

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 800 Title: Doctoral Knowledge Development

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

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature [Signature]
Provost's Signature [Signature]
Date of Implementation _____
Date of School/Department approval Aug 17, 2016

Catalog description:

DNP 800 Doctoral Knowledge Development (3) This course introduces the graduate student to contemporary nursing knowledge, including theoretical models with particular attention to middle range and practice theories. Discussions related to the application of the nursing metaparadigms, philosophies, and theories will concentrate on linking those discipline specific foundational concepts to advanced practice.

- Purpose:
1. For Whom (generally?) Doctorate of Nursing Practice Students
 2. What should the course do for the student? This course will allow the student to gain an extensive knowledge base of the DNP role, the scope of practice, and the concept of advanced leadership.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

Dreher, H. M. & Glalgow, M. S. (2016). *DNP Role Development for Doctoral Advanced Nursing Practice, Second Edition*. NYC: Springer Publishing.

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.)

- DNP role/ scope of practice
- Leadership theories
- Educational philosophies
- DNP national studies
- Quality care indicators
- Case studies

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: **Doctoral Knowledge Development**
Course Number: **DNP 800**
Credit Hours: **3**
Semester: **Fall**
Day and time: **Online**

Faculty: **TBA**
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description: This course introduces the graduate student to contemporary nursing knowledge, including theoretical models with particular attention to middle range and practice theories. Discussions related to the application of the nursing metaparadigms, philosophies, and theories will concentrate on linking those discipline specific foundational concepts to advanced practice.

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

1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
2. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
3. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
4. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
5. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
6. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
7. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
8. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Applies nursing and interprofessional scientific and theoretical knowledge to the doctorate of nursing practice (DNP) role.
2. Applies leadership skills and competencies needed in a DNP role.

3. Understands the use of information systems and technology in the DNP role.
4. Discusses educational and leadership theories and their application to the DNP role.
5. Discusses change projects that advocate healthcare services for rural populations.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

Dreher, H. M. & Glalgow, M. S. (2016). *DNP Role Development for Doctoral Advanced Nursing Practice, Second Edition*. NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Role paper	40%
Paper discussing healthcare determinants of a vulnerable population	40%
Group presentation about leadership theories	20%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION**Attendance Policy**

Online participation is needed throughout the program of study.

Written Paper Requirements

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

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

E-mail

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

Phone Usage and Messaging

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

Social Networking Policy

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

FMU Non-Discrimination Policy

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

Learner Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

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

Code of Ethics

The School of Health Sciences subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association

(ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *School of Health Sciences Learner Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

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

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

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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

CONTENT INFORMATION

Topical Outline

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
1.	DNP Role	Dreher and Glasgow chapter 1	
2.	Scope of Practice	Dreher and Glasgow chapter 2	
3.	Educational philosophies	Dreher and Glasgow chapter 3	

4.	Leadership Theories	Dreher and Glasgow chapter 4	Role paper
5.	National Study of Doctoral Nursing Faculty	Dreher and Glasgow chapter 5	
6.	Critique of the 2006 Essentials of Doctoral Education for Advanced Nursing Practice	Dreher and Glasgow chapter 6	
7.	Global health	Dreher and Glasgow chapter 7	
8.	Advancing nursing practice and DNP projects	Dreher and Glasgow chapter 8	
9.	Critical thinking and reflective case studies	Dreher and Glasgow chapter 9	
10.	Critical thinking and reflective case studies	Dreher and Glasgow chapter 10	Paper discussing healthcare determinants of a vulnerable population
11.	Critical thinking and reflective case studies	Dreher and Glasgow chapter 11	
12.	Critical thinking and reflective case studies	Dreher and Glasgow chapter 12	
13.	Student presentations		
14.	Student presentations		
15.	Student presentations		

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

Department/School : School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 801 Title: Doctoral Research and Epidemiological Evidence-based

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

Prerequisites: None

Enrollment expectation:

12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

Provost's Signature Pete King

Date of Implementation _____

Date of School/Department approval Aug 17, 2016

Catalog description:

This course prepares graduate students to appraise all levels of nursing and healthcare research and apply evidence-based in an advanced practice role. Statistical analysis of evidence will be discussed to ascertain the applicability to specific populations. In addition, knowledge about human rights in research will be an expected graduate student outcome.

