.   Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2.   Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3.   Provide safe and effective care to all individuals and groups across the lifespan based
       upon the principles and models of evidence-based practice.
4.   Incorporate information management, patient care technologies, and communication
       devices in providing safe and effective patient care.
5.   Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6.   Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7.   Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion,
       disease and injury prevention.
8.   Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.

9.   Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

Learning Outcomes: At the completion of this course, the learner will be able to:
1.   Integrate liberal arts education into professional practice.
2.   Understand expert care in specific discipline or career identified through a precepted experience.
3.   Describe how advanced skills in specific discipline or career will assist in providing quality patient care.
4.   Incorporate information technologies into specific discipline practices.
5.   Review healthcare policies which reflect state of the art practice in specific discipline or career.
6.   Demonstrate effective interprofessional communication and collaboration in the practice setting.
7.   Integrate knowledge derived from the sciences into practice.
8.   Understand the legal and ethical core values of the specified discipline or career.
9.   Practice the role specific competencies for chosen discipline or career.

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

Teaching Strategies:
This on-line class will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Required Textbooks:
Wittmann-Price, R. A. (2012). Fast facts for developing a nursing academic portfolio.
        NYC: Springer Publishing. (ISBN: 978-0-8261-2038-0).

METHODS OF EVALUATION:
In order to progress in the Bachelor of Science in Healthcare Administration program, the learner must receive a grade of "C" (2.0 on a 4.0 scale). Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Assignment	Percent of total
Discussion Boards (5)	25
Portfolio development	25
Case study paper and presentation	50
Clinical Practice Hours	P/F

Undergraduate Classroom Grading Scale:

Alphabetic	Score
A	**90-100**
B+	**86-89**
B	**80-85**
C+	**76-79**
C	**70-75**
D+	66-69
D	60-65
F	0-59

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 69.50 is the minimum grade needed to pass this course, as this is rounded to a 70.

Assignment Explanations:
You will find detailed descriptions and explanations for all assignments within the content section of Blackboard.

Online Attendance Policy:
Attendance for this online class goes from Monday through Sunday. To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

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

Online Participation:
The purpose of online discussion is to encourage reflection and sharing of your different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the second week of the week/module, and responding to at least two of your classmates' posts by midnight on Sunday the last day of the week/module.

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

Grading Grids (Rubrics):
Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

Written Paper Requirements:
- Proficiency in English grammar is an expectation.
- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and use APA guidelines.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):
If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University*

Student Handbook, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Learner Responsibilities
Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog, the University Student Handbook*. 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.

Grievance Procedure:
The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *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. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. It the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook.*

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.

E-mail
Electronic mail is an essential component of communication between the Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. E-mail responses to faculty are expected with 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail 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 e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

Phone Usage and Messaging
Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

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 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.

Computer Use
Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that 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.

Maintaining current AHA: BLS-HCP certification is the sole responsibility of the learner.
If you have not presented a copy of your current AHA: BLS-HCP card to the Nursing Student Services Coordinator by the required deadline, you will not be permitted to attend clinical practicums and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Nursing 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 on the announcement page of Blackboard and/ or by email.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES
Rogers Library   (843) 661-1310
Counseling and Testing Center   (843) 662-8263
Technical Support   (843) 661-1111
Writing Center   (843) 661-1654

COMMUNICATION POLICY FOR BLACKBOARD
Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online

discussions are an integral part of the program. The intent of on-line discussions (discussion boards) are to replace the sharing that would occur between learners in the classroom, to allow faculty to identify learner learning and correct misconceptions, and to share in the educational process as professionals. To help you become accustomed to working in an on-line classroom, the following guidelines are listed to help you become accustomed to working in an online classroom.

CONTENT INFORMATION

Date	Content	Readings	Assignments Due
Week 1	• Orientation • Portfolio development • Philosophy	Wittmann-Price, Chapters 1 & 2	Self-enroll in BB
Week 2	• Career goals and objectives	Articles in specific discipline	discussion board
Week 3	• Future projections for specific discipline	Articles in specific discipline	Cover letter due as part of portfolio
Week 4	• Communication • Conflict management	Wittmann-Price chapters 3 & 4	Résumé due as art of portfolio
Week 5	• Ethics • Legal	Selected articles Case study	Case study and discussion board
Week 6	• Healthcare systems	Selected articles	
Week 7	• QI	Selected articles	discussion board
Week 8	• Strategic planning	Selected articles	
Week 9	• Workplace safety		Philosophy due as part of portfolio
Week 10	• HR	Wittmann-Price last chapters	discussion board
Week 11	• Portfolio management		Portfolio due Paper due
Week 12	• Class presentations and peer evaluations		
Week 13	• Class presentations and peer evaluations		
Week 14	• Class presentations and peer evaluations		

Portfolio Grading	0 Not done	1 Minimally completed	2 Mostly completed	3 Completed well
1. **Cover Letter**		Done with poor formatting and grammatical errors	Some errors or poor formatting	Well formatted and no errors
2. **Resume**		Done with poor formatting and grammatical errors	Some errors or poor formatting	Well formatted and no errors
3. **Philosophy and Goals (one page)**		Written poorly with minimal effort to include the four paradigms of nursing and / or no goals	Paradigms of nursing present but poorly explained and / or no well thought out career goals	Presented paradigms of nursing well with well-defined and articulated career goals
4. **Table of Contents**		Done with poor formatting and grammatical errors.	Some errors or poor formatting.	Well formatted and no errors.
5. **Portfolio (presentation, information, and emphasis)**		Poor presentation or unprofessional presentation; poor evidence	Presentation adequate; some evidence	Professional and organized; good evidence

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

Department/School **Interprofessional Healthcare** (IPHC) Date **1-15-15**

Course No. or Level **334** Title **Research in Practice**

Semester hours **3** Clock hours: Lecture **3** Laboratory **0**

Prerequisites **None**

Enrollment expectation **20**

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

Modification **NRN 334 Nursing Research in Practice**
(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 **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 2015**

Date of School/Department approval **N/A**

Catalog description:
IPHC 334 Research in Practice (3) IPHC is same as NRN 334 Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN 334.

