

Appendix for the General Faculty Meeting Agenda, February 26, 2008

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

Department/School Biology Date January 15, 2008

Course No. or level 494 Title ARCH Program Internship

Semester hours 1 / 2 Clock hours: Lecture _____ Laboratory 3 / 6

Prerequisites students must meet eligibility requirements of ARCH program

Enrollment expectation 10 – 15 / semester

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

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

substitute _____
(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 Vernon Bauer

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2008

Date of School/Department approval January 7, 2008

Catalog description: See Attachment

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

Teaching method planned: See Attachment

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

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

**When completed, forward to the Office of the Provost.
Catalog Description:**

494 ARCH Program Internship (1) or (2) (Prerequisite: Permission of department). Clinical experience in the Advancing Rural Community Health program under the supervision of a practicing health professional. A maximum of 2 semester hours may be earned.

Purpose:

- 1) This course will be for students participating in the Advancing Rural Community Health (ARCH) Program.
- 2) Students participating in this program will gain experience in regional health facilities, working closely with health professionals. This will provide valuable experience for students desiring to pursue a health career.

Teaching Methods:

We will follow some of the same guidelines already in place for the normal Biology Internship (BIOL 498). Biology Internships require a total of two supervisors. In this case, the two supervisors will be the ARCH Biology Coordinator (Vernon Bauer) and the ARCH Program Director (Paul DeMarco).

Textbook and/or materials planned:

No textbook or materials are planned for this course. However, at the beginning of the semester, students are required to attend an orientation session with the Program Director. Guidelines and instructions will be handled at this meeting.

Course Content:

The purpose of this course is to provide valuable experience for students desiring to pursue a career in the health field. Individual students are assigned to various health facilities in the PeeDee region, where they will work at least 6 hours per week. Most of these facilities will be in a rural setting. Students will work closely with health professionals and take an active role in providing care for an under-served population of South Carolina citizens. To give you a good idea of the range of this program, I have provided a list of the sites hosting 15 biology students this spring.

As part of their academic requirements, participants are required to keep a weekly journal recording activities performed and skills acquired. They will also have to submit a final report describing the benefits of the experience. You will find a copy of the Biology Fact Sheet attached.

Sites predicating in Spring 2008

This semester 15 students will be participating in the ARCH program. Here is a list of the students and their host sites.

| Student Name | Host Site | Location |
|---------------------|----------------------------------|---------------------|
| Benton, Lauren | Mullins Surgical Association | Mullins, SC |
| Blathers, Latasha | Care South HIV/AIDS Case Manager | Marlboro County, SC |
| Burgess, Deondra | Marlboro County DSN | Bennettsville, SC |
| Butler, Jessica | Health Care Partners | Conway, SC |
| Canty, Courtney | Total Family Care | Mullins, SC |
| Faja, Pablo | Smith/Worrell Dental Office | Marion, SC |
| Haselden, Sarah | ARCH Screening Team | Florence, SC |
| Kusserow, Danielle | Mercy Medicine Free Clinic | Florence, SC |
| McMillian, Marquria | Care South | Hartsville, SC |
| Polson, Alyssa | ARCH Screening Team | Florence, SC |
| Power, Houston | Marion Co. Surgical Center | Mullins, SC |
| Shuler, Krystal | Helping Hands Free Clinic | Mullins, SC |
| Tucker, Lauren | Gynecology Office | Marion, SC |
| Vernon, Philip | Hope Health Clinic | Florence, SC |
| Williams, Derek | Whittington Associates | Mullins, SC |

KASSAB SERVICE FELLOWSHIPS
BIOL 494: ARCH PROGRAM INTERNSHIP
Advancing Rural Community Health (ARCH)
Francis Marion University

Congratulations on your selection as a Kassab Fellow in the ARCH program at Francis Marion University. Now we have to get you registered to receive credit for BIOL 494: Biology Internship. You may sign up for either 1 or 2 credits this semester, with a maximum of 2 applied to graduation. A general consideration would be that each credit hour should reflect 3 – 4 hours spent at the internship location.

How do I register for BIOL 494 credit?

- 1) When you have been assigned to an ARCH program site, you need to prepare a short paragraph describing your responsibilities. The ARCH program director, Dr. Paul DeMarco can tell you more about specific program sites.
- 2) When you have this description prepared, you need to set up a time to meet with the Biology Coordinator, Dr. Vernon Bauer.
- 3) At that meeting you will fill out a standard approval form for the BIOL 494 course.
- 4) Once you have been approved, the registrar will register you for BIOL 494.

What do I have to do to fulfill BIOL 494 requirements?

- 1) Complete pre-fellowship training the first week of the semester plus any other site-specific training needed with the ARCH program director and site supervisors.
- 2) Keep a weekly journal of Kassab Fellowship activities while working 3 to 6 hours per week at ARCH program site.
- 3) Provide regular reports to the Biology Coordinator. These can be verbal and/or written.
- 4) Write a final report describing the work experience and the skills acquired.
- 5) Request a short statement indicating the satisfactory completion of internship responsibilities from the workplace supervisor. This should be mailed/emailed to the ARCH Program Biology Coordinator.
- 6) Attend meeting/interview with ARCH Program Biology Coordinator at the end of the semester. This will probably be on the afternoon of Reading Day.
- 7) Working 3 to 6 hours a week at the internship site.
- 8) **ALL** paperwork must be completed and turned in to the Biology Coordinator by the first day of final exams in the semester.

Contacts:

Vernon W. Bauer, Ph.D.
Biology Coordinator, ARCH
McNair Science Bldg. 201C
Phone – (843) 661-1409
Email – vbauer@fmarion.edu

or

Paul DeMarco, M.D.
Program Director, ARCH
FMU Education Foundation Bldg
Phone – (843) 673-2886
Email – pdemarco@fmarion.edu

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

Department/School Biology **Date** 5 November 2007

Course No. or level 409 **Title** Evolutionary Biology

Semester hours 4 Clock hours: 6 Lecture 3 Laboratory 3

Prerequisites Bio 106 & Chem 201

Enrollment expectation 20-25

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

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

substitute replaces Bio 16 _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate Bio 401 _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jeff Camper

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

- Purpose:
1. For Whom (generally?) Upper level biology majors to fulfill genetics requirement.
 2. What should the course do for the student? Introduce students to the basic principles of heredity and evolutionary change.

Teaching method planned: standard lecture format with videos and discussion. Lab will include experiments that illustrate inheritance and evolutionary principles.

Textbook and/or materials planned (including electronic/multimedia): Evolutionary Analysis by Freeman & Heron

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

See attached syllabus for lecture and syllabus for lab.

When completed, forward to the Office of the Provost.

9/03

BIO 409: EVOLUTIONARY BIOLOGY
SPRING 2007

Instructor: Dr. Jeff Camper, 201H MSB, 661-1418, jcamper@fmarion.edu

Office Hours: 9:30-12:00 T & W or by appointment; **Lecture:** MWF 11:30-12:20

TEXT: Evolutionary Analysis, 4th ed. by S. Freeman & J. Herron

| | Lecture Topic | Text Chapter |
|----------|------------------------------------|---------------------|
| WEEK 1 | Philosophy of Science | 2-3 |
| WEEK 2 | History of evolutionary thought | 2 |
| WEEK 3 | Natural Selection | 3 |
| WEEK 4 | Systematics (phylogeny estimation) | 4 |
| WEEK 5 | Mutation | 5 |
| WEEK 6* | Evolutionary mechanisms | 6 - 7 |
| WEEK 7 | Molecular Evolution | 1 |
| WEEK 8 | History of Life & Fossil Record | 17-18 |
| WEEK 9* | History of Life & Fossil Record | 17-18 |
| WEEK 10 | Macroevolution | 2 & 17 |
| WEEK 11 | Species Concepts & Speciation | 16 |
| WEEK 12 | Development & Evolution | 19 |
| WEEK 13* | Sexual Selection & Kin Selection | 10-11 |
| WEEK 14 | Human evolution | 20 |

* Exam on Wednesday of that week.

READINGS: should be completed before the accompanying lectures.

EXAMS: There will be three non-cumulative exams (see course schedule for approximate dates) and a cumulative final that **MUST** be taken when scheduled or earlier. Each exam will be made up of essays, matching, and/or short answer questions. The final exam is scheduled for 11:45 am on Friday 27 April.

PROJECT: A project in the form of a Powerpoint presentation is required. It can concern any aspect of the science of evolutionary biology. I **MUST** approve your topic ahead of time. The projects will be presented to the class during the last week of class in April. The project is worth 50 points or half an exam.

EXTRA CREDIT: You may turn a 2 page typed review of a book chapter that I assign for up to 5% extra credit for each exam including the final.

ATTENDANCE: The FMU policy of only 6 absences during the semester will be strictly enforced. DO NOT miss class. It will be very easy for me to know who is absent in such a small class.

GRADES: Based upon the average of your exam scores and the project grade on an approximate 90, 80, 70, 60 scale.

BIO 409: LABORATORY SYLLABUS

TIME: Wednesdays 1:30-4:20 in LSF 208 or lecture class room

TENTATIVE SCHEDULE

| LAB | TOPIC |
|------------|------------------------------|
| 1 | Natural Selection Simulation |
| 2 | Natural Selection Discussion |

| | |
|--------|----------------------------|
| 3 | Mendelian Genetics |
| 4 | Population Genetics |
| 5 | bacterial transformation |
| 6 | Computer simulation |
| 7 & 8 | DNA Fingerprinting |
| 9 & 10 | Restriction Enzyme mapping |
| 11 | Fossil Hunting Field Trip |
| 12 | Oral Presentations |

LAB GRADES: There will be two lab reports that total half your lab grade. The rest of the labs will include lab summary exercises that must be completed during lab for the other half of your lab grade. Remember that Biology department policy allows only 2 missed labs before you will be dropped from the course.