Purpose:

1. For Whom (generally?) Doctorate of Nursing Practice Students
2. What should the course do for the student? This course will teach students how to do a literature review, synthesize literature, develop a project methodology, and begin their capstone project.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

Holly, C. (2013). *Scholarly Inquiry and the DNP Capstone*. NYC: Springer Publishing.

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.)

- Evidence-based practice
- Reviewing literature critically
- Appraising research
- Synthesizing literature
- Implications for advanced practice care

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: **Doctoral Research and Epidemiological Evidence-based Practice**
Course Number: **DNP 801**
Credit Hours: **3**
Semester: **Fall**
Day and time: **Online**

Faculty: **TBA**
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description: This course prepares graduate students to appraise all levels of nursing and healthcare research and apply evidence-based in an advanced practice role. Statistical analysis of evidence will be discussed to ascertain the applicability to specific populations. In addition, knowledge about human rights in research will be an expected graduate student outcome.

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

9. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
10. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
11. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
12. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
13. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
14. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
15. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
16. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services.
2. Identifies evidence-based practices to improve healthcare services.
3. Uses information systems and technology to discover the best evidence for quality care.
4. Appraises evidence and its applicability to specific populations.

5. Develops programs based on evidence to improve care.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

Holly, C. (2013). *Scholarly Inquiry and the DNP Capstone*. NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Literature search	40%
Appraisal of evidence	40%
Project development	20%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
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Integrity and

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

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

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- Conduct that constitutes sexual harassment
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- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
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3. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
4. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.

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*All academic warnings are cumulative throughout the program.

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Maintaining current certification is the sole responsibility of the learner.

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

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CONTENT INFORMATION

Topical Outline

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
16.	EBP	Holly chapter 1	
17.	Literature review – database identification	Holly chapter 2	
18.	Refining review	Holly chapter 3	
19.	Writing a synthesis of literature	Holly chapter 4	

20.	Apprising the literature	Holly chapter 5	
21.	Comparing EBP and research	Holly chapter 6	
22.	EBP implications for care	Holly chapter 7	Literatures search paper due
23.	Advancing nursing practice and DNP projects	Holly chapter 8	
24.	Project development	Holly chapter 9	
25.	Project development	Holly chapter 10	Appraisal of evidence
26.	Project development	Holly chapter 11	
27.	Project development	Holly chapter 12	
28.	Student project presentations		
29.	Student project presentations		
30.	Student project presentations		

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

Department/School: School of Health Sciences DNP Nursing Program Date:

08/31/16 Course No. or Level: DNP 802 Title: Doctoral Health Policy and

Leadership Semester hours: 3 Clock hours: Lecture: 2 Laboratory: 3

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

Provost's Signature Peter King

Date of Implementation _____

Date of School/Department approval Aug 17, 2016

Catalog description:

DNP 802 Doctoral Health Policy and Leadership (3:2-3) (45 clinical hours) This course focuses on public policy in healthcare and the role of the doctorally-prepared nurse as a leader in policy development. Graduate students develop strategies to assume leadership roles and effect patient care outcomes.

Purpose:

1. For Whom (generally?) Doctorate of Nursing Practice Students
2. What should the course do for the student? This course will allow students to observe the leadership role in a clinical practice and develop a leadership project that will include healthcare policy.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

Feldman, H. (2005). *Educating Nurses for Leadership*. NYC: Springer Publishing.

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.)

- Types of leadership
- The need for leadership in healthcare to promote quality and safety
- Individual reflection of role development
- Case studies and problem-based learning
- Team building
- Strategic planning

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: Doctoral Health Policy and Leadership
Course Number: DNP 802
Credit Hours: 3:2-3
Semester: Fall
Day and time: Online

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

Clinical Faculty:
 Phone:
 E-mail:

Clinical Faculty:
 Phone:
 E-mail:

Course Description: This course focuses on public policy in healthcare and the role of the doctorally-prepared nurse as a leader in policy development. Graduate students develop strategies to assume leadership roles and effect patient care outcomes.