Purpose: 1.   For Whom (generally?)
This course will teach future healthcare administration professionals the research process. I will also discuss evidence-based process related to application of empirical data to patient care.

2.   What should the course do for the student?
This course will teach the student how to retrieve appraise, and disseminate research findings specific to their career interests or discipline. This course will assist students to develop a quality improvement project that will influence patient care based on an individual, group or systems model.

Teaching method planned:

This course is 100% asynchronous online and will include online discussions, presentations, lecture, graphics, and web-enhanced learning materials.

Textbook and/or materials planned (including electronic/multimedia):
Godshall, M. (2009). *Fast Facts for Evidence-Based Practice: Implementing EBP in a Nutshell.*
        NYC: Springer Publishing.

PLEASE SEE ATTACHED SYLLABUS

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.)

- •   Appraising evidence
- •   Understanding research ethics
- •   Developing projects in specific discipline to enhance patient outcomes

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

Interprofessional Healthcare

Course Title: **Research in Practice**
Course Number: IPHC 334
Credit Hours: 3 semester hours
Day and time: This is an online course taught through Blackboard Learn System
Semester and Year: Fall 2015
Prerequisites: None

Course Coordinator: TBA

Course Description: Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN334.

Program Outcomes:
The Bachelors of Science in Healthcare Administration prepares the graduate to:
1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based
upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication
devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion,
disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity,

integrity, and social justice in the delivery of patient care.
9.   Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Integrate scientific knowledge into the research process.
2. Understand the importance of evidence in ensuring patient safety and quality outcomes.
3. Utilize critical thinking skills and strategies to assist in the appraisal of information for quality improvement.
4. Utilize traditional and emerging electronic technologies to locate and communicate research findings.
5. Discuss research findings that can empower professional's ability to proactively shape and influence healthcare systems.
6. Demonstrate the ability to communicate current research findings to patients and healthcare team members.
7. Demonstrate theoretical knowledge of human rights protection.
8. Analyze clinical research for application to practice.

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

Teaching Strategies:
This on-line class will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Textbook:
Godshall, M. (2009). Fast Facts for Evidence-Based Practice: Implementing EBP in a Nutshell.
        NYC: Springer Publishing.

METHODS OF EVALUATION:
In order to progress in the Bachelor of Science in Healthcare Administration program, the learner must receive a grade of "C" (2.0 on a 4.0 scale). Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Online Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Blackboard Discussion	25%
Individual Article Critique PPT Presentation	35%
Group Evidence-Based Presentation	35%
Protecting Human Subject Research Participants (IRB Certificate)	5%

Undergraduate Classroom Grading Scale:

Alphabetic	Score
A	**90-100**
B+	**86-89**
B	**80-85**
C+	**76-79**
C	**70-75**
D+	66-69
D	60-65
F	0-59

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 69.50 is the minimum grade needed to pass this course, as this is rounded to a 70.

Assignment Explanations:
You will find detailed descriptions and explanations for all assignments within the content section of Blackboard.

Online Attendance Policy:
Attendance for this online class goes from Monday through Sunday. To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

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

Online Participation:
The purpose of online discussion is to encourage reflection and sharing of your different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the second week/module, and responding to at least two of your classmates' posts by midnight on Sunday the last day of the week/module.

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

Grading Grids (Rubrics):
Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

Written Paper Requirements:
 Proficiency in English grammar is an expectation.
- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and use APA guidelines.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

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

ACADEMIC INFORMATION

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

Learner Responsibilities
Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog, the University Student Handbook.* 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.

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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.

E-mail
Electronic mail is an essential component of communication between the Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. E-mail responses to faculty are expected with 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail 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 e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

Phone Usage and Messaging

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

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Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the 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.

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Maintaining current AHA: BLS-HCP certification is the sole responsibility of the learner.
If you have not presented a copy of your current AHA: BLS-HCP card to the Nursing Student Services Coordinator by the required deadline, you will not be permitted to attend clinical practicums and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Nursing 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 on the announcement page of Blackboard and/ or by email.

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Writing Center   (843) 661-1654

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share in the educational process as professionals. To help you become accustomed to working in an on-line classroom, the following guidelines are listed to help you become accustomed to working in an online classroom.

1. Learners are expected to check their e-mail daily and discussion board at least every two days for learner posts and faculty updates.
2. Each week/module there will be from one to three discussion board questions that require learner responses. Learners are to respond to each primary question by the end of the day Sunday of the second week and respond to at least two classmates' posts in each discussion board question by the end of the day Sunday of the third week for full discussion board credit for the week/module. Additional detailed information on discussion board participation can be found in the course material in blackboard and in each course syllabus.
3. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be utilized to assign grades for each discussion question participation by each learner. You will find the rubric in the course materials in Blackboard, as well as in each course syllabus.
5. Some courses will require the learners to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the learners utilize the blackboard group discussion site for their team communications. If a question of equal participation comes up, the faculty will be able to review the group discussions to assess each group member's role.
6. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, e-mail the person directly. General questions can be posted in the Faculty Forum section of the discussion board.
7. Use a positive and respectful tone.
8. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in WORD first before posting so you don't regret a response later.
9. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
10. Reference all information used in your post that is not your own knowledgebase.
11. Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
12. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.

COURSE PROCEDURES
To be a successful online learner takes great effort. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. You do have to devote time from your busy family and work schedule to work on the course so you won't fall behind.
Communication is key. Communication channel is always open between me, you, and among ourselves. It is very, very important that we keep connected and interact. If you do

have questions, please feel free to e-mail me, utilize the faculty forum in discussion board, or phone me.

Working ahead. All assignments and discussion questions for the semester are posted. You are permitted to post one week/module ahead on discussion questions. Know, however, that course content must be reviewed before posting is to be done in order to correctly interpret the questions. Learners are permitted to work ahead as able on individual assignments.

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

Feedback on your assignment submission. Please check feedback on the graded assignments in your grade-book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link.

Check your grades. I will post your grades for the discussion board, assignments, etc. as soon as I can. If you find any errors or missing scores in your grade-book, please feel free to e-mail me. I will correct my mistakes. *No assignment will be graded without the attached Grading Grid*.