GRADES: Grading will be on or very close to a 90, 80, 70, 60 scale. Lecture is worth 75% and lab 25% of your grade.

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

Department/School- Department of Nursing Date – December 14, 2007

Course No. or level – NRN 446 Title – Cultural Care in Nursing Practice

Semester hours – 3 Clock hours: Lecture – 3 Laboratory - 0

Prerequisites or Co-requisites – Nurs 302, NRN 332

Enrollment expectation - 30

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

NRN 446 is a new course, a nursing elective. It does not replace any course, but is to be used to meet the credit hour requirement for the major

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 – Regina Smeltzer, RN, MSN

Department Chairperson’s /Dean’s Signature _____

Provost’s Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Purpose: 1. For Whom (generally?)

NRN 446 Cultural Care in Nursing Practice is for the RN to BSN student.

2. What should the course do for the student?

The course will expand the RN’s awareness of culture and its impact on client health care practices. The course will also provide the RN with the skills to elicit cultural information when doing a client health assessment.

Teaching method planned:

The class will consist of lecture, guest lecturers, audio-visual aids, class discussions, class presentations, written assignments, hand-outs, power point slides, lecture outlines, role play, computer-assisted instructions.

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

Spector, Rachel E. *Cultural Diversity in Health and Illness*, 2004, 6th edition. Pearson, Prentice Hall: Upper Saddle River, New Jersey. ISBN 0-13-049379-1.

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.)

- Personal cultural heritage and how it impacts individual nursing decision making
- Cultural assessment models and tools
- Health care as its own culture
- Various individual cultures examined
- Economic, social and political factors that impact cultural care
- Evidence based practice models in cultural care

When completed, forward to the Office of the Provost.

Francis Marion University

RN to BSN Curriculum



NRN 446:

Cultural Care in Nursing Practice

IS Francis Marion University

Department of Nursing

Fall, 2010

Course Title: Cultural Care in Nursing Practice

Course Number: NRN 446

Credit Hours: 3 semester hours

Class Time: 4:00 p.m. to 7:00 p.m. Tuesdays, LNB rm. 106

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

Course Coordinator:

Regina Smeltzer, RN, MSN

Office: LNB Rm.130

(843) 661-1689 office

(419) 651-5870 cell phone

E-mail: rsmeltzer@fmarion.edu

E-mail home: PandRSmeltzer@Yahoo.com

Course Description:

NRN 446 Cultural Care in Nursing Practice (3) (Prerequisites or co-requisites: Nurs 302, NRN 332). NRN 446 offers the RN the opportunity to explore the cultural of a variety of populations. The course is designed to provide the practicing nurse with tools to effectively delivery health care to people of different cultures. Emphasis placed on cultural communication, assessment, and evidence based practice related to cultural care.

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

1. Identify own cultural biases and how they influence the practice of culturally sensitive nursing care.
2. Complete a cultural assessment on an individual or family in a selected culture or subculture.

3. Integrate relevant theories and research from nursing, life sciences, social sciences and humanities into the

- practice of nursing with individuals and families of a cultural or sub-cultural group.
4. Demonstrate an awareness of the influence of economic, political, and social factors in the access to health care in selected cultures.
 5. Analyze verbal and nonverbal communication with individuals and families of a culture or sub-culture as either facilitating or blocking interactions.

Topic Outline:

| Date | Subject | Assignment |
|----------------|--|-------------------------------|
| Week 1 | Introduction to Course Overview of trans-cultural nursing | Review Course Syllabus |
| Week 2 | Cultural heritage and history, diversity | Ch Ch 1, 2, 3 |
| Week 3 | Cultural assessment Health protection and Folk Medicine | Ch 4 |
| Week 4 | Healing traditions, Religious influences | Ch 5 |
| Week 5 | Family Health Traditions | Ch 6 |
| Week 6 | Health care as a culture | Ch 7 |
| Week 7 | Fall break– no class | |
| Week 8 | American Indian and Alaskan Native Populations | Ch 8 |
| Week 9 | The Black Population | Ch 9 |
| Week 10 | Hispanic Population | Ch 10 |
| Week 11 | The White Population | Ch 11 |

| | | |
|----------------|--|--------------------------|
| Week 12 | Guest Speaker – language issues in health care delivery | TBA |
| Week 13 | Economic, social and political factors | Literature search |
| Week 14 | Student Cultural Care Reports | |
| Week 15 | Student Cultural Care Reports Course Evaluations | |

Teaching Strategies:

The class will consist of lecture, guest lecturers, audio-visual aids, class discussions, class presentations, written assignments, hand-outs, power point slides, lecture outlines, role play, computer-assisted instructions.

Required Textbooks:

Spector, Rachel E. *Cultural Diversity in Health and Illness*, 2004, 6th edition. Pearson, Prentice Hall: Upper Saddle River, New Jersey. ISBN 0-13-049379-1.

Materials Students Need to Provide for this Course:

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

Course Requirements:

| | |
|--|------------|
| Cultural Self-Assessment..... | 15% |
| Client/Family Cultural Assessment..... | 35% |
| Literature Search / Abstracts | 25% |
| Class Presentation..... | 25% |
| | Total 100% |

Course Requirements / Assignments:

Literature Abstracts:

A literature search is to be done on a specific culture or subculture. The articles used may be from any

professional source. If the reference is not from a nursing journal the RN must explain why this article is relevant

to nursing. The abstracts must be in APA format. There is no required number of abstracts. The student must

have adequate diversity of sources to deem the subject adequately researched.

Class Presentation:

Detailed instructions and grading criteria posted in Blackboard

Client Cultural Assessment:

Detailed instructions and grading criteria posted in Blackboard.

Self Cultural Assessment:

Detailed instructions and grading criteria posted in Blackboard

Course Policies:

Class Attendance:

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

Plagiarism Policy:

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

Written Paper Requirements: NRN 446 is a senior level course, and as such proper English grammar is an expectation.

1. All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
2. All papers must demonstrate evidence of logical development of thought, clarity, and organization.
3. To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
4. All written assignments may be turned in to the faculty by hand, or submitted in blackboard unless instructed otherwise.

Work Turned in Late:

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

Disclaimer:

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

Americans with Disabilities Act (ADA):

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

Student Rights and Responsibilities:

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

Grievance Policy:

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

Blackboard :

RNs are required to self-enroll in Blackboard NRN 446 Cultural Care In Nursing. The course access code is available from the course faculty.

Detailed information regarding assignments and requirements will be communicated to the class via e-mail. RNs are responsible for checking their e-mail regarding course assignments and changes in class schedule. RNs are required to have a working e-mail account as stated in the Francis Marion University Student Handbook. Instructions pertaining to course assignments and course evaluation criteria will be communicated via Blackboard. Grades will be posted in Blackboard and will not be communicated via telephone per Francis Marion University policy. If an RN is having a problem with e-mail communication, s/he should contact the instructor and the computer center to identify and correct the problem immediately.

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

Department/School- Department of Nursing Date – December 14, 2007

Course No. or level – NRN 448 Title – Nursing’s Role in Policy Development

Semester hours – 3 Clock hours: Lecture – 3 Laboratory - 0

Prerequisites or Co-requisites – Nurs 302, NRN 332, 333, 334, 445, Co requisite NRN 447).

Enrollment expectation - 30

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

Modification NRN 448 course content was not developed at the last course review cycle in November/December. The content of the course is now developed and is being submitted for approval.
(proposed change in course title, course description, course content or method of instruction)

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

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

Name of person preparing course description – Regina Smeltzer, RN, MSN

Department Chairperson’s /Dean’s Signature _____

Provost’s Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Purpose: 1. For Whom (generally?)

NRN 448 - Nursing’s Role in Policy Development is for the RN to BSN student.

3. What should the course do for the student?

The course will expand the RN’s knowledge on the development and impact health care policy processes have on the actual implementation of care to the client. The RN will learn the value of political action as part of the professional role.

Teaching method planned:

The class will consist of lecture, guest lecturers, audio-visual aids, class discussions, class presentations, written assignments, hand-outs, power point slides, lecture outlines, role play, computer-assisted instructions.

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

1. Harrington, Charlene, & Estes, Carroll (2008) health policy: Crisis and reform in the U.S. health care delivery system, (5th ed.). Jones and Bartlette: Boston.
2. Additional readings will be placed on reserve in the library and will be identified on Blackboard
3. American Nurse Association, Nursing's Social Policy Statement
4. American Nurses Association Code of Ethics with Interpretive Statements

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

- Define health care policy
- Explore how the political system operates
- Examine disparities in health care among vulnerable populations which include the elderly, uninsured, handicapped and terminally ill
- Discuss health care issues such as staffing shortages and quality of care
- Compare American health care process to that of other industrialized nations
- Analyze how value systems impact health care reform
- Nursing's role as a change agent

When completed, forward to the Office of the Provost.