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

17. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
18. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
19. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
20. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
21. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
22. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
23. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
24. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Uses leadership skills in healthcare systems to improve healthcare services.
2. Identifies leadership skills and advocacy skills that facilitate positive healthcare change.
3. Develop a leadership project for systems change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

Ahmed, S., Andrist, L., Davis, S., & Fuller, V. (2012). *DNP Education, Practice, and Policy Redesigning Advanced Practice Roles for the 21st Century*. NYC: Springer Publishing.
 Feldman, H. (2005). *Educating Nurses for Leadership*. NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Leadership project	80%
Leadership clinical hours	P/F
Project presentation	20%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION**Attendance Policy**

Online participation is needed throughout the program of study.

Written Paper Requirements

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

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.

- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail

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

Phone Usage and Messaging

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

Social Networking Policy

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

FMU Non-Discrimination Policy

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

Learner Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

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

other assigned work. Please see the *School of Health Sciences Graduate Lerner Handbook (current edition)*: Academic Integrity.

Code of Ethics

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

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

South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

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

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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

CONTENT INFORMATION**Topical Outline**

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
31.	Visionary and expert leadership	Feldman chapters 1 & 2	
32.	Understanding achievement in the leadership role related to healthcare policy	Feldman chapters 3-6	
33.	Mentoring	Feldman chapter 7	
34.	Reflection for growth	Feldman chapters 8 & 9	
35.	Group process	Feldman chapter 11	
36.	Problem-based learning	Feldman chapter 13	
37.	Team building	Feldman chapters 15 - 16	Leadership project due
38.	Leadership in Practice Policy development	Feldman chapters 18 - 20 Ahmed, Andrist, Davis, & Fuller, chapters 1-5	
39.	Strategic planning	Feldman chapter 21	
40.	Delegation skills	Feldman chapter 23	
41.	Project development	Feldman chapters 24 -25	
42.	Project development	Feldman chapters 24 -251	
43.	Student project presentations		
44.	Student project presentations		
45.	Student project presentations		

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 803 Title: The Role of Technology and Interprofessional

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

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

Provost's Signature Peter King

Date of Implementation _____

Date of School/Department approval Aug 17, 2016

Catalog description:

This course focuses on using technology and interprofessional collaboration to arrive at quality patient outcomes. Documentation systems and standards will be discussed along with interprofessional communication techniques.

Purpose:

1. For Whom (generally?) Doctorate of Nursing Practice Students
2. What should the course do for the student? This course will teach the student the importance of modernized technology to implement quality patient care. It will emphasize data management and privacy issues with using technology.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

McBride, S. & Tietze, M. (2015). *Nursing Informatics for the Advanced Practice Nurse Patient Safety, Quality, Outcomes, and Interprofessionalism*. NYC: Springer Publishing.

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.)

- Healthcare technology
- Interprofessional communication
- Quality improvement using technology
- Databases
- Point of care system development
- Healthcare policies and technology
- Privacy issues
- Legal implications

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: The Role of Technology and Interprofessional Collaboration
Course Number: DNP 803
Credit Hours: 3
Semester: Spring
Day and time: Online

Faculty: TBA

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

Course Description: This course focuses on using technology and interprofessional collaboration to arrive at quality patient outcomes. Documentation systems and standards will be discussed along with interprofessional communication techniques.

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

25. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
26. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
27. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
28. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
29. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
30. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
31. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
32. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Utilizes information systems and technology to improve healthcare services.

2. Uses effective interprofessional communication to improve healthcare services.
3. Uses effective interprofessional collaboration to improve healthcare services
4. Discusses the use of technology to deliver quality care to populations across the lifespan.
- 5.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

McBride, S. & Tietze, M. (2015). *Nursing Informatics for the Advanced Practice Nurse Patient Safety, Quality, Outcomes, and Interprofessionalism*. NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Technology development project	40%
Interprofessional collaboration project	40%
Presentation of projects	20%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION

Attendance Policy

Online participation is needed throughout the program of study.

Written Paper Requirements

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

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

E-mail

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

Phone Usage and Messaging

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

Social Networking Policy

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

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Learner Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

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

Code of Ethics

The School of Health Sciences subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook* and *Catalog* (current editions). The School of Health Sciences subscribes to the American Nurses Association

(ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *School of Health Sciences Learner Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

7. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
8. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.