Content Information

Date	Enabling Objective At the end of each week/module the students will be able to do the following:	Content	Resources, Evaluation Methods and Assignments
Weeks 1	* Define EBP *Identify the importance of research	* Introduction to research and EBP	Read text ch. 1, 2
Week 2	* Describe the importance of research outcomes on quality of care	* Building on EBP	PP lectures on EBP, Outcomes research and Intro to research
Week 3	Journal assessment	* Outcomes research	Reply to discussion board question(s)
Weeks 4	* Discuss and define quantitative and qualitative research methods and their importance.	* Qualitative research * Quantitative research	Read text ch. 3,5, 6
Week 5	* Identify how literature reviews impact research studies	* Research problems, purpose and hypothesis.	PP lectures on Hypothesis and problem, Literature review and Qualitative and Quantitative research
Week 6	* Recognize the role of research	* Literature reviews	Reply to discussion

	problems, purpose and hypothesis in a study		board question(s)
Weeks 7	* Select the appropriate design for a research study	* Research designs	Read text ch. 8, 9, 10, 12
Week 8	* Identify how to critically appraise research studies.	* Populations and samples	Reply to discussion board question(s)
Week 9	* Critically appraise research	* Data collection	Article Critique Due
Weeks 11	* Discuss how ethics affects patient care	* Ethics	Read text ch. 4, 11, 7.
Week 12	* Discuss the role of statistics in research	* Understanding theory and research frameworks	Reply to discussion board question(s)
Week 13	* Apply theory to research	* Use of statistics in research	IRB Certification Due
Weeks 14	* Discuss research frameworks * Apply concepts of research	*Group EBP	Reply to discussion board question(s) PP lecture on critiquing research Group EBP Due

Online Participation Rubric:
The following rubric will be used for assessing online participation. Please refer to online participation section in the syllabus.

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

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

Department/School_**Interprofessional Healthcare**_(IPHC) Date **1-15-15**

Course No. or Level_**445**__Title___**Population-Focused Care**

Semester hours__**3**___Clock hours: Lecture___**3**____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 2015**_____

Date of School/Department approval____**N/A**_____

Catalog description: Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on Healthy People. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

Purpose:
This course is designed for future healthcare administration professionals.   This course will facilitate learning of community-based healthcare which is a growing field for all healthcare systems.

2.   What should the course do for the student?
This course will provide the learner with information related to community healthcare such as the provision of care, systems management, patient accessibility to care, and home care.

Teaching method planned:
This course is 100% asynchronous online and will include online discussions, presentations, lecture, graphics, and web-enhanced learning materials.

Textbook and/or materials planned (including electronic/multimedia):
This course will use selected articles in the student's discipline.
Crosby, R. A., Wendel, M. L., Vanderpool, R. C., Casey, B. R. (2012). Rural Populations
          and Health. San Francisco, CA: Jossey-bass.

PLEASE SEE ATTACHED SYLLABUS

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.)
- Understand the outpatient care in selected discipline
- Develop outpatient interactions.
- Understand the healthcare needs of the specific discipline from a population focus.

When completed, forward to the Office of the Provost.   9/0

Interprofessional Healthcare

Course Title: Population-Focused Care
Course Number: IPHC 445
Credit Hours: (3)
Semester and Year: Fall 2015
Prerequisites: None

Course Coordinator: TBA

Catalog description: Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on Healthy People. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

Program Outcomes:
The Bachelors of Science in Healthcare Administration prepares the graduate to:
1.   Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2.   Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3.   Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4.   Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5.   Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6.   Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7.   Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8.   Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9.   Utilize the roles of provider of care, manager/coordinator of care, and member of

the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

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

1. Use liberal education as a base to analyze the genetic, social, cultural, economic, geographic and political factors that impact the health of populations across the lifespan.
2. Demonstrate knowledge and skills in leadership, quality improvement, and patient safety as they relate to clinical prevention practices and disaster management among communities and populations.
3. Use current research literature from relevant disciplines to guide community practice.
4. Employ information technology to collect data about the community and population, vulnerable groups, and community health concerns to guide the development of interventions.
5. Analyze the impact of state and national legislation on the health of a selected population group.
6. Collaborate with appropriate health and community team members in the development, implementation, and evaluation of socially and culturally just population health interventions.
7. Apply epidemiological principles and methods in assessment, program planning and evaluation with diverse populations and communities.
8. Demonstrate the professional responsibility of altruism, autonomy, human dignity, integrity, social justice, and cultural considerations in the delivery of care to the communities and populations. Develop and implement health promotion and disease prevention interventions for vulnerable populations across the lifespan, focusing on effectiveness, efficiency and equity.

Course Access and Navigation:

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

Teaching Strategies:

This on-line class will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Textbook:

Selected articles in discipline.

Crosby, R. A., Wendel, M. L., Vanderpool, R. C., Casey, B. R. (2012). Rural Populations and Health. San Francisco, CA: Jossey-bass.

METHODS OF EVALUATION:

In order to progress in the Bachelor of Science in Healthcare Administration program, the learner must receive a grade of "C" (2.0 on a 4.0 scale). Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Online Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Blackboard Discussion (5)	50%
Journals (5)	50%
Final Learning Agreement: **Must be submitted in order to successfully complete this course**	S/U

Undergraduate Classroom Grading Scale:

Alphabetic	Score
A	**90-100**
B+	**86-89**
B	**80-85**
C+	**76-79**
C	**70-75**
D+	66-69
D	60-65
F	0-59

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 69.50 is the minimum grade needed to pass this course, as this is rounded to a 70.

Assignment Explanations:
You will find detailed descriptions and explanations for all assignments within the content section of Blackboard.

Online Attendance Policy:
Attendance for this online class goes from Monday through Sunday. To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 % of a course, a faculty member may withdraw a learner from a course for a violation of

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

Online Participation:
The purpose of online discussion is to encourage reflection and sharing of your different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the second week of the week/module, and responding to at least two of your classmates' posts by midnight on Sunday the last day of the week/module.

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

Grading Grids (Rubrics):
Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

Written Paper Requirements:
 Proficiency in English grammar is an expectation.
- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and use APA guidelines.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

Work Turned in Late:
Any assignments that are due in an assigned week/module will be considered on time if submitted by midnight Sunday night of the last week/module. Permission from faculty

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

ACADEMIC INFORMATION

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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.