Francis Marion University

RN to BSN

Curriculum



NRN 448:

Nursing's Role in Health Policy Development

Francis Marion University

Department of Nursing

Spring, 2010

Course Title: Nursing's Role in Health Policy Development

Course Number: NRN 448

Credit Hours: 3 semester hours (3)

Class Time: 4:00 p.m. to 7:00 p.m. Tuesdays, LNB rm. 106

Prerequisites: Successful completion of Nurs 302, NRN 332, 333, 334, 445, Co-requisite NRN 447

Course Coordinator:

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

Course Description:

NRN 448: Nursing's Role in Policy Development (3) (Prerequisites: Nurs 302, NRN 332, 333, 334, 445, Co requisite NRN 447). NRN 448 offers the RN the opportunity to define health care policy and explore how the political system operates. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, medically handicapped and terminally ill are discussed. Current health care issues such as staffing shortages and the impact on quality of care are analyzed. Funding of American health care system, both private and public is evaluated. Comparisons are made to other industrialized nations' health care systems. Value systems are analyzed as the impact health care reform. Emphasis is placed on nursing's role as a change agent in the political arena.

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

1. Define health policy.
2. Describe how the political system impacts the implementation of health policy.
3. Identify vulnerable populations the challenges of access to care.
4. Discuss issues related to health care disparities, rationing of care, and social justice.
5. Discuss organizational change and inherent conflicts of interest.
6. Analyze ways that are currently being utilized to fund health care and their impact on quality and equity.
7. Compare and contrast a variety of international health care systems to the system utilized by the

United States.

8. Display the ability to correctly correspond with elected political leaders on health care issues.

health

9. Analyze the impact of values and value systems on the development and implementation of health care policy.

Topical Outline:

| Date | Subject | Assignment |
|---------|---|--|
| Week 1 | Course Introduction | Review course syllabus, textbook, and course objectives prior to class |
| Week 2 | Health politics and political action | Herrington and Estes, ch. 1 |
| Week 3 | Access to care | Ch. 2 |
| Week 4 | Access to care, cont. | Ch. 3 |
| Week 5 | Aging and long term care | Ch. 4 |
| Week 6 | Organizational change | Ch. 5 |
| Week 7 | Labor issues | Ch. 6 |
| Week 8 | Quality issues | Ch. 7 |
| Week 9 | Financing health care – public and private | Ch. 8-9 |
| Week 10 | Financing health care – managed care and reform issues | Ch 10 |
| Week 11 | Personal appointments with legislator of choice | |
| Week 12 | International health systems | Ch. 11 |
| Week 13 | Health care reform for the future, Personal value systems | Ch. 12 |
| Week 14 | Student Projects | |
| Week 15 | Student Projects | |
| Week 16 | Wrap-up, course evaluations | Congratulations!! You are ready to graduate!! |
| | | |
| | | |

Teaching Strategies:

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

Attendance Policy:

A. Class attendance is an expectation; however the faculty of the Department of Nursing acknowledges the complex lifestyles of the adult learner. It is expected that classes will only be missed in the advent of an emergency. All lecture notes, handouts, and assignments will be the responsibility of the student. Notifying

the course faculty of the intent to miss a class is strongly encouraged

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

Disclaimer:

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

Materials RNs Need to Provide for this Course:

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

Primary Textbooks/ Resources:

1. Harrington, Charlene, & Estes, Carroll (2008) health policy: Crisis and reform in the U.S. health care delivery system, (5th ed.). Jones and Bartlette: Boston.

2. Additional readings will be placed on reserve in the library and will be identified on Blackboard

3. American Nurse Association, Nursing's Social Policy Statement

4. American Nurses Association Code of Ethics with Interpretive Statements

Method of Evaluation:

A. Classroom grading scale:

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

B. Course Projects:

| | |
|-------------------------------------|------|
| Vulnerable population paper | 35% |
| Political activity analysis | 15 % |
| Group project | 25% |
| Personal goals and Vision statement | 25% |

C. Departmental Criteria: The student must:

Function within the current Nursing Department Policies as outlined

Course Projects:

Guidelines for all course projects can be found in Blackboard

Americans with Disabilities Act (ADA):

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

Student Regulations:

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

Academic Dishonesty:

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

Code of Ethics:

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

South Carolina Nurse Practice Act:

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

Computer Use:

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

Grievance Procedures:

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

Black Board Contents:

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

- Announcements
- Course Information
- Syllabus
 - Course Calendar-Modules
 - Course and College Policies
 - Lecture Schedule & Objectives Staff Information
- Course Faculty
- Information
 - Project guidelines
 - Additional readings
 - Lectures

Handouts

- External Links
Helpful on-line resource materials

FRANCIS MARION UNIVERSITY
Department of Nursing
RN to BSN NURSING PROGRAM

NRN 448: Spring 2009

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

CHECK THOSE THAT APPLY:

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

Student Signature _____ Date _____

Faculty Signature _____ Date: _____

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

Department/School Psychology **Date** January 14, 2008

Course No. or level 318 **Title** Educational Psychology

Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites PSY 206

Enrollment expectation 20

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

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

The purpose of this change is to renumber the course at a more appropriate level and revise the course description to more accurately describe course content.

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 Robert C. Bridger

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:
Theory and research in cognition, learning, motivation, personality, developmental and social psychology applied to the instructional setting.

Purpose: 1. For Whom (generally?)
Psychology majors as an elective. Minors and collaterals.

2. What should the course do for the student?

The course will help the student develop an understanding of and the ability to apply various theories of learning and motivation. They will be able to develop a learning plan based on their specific interest and be able to discuss the theory behind various programs used by schools and corporations. The course will also greatly benefit those psychology students planning to attend an applied graduate program.

Teaching method planned:

Lecture/seminar

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

Woolfolk, A. (2008). *Educational Psychology* (10 ed.). New York: Allyn and Bacon

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 start with a review of basic knowledge and theories covered in PSY 206.

The class will then discuss individual differences and the role a person's environment and culture plays in their learning. We will review frequent obstacles to learning and disabilities/disorders which hampers a person's learning.

The students will then discuss behavioral theories (e.g., operant, ABA, social cognitive) of learning and review current research in these areas. Each student will develop a plan to teach a specific task or behavior to a person they may work with in the future (e.g., an academic plan for a school psychologist, a behavior plan for a counseling/clinical psychologist, a behavior contract for parent).

We will then discuss various cognitive theories, including those on memory, and the students will develop a plan using these theories. The final two modules will follow the same format with constructivist theories (individual and social) and motivational theories.

When completed, forward to the Office of the Provost.

9/03

PSY 318: Educational Psychology

9:30-10:20 a.m. Mon, Wed, & Fri

Room 228A CEMC

Spring, 2008

Instructor:

Robert C. Bridger, PhD

Office: 236-B CEMC

Phones:

Office 661-1636

Cell 601-2111

Office Hours:

Mon, Wed, & Fri - 930-11:00 a.m.

email: rbridger@fmarion.edu

Tue - 3:30-4:30 p.m.

Texts:

Woolfolk, A. E. (2008). *Educational Psychology* (10 ed). New York: Allyn and Bacon.

Course Description:

“Theory and research in cognition, learning, motivation, personality, developmental, and social psychology applied to the instructional setting.”

Prerequisite:

Psychology 206 or permission of the department.

What You May Get From This Course:

The student will develop an understanding of various learning theories and how she/he can apply these theories in an instructional setting, including schools, corporations and the home. Recent research related to these theories will be discussed and the student will have the opportunity to design programs based on different theories to teach a target behavior or task

Your Role:

You will be doing a number of different activities and assignments during this course. In all of them, I want you to try to understand what you hear and read, but also to think about what you hear and read — to ask questions, to agree or disagree, and to connect the information with other things you have heard or read in your life and in this class. Finally, I will ask you to share your thoughts both in class discussion and in writing.

Course Requirements:

Class attendance is expected, but roll will not be called.

To encourage class preparation and attendance quizzes **maybe** given daily based on your reading and the previous class discussion. The quiz grades, if given, will be added to your exam grades to compute your final grade.

There will be six (6) exams each worth 100 points and your lowest exam grade will be dropped. The specific dates are listed in the Schedule of Readings and Assignments. Each exam **may** contain True/False, Fill-in-the-blank, Matching and/or Short Answer questions, but **will** contain essay questions. The essay questions may focus on applying the ideas we have been discussing in class, or discussed in your reading, to various real-life situations. That is, you may not be asked to remember a specific "right" answer from your readings or class discussions, but rather to construct and support a reasonable explanation of and solution for a common situation. The exams may be take-home, in-class or a combination.

You will develop four (4) learning plans based on different theories. Each plan will be worth 100 points. The plans will be designed to teach a specific task or behavior we have agreed upon. Each plan will be evaluated based on incorporation of the theory and recent research. The plans will be presented in class using Power Point.

My Role:

I am your guide. I am responsible for the basic structure of the course, but, more importantly, I am here to help you think about the ideas and theories presented in this course. I will share with you my own ideas and some of my experiences, as I hope you will share yours.

Helping students:

My office hours are listed above. I will also be available outside these hours by appointment, or you can just drop-in. During these times I will be happy to discuss or explain any of the ideas that have come up in the readings or in class. I will also be happy to clarify my ideas on the various assignments, give you a "leg-up" in thinking about how to get started, or discuss my feedback on any completed assignments. I will **not** pre-read completed assignments in detail or proof read, as I think this would be unfair to other students, although you should certainly feel free to ask a question about a particular phrase or point you want to make.

If you need to, **Please** feel free to call me at any time at my office or at home.