3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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

CONTENT INFORMATION

Topical Outline

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
46.	Healthcare technology and interprofessional teams	McBride & Tietze chapters 1 & 2	
47.	Theory foundations and national healthcare initiatives	McBride & Tietze chapters 3 - 5	
48.	Point of care systems	McBride & Tietze chapters 6 & 7	
49.	QI	McBride & Tietze chapter 8	Interprofessional project
50.	Throughput	McBride & Tietze chapter 9	

51.	Information exchange and healthcare policies	McBride & Tietze chapters 10 - 12	
52.	Privacy & legal issues	McBride & Tietze chapters 13 & 14	
53.	Personal healthcare monitoring	McBride & Tietze chapter 15	
54.	Telehealth	McBride & Tietze chapter 16	
55.	Data management	McBride & Tietze chapters 17 & 18	Technological project
56.	Clinical decisions	McBride & Tietze chapters 19 - 20	
57.	Policies on patient safety	McBride & Tietze chapters 19 & 20	
58.	Student presentations		
59.	Student presentations		
60.	Student presentations		

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 804 Title: Ethics and Quality Improvement

Semester hours: 3 Clock hours: Lecture: 1 Laboratory: 6

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

Provost's Signature Peter King

Date of Implementation _____

Date of School/Department approval Aug 17, 2016

Catalog description:

This course focuses on quality patient outcomes and quality improvement. The course will emphasize ethical healthcare practices that are value-based. This course includes 90 clinical hours to explore a healthcare project that would benefit from a well-designed quality improvement protocol.

- Purpose:
1. For Whom (generally?) Doctorate of Nursing Practice Students
 2. What should the course do for the student? This course will teach DNP students to consider ethics in all aspects of care delivery. It will identify vulnerable populations and take into consideration religious and cultural beliefs.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

Lachman, V. (2005). *Applied Ethics in Nursing*. NYC: Springer Publishing.

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.)

- Ethics in advanced practice
- Informed consents
- Vulnerable populations
- Patients rights and decision-making
- Genetics
- Long-term care
- End of life
- Organ donation
- Religious and cultural considerations in care

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: Ethics and Quality Improvement
Course Number: DNP 804
Credit Hours: (3:1-6)
Semester: Spring
Day and time: Online

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

Clinical Faculty:
 Phone:
 E-mail:

Clinical Faculty:
 Phone:
 E-mail:

Course Description: This course focuses on quality patient outcomes and quality improvement. The course will emphasize ethical healthcare practices that are value-based. This course includes 90 clinical hours to explore a healthcare project that would benefit from a well-designed quality improvement protocol.

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

33. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
34. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
35. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
36. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
37. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
38. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

39. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
40. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Discusses ethical dilemmas in applying nursing and interprofessional scientific and theoretical knowledge to improve healthcare services.
2. Uses leadership skills to initiate quality improvement projects.
3. Synthesizes evidence-based practices to improve healthcare services.
4. Implement systems changes that advocate healthcare prevention to improve healthcare services.
5. Understand advanced practice care in complex situations and systems to improve healthcare services.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

Lachman, V. (2005). *Applied Ethics in Nursing*. NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Ethical case study	50%
Quality improvement project	50%
Clinical hours	P/F

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION

Attendance Policy

Online participation is needed throughout the program of study.

Written Paper Requirements

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

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

E-mail

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

Phone Usage and Messaging

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

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

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Learner Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but

not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *School of Health Sciences Graduate Learner Handbook (current edition)*: Academic Integrity.

Code of Ethics

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

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

South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

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

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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

CONTENT INFORMATION**Topical Outline**

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
61.	Ethics and advocacy in nursing	Lachman chapters 1 & 2	

62.	Informed consents	Lachman chapter 3	
63.	Patient rights	Lachman chapter 4 & 5	
64.	Vulnerable populations	Lachman chapter 7, 8, 9	
65.	Genetics	Lachman chapter 6	
66.	Diseases and ethical issues	Lachman chapter 12	
67.	Long-term care issues	Lachman chapter 13	
68.	Organ transplants	Lachman chapter 14	
69.	End-of-life	Lachman chapter 15	Ethical case study due
70.	Right to Die	Lachman chapter 16	
71.	Access to care	Lachman chapter 17	
72.	Organization and leadership ethics	Lachman chapters 18 & 19	
73.	Labor ethics and committees	Lachman chapters 20 & 21	
74.	Religion considerations	Lachman chapter 22	QI project due
75.	Culture considerations	Lachman chapter 23	