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CONTENT INFORMATION

Week/ Date	Content	Resources	Evaluation Methods
Week 1	Population-Focused Practice History of Public Health and Public & Community Health	Crosby, R. A., Wendel, M. L., Vanderpool, R. C., Casey, B. R. (2012). *Rural Populations and Health. Chapter 1, 2*	Discussion Board #1
Week 2	Public Health, Primary Healthcare Systems, & Healthcare Transformation Perspectives in Global Healthcare	Chapters 3 & 4	Initial post
Week 3	Economics of Healthcare Delivery Ethics	Chapters 4 & 5	Journal due
Week 4	Cultural Diversity Public Health Policy Environmental Health	Chapter 6	Discussion Board #2
Week 5	Genomics Epidemiology Infectious Disease Prevention and Control	Chapter 7 & 8	Journal due
Week 6	Evidence-Based Practice Using Health Education and Groups to Promote Health	Chapter 9	
Week 7	Promoting Healthy Communities	Chapter 10	Discussion Board #3

	Community as Client		
Week 8	Promoting Health Through Healthy Communities & Cities Nursing Centers Public Health Nursing & Disaster Management Cycle	Chapter 11	Journal due
Week 9	Family Development and Family Nursing Assessment Family Health Risks	Chapter 12	
Week 10	Child & Adolescent Health Major Health Issues & Chronic Disease Management	Chapters 13 & 14	Discussion Board #4
Week 11	Special Needs Populations Vulnerability & Vulnerable Populations Poverty & Homelessness	Chapter 15	Journal due
Week 12	Migrant Health Issues Teen Pregnancy Mental Health Issues	Chapter 16	
Week 13	Alcohol, Tobacco and Other Drug Problems Violence & Human Abuse Occupational Health Nurse Forensic Nursing Faith-based Nursing	Chapter 17 & 18	Discussion Board #5

	Public Health Nursing at the Local, State, and National Levels		
Week 14	Presentations		**Journal due** **Final Individual Plan and Clinical Log due**

Online Participation Rubric:

The following rubric will be used for assessing online participation. Please refer to online participation section in the syllabus.

POST	EVALUTAION CRITERIA	EARNED POINTS
Primary post worth a total of 50 points	*on time *all topic areas covered *references provided *substantive content *acceptable grammar	10 15 10 10 10
Secondary posts (2) worth 25 points each	*on time *reflects or references other' posts *adds new thoughts or ideas *acceptable grammar	10 10 15 10

Journal Rubric:

The following rubric will be used for assessing your journal entries.

Category	50	40	30
Content	Entry contains complete answers to ALL questions prompts	Entry provides answers to most question prompts but may miss 1 or 2	Entry significantly misses key question prompts or does not answer important questions
Fluency	Entry manifests good grammar, sentence structure, and spelling	Entry has no more than 2-3 simple or basic grammatical errors	Entry contains one or more sentence fragments, run-on sentences, or serious

	50	40	30
			grammatical problems
Quality and Mastery of content	Answers reflect honest, thoughtful responses that are linked to the student's own life and experiences AND that go beyond just answering the questions by connecting the student's experiences to the chapter/course material	Answers are vague, but appear to be sincere attempts to answer the questions; they demonstrate some understanding of course material, but the journal does not clearly connect the student's life to course content	Answers are superficial and do not reflect thoughtful consideration or reflect important aspects of the student's life or experiences or are irrelevant to the issues in the journal or the chapter

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

Department/School **Interprofessional Healthcare** (IPHC) Date **1-15-5**

Course No. or Level **448** Title **Healthcare Policy Development**

Semester hours **3** Clock hours: Lecture **3** Laboratory **0**

Prerequisites **None**

Enrollment expectation **20**

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

modification **NRN Nursing's Role in Policy Development**
(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 **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 2015**

Date of School/Department approval **N/A**

Catalog description:
IPHC 448 Healthcare Policy Development (3) (IPHC 448 is same as NRN 448) This course offers the student the opportunity to discuss health care policy, and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current health care issues such as quality of care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN448.

Purpose: 1.   For Whom (generally?)
This course will highlight the policies that influence the US healthcare system. It will discuss the impact of healthcare reform and compare the US healthcare system with other national systems.

2.   What should the course do for the student?
This course will provide the learner with a national look at healthcare policy and how it affects health, specifically in the student's chosen discipline.

Teaching method planned:
Didactic is 100% asynchronous online and will include online discussions, presentations, lecture, graphics, and web-enhanced learning materials.

PLEASE SEE ATTACHED SYLLABUS

Textbook and/or materials planned (including electronic/multimedia):
This course will use selected articles in the student's discipline.

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.)

- Understand healthcare policy.
- Develop interventions to affect policy decisions
- Understand how policy affects the delivery of healthcare in their specific discipline.
  When completed, forward to the Office of the Provost.   9/0

Interprofessional Healthcare

Course Title: **Healthcare Policy Development**
Course Number: IPHC 448
Credit Hours: 3 semester hours
Day and time: This is an online course taught through Blackboard Learn System
Semester and Year: Spring 2016
Prerequisites: None

Course Coordinator: **TBA**

Course Description:
This course offers the student the opportunity to discuss health care policy, and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current health care issues such as quality of care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN 448.

Program Outcomes:
The Bachelors of Science in Healthcare Administration prepares the graduate to:
1.   Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2.   Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3.   Provide safe and effective care to all individuals and groups across the lifespan based
       upon the principles and models of evidence-based practice.
4.   Incorporate information management, patient care technologies, and communication
       devices in providing safe and effective patient care.
5.   Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6.   Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7.   Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion,
       disease and injury prevention.

8.   Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9.   Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Use previous learned knowledge in the development of healthcare policy;
2. Analyze the health policy process at the local, state, and national levels;
3. Appraise current evidence for use in policies;
4. Use informational technology to identify populations that are underserved;
5. Analyze current methods utilized to fund healthcare and their impact on quality and equity;
6. Discuss how collaboration promotes healthcare policy development;
7. Evaluate healthcare policies for health prevention and population benefit;
8. Analyze the impact of values and value systems on policy development; and
9. Demonstrate the role of the professional healthcare policy development.