Accommodations:

It is the policy of Francis Marion University to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and wish to request accommodations to complete your course requirements, please make an appointment with me as soon as possible to discuss your request. For information on the documentation requirements, contact the Counseling and Testing Center (673-9707).

Grading:

Your final grade will be based on the percent of the total points available you earned. Incompletes (IN) are rare and are only given with appropriate documentation and approval. Withdrawals (W) will follow the University's policy. The percentage needed for each grade is:

| <u>Grade</u> | <u>Percent</u> | C |
|---------------------|-----------------------|----------|
| <u>age</u> | | |
| A | 90.00 - | |
| 100 + | | |
| B+ | 85.00 - | |
| 89.99 | | |
| B | 80.00 - | |
| 84.99 | | |
| C+ | 75.00 - | |
| 79.99 | | |

Learning:

I am always learning when I teach, from each of you and from the discussions we will have together. I, and this course, are 'works in progress' - if you have suggestions for improvement please pass them on to me!

Schedule of Readings and Assignments

Note - This is a proposed schedule and subject to change

Readings should be completed prior to class on the indicated day, except for the assignment for the 1st day.

You are responsible for ALL of the information in the readings regardless of whether or not it is discussed in class!

| <u>Module</u> | <u>Topic</u> | <u>Readings and other activities</u> |
|----------------------|---|---|
| One | Introduction and Review Definitions Neuroanatomy Piaget's Theory of Cognitive development Vygotsky's Sociocultural Theory Erikson's Stages of Psychosocial Development Sense of Self Self-concept Self-esteem Self-efficacy Identity Morality Theory of Mind and Intentions Kohlberg' Stages of Moral Development Gender Differences Bronfenbrenner's Bioecological Model Family Peers Culture Current Research Assignment | pp. 22-116 podcast 2 podcast 7 & 8 |
| Two | Intelligence and Learning Definition Carroll's Three Stratum Theory of Cognitive Abilities Gardner's Theory of Multiple Intelligence EQ Sternberg's Triarchic Theory of Successful Intelligence Individual Differences Intellectual Disability Learning Disability Low Achiever Inattention (AD/HD) Speech / Language Disorders Emotional / Behavior Disorders Autism Spectrum Disorder Other Health Impairments | pp. 120-171 |
| <u>Exam 1</u> | | |
| Three | Culture and Learning Banks' Dimensions of Multicultural Education Economic and Social Class Digital Divide Ethnicity and Race Sexual Identity Gender Role Sexual Orientation Language Dialect English Language Learners Creating a Culturally Inclusive Environment | pp. 174-216 podcast 6 podcast 4 |

Exam 2

| | | |
|------|---|-------------|
| Four | Behavioral View of Learning | pp. 220-263 |
| | Classical Conditioning | |
| | Stimulus | |
| | Response | |
| | Operant Conditioning | |
| | Antecedents | |
| | Behavior | |
| | Consequences | podcast 5 |
| | Effect | |
| | Applied Behavior Analysis (Behavior Modification) | |
| | Behavior Plans | |
| | Academic Plans | |
| | Bandura's Social Cognitive Theory | |
| | Vicarious Learning | |
| | Meichenbaum's Cognitive Behavior Modification | |
| | Self-instruction | |

Exam 3**Plan 1**

| | | |
|------|------------------------------|-------------|
| Five | Cognitive View of Learning | pp. 267-320 |
| | Information Processing Model | |
| | Sensory Memory | |
| | Working Memory | |
| | Central executive | |
| | Long-term Memory | |
| | Knowledge | |
| | Explicit memory | |
| | Implicit memory | |
| | Mnemonic aides | |
| | Level of Processing Theory | |
| | Metacognition | |
| | Strategies | |
| | Concept Learning | |

Exam 4**Plan 2**

| | | |
|-----|--|-------------|
| Six | Social Cognitive and Constructivist View of Learning | pp. 356-399 |
| | Social Cognitive Theory | |
| | Reciprocal Determinism | |
| | Self-efficacy | |
| | Self-regulation | |
| | Constructivism | |
| | Individual | |
| | Social | |
| | Inquiry and Problem Based Learning | |
| | Apprenticeships | |

Exam 5**Plan 3**

| | | |
|-------|-----------------------------|-------------|
| Seven | Motivation | pp. 404-443 |
| | Intrinsic vs. Extrinsic | |
| | Maslow's Hierarchy of Needs | |
| | Expectancy x Value theories | |
| | Self-determination | |
| | Goals | |

Interest
Attribution Theory

Exam 6
Plan 4

GOOD LUCK!

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

Department/School Sociology Date 11/30/07

Course No. or level 347 Title Alcohol, Drugs and Society

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology

Enrollment expectation 25 per section

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

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

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

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

Name of person preparing course description Terri L. Earnest

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2008

Date of School/Department approval _____

Catalog description: The focus of the course is drug use/abuse as a social phenomenon, with attention given to illegal drugs, legal drugs and alcohol. While there will be an emphasis on theoretical application, patterns of drug use/abuse among various populations (race, class, sex, education, etc.) will be examined, as well as society's responses to drug use/abuse in the form of drug policies and regulatory attempts.

Purpose: 1. For Whom? The course is designed as an elective course for sociology majors pursuing either the criminal justice concentration or the general track, but would also be open to students in other disciplines who are interested in the social aspects and impacts of drug use/abuse.

2. What should the course do for the student? This course should help students understand the social factors that influence the choices related to drug use and drug policies.

Teaching method planned: lecture and class discussion; student projects and presentations

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

Durrant, Russil and Jo Thakker. 2003. *Substance Use & Abuse: Cultural and Historical Perspectives*. Thousand Oaks, CA: Sage Publications, Inc.

Singer, Merrill. 2006. *The Face of Social Suffering: The Life History of a Street Drug Addict*. Long Grove, IL: Waveland Press, Inc.

Course Content:

1. What Needs to Be Explained and How Should We Explain It?
2. The Nature and Scope of Substance Use and Abuse
3. An Evolutionary Perspective
4. Drugs in History
5. The Forces of History: Explaining Patterns of Use and Abuse
6. Drugs and Culture
7. The Role of Culture: Explaining Patterns of Use
8. Conceptualizing and Treating Substance Use Problems: A Cultural-Historical Perspective
9. Prevention, Treatment, and Public Policy: An Integrated Perspective

SYLLABUS: Alcohol, Drugs and Society, SOCI 347 – Fall 2008, Francis Marion University

Professor: Dr. Terri L. Earnest
 E-mail: tearrest@fmarion.edu
 Phone: (843) 661-1655

Office Hours: **M-R 9-10, F** by appointment
 Office Location: Founders Hall 244

Catalog Description:

(Prerequisite is SOCI 201 or permission of department) The focus of the course is drug use/abuse as a social phenomenon, with attention given to illegal drugs, legal drugs and alcohol. While there will be an emphasis on theoretical application, patterns of drug use/abuse among various populations (race, class, sex, education, etc.) will be examined, as well as society's responses to drug use/abuse in the form of drug policies and regulatory attempts.

Required Texts:

Durrant, Russil and Jo Thakker. 2003. *Substance Use & Abuse: Cultural and Historical Perspectives*. Thousand Oaks, CA: Sage Publications, Inc.

Singer, Merrill. 2006. *The Face of Social Suffering: The Life History of a Street Drug Addict*. Long Grove, IL: Waveland Press, Inc.

Electronic/multimedia requirement: enrollment on Blackboard.

Required Readings:

Required readings are listed on the tentative schedule. Other readings may be assigned as the semester progresses.

Course Objectives:

The widespread use of drugs is one of the most defining issues in contemporary society. This course should help students understand the social factors that influence the choices related to drug use and drug policies. Students are encouraged to share their insights and experiences **as they are relevant to topics discussed**.

COURSE REQUIREMENTS AND EXPECTATIONS:**Attendance and Behavior:**

Students are expected to attend each class session on time. This means that you are *in your seat ready for class to begin at class time, not arriving at class time*. Students who arrive late or leave early will be considered absent. When students accumulate more than four absences (two times the number of classes per week), the professor has the option of dropping that student with a failing grade.

Electronic devices (such as cell phones, iPods, etc.) are not to be used in class. Turn them off. Students who are disruptive in class will be given one warning, then will be dropped with a failing grade if the behavior continues.

Class Preparedness:

Students are to come to class prepared. All reading assignments should be read before coming to class. Students are responsible for finding out what assignments were missed due to absence (Blackboard will be used for this class).

Exams:

There will be four exams that will cover lectures, class discussions, and required readings. The exams will consist of multiple-choice questions, short-answer questions, and discussion (essays) questions. Cell phones and other electronic devices are to be turned off and put away during exams. Students who fail to do so will receive a zero on the exam.

Make-up Exam Policy:

Students are **strongly** encouraged to take exams at the scheduled time. If there is some reason you will miss a scheduled exam, you should notify the professor **PRIOR** to the exam time. At that time the professor will decide if the reason for missing the exam is extenuating enough to offer the **privilege** of a make-up exam, at which time the make-up exam will be scheduled for a time prior to the regular exam time (Note: the make-up exam will not be the same format as the regular exam). There will be no make-up exams offered for the final exam.

Semester Project:

Students will be required to develop a proposal for what they consider to be an “ideal” policy to control drug abuse and/or use. The project will include a written proposal (no less than 8 pages) that will be presented in a formal setting using PowerPoint. Further details about the project will be distributed in a separate handout the second day of class. Failure to complete the project will result in a failing grade for the course.