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 805 Title: Project Development

Semester hours: 3 Clock hours: Lecture: 0 Laboratory: 9

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature

Ruth Wittmann-Price

Provost's Signature

Mark King

Date of Implementation

Date of School/Department approval

Aug 17, 2016

Catalog description:

This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical and project hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

- Purpose:
1. For Whom (generally?) Doctorate of Nursing Practice Students
 2. What should the course do for the student? This course will assist the DNP student to begin to look at advanced clinical practice with an eye for quality improvement changes. It will assist them to begin to think about their capstone project.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

Anderson, B. A. & Knestrick, J. M. (2014). *DNP Capstone Projects Exemplars of Excellence in Practice*. NYC: Springer Publishing.

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.)

- Concept identification
- Complex care issues that can be mitigated by QI projects
- Project outcome analysis
- Leading change

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: Project Development
Course Number: DNP 805
Credit Hours: 3 (3:0-9) *(135 hours, 95 clinical hours and 40 project hours)
Semester: Spring
Day and time: Online

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

Clinical Faculty:
 Phone:
 E-mail:

Clinical Faculty:
 Phone:
 E-mail:

Course Description: This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical and project hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

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

41. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
42. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
43. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
44. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
45. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
46. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
47. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

48. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services.
2. Uses leadership skills and competencies in healthcare systems to improve healthcare services.
3. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services.
4. Employs effective interprofessional communication and collaboration to improve healthcare services.
5. Implement systems changes that advocate healthcare prevention to improve healthcare services.
6. Deliver advanced practice care in complex situations and systems to improve healthcare services.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

Anderson, B. A. & Knestruck, J. M. (2014). *DNP Capstone Projects Exemplars of Excellence in Practice*. NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Project development	40%
Project presentation	40%
Clinical hours	P/F

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION

Attendance Policy

Online participation is needed throughout the program of study.

Written Paper Requirements

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

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
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South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

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

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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CONTENT INFORMATION**Topical Outline**

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
76.	Project concept	Anderson & Knestrick chapters 1- 14	

77.	Project theoretical basis	Anderson & Knestrick chapters 1- 14	
78.	Identification of healthcare issues	Anderson & Knestrick chapters 1- 14	
79.	Leadership Theories	Anderson & Knestrick chapters 1- 14	
80.	Case studies	Anderson & Knestrick chapters 1- 14	
81.	Vulnerable populations	Anderson & Knestrick chapters 1- 14	
82.	Global health	Anderson & Knestrick chapters 1- 14	
83.	Advancing nursing practice and DNP projects	Anderson & Knestrick chapters 1- 14	
84.	Critical thinking and reflective case studies	Anderson & Knestrick chapters 1- 14	
85.	Critical thinking and reflective case studies	Anderson & Knestrick chapters 1- 14	
86.	Critical thinking and reflective case studies	Anderson & Knestrick chapters 1- 14	
87.	Critical thinking and reflective case studies	Anderson & Knestrick chapters 1- 14	Project submission
88.	Student presentations		
89.	Student presentations		
90.	Student presentations		

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 806 Title: Scholarly Writing and Grant Development

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

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

Provost's Signature Bob King

Date of Implementation _____

Date of School/Department approval Aug 17, 2016

Catalog description:

This course develops skills for students to engage in clinical scholarship including manuscript development and grant writing. In addition, discussion and information about effective presentation and public speaking will be explored.

- Purpose:
1. For Whom (generally?) Doctorate of Nursing Practice Students
 2. What should the course do for the student? This course will teach DNP students the importance of dissemination, the how-to's and the need for fund raising for quality improvement projects.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

Oermann, M. H. & Hayes, J. C. (2015). *Writing for Publication in Nursing, Third Edition*. NYC: Springer Publishing.

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.)

- Professional writing - manuscripts and grants
- Understanding the publication world
- Writing compelling query letters
- Developing a manuscript
- Developing grant writing skills

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: Scholarly Writing and Grant Development (3)
Course Number: DNP 806
Credit Hours: 3
Semester: Late Spring
Day and time: Online

Prerequisites: None
Co-requisites: None

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

Course Description: This course develops skills for students to engage in clinical scholarship including manuscript development and grant writing. In addition, discussion and information about effective presentation and public speaking will be explored.