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

Teaching Strategies:
This on-line class will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Textbook:
Selected articles in discipline.

METHODS OF EVALUATION:
In order to progress in the Bachelor of Science in Healthcare Administration program, the learner must receive a grade of "C" (2.0 on a 4.0 scale). Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Online Classroom Evaluation Methods:

Blackboard Discussion	15%

Healthcare Around the World (student ppt. presentation): Due module two	30%
Policy Change Paper: Due module three	30 %
Healthcare Group ppt: Due module five	25%

Undergraduate Classroom Grading Scale:

Alphabetic	Score
A	**90-100**
B+	**86-89**
B	**80-85**
C+	**76-79**
C	**70-75**
D+	66-69
D	60-65
F	0-59

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 69.50 is the minimum grade needed to pass this course, as this is rounded to a 70.

Assignment Explanations:

You will find detailed descriptions and explanations for all assignments within the content section of Blackboard.

Online Attendance Policy:

Attendance for this online class goes from Monday through Sunday. To be considered present for a week/module, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

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

Online Participation:

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

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

Grading Grids (Rubrics):
Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

Written Paper Requirements:
 Proficiency in English grammar is an expectation.
   • All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
   • All papers must demonstrate evidence of logical development of thought, clarity, and organization.
   • To be accepted for grading, all written papers will be typed and use APA guidelines.
   • All written assignments must be submitted in Blackboard unless instructed otherwise.

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

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

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

Learner Responsibilities
Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog, the University Student Handbook*. 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.

Grievance Procedure:
The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *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. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. It the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook.*

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.

E-mail
Electronic mail is an essential component of communication between the Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. E-mail responses to faculty are expected with 24 hours. In return, faculty will e-mail learners within 24 hours with the exception of weekends and holidays. E-mail 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 e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

Phone Usage and Messaging
Learners are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with

students. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

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 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.

Computer Use
Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that 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.

Maintaining current AHA: BLS-HCP certification is the sole responsibility of the learner.
If you have not presented a copy of your current AHA: BLS-HCP card to the Nursing Student Services Coordinator by the required deadline, you will not be permitted to attend clinical practicums and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Nursing 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 on the announcement page of Blackboard and/ or by email.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

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

working in an on-line classroom, the following guidelines are listed to help you become accustomed to working in an online classroom.

CONTENT INFORMATION

Date	Content	Resources, Evaluation Methods and Assignments
Week One	Introduction to policy	Selected articles in specific discipline
Week two	Introduction to politics	Selected articles in specific discipline
Week three	Introduction to healthcare systems	Selected articles in specific discipline
Week four	Health insurance Issues and Financing	Discussion board Selected articles in specific discipline Around the World PowerPoint Presentation due
Week five	Issues and Financing	Selected articles in specific discipline
Week six	Issues and Financing	Around the World PowerPoint Presentation due
Week seven	Research and the Workplace	Discussion board
Week eight	Research and the Workplace	Selected articles in specific discipline
Week nine	Research and the Workplace	Policy Change Paper due at the end of Week/module Three
Week ten	Government	Discussion board Selected articles in specific discipline
Week eleven	Government	Selected articles in specific discipline
Week twelve	Government	Selected articles in specific discipline
Week thirteen	Associations and community	Discussion board Selected articles in specific discipline
Week fourteen	Associations and community	Healthcare Group PPT due

Online Participation Rubric:
The following rubric will be used for assessing online participation. Please refer to online participation section in the syllabus.

POST	EVALUATION CRITERIA	EARNED POINTS
Primary post worth a total of 50 points	*On time *All topic areas covered *References provided if appropriate *Substantive content	10 points 10 points 10 points 10 points

	*Acceptable grammar	10 points
Secondary posts (2) worth 25 points each	*On time	5 points
	*Reflects or references others' posts	5 points
	*Added new thoughts or ideas to the post stream	10 points
	*Acceptable grammar	5 points

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

Department/School_**Interprofessional Healthcare**_(IPHC) Date **1-15-15**

Course No. or Level **457** Title **Professional Capstone Course**

Semester hours **3** Clock hours: Lecture_____Laboratory **9**

Prerequisites ____**Senior status**

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 2015**_____

Date of School/Department approval____**N/A**_____

Catalog description:
This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible to identify an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

Purpose: 1.   For Whom (generally?)

This course was designed for students who aspire to be a healthcare professional in an administrative, research, teaching, or practice capacity. This course can assist current

associate-degreed healthcare professionals or traditional undergraduate healthcare students to prepare for an advanced role. This course will assist the student to position themselves to be competitive in the job market and transition them from school to employment.

2.   What should the course do for the student?

This course will provide the learner with an in-depth focus in an area of interest in their specific discipline and develop an interventional project related to the studied area.

Teaching method planned:

Didactic is 100% asynchronous online and will include online discussions, presentations, lecture, graphics, and web-enhanced learning materials.

PLEASE SEE ATTACHED SYLLABUS

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

This course will use articles specific to the learner's discipline.

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.)

- In-depth investigation of an identified topic.
- Develop an implementation plan for the topic.

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

Interprofessional Healthcare

Course Number: **IPHC: 457**
Course Title: Professional Capstone Course
Day and Time: Online
Credit Hours: 3:9
Semester and Year: Fall 2015
Prerequisites: Senior status

Course Coordinator: **TBA**

Course Description:
This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible to identify an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

Program Outcomes:
The Bachelors of Science in Healthcare Administration prepares the graduate to:
1.   Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2.   Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality healthcare.
3.   Provide safe and effective care to all individuals and groups across the lifespan based
        upon the principles and models of evidence-based practice.
4.   Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5.   Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6.   Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7.   Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8.   Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9.   Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

Learning Outcomes: At the completion of this course, the learner will be able to:
1.   Integrate liberal arts education into an implementation plan.
2.   Develop expert care modalities to address a clinical or systems quality improvement issue.
3.   Describe how a change process will improve patient care.
4.   Incorporate information technologies into the intervention process as needed.
5.   Review healthcare policies pertaining to interventions.
6.   Demonstrate effective interprofessional communication and collaboration.
7.   Integrate knowledge derived from the sciences into interventions.
8.   Understand the legal and ethical consequences of a change.
9.   Demonstrate an advanced knowledge and practice is specified discipline.

