

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

X New Course Modification

Department/School: Occupational Therapy

Date: January 4, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: OT 505 **Title:** Professional Behaviors & Therapeutic Interaction Skills I

Semester hours: 1 **Clock hours:** 1 **Lecture** 1 **Laboratory** 0

Prerequisites: Admission to the OTD program

Enrollment expectation: 30 per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Rachelle Lydell

Department Chairperson's/Dean's Signature Karen K. Sittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: January 4, 2023

Catalog description:

505 Professional Behaviors and Therapeutic Interaction Skills I (1) This course will address the professional skills needed to be successful in all Level I Fieldwork Experiences under the supervision of various professionals within the local community. Using competency-based approaches, such as mindfulness, self-reflection, and skills training, this course focuses on the development of self-management, organizational, and communication skills to ensure that students are confident in their professional interactions and in the application of clinical skills.

Purpose: 1. **For Whom (generally?)** Occupational Therapy Students

2. **What should the course do for the student?** Prepare students for Level I fieldwork experiences by teaching information that is necessary for student success in the program.

Teaching method planned: Face-to-face utilizing strategies such as lecture, class discussions, group work, case studies, reflective journaling, mock interviewing, role play, and gaming.

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

1. DeFulius, E. (2017). *Professionalism across occupational therapy practice*. SLACK Incorporated.
2. Gorden, R. L. (1998). *Basic interviewing skills*. Waveland Press, LLC.
3. Kasar, J., & Clark, E. N. (2000). *Developing professional behaviors*. SLACK Incorporated.

Course Content:

Week	Topic(s)
1	Syllabus Expectations
2	Introduction to Professionalism
3	Professionalism for the OT student in the classroom
4	Professionalism & Empathy in Fieldwork
5	Professionalism & Ethics in Clinical Practice
6	Dependability, Initiative, & Cooperation
7	Organization & Time Management
8	Verbal & Written Communication
9	Preventing Burnout
10	Basic Interviewing Skills: Establishing a Safe & Responsive Setting
11	Basic Interviewing Skills: Observation Skills
12	Basic Interviewing Skills: Active Listening, Nonverbal and Verbal Behavior
13	Basic Interviewing Skills: Formulating Relevant & Motivating Questions
14	Mock Interview
15	De-Brief/Reflective Check in

When completed, forward to the Office of the Provost.



**Francis Marion University
School of Health Sciences
Occupational Therapy Program**

Course Title: Professional Behaviors & Therapeutic Interaction Skills I
Course Number: OT 505
Credit Hours: 1

Semester: Fall Year I

Course Format: Seminar
Course Schedule: TBD

Pre-requisites: Admission to the OTD Program

Course Instructor: TBD

Office

Office Hours

Phone

Email

Course Description:

This course will address the professional skills needed to be successful in all Level I Fieldwork Experiences under the supervision of various professionals within the local community. Using competency-based approaches, such as mindfulness, self-reflection, and skills training, this course focuses on the development of self-management, organizational, and communication skills to ensure that students are confident in their professional interactions and in the application of clinical skills.

Course Rationale:	Relationship to Curriculum Design:
<p>Professionalism is a unique combination of intrinsic and extrinsic characteristics founded on key constructs such as ethics, responsibility, competency, and behavior. As the curriculum is centralized on the theme of practice which will prepare students for the <i>“utilization of advanced clinical skills and proficient, therapeutic use of self”</i>, students will be prepared for their first level 1 experiences by learning to connect that “soft skills” such as attitude, communication, self-management, and human relations are vital and necessary for the development and application of therapeutic use of self when interacting and working with a diverse range of patients.</p>	<p>Level I Fieldwork experiences are designed to familiarize students with the clinical setting, to provide learning opportunities that link theoretical knowledge received in the classroom to real world experiences, guide the development of a student’s humanistic perspective, foster a sense of professional responsibility and identity, improve critical thinking, strengthen clinical reasoning, and enhance professional behaviors. This course, in preparation for Level I Fieldwork, will expose students to the necessary building blocks with which students construct their sense of self, achieve professional growth, and evolve as future practitioners. Progression through Level I Fieldwork alongside didactic studies fosters appreciative inquiry, active participation and a love of lifelong learning, preparing the student for the rigor of Level II clinical education, capstone experience and entry-level practice.</p>

Required Textbooks:

1. DeJuliis, E. (2017). *Professionalism across occupational therapy practice*. SLACK Incorporated.
2. Gorden, R. L. (1998). *Basic interviewing skills*. Waveland Press, LLC.
3. Kasar, J., & Clark, E. N. (2000). *Developing professional behaviors*. SLACK Incorporated.

Course Objectives/Outcomes:

Objectives/Instruction/Assessment			
Student Learning Objectives <i>At the conclusion of this course, students are expected to:</i>		Signature Pedagogy: <i>Relational & Effective Learning</i>	Evaluation Methods <i>(Utilized throughout the course)</i>
		Instructional Methods <i>(utilized throughout the course):</i> <i>Highly Contextualized, Active Engagement</i>	
1. Demonstrate the ability to communicate the distinct nature of occupation in the support of performance, participation health and well-being using culturally responsive tools and strategies.	B.3.2, B.3.3, B.4.1, B.4.23, B.7.3	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Interactive Teaching ▪ Group Discussion ▪ Formative Feedback ▪ Literature Review ▪ Role Play/Simulation 	<ul style="list-style-type: none"> • Observation • Self- Assessment • Peer Review • Professional Pathway Assessment • Reflection Paper • Skills checklist • Quizzes
2. Demonstrate the ability to execute sound judgement