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

49. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
50. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
51. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
52. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
53. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
54. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
55. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
56. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Disseminates evidence-based practices to improve healthcare service.
2. Applies scientific writing format for manuscript production
3. Identifies appropriate professional journals for submission.

4. Understands the basics of internal and extramural grant applications.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

Oermann, M. H. & Hayes, J. C. (2015). *Writing for Publication in Nursing, Third Edition*. NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Develop a draft of manuscript of project	80%
Identify a journal for publication	10%
Identify a grant for funding project	10%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION

Attendance Policy

Online participation is needed throughout the program of study.

Written Paper Requirements

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

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

E-mail

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

Phone Usage and Messaging

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

Social Networking Policy

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

FMU Non-Discrimination Policy

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

Learner Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

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

Code of Ethics

The School of Health Sciences subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook* and *Catalog* (current editions). The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might

impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *School of Health Sciences Learner Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

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

Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences.

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

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

Disciplinary Action for Unprofessional Behavior

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

13. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
14. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.

3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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

CONTENT INFORMATION

Topical Outline

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
91.	Professional writing	Oermann & Hayes chapter	
92.	Journal selection and types	Oermann & Hayes chapter	
93.	Query letters	Oermann & Hayes chapter	
94.	Manuscript preparation	Oermann & Hayes chapter	Identify a journal for project publication
95.	Off – time for writing & draft submissions	Oermann & Hayes chapter	

96.	Effective presentations	Articles	
97.	Grant overview	Oermann & Hayes chapter	
98.	Internal grant writing	Oermann & Hayes chapter	
99.	External grant writing	Oermann & Hayes chapter	
100.	Grant budgets	Oermann & Hayes chapter	
101.	Grant timetables	Oermann & Hayes chapter	
102.	Off – time for writing & draft submissions	Oermann & Hayes chapter	First draft of manuscript due
103.	Off – time for writing & draft submissions		
104.	Off – time for writing & draft submissions		
105.	Off – time for writing & draft submissions		Grant identification

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 807 Title: Capstone 1

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

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature

Ruth Wittmann-Price

Provost's Signature

Pete King

Date of Implementation

Date of School/Department approval

Aug 17, 2016

Catalog description: This course focuses of the planning of an evidence-based practice, quality improvement project. This course assists the graduate student to develop a project that will make a significant improvement in patient care. In addition, the graduate students will begin to formalize a professional portfolio.

- Purpose:
1. For Whom (generally?) Doctorate of Nursing Practice Students
 2. What should the course do for the student? This course will facilitate the beginning development of a capstone project by having the students identify an issues, research it in the literature, and develop a methodology. The student will also be working clinically to practice advanced practice skills.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

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.)

- Assessing population needs
- Identifying a feasible QI issue
- Literature search
- Synthesizing literature
- Developing a methodology
- Data collection
- Portfolio development

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: Capstone 1
Course Number: DNP 807
Credit Hours: (3:0-9) *(135 hours)
Semester: Summer I
Day and time: Online

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

Clinical Faculty:
 Phone:
 E-mail:

Clinical Faculty:
 Phone:
 E-mail:

Course Description: This course focuses on the planning of an evidence-based practice, quality improvement project. This course assists the graduate student to develop a project that will make a significant improvement in patient care. In addition, the graduate students will begin to formalize a professional portfolio.

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

57. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
58. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
59. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
60. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
61. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
62. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
63. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

64. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Use leadership skills and competencies in healthcare systems to develop a DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
2. Utilize information systems and technology to develop a DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
3. Demonstrate leadership and advocacy in developing positive healthcare change DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
4. Employ effective interprofessional communication and collaboration to develop a DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Project formation	100%
Clinical hours	P/F

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION

Attendance Policy

Online participation is needed throughout the program of study.

Written Paper Requirements

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

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
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E-mail

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Guidelines for Faculty Appointments

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and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *School of Health Sciences Graduate Learner Handbook (current edition)*: Academic Integrity.