Course Access and Navigation:
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Teaching Strategies:
This on-line class will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Required Textbooks:
Articles specific to discipline-related project.

METHODS OF EVALUATION:
In order to progress in the Bachelor of Science in Healthcare Administration program, the learner must receive a grade of "C" (2.0 on a 4.0 scale). Not achieving a C in the course work, failing clinical, or not achieving the expected level on the math competency test, constitutes a course failure.

Assignment	Percent of total
Project development	50
Project presentation	50

Undergraduate Classroom Grading Scale:

Alphabetic	Score
A	**90-100**
B+	**86-89**
B	**80-85**
C+	**76-79**
C	**70-75**
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Grading Grids (Rubrics):
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Work Turned in Late:
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Maintaining current AHA: BLS-HCP certification is the sole responsibility of the learner.

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CONTENT INFORMATION

Date	Content	Readings	Assignments Due
Module one	Identify topic	Articles in specific discipline	Self-enroll in BB Discussion Board

Module two	Discuss why topic is important and what the objectives will be	Articles in specific discipline	Discussion board
Module three	Develop topic and discuss barriers to implementation	Articles in specific discipline	Discussion board
Module four	Discuss feasibility of implementation and target population	Articles in specific discipline	Discussion board Scholarly paper due
Module five		Selected articles Case study	Student presentation

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

Department/School: <u>MGT/Business</u>   **Date: <u>September 16, 2014</u>**

Course No or level: <u>456</u>   **Title: <u>Leadership in the</u>**
                                    <u>Health Care Environment</u>

Semester Hours: <u>3</u>   Clock Hours: Lecture: <u>3</u>   Laboratory:

Prerequisites: Admission to School of Business or HCA program

Enrollment expectation: <u>12</u>

Indicate any course for which this course is (an) addition
        <u>This course will added to the list of courses for Management majors in the</u>
        <u>Bachelor of Business Administration Program</u>

Name of the person preparing course description
<u>Hubert H. Setzler III, Associate Professor of Management</u>

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

Catalog Description:
This course is designed to prepare students to assume leadership roles in a dynamic
health care environment. It exposes students to the roles of leadership, organizational
structure, and organizational as well as industry wide culture. Through assignments, self-
assessments and interactive/collaborative experiences, students gain insight into their
own leadership and negotiating skills.
Purpose:

1.   For Whom (generally)
This course is for MGT students who wish to pursue a career in non-clinical side of the
health care industry. Entry level and mid-level jobs in this area may include management
position in specialized areas such as finance, government relations, HR, information
system, marketing and PR, materials management, medical staff relations, nursing
administration, patient care services, and planning and development.

2.   What should the course do for the student?

Students will learn so assess their own leadership style and skills and compare them to the most effective styles and uses. They will become aware of the importance of diversity, culture and change, and how one might navigate through the manifestations of those concepts in health care organizations.

Teaching method planned:
This course is an online combination of prerecorded lectures, readings, and case studies. Apart from lectures students will be provided with a significant number of example cases from which they are expected to learn and **apply** concepts.

Textbook and/or material planned (including electronic/multimedia):
Organizational Behavior: what great managers know and do, 2nd edition, Baldwin, Bommer, Rubin, 2013, McGraw Hill

Course Content:

Personal Skills
       Learning Personal Improvement
       Building Self-Awareness
       Common Sources of Stress
       Stress Management
       Time Management
       Solving Problems Effectively
       Ethic and Ethical Decision Making
Interpersonal Skills
       Delivering Powerful/Sticky Messages
       Choosing your Medium
       Active Listening
       Expectancy Theory of Motivation
       The Person, Job, and/or Manager as a Source of Motivation
       Job Performance and Attitudes
       Setting Expectations
       Providing Feedback, Punishment, and Reward
       Sources of Power, Influence and Authority
       Professionalism
       Leadership Characteristics and Practices
Group and Organizational Skills
       Teams and Teamwork
       Defining and Managing Conflict
       Negotiation
       Understanding Culture and Its Importance
       Working Productively with Diverse People and Teams
       Culture Audits
       Change and Overcoming Its Resistance

Course Syllabus – Summer Semester
MGT 456: Leadership in the Health Care Environment

Professor: Dr. Hubert Setzler   Phone: 843-661-1433
Office: Founders Hall 263B-3   Email: hsetzler@fmarion.edu
Course Days: Online
Prerequisites: Admission to School of Business or HCA program

Required Text:
Organizational Behavior: what great managers know and do, 2nd edition, Baldwin,
Bommer, Rubin, 2013, McGraw Hill

Course Description:
This course is designed to prepare students to assume leadership roles in a dynamic
health care environment. It exposes students to the roles of leadership, organizational
structure, and organizational as well as industry wide culture. Through assignments, self-
assessments and interactive/collaborative experiences, students gain insight into their
own leadership and negotiating skills.

Course Objectives
1) Self-assessment of leadership skills and styles 2) Effective ways to interact with
people
3) Effective ways to interact within groups, organizations, and cultures

Method of Instruction
The course is a series of online prerecorded lectures all of which will be made available
at the beginning of the course. Major emphasis is on the student's understanding the
nature of leadership in the health care arena. Learning will be maximized via
instructor/student/student group interactions. Students will be provided with a significant
number of case studies to identify, critique, and evaluate the situation using the concepts
of leadership illustrated in the text and in the online lectures.

Grading
Projects and assignments   60%
Exams   40%

Letter grades will be computed according to this scale
A   90 and above   D   60-69
B   80-89   F   Below 60
C   70-79

Attendance Policy
The offering will be an asynchronous online course. There will be no attendance policy.

Course Work Policy

This course simulates a realistic work environment which an student might find himself or herself to be in. Therefore all assignments and project submissions are due on time, just as they are in the workplace. Late assignments will not be accepted under any circumstance. There are no make-up exams; if you miss an exam a zero will be assigned as your grade for that exam. All assigned readings are to be completed before the projects and exams are attempted. Exams will be given on set dates and very specific times, with advance notice. Online exams will be given and should be taken alone without any help. Books and notes may be used.