Critical Thinking Exercises:

There will be five critical thinking exercises assigned during the semester. These will originate from class lectures, readings, videos, etc. Some of the assignments will be completed in class, some will be homework. Each exercise will be worth 20 points. **NO CRITICAL THINKING EXERCISES CAN BE MADE UP OR TURNED IN LATE.**

Academic Dishonesty:

The Student Handbook discusses the policy of academic dishonesty. I take this policy seriously. Students engaging in academically dishonest behavior will be dealt with according to University procedures (see handbook for details).

Grading:

| | | | |
|-------------------|------------|------------|---------------|
| Exam 1 | 100 points | 15 percent | A = 90 to 100 |
| Exam 2 | 100 points | 15 percent | B+ = 87 to 89 |
| Exam 3 | 100 points | 15 percent | B = 80 to 86 |
| Exam 4 | 100 points | 15 percent | C+ = 77 to 79 |
| Critical Thinking | 100 points | 15 percent | C = 70 to 76 |
| Semester Project | 100 points | 25 percent | D+ = 67 to 69 |
| | | | D = 60 to 66 |
| | | | F = below 60 |

****There will be no extra credit available for this course.**

How to calculate your grades at the end of the semester:

Student J has the following grades: Exam 1 = 88, Exam 2 = 81, Exam 3 = 93, Exam 4 = 94
Critical Thinking Exercises = 90, Semester Project = 85

Student J will figure grades as follows based on the percentage distribution provided above:

| | |
|--------------------|-------------------------------------|
| Exam 1: | $88 \times .15 = 13.20$ |
| Exam 2: | $81 \times .15 = 12.15$ |
| Exam 3: | $93 \times .15 = 13.95$ |
| Exam 4: | $94 \times .15 = 14.10$ |
| Semester Project | $85 \times .25 = 21.25$ |
| Critical Thinking: | $90 \times .15 = \underline{13.50}$ |

Grade = 88.15 which is a B+

Tentative Outline

The following is a tentative outline for the course. All readings are from the required texts. Other readings may be assigned/distributed throughout the semester and added to this schedule. The professor has the right to revise this outline as necessary. Exam dates will be announced as the semester progresses. Due dates for critical thinking exercises will also be announced and assigned as the semester progresses.

TOPICS

What Needs to Be Explained and How Should We Explain It?

READING ASSIGNMENTS

Chapter 1, Durrant & Thakker

| | |
|---|--------------------------------------|
| The Nature and Scope of Substance Use and Abuse | Chapter 2, Durrant & Thakker |
| An Evolutionary Perspective | Chapter 3, Durrant & Thakker |
| Drugs in History | Chapter 4, Durrant & Thakker |
| The Forces of History: Explaining Patterns of Use and Abuse | Chapter 5, Durrant & Thakker |
| Drugs and Culture | Chapter 6, Durrant & Thakker |
| <i>The Face of Social Suffering: The Life History of a Street Drug Addict</i> | Discussion of book by Merrill Singer |
| The Role of Culture: Explaining Patterns of Use | Chapter 7, Durrant & Thakker |
| Conceptualizing and Treating Substance Abuse Problems: A Cultural-Historical Perspective | Chapter 8, Durrant & Thakker |
| Prevention, Treatment, and Public Policy: An Integrated Perspective | Chapter 9, Durrant & Thakker |

*Information regarding the application of various sociological theories to substance use and abuse will also be disseminated throughout the semester. This information will help students complete their semester project. Theories to be discussed include the following: anomie, conflict, functionalism, social learning, rational choice, social control, social disorganization, social reaction, subculture, and career.

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

Department/School: MGT/Business

Date: November 14, 2007

Course No or level: 373

Title: Management Science

Semester Hours: 3 Clock Hours: Lecture: 3 Laboratory:

Prerequisites: MGT 355

Enrollment expectation: 10 – 15

Indicate any course for which this course is (an)

addition This course will added to the list of required courses for Management Information Systems majors in the Bachelor of Business Administration Program

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 the person preparing course description Hari K Rajagopalan, Assistant Professor of Management

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/ Department approval

Catalog Description:

Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of basic management science models, including linear programming, network modeling and simulation. Study of project management methods and techniques. Use of computer software to solve problems.

Purpose: 1. For Whom (generally)

The management science course is primarily designed for management and MIS student who wish to learn how to make optimal and analytical decisions

2. What should the course do for the student?

Students will learn and put into practice skills and techniques to create analytical models in Microsoft Excel. They will learn prescriptive, descriptive and predictive modeling skills.

Teaching method planned:

This course is a combination of lecture, hands-on programming that teach modeling techniques. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

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

Spreadsheet Modeling and Decision Analysis: A Practical Introduction to Management Science, Cliff T. Ragsdale, South-Western College Publishing, 5th Ed., 2006, ISBN 0324312563 will be the primary text book for this course.

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)

Management Science has three components

1. Prescriptive models like linear programming, goal programming which prescribe a solution
2. Predictive models like Regression Analysis, Discriminant Analysis and Time Series Forecasting which try to forecast or predict results based on data
3. Descriptive models like Simulation which describe the system statistics for complex systems which cannot be modeled easily.

Therefore the emphasis will be on developing student understanding of mathematical modeling and how solve problems using Microsoft Excel

Some of the topics covered in the course will include

1. Introduction to the course
2. Linear Programming
3. Sensitivity Analysis
4. Network Modeling
5. Integer Linear Programming
6. Regression Analysis
7. Discriminant Analysis
8. Time Series Forecasting
9. Simulation Using Crystal Ball
10. Project Management
11. Decision Analysis

A sample syllabus is included with the proposal

MGT 373 Management Science Fall 2007

Instructor: Dr. Hari K Rajagopalan

Office: 270 Founders Hall

Email: hrajagop@fmarion.edu

Phone Number: (843) 661-1501

Office Hours: Tuesdays, Wednesdays and Thursdays: 10:00 AM – 11:00 AM, Mondays 3:30 PM – 5:30 PM

If you wish to see me outside office hours you will have to make an appointment in advance. If you cannot make it to your appointment, I expect you to inform me in advance.

Catalog Description

An analytical approach to the management process. Generalized models for decision making with major emphasis on application of the scientific method to management problems

Required background

You must have taken MGT 355 (Production and Operations Management) and have liked it.

Objectives

1. To provide students, primarily in the fields of business and economics, with a sound conceptual understanding of the role management science plays in the decision making process. Emphasis is placed on quantitative approaches to decision making as well as how they can be applied and interpreted.
2. Specific topics covered in this course include fundamental techniques such as linear programming, integer programming, queuing theory, and simulation.
3. All students must be able to effectively:
 - a. utilize forecasting (predictive) systems utilizing statistical techniques,
 - b. perform decision analysis using quantitative methods, including simulation, linear programming, and queuing theory, to solve operational problems, and
 - c. apply heuristic and optimization methods to scheduling and staffing problems in both service and manufacturing sectors.

Text and References

Spreadsheet Modeling and Decision Analysis: A Practical Introduction to Management Science, Cliff T.

Ragsdale, South-Western College Publishing, **5th Ed., 2006, ISBN 0324312563** -- can be purchased from FMU bookstore also from www.bestbookbuys.com and www.amazon.com.

Evaluations

Four announced test will be given during the semester. There are no make up exams or early exams. Each exam contributes to 25% of your grade.

| | | |
|------------|----------------|------------|
| Four Exams | 25 points each | 100 points |
| Total | | 100 points |

Final grade will be assigned on the following basis:

| | |
|----------------|-------------------------|
| 90.0 and above | = 4.0 (A) |
| 85.0 – 89.9 | = 3.5 (B ⁺) |
| 80.0 – 84.9 | = 3.0 (B) |
| 75.0 – 79.9 | = 2.5 (C ⁺) |
| 70.0 – 74.9 | = 2.0 (C) |
| 65.0 – 69.9 | = 1.5 (D ⁺) |

60.0 – 64.9
Less than 60.0

= 1.0 (D)
= NC (F)

Attendance Policy

Students are expected to attend every class on time. You are allowed only four absences (for Tuesday – Thursday class) during the entire semester regardless of the reason. If you exceed that number you will be withdrawn from the course. If you are absent you are still responsible for doing all assigned work.

Philosophy of teaching:

I demand meaningful learning, which can be interpreted as being able to translate the ideas, free of errors, into your own words and solve problems that are **structurally different** from those presented in class and textbook(s). Hence, always try to learn the material by concentrating on the underlying principles. I will try to make you think by asking you questions and problems which may not be directly covered during the class lectures. I expect you to read the chapters which are going to be covered in class before coming in to the class.

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.

If you are in doubt about an action, don't assume, ask me. What I expect from you:

- Honesty in your own affairs.
- I expect you to let me know if someone else is cheating. You can do so anonymously if you want. Be as specific as possible. Give me as much evidence as you can as soon as possible. Don't tell me after grades have been posted that someone cheated last week because, by then, it will be too late for me to investigate.

An accusation by a student is not a conviction. If an accusation is made, I will conduct my own investigation and decide whether cheating has occurred and whether there is enough evidence to prove it. My standard of evidence is high. If I believe cheating has occurred, I will follow FMU procedures for giving a fair hearing.

Some things are specifically forbidden in this course.