Code of Ethics

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South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

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

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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CONTENT INFORMATION**Topical Outline**

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
106.	Fine tuning project introduction, literature search, and process		

107.	Developing statistical analysis		
108.	Ethical considerations		
109.	Implementation process		
110.	Data Collection		Submit project for approval before data collection
111.	Data Collection		
112.	Data Collection		
113.	Data Collection		
114.	Data Collection		
115.	Data Collection		
116.	Data Collection		
117.	Data Collection		
118.	Data Collection		
119.	Data Collection		
120.	Data Collection		

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 808 Title: Capstone 2

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

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price

Provost's Signature Robert King

Date of Implementation _____

Date of School/Department approval Aug 17, 2016

Catalog description:

This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the graduate student will complete a professional portfolio.

- Purpose:
1. For Whom (generally?) Doctorate of Nursing Practice Students
 2. What should the course do for the student? This course will facilitate the completion of a capstone project by having the students analyze results, develop implications for the future and discuss limitations. Portfolio development will continue.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

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.)

- Analyze results
- Write the discussion
- Implications for advanced practice
- Limitations
- Portfolio development for career advancement

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: Capstone 2
Course Number: DNP 808
Credit Hours: (3:0-9) *(135 hours)
Semester: Summer II
Day and time: Online

Prerequisites: DNP 807

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

Clinical Faculty:
 Phone:
 E-mail:

Clinical Faculty:
 Phone:
 E-mail:

Course Description: This course focuses on the implementation and the evaluation of an evidence-based practice, quality improvement project. The culmination of this course will contain disseminated project results. In addition, the graduate student will complete a professional portfolio.

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

65. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
66. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
67. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
68. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
69. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
70. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
71. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

72. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

5. Use leadership skills and competencies in healthcare systems to complete a DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
6. Utilize information systems and technology to complete a DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
7. Demonstrate leadership and advocacy in completing positive healthcare change DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
8. Employ effective interprofessional communication and collaboration when completing a DNP project to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Project and manuscript completion	100%
Clinical hours	P/F

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION

Attendance Policy

Online participation is needed throughout the program of study.

Written Paper Requirements

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

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

E-mail

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

Phone Usage and Messaging

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

Social Networking Policy

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

FMU Non-Discrimination Policy

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Learner Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

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

and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *School of Health Sciences Graduate Learner Handbook (current edition)*: Academic Integrity.

Code of Ethics

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

South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

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

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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CONTENT INFORMATION**Topical Outline**

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
121.	Analyzing results		

122.	Writing up results		
123.	Limitations		
124.	Discussion		
125.	Future implications for advanced nursing practice		
126.	Project writing		
127.	Project writing		
128.	Project writing		Submit draft 1
129.	Project writing		
130.	Project writing		Submit draft 2
131.	Project writing		
132.	Project writing		Submit draft 3
133.	Project writing		
134.	Project writing		
135.	Project writing		Final project and manuscript submission due

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 809 Title: Capstone 2

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

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature Ruth Wittmann-Price
Provost's Signature Pete King
Date of Implementation _____
Date of School/Department approval Aug 17, 2016

Catalog description:

This course discusses advanced physical assessment, physiological, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

Purpose:

1. For Whom (generally?) Doctorate of Nursing Practice Students
2. What should the course do for the student? This course will facilitate the non-nurse practitioner development of the advanced practice role through complex case studies.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

Smolowitz, J, Reinisch, C. & Honig, J. (2010). *Writing DNP Clinical Case Narratives*, NYC: Springer Publishing.

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.)

- Body system review including assessment and pharmacology

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: **Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems**
Course Number: **DNP 809**
Credit Hours: **(3)**
Semester: **Summer II**
Day and time: **Online**

Prerequisites: DNP 807

Course Coordinator: TBA

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

Course Description: This course discusses advanced physical assessment, physiological, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions. This course discusses advanced physical assessment, physiological, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed and patient manifestations linked to evidence-based interventions.

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

73. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
74. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
75. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
76. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
77. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
78. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
79. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
80. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

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

1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
2. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):

Smolowitz, J, Reinisch, C. & Honig, J. (2010). *Writing DNP Clinical Case Narratives*, NYC: Springer Publishing.

METHODS OF EVALUATION:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Case studies (5)	100%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION

Attendance Policy

Online participation is needed throughout the program of study.