Academic Honesty
Cheating devalues the degrees of all graduates of our programs and creates an atmosphere in which the most devious rather than the most worthy are rewarded. This is not the kind of society we should be striving to create for ourselves.

A person whom it is determined has cheated will receive an F in the course in addition to whatever other punishments the university considers appropriate. This might seem "harsh". However, cheating is a serious offense because it undermines the value of everything we strive to accomplish at Francis Marion University. We demonstrate the magnitude of the offense with the magnitude of the consequences.

Weekly Class Schedule

Week 1   **PART ONE Personal Skills**
                1. Organizational Behavior and Your Personal Effectiveness
                2. Managing Stress and Time
                3. Solving Problems
                4. Making Ethical Decisions

Week 2   **PART TWO Interpersonal Skills**
                5. Communication
                6. Motivating Others
                7. Managing Employee Performance
                8. Using Power and Influence
                9. Leading Others

Week 3   **Exam 1 and Assignments due**

Week 4   **PART THREE Group and Organizational Skills**
                10. Team Effectiveness
                11. Resolving Conflict Through Negotiation and Mediation
                12. Recruiting, Selecting, and Retaining Talent
                13. Culture and Diversity
                14. Making Change

Week 5   **Exam 2 and Assignments due**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE
Department/School____Business_____Date_January 24, 2015_____
Course No. or Level_FIN 451_Title_Healthcare Finance
Semester hours___3____Clock hours: Lecture___x_____Laboratory_____

Prerequisites____Admission to the HCA Program

Enrollment expectation__18_____

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

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

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

　　　alternate__IPHC 451_____
　　　(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description____Neil F. Riley_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____Fall 2015_____

Date of School/Department approval_____

Catalog description: [see attachment]

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

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

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.)

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

Finance 451 – Health Care Finance
Summer

Instructor: Dr. Neil Riley
                       Founders 232
                       Office Phone: 661-1415 (Voice Mail Available)
                       Email: nriley@fmarion.edu

Office Hours: Online Class.
                       Please contact via email.

I.   **Catalog Description:**

This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements, and their analysis, time value of money and its use in decision making, capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects.

II.   **Required Background or Experience:**

A. Prerequisites: Admission to the HCA program
B. General Education (core) Contribution:
   1. Ability to perform basic mathematical and algebraic calculations
   2. Ability to think and reason
   3. Ability to read and write well in English
   4. Ability to use word processing and spreadsheet software

III.   **Text and References:**

Finance Basics, Harvard Review Press, 2014

IV.   **Instructional Methods:**

The instructional method used in this online course is the lecture format. Students will be provided with recorded lectures for each of the chapters covered. In addition, there will be a recorded solution for each problem assigned in class.

Students will also be assigned readings related to current issues in Health Care Finance.

V.   **Mission Statement:**

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area in which they teach. Our small classroom environment promotes interaction among students and faculty. **We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards**. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

School of Business Goals

- Our students will have conceptual and analytical skills to analyze and solve managerial problems.
- Our students will be able to effectively communicate orally and in writing.
- Our students will have an understanding of ethical perspectives and be guided by high ethical standards.
- Our students will have an understanding and appreciation of the global business environment.
- Our students will utilize creativity in the solving of managerial problems.
- Our students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems and marketing.

VI.   Grading: A total of 300 points are available during the semester

First Exam	100 points
Second Exam	100 points
Analysis of Readings	100 points
Total Points	300 points

Grade Desired	%
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

Failure to turn in any assignments or take required exams will result in a grade of F.

VIII.   Make-up Exams: There are no make-up exams given in this course.

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

Department/School_Political Science & Geography__Date_January 12, 2015_

Course No. or Level_215__Title__Introduction to Public Administration_____

Semester hours__3.0___Clock hours: Lecture____X_____Laboratory_____

Prerequisites___POL 101 or POL 103_____

Enrollment expectation__25_____

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

modification_POL 215, IPHC 215_____
(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__David R. White_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation__Fall 2015_____

Date of School/Department approval__January 13, 2015_____

Catalog description:

Purpose:　　1.　　For Whom (generally?)
　　　　　　2.　　What should the course do for the student?
Teaching method planned:　　online
Textbook and/or materials planned (including electronic/multimedia):
Course Content:　(Please explain the content of the course in enough detail so that the
　　　　　　　Academic Affairs Committee can make an informed judgement.
　　　　　　　 Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

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

Department/School____Psychology_____Date__1/12/2015_____

Course No. or Level__314____Title____**Health Psychology/Behavioral Medicine**

Semester hours__3_____Clock hours: Lecture_____x_____Laboratory_____

Prerequisites__Psy206 or permission of department _____

Enrollment expectation_____30_____

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

> modification_add**:__(IPHC 314 is same as PSY 314) _Credit cannot be received for both IPHC 314 and PSY 314.**
> (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__William P. Wattles_____
Department Chairperson's/Dean's Signature_____
Provost's Signature_____
Date of Implementation_____Fall 2015_____

Date of School/Department approval____1/13/2015_____

Catalog description:

Purpose: 1.   For Whom (generally?) **This change is to accommodate the new Healthcare Administration (HCA) major. This is merely cross listing the existing course.**

Teaching method planned: **no changes**
Textbook and/or materials planned (including electronic/multimedia): **no changes**

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

When completed, forward to the Office of the Provost.

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

Department/School__Sociology;___**Date**__1/15/15_

Course No. or Level__375____**Title**__SOCI_Sociology of Health and Medicine_____

Semester hours___3____Clock hours: Lecture____3_____Laboratory____0____

Prerequisites____SOCI 201_Principles of Sociology_____

Enrollment expectation_____30_____

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

      Modification of course: change catalog description to reflect that SOCI375 and IPHC 375 are actually the same course and that credit cannot be received for both.

      (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_____R. Corey Remle_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____Fall 2015_____

Date of School/Department approval _____January 15, 2015_____

Catalog description:

      SOCI 375 Sociology of Health and Medicine (3) (Prerequisite: SOC 201 or permission of department) (SOCI 375 is same as IPHC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both SOC 375 and IPHC 375.

Purpose: 1.   For Whom (generally?)