- **While Taking Tests:** Using unauthorized materials during a test including books or notes.
Communicating with someone during the test including answering a cell phone call or a page.
Looking on another student's test or material.

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.

Miscellaneous Information

1. Please keep in mind that this is a business class. Participation is encouraged, but please do not cross the line to "disruptive." Use appropriate language and avoid talking among yourselves.
2. Please arrive on time. Late arrivals count as absences. You may find that the door is locked if you arrive late.

If this happens, please do not further disrupt the class by knocking on the door.

3. You are expected to stay for the entire class period, if you need to leave the class you will need to inform me about it and get permission.
4. It is your responsibility to obtain information, assignments, and changes to the syllabus if you do not attend class.
5. The syllabus is subject to change.
6. Silence your cell phones and other electronic devices. You may not use them any time during class. Using a cell phone for any purpose will result in you being asked to leave for the class period and you will not get attendance for that class period.

Topics Covered

1. Introduction to the course
2. Linear Programming
3. Sensitivity Analysis
4. Network Modeling
5. Integer Linear Programming
6. Regression Analysis
7. Discriminant Analysis
8. Time Series Forecasting
9. Simulation Using Crystal Ball
10. Queuing Theory
11. Decision Analysis

Course Schedule

(Subject to modification)

| Date | Day | Material to be Covered |
|-----------|-----|--------------------------------|
| August | | |
| 27 | M | Introduction, Chapter 1, 2 |
| September | | |
| 3 | M | Chapter 3 |
| 10 | M | Chapter 4, Take Home Exam 1 |
| 17 | M | Exam 1 (Chapter 1, 2, 3 and 4) |
| 24 | M | Chapter 5 |
| October | | |
| 1 | M | Chapter 6, Take Home Exam 2 |
| 8 | M | Fall Break No classes |
| 15 | M | Exam 2 (Chapters 5 and 6) |
| 22 | M | Chapter 9, and 10 |
| 29 | M | Chapter 11, Take Home Exam 3 |
| November | | |
| 5 | M | Exam 3 (Chapter 9, 10 and 11) |
| 12 | M | Chapter 13 |
| 19 | M | Presentation |
| 26 | M | Chapter 15, Take Home Exam 4 |
| December | | |
| 03 | M | Exam 4 (Chapter 13 and 15) |

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

Department/School: **School of Education**

Date: **January 15, 2008**

Course No. **EDUC 305** Title: **Foundations of Curriculum and Instruction**

Semester hours: 3 Clock hours: Lecture/Seminar 45 Laboratory: 0

Prerequisite (or Corequisite) none

Purpose: 1. For whom? All undergraduates in the teacher education program

2. What should this course do for the student?

Provide content in foundations of curriculum and instruction

Enrollment expectation: 25

Indicate any course for which this course is a

Modification: EDUC 300 (field experience component will be removed from course)

Substitute:

Alternate:

Teaching Method Planned: Lecture, questioning, discussion, demonstrations, whole and small group activities, brainstorming, and case studies.

Name of person preparing course description: Cheryl O. Lane

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

EDUC 305: Foundations of Curriculum and Instruction (3) F, S, SU

This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socio-economic status. EDUC 305 is a prerequisite to EDUC, ECE, ELEM, and MLE courses above EDUC 305.

Course Content:

1. Major theories of learning (Behaviorism, Cognitive Science, Constructivism)
2. Motivation and Student Engagement
3. Models of Discipline (Classroom management and Positive Learning Environments)
4. Long and Short Range Planning
5. Diversity (Learning styles, intelligence, race, gender, language, and socio-economic issues)
6. Exceptionalities

Rationale:

A field experience will be more beneficial to the students in the teacher education program while taking EDUC 311 or after taking EDUC 311 (Instructional planning and Assessment).

ED 300

Foundations of Instruction and Curriculum
Instru
tru

Instructor: Dr. Sawyer
Office: CEMC 218 661-1469(W)
E-mail: tsawyer@fmarion.edu
Web Site: blackboard.fmarion.edu
 Links: Course Catalog, Education
 Educational Procedures, Course Documents

Meeting Times: M 4:30P-7:30P
Location: CEMC 228B
Term:


CONCEPTUAL FRAMEWORK

Francis Marion University's School of Education prepares caring and competent teachers for the 21st century.

COURSE DESCRIPTION

This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis will be on cognitive functioning and classroom interaction as influenced by gender, culture, community, and socio-economic status.

Three (3) credit hours

Prerequisite: ED 290-299

Text: Educational Psychology, Woolfolk, 10th ed.
Clinical Handbook

INSTRUCTIONAL ACTIVITIES

During this course, a variety of instructional activities will be used including, lecture, questioning, discussion, demonstrations, whole and small group activities, brainstorming, and case studies. There will be a variety of video "snippets" shown in class along with newspaper cartoons for students to interpret. Notes on the board will be both in traditional outline and mapping formats. Students will be required to use a computer to download school report cards from <http://www.myschools.com>.

ATTENDANCE

The attendance policy for the course is in accordance with the FMU policy stated in the university catalog (i.e., "If a student is absent more than twice the number of required class sessions per week, a grade of "F" or "W" will normally be assigned.)

GENERAL COURSE OBJECTIVES

describe major **theories of learning** (Behaviorism, Cognitive Science, Constructivism) and relevant classroom applications

- four types of conditioning
- classroom applications of behaviorism
- the information processing model of human learning
- the role of perception, attention, and schemas in learning
- ways to encourage positive transfer of learning

explain behavioral, cognitive, humanistic, and socio-cultural approaches to **motivation and engagement**

- how intrinsic and extrinsic motivation influence learning
- the roles of goals, interests, emotions, and beliefs about *self* in motivation
- the role of family attitudes and aspirations in the formation of motivation
- instructional strategies to positively affect motivation and engagement
- the role of support systems, relationships, and role models

describe the two basic **models of discipline** (obedience and responsibility)

- principles of management and discipline
- the differences between rules and procedures
- effective strategies to manage a classroom
- communications skills to develop a positive learning environment

describe various types of **long and short range academic plans**

- state academic standards relevant to your discipline
- lesson plans with appropriate objectives, procedures, and assessments to accommodate diverse groups of students
- identify the performance dimensions and skill indicators of **ADEPT**

describe how various facets of **diversity**, including learning styles, intelligence, race, gender, language, and socioeconomic status impact learning

- the relationship of poverty to other risk factors
- characteristics of generational and situational poverty
- "hidden rules" of poverty

identify types of **exceptionalities**, laws relevant to exceptionalities, and the teacher's role and responsibilities in dealing with exceptionalities

**FRANCIS MARION UNIVERSITY'S
CENTER OF EXCELLENCE FOR TEACHERS OF CHILDREN OF POVERTY**


The purpose of the center is to increase the achievement of children of poverty by improving the quality of undergraduate and graduate teacher preparation and offering professional development for in-service teachers.

Among the center's major goals: design and implement teacher education programs that enable graduates to effectively teach children of poverty; provide high-quality professional development programs; equip teachers with the knowledge and skills needed to work effectively with parents and community resources; and become the premier resource in South Carolina for helping teachers learn how to provide a high-quality education for all children of poverty.

Many of the discussions and class activities will emphasize the special needs of children and families living in poverty.



| DATE | CONTENT | ASSIGNMENT |
|---------|--|-------------------------------|
| Aug 28 | Course introduction Behavioral Views of Learning ▼ <i>Understanding Learning</i> ▼ <i>Early Explanations of Learning: Contiguity and Classical Conditioning</i> ▼ <i>Operant Conditioning: Trying New Responses</i> ▼ <i>Applied Behavior Analysis</i> ▼ <i>Behavioral Approaches to Teaching and Management</i> ▼ <i>Observational Learning and Cognitive Behavior Modification</i> | Chapter 6 Assign 1 |
| Sept 4 | Behavioral Views of Learning (cont'd) | |
| Sept 11 | EXAMINATION/Behaviorism (34 points) Cognitive Views of Learning ▼ <i>Elements of the Cognitive Perspective</i> ▼ <i>The Information Processing Model of Memory</i> ▼ <i>Long Term Memory: The Goal of Teaching</i> ▼ <i>Metacognition</i> ▼ <i>Becoming Knowledgeable: Some Basic Principles</i> | Chapter 7 Assign 2 |
| Sept 18 | Cognitive Views of Learning (cont'd) | |
| Sept 25 | Cognitive Views of Learning (cont'd) | |
| Oct 2 | Complex Cognitive Processes ▼ <i>Learning and Teaching About Concepts</i> ▼ <i>Becoming an Expert Student: Learning Strategies and Study Skills</i> ▼ <i>Teaching for Transfer</i> | Chapter 8 |
| Oct 9 | EXAMINATION/Cognitive Views and Processes (27 Points) Motivation in Learning and Teaching ▼ <i>What is Motivation?</i> ▼ <i>Needs: Competence, Autonomy, and Relatedness</i> ▼ <i>Goal Orientation and Motivation</i> ▼ <i>Interests and Emotions</i> ▼ <i>Beliefs and Self-Schemas</i> | Chapter 10 Assign 3 |