Written Paper Requirements

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

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

E-mail

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

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Learner Responsibilities

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Code of Ethics

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Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *School of Health Sciences Learner Handbook (current edition)*: Academic Integrity and

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

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Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

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

19. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
20. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.

3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

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Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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CONTENT INFORMATION

Topical Outline

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
136.	Case study analysis and discussion 1	Smolowitz, Reinisch, & Honig	
137.	Cardiac care	Smolowitz, Reinisch, & Honig	
138.	Peripheral vascular	Smolowitz, Reinisch, & Honig	
139.	Case study analysis and discussion 2	Smolowitz, Reinisch, & Honig	Case Study 1 due
140.	Respiratory care	Smolowitz, Reinisch, & Honig	

141.	Activities of daily living	Smolowitz, Reinisch, & Honig	
142.	Case study analysis and discussion 3	Smolowitz, Reinisch, & Honig	Case Study 2 due
143.	Endocrine maladjustments	Smolowitz, Reinisch, & Honig	
144.	Social determinants	Smolowitz, Reinisch, & Honig	
145.	Case study analysis and discussion 4	Smolowitz, Reinisch, & Honig	Case Study 3 due
146.	Gastrointestinal illnesses	Smolowitz, Reinisch, & Honig	
147.	Nutritional considerations	Smolowitz, Reinisch, & Honig	
148.	Case study analysis and discussion 5	Smolowitz, Reinisch, & Honig	Case Study 4 due
149.	Genitourinary illnesses	Smolowitz, Reinisch, & Honig	
150.	Reproductive health	Smolowitz, Reinisch, & Honig	Case Study 5 due

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

Department/School: School of Health Sciences DNP Nursing Program Date: 08/31/16

Course No. or Level: DNP 845 Title: Independent Study

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

Prerequisites: None

Enrollment expectation: 12

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: Dr. Ruth Wittmann-Price

Department Chairperson's/Dean's Signature

Ruth Wittmann-Price

Provost's Signature

Rob King

Date of Implementation

Date of School/Department approval

Aug 17, 2016

Catalog description:

This elective course is an independent study which can be used to complete graduate projects, increase practice hours, or specialize in a clinical specialty. Graduate students will work closely with a faculty facilitator to develop learning objectives and evaluate progress. This course can be taken twice.

Purpose:

1. For Whom (generally?) Doctorate of Nursing Practice Students
2. What should the course do for the student? This course will provide students with extensive projects to finish with course credit.

Teaching method planned:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

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

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.)

- Advisor-student project development and completion

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences
DNP Nursing Program**

Course Title: Independent Study
Course Number: DNP 845
Credit Hours: (3)
Semester: Fall, Spring, Summer I, & Summer II
Day and time: Online

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

Course Description: This elective course is an independent study which can be used to complete graduate projects, increase practice hours, or specialize in a clinical specialty. Graduate students will work closely with a faculty facilitator to develop learning objectives and evaluate progress. This course can be taken twice.

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

81. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
82. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
83. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
84. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
85. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
86. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
87. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
88. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

Course Outcomes: At the end of this course the learner will be able to:
To be determined by the student in collaboration with their faculty advisor.

Teaching Strategies:

Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, group work, presentations, written assignments, tests, computer-assisted instructions, observation of learner performance in the lab/clinical setting, and pre and post conferences if applicable.

Textbook(s):**METHODS OF EVALUATION:**

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Completion of DNP project and manuscript	100%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

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

ACADEMIC INFORMATION**Attendance Policy**

Online participation is needed throughout the program of study.

Written Paper Requirements

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

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

E-mail

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper

ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

Phone Usage and Messaging

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Learner Responsibilities

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

Guidelines for Faculty Appointments

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

Academic Dishonesty

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

Code of Ethics

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

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

South Carolina Nurse Practice Act

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

Computer Use

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

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

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

Disciplinary Action for Unprofessional Behavior

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

21. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor.

Learner violations will warrant a warning for unprofessional behavior.

22. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.

3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

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

Maintaining current certification is the sole responsibility of the learner.

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

Disclaimer

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

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

CONTENT INFORMATION

Topical Outline

Week/ date	Content: Sub topics	Resources:	Evaluation Methods:
1 - 15	Project and manuscript completion	Communicate with advisor weekly.	Progress and/or project completion.