This course is designed for students in the Health Administration or Sociology programs who are interested in understanding the social and psychological dynamics of health and illness, effects of stress and social inequalities on health, healthcare systems and healthcare policies as well as cross-cultural comparisons of health beliefs and medical systems.

2.   What should the course do for the student?

It will provide students with theoretical tools and knowledge for understanding health, illness and healthcare. They will learn that the social and environmental aspects of health and illness are as important as biological causes and physical symptoms. They will learn that systems of inequality, particularly those based on class, age, race and gender, profoundly affect health outcomes and healthcare policies. They will analyze the way social factors influence health for individuals, for groups and for society as a whole. The course will also assist students in improving their critical thinking and research skills via disease-themed research projects and development of web-based publishing skills.

Teaching method planned:
Lecture and discussion; online tests and coursework such as wiki/written assignments; research projects and exams

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

Perspectives in Medical Sociology, 4th Edition, a reader edited by Phil Brown
The Spirit Catches You and You Fall Down by Anne Fadiman
An assortment of journal articles and book chapters

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.)

1. Epidemiology and medical sociology of health inequalities
2. Theories of social status and health, stress and health and medicalization of society
3. Methods for studying sociological topics related to health and illness
4. Family relationships and social support systems
5. Economic factors of healthcare systems and the welfare state for the uninsured and Medicare recipients
6. Life expectancy, health and health care, long term care for the frail elderly
7. Dying, death and end-of-life matters
8. Inequality and health across the population
9. Cross-cultural comparisons of medical health beliefs and healthcare treatment
10. Sociological studies of mental health and chronic conditions

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE

Department/School: Department of Nursing   Date: 10/23/14
Course No. or level: 713 Title: Executive Practicum
Semester hours: 3   Clock hours: 3   Lecture: 0 Laboratory: 9
Prerequisite or Corequisite: APRN 503, 504, and 506   Enrollment expectation: 20
Indicate any course for which this course is a (an)
        modification: None
        substitute: None
        alternate: None
Name of person preparing course description: Dr. Ruth A. Wittmann-Price
Department Chairperson's/Dean's Signature___

Ruth Wittmann-Price PhD, RN CNS, CNE, CHSE, ANEF
_____

Provost's Signature_____
Date of Implementation____**Fall 2015**_____
Date of School/Department approval___**October 2014**_____
Catalog description:
713 Executive Practicum This practicum course will expose learners to a leadership role and assist the learner to develop a healthcare capstone plan. Learners will work individually with a preceptor and faculty advisor and develop their own leadership plan that can be completed and presented.
Purpose:
1.**For Whom (generally?):** Students enrolled in the Masters of Business Administration degree with Concentration in Healthcare Executive Management

        2.**What should the course do for the student?**
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 method planned: Meetings with faculty advisor, clinical site visits, project review
Textbook and/or materials planned (including electronic/multimedia):
        Textbooks and materials will vary.
Course Content:
This course will build on the graduate student's interest by providing guidance in developing and implementing a capstone leadership project. The graduate learner will be expected to use evidence, synthesize the evidence, develop a change plan, and implement and evaluate the plan.

Department of Nursing
Graduate Studies

Course Title: **Executive Practicum**
Course Number: APRN 713
Credit Hours: (3:9) (135 clock hours)
Day and time:
Location:

Prerequisites: APRN 503, 504, & 506
Co-requisites: None

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

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

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

9.   Demonstrate leadership in an experimental situation.
10. Use interdisciplinary evidence-based practice in leadership practicum role.
11. Involve interdisciplinary team members in leadership project.
12. Use informatics in leadership project.
13. Develop a budget for leadership project.
14. Develop a personnel plan for leadership project.
15. Outline ethical considerations for leadership project
16. Value cultural diversity in the developmental process.

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences.

Textbook(s):
Required:
Publication Manual of the American Psychological Association 6th edition second
printing (2012).

METHODS OF EVALUATION:
In order to progress in the nursing program, the learner must receive a grade of "C" (2.0
on a 4.0 scale).

Evaluation Methods:
This capstone project is a precepted experience in a healthcare system with an established
leader. The learner and the leader in conjunction with the course faculty will approve a
project that can be implemented within a semester.

Assignment	Percent of Final Grade
Project	50%
Presentation of project to leadership group	50%

Classroom Grading Scale:

Alphabetic	Raw 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.

ACADEMIC INFORMATION

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 with 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.
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Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog, the University Student Handbook*, and the *Department of Nursing 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 *Department of Nursing Graduate Learner Handbook (current edition)*: Academic Integrity.

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

Disciplinary Action for Unprofessional Behavior
Unprofessional or disruptive behavior demonstrated by a Department of Nursing
learner towards another learner, patient, faculty, or staff will be managed as follows:
  3. 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.
  4. If behavior is repeated and deemed as an Honor Code violation, the
  complainant should bring
      the incident to the attention of the Department Chair and use the
  procedures as referred to in the
      University Catalog and Student Handbook.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should
contact the Chair for the
    Department of Nursing and a second warning for unprofessional behavior will be
initiated. The third
    occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

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

Clinical Attendance and Punctuality
100% attendance and punctuality of all clinical experiences is expected. Exceptions, if
made, will be made up at the discretion of the clinical faculty and/or the course
coordinator. Faculty may request medical certification about the health status of the
learner for every absence or lateness, but a medical certification does not excuse an
absence. The following policies apply to clinical absences and lateness:
  • When the learner cannot attend the clinical session, the learner must:
      o **Call and speak directly to the assigned clinical faculty member, one
        hour prior to the start of the clinical session.**
      o **If the learner is late related to an incident on the way they must call
        and notify the faculty member.**

- Following an absence, learners are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member has the discretion of sending the learner home for clinical lateness.
- The learner who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty, constituting a clinical absence.
- Two clinical absences constitute a clinical failure.
  Clinical warnings can be cumulative from semester to semester

Maintaining current certification is the sole responsibility of the 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.

CONTENT INFORMATION

Topical Outline

Week/ date	Content	Resources	Evaluation Methods
1 -14	Project development and implementation	4 scheduled visits from faculty	Preceptor and faculty evaluation
15	Project presentation at leadership site		