| | | |
|--------|---|------------------------|
| Oct 16 | Social Cognitive and Constructivist Views of Learning <ul style="list-style-type: none"> ▼ <i>Social Cognitive Theory</i> ▼ <i>Applying Social Cognitive Theory</i> ▼ <i>Cognitive and Social Constructivism</i> ▼ <i>Applying Constructivist Perspectives</i> | Chapter 9 |
| Oct 23 | Creating Learning Environments <ul style="list-style-type: none"> ▼ <i>The Need for Organization</i> ▼ <i>Creating a Positive Learning Environment</i> ▼ <i>Maintaining a Good Environment for Learning</i> ▼ <i>The Need for Communication</i> | Chapter 12 Assign 4 |
| Oct 30 | EXAMINATION/Motivation and Creating Learning Environments (31 points) Learner Differences and Learning Needs <ul style="list-style-type: none"> ▼ <i>Intelligence</i> ▼ <i>Ability Differences and Teaching</i> ▼ <i>Learning Styles</i> ▼ <i>Individual Differences and the Law</i> ▼ <i>Common Challenges</i> ▼ <i>Less Prevalent Problems: More Severe Disabilities</i> ▼ <i>Students Who are Gifted and Talented</i> | Chapter 4 Assign 6 |
| Nov 6 | Fall break  | |
| Nov 13 | Learner Differences (cont'd) Introduction to ADEPT | Assign 7 Assign 5 |
| Nov 20 | Culture and Community <ul style="list-style-type: none"> ▼ <i>Today's Diverse Classrooms</i> ▼ <i>Economic and Social Class Differences</i> ▼ <i>Ethnic and Racial Differences</i> ▼ <i>Boys and Girls: Differences in the Classroom</i> ▼ <i>Language Differences in the Classroom</i> ▼ <i>Creating Culturally Inclusive Classrooms</i> | Chapter 5 Assign 8 |

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

Department/School: School of Education

Date: January 15, 2008

Course No. EDUC 313 Title: **Field Experiences in Instructional Planning
Assessment**

Semester hours: 1 Clock hours: Lecture/Seminar 10 Laboratory: 35 (Field Experience)

Prerequisite (or Corequisite) EDUC 311

Purpose: 1. For whom? All teacher candidates (fully admitted to their degree programs)

2. What should this course do for the student?

Provide a field experience that correlates to the course content of EDUC 311

Enrollment expectation: 25

Indicate any course for which this course is a

Modification: Substitute: Alternate (NA)

Teaching Method Planned: K-12 classroom field experience (35 hours) and 10 (one hour) campus classes for reading circles with class discussions and reflection activities

Name of person preparing course description: Cheryl O. Lane

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

EDUC 313: Field Experiences in Instructional Planning and Assessment (1) (Prerequisite: Admission to Professional Education Program; Prerequisite/Corequisite: EDUC 311) F, S

This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion.

Course Content:

Practical application of instructional planning and assessment content with purposeful reflection and discussion through the use of a reading circle format.

Points for reflection and discussion

The Art of Engaging Young Minds

Passionate Teaching

The Context of Passion

A Passion for Content
Designing a Unit
The Greatest Obstacle We Face
Opening up the Dialogue
More Ways to Change the Game of School
Discovering a Stance
How a Stance Evolves
Putting Your Stance into Practice
Some Thoughts about Classroom Discipline
A Passion for Excellence
The Practice of Excellence
The Parents' Perspective
Dissecting the Course and Resurrecting It
Rounding out the Course
Grading for Excellence
What to do Next Monday?
Is Passionate Teachers for New Teachers, too?

Rationale:

The National Council for the Accreditation of Teacher Educators and the SC State Department of Education require 100 hours of field experience for teacher candidates in an initial certification undergraduate degree program. This course will provide 35 of these required hours.

**Field Experiences in Foundations of Instructional Planning and Assessment
EDUC 313
(1 Hour-Credit)**

Instructor: Cheryl O. Lane, Ph.D.
Office: 212 Founders Hall
Office Phone: 661-1439
Office Hours:
E-mail: clane@fmarion.edu
Prerequisites or Corequisite: EDUC 311

Class Time: Bimonthly (1 hour on campus)
 35 hours of Field Experience
Meeting Locations: Clinical setting (Placement by Field Placement Coordinator,
 Ms. Janey Brandis) and CEMC 217

Conceptual Framework of the Francis Marion University School of Education:

The Francis Marion University's School of Education prepares caring and competent teachers for the 21st Century (Attached).

Professional Dispositions:

Letter from Dr. Pruitt (Attached)

Course Description:

This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing, gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion.

*Prerequisite: Admission to Professional Education Program at FMU

*Prerequisite/Corequisite: EDUC 311

Description of Course Activities and Strategies of Instruction:

The field experience will be correlated to the reading of *The Passionate Teacher*, by Rob Fried. Data collection and observation in classrooms will be sources for discussion. A reflective journal will be kept by each student.

Text:

Fried, R. (2001). *The passionate teacher*. Boston: Mass; Beacon Press.

Course Content:

Practical application of instructional planning and assessment content with purposeful reflection and discussion through the use of a reading circle format.

Points for reflection and discussion

The Art of Engaging Young Minds

Passionate Teaching

The Context of Passion

A Passion for Content

Designing a Unit

The Greatest Obstacle We Face

Opening up the Dialogue

More Ways to Change the Game of School
 Discovering a Stance
 How a Stance Evolves
 Putting Your Stance into Practice
 Some Thoughts about Classroom Discipline
 A Passion for Excellence
 The Practice of Excellence
 The Parents' Perspective
 Dissecting the Course and Resurrecting It
 Rounding out the Course
 Grading for Excellence
 What to do Next Monday?
 Is Passionate Teachers for New Teachers, too?

Class Policies:

Attendance:

- **Complete a minimum of 35 hours in the field experience placement.** Documentation of hours will be required from the cooperating teacher in the classroom. Credit will not be given for the class unless the official hour documentation is on file.
- **Attend all on-campus classes.** Be on time and in class for the entire class period. Francis Marion University's School of Education stresses class attendance and punctuality as professional dispositions. The official university attendance policy will be enforced for EDUC 313 as follows: "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than ...15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor" (FMU Undergraduate Catalog).

Notification of your absence or intended absence from the class does not automatically classify the absence as excused. Absences should be discussed individually with the instructor. It is the student's responsibility to make an appointment and discuss any class absence.

Two tardies will count as one absence. It is the student's responsibility to notify the professor that he/she is present at the conclusion of class if he/she is late to class. Also, early departures will not be allowed.

After the second class absence, a mandatory conference will be scheduled with the professor to address attendance issues. An out of class assignment will be completed for these first two absences.

If a student persists in the habit of tardiness or early departures, the first step of the disposition resolution process will be initiated within the FMU School of Education. The process will conform to the approved FMU School of Education protocol.

If an emergency should occur that requires you to miss an on-campus class, contact Dr. Lane at 843-661-1439 and leave a message.

Plagiarism:

The work that you submit for class assignments must be your own. Any violation

will result in the FMU policy enforcement on cheating.

Assignments:

Ten reflective journal entries based on reading circle assignments

Use of communication devices:

Cell phones, pagers, and any other communication devices must be turned **off** (including the vibrate option) prior to the beginning of class. Laptops are not to be used to check email or surf the internet during class.

Final Examination:

Accommodations:

If you have a disability that qualifies you for academic accommodations, please provide your letter of certification from the Office of Counseling and Testing. If you have questions about the disability accommodations process, please do not hesitate to talk with me.

Course Evaluation Procedures

The final course grade will be determined by individual student performance on the following assignments/assessments.

Reflective Journal =100 %

Grading Scale:

| | |
|----|------------------------------------|
| A | = 100-91 |
| B+ | = 90-88 |
| B | = 87-82 |
| C+ | = 81-79 |
| C | = 78-73 |
| D+ | = 72-70 |
| D | = 69-65 |
| F | = 64- 0 (no credit for the course) |

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

Department/School Psychology **Date** 1/4/08

Course No. or level 643 **Title** Couples and Family Therapy

Semester hours 3 Clock hours: Lecture 42 Laboratory _____

Prerequisites PSY 610

Enrollment expectation 7-10 students

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

modification PSY 643 (change in *Catalog* title and description)
(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 Farrah Hughes

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation upon approval

Date of School/Department approval _____

Catalog description: Overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of couple and family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Examination of cultural diversity and ethical/professional issues in clinical work with couples and families. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

Purpose: 1. For Whom (generally?) Graduate students enrolled in the clinical/counseling option of the Master of Science in Applied Psychology program

2. What should the course do for the student? The course will introduce the student to psychological theories relating to the assessment and treatment of relationship difficulties and individual difficulties in the context of relationships. Students will be aware of issues pertaining to cultural diversity and professional ethics as they relate to the practice of couple and family therapy.

Teaching method planned: Lecture and discussion, as well as student presentation. (Applied experiences are part of the accompanying practicum, PSY 600-C).

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

Epstein, N. B., & Baucom, D. H. (2002). *Enhanced Cognitive-Behavioral Therapy for couples: A contextual approach*. Washington, DC: American Psychological Association.

Kazdin, A. E. (2005). *Parent management training: Treatment for oppositional, aggressive, and antisocial behavior in children and adolescents*. Oxford, England: Oxford University Press.

Nichols, M. P., & Schwartz, R. C. (2006). *Family therapy: Concepts and methods* (7th ed.). Boston: Pearson/Allyn & Bacon.

Course Content: The course content will remain unchanged from the existing course. The new title and description are proposed to more accurately portray the material that is covered. Topics are outlined in the attached syllabus.

Psychology 643: Marital and Family Therapy (#3477) Spring 2008

Class meeting time: Thursdays, 6:00-9:00 pm in CEMC 241
Instructor: Farrah M. Hughes, PhD
Office hours: By appointment. CEMC 236-C
Contact: 843-661-1642 (office); 843-615-3873 (cell, only in case of emergency)
 FHughes@FMarion.edu (email)

Course Description:

Per the FMU catalog, this course provides an “overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of marital and family therapy including Bowenian, object relations/psychodynamic, structural, strategic, and behavioral.” You must also be enrolled in PSY 600C.

Course Objectives:

After completing this course, the student should be able to:

- ⌘ describe the various theoretical approaches to understanding and treating difficulties within the context of the family.
- ⌘ apply treatment models to specific case examples.
- ⌘ increase awareness of social and cultural diversity in clinical work with families.
- ⌘ understand and apply ethical and professional standards to clinical work with families.

Required Texts:

- Epstein, N. B., & Baucom, D. H. (2002). *Enhanced Cognitive-Behavioral Therapy for couples: A contextual approach*. Washington, DC: American Psychological Association.
- Kazdin, A. E. (2005). *Parent management training: Treatment for oppositional, aggressive, and antisocial behavior in children and adolescents*. Oxford, England: Oxford University Press.
- Nichols, M. P., & Schwartz, R. C. (2006). *Family therapy: Concepts and methods* (7th ed.). Boston: Pearson/Allyn & Bacon.

Recommended Readings:

- Carter, B., & McGoldrick, M. (Eds.). (2005). *The expanded family life cycle: Individual, family, and social perspectives*. New York: Pearson/Allyn & Bacon.
- Ginsberg, B. G. (2004). *Relationship enhancement family therapy*. Doylestown, PA: Relationship Enhancement Press.
- Greenberg, L. S., & Johnson, S. M. (1988). *Emotionally focused therapy for couples*. New York: Guilford.
- Gurman, A. S. & Jacobson, N. S. (2002). *Clinical handbook of couple therapy* (3rd ed.). New York: Guilford.
- Lebow, J. L. (2005). *Handbook of clinical family therapy*. Hoboken, NJ: Wiley.
- McMahon, R. J., & Forehand, R. L. (2003). *Helping the noncompliant child: Family-based treatment for oppositional behavior* (2nd ed.). New York: Guilford.
- Sherman, R. & Fredman, N. (1986). *Handbook of structured techniques in marriage and family therapy*. Levittown, PA: Brunner/Mazel.

Course Format:

This class is a survey course designed in part to acquaint you with the major schools of thought regarding couple/family therapy. The course will focus in particular on cognitive-behavioral treatment in the context of couple therapy and behavioral family treatments for child behavior problems. We will be covering a lot of information rather quickly; therefore, class attendance is mandatory. Our readings and discussions will focus on theories, as well as the applications of those theories. We will attempt to integrate video examples and role plays during class time to help you apply the material covered in the readings and provide a more vivid basis for class discussion.

Active participation in class discussions is required. Therefore, you are expected to read the assigned material *prior to* the class date for which it is assigned so that you can contribute to class discussion. Note that there is a lot of reading for this course; so plan ahead, and manage your time appropriately.

Class Presentations:

Students will be responsible for presenting course material taken from the Nichols and Schwartz text and engaging the class in a discussion of the material; discussion dates will be designated (see the course outline, below). Students will have 45-60 minutes to present and engage the class in a discussion the material. If you include a video, you will be allotted extra time as needed – just let me know ahead of time. A list of relevant videos is included in this syllabus, and I strongly encourage you to incorporate a video clip into your presentation and discussion. Feel free to consult me regarding how to do so.

For the presentations, the student's primary tasks are to:

- (a) submit relevant, thought-provoking discussion questions to the class via email one week prior to the presentation (minimum of 5 discussion questions);
- (b) convey the important concepts during the class meeting and elicit student participation;
- (c) facilitate a lively discussion among the students regarding the material and its application.

You may use demonstrations, role plays, videos from the media center, or other activities as deemed appropriate. Be engaging and keep us interested in discussing and applying the material. Note that you must manage your time well and cover the material in the time allotted. Feel free to consult with me if you need guidance.

Grading:

Your grade in this course will be determined by three components, which are weighted equally (33% each): (1) The quality of your class presentation and your participation in class discussions; (2) Two take-home exams that will assess your understanding and application of the material.

The grading scale is as follows:

| | | | |
|----|----------|-----|---------|
| A: | 100 – 90 | B+: | 89 - 87 |
| B: | 86 – 80 | C+: | 79 - 77 |
| C: | 76 – 70 | F: | 69 - 0 |

An additional component of this course is the practicum: PSY 600-C; see the practicum syllabus for practicum requirements. The practicum is designed to give you exposure to clinical work in community settings, as well as provide beginning-level practice assessing couples. Additional readings for the practicum may be assigned.

Course Outline:

(modifications will be announced in class)

| Date | Topic | Readings | Presenter(s) |
|-------------|--|-----------------|---------------------|
| Jan. 10 | Introduction and Overview; Beginning to think like a family therapist | NA | Dr. Hughes |
| Jan. 17 | ECBT Theory and Empirical Foundations | E&B: Ch. 1-3 | Dr. Hughes |
| Jan. 24 | ECBT Theory and Empirical Foundations (cont.) | E&B: Ch. 4-6 | Dr. Hughes |

| | | | |
|---------|--|-----------------------------|------------|
| Jan. 31 | ECBT: Assessment and Intervention | E&B: Ch. 7-8 | Dr. Hughes |
| Feb. 7 | ECBT: Assessment and Intervention (cont.) | E&B: Ch. 9-11 | Dr. Hughes |
| Feb. 14 | ECBT: Assessment and Intervention (cont.) | E&B: Ch. 12-14 | Dr. Hughes |
| Feb. 21 | PMT: Principle and Technique | Kazdin: Ch. 1-3 | Dr. Hughes |
| Feb. 28 | PMT: Technique (cont.) | Kazdin: Ch. 4 | Dr. Hughes |
| | PMT: Characteristics of Treatment and Evidence | Kazdin: Ch. 5-6 | Dr. Hughes |
| Mar. 6 | PMT: Application and Critical Issues | Kazdin: Ch. 7-8 | Dr. Hughes |
| | * Exam 1 due at the beginning of class * | | |
| Mar. 13 | <i>Spring Break – no class</i> | NA | NA |
| Mar. 20 | The Foundations and Evolution of Family Therapy | Nichols & Schwartz: Ch. 1-2 | 1: _____ |
| | Family Therapy: Early Models | Nichols & Schwartz: Ch. 3 | 2: _____ |
| | | | 3: _____ |
| Mar. 27 | Family Therapy: Fundamental Concepts | Nichols & Schwartz: Ch. 4 | 4: _____ |
| | Theory and Application: Bowenian Theory | Nichols & Schwartz: Ch. 5 | 5: _____ |
| | Strategic Theory | Nichols & Schwartz: Ch. 6 | 6: _____ |
| Apr. 3 | Theory and Application: Structural Theory | Nichols & Schwartz: Ch. 7 | 7: _____ |
| | Experiential Theory | Nichols & Schwartz: Ch. 8 | 8: _____ |
| Apr. 10 | Theory and Application: Psychoanalytic Theory | Nichols & Schwartz: Ch. 9 | 9: _____ |
| | Solution-Focused Therapy | Nichols & Schwartz: Ch. 12 | 12: _____ |
| Apr. 17 | Special Issues: Family therapy in the 21 st century | Nichols & Schwartz: Ch. 11 | 11: _____ |
| | Empirical support for family therapy | Nichols & Schwartz: Ch. 16 | 16: _____ |
| Apr. 24 | * Exam 2 due by 6:00 pm * | | |

Relevant Couples/Family Therapy Videos available in the Media Center:

Note: Other videos may also be available, so check the library catalog.

Bowenian theory:

“Bowenian Therapy” with Philip Guerin

Media Center - Videocassette VHS

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

Strategic Theory:

“Strategic Therapy” with James Coyne

Media Center - Videocassette VHS

[RC489.S76 S7731 1998x](#)

Structural Theory:

“A House Divided” with Harry Aponte

Media Center - Videocassette VHS

[RC488.5 .H66 1990x](#)

“Tres Madres” with Harry Aponte

Media Center - Videocassette VHS

[RC488.5 .H661 1990x](#)

Cognitive-Behavioral Therapy:

“Treating Difficult Couples” with Doug Snyder

Media Center - DVD

[RC488.5 .T681 2005x](#)

“Integrating Acceptance and Change” with Neil Jacobson

Media Center - Videocassette VHS

[RC488.5 .I584 1992x](#)

“Cognitive-Behavioral Couples Therapy” with Art Freeman

Media Center - Videocassette VHS

[RC488.5 .C631 2004x](#)

Experiential Theory:

“Emotionally Focused Couples Therapy” with Sue Johnson

Media Center - Videocassette VHS

[RC488.5 .E467 2001x](#)

“A Different Kind of Caring” with Carl Whitaker (*note: The quality of this video is very poor.*)

Media Center - Videocassette VHS

[RC488.5 .D54 1986x](#)

Adolescent Family Therapy:

“Adolescent Family Therapy” with Janet Sasson Edgette

Media Center - Videocassette VHS

[RJ505 .A371 2001x](#)

Divorce:

“Integration After Remarriage” with Emily and John Visher

Media Center - Videocassette VHS

[RC488.5 .I67 1993x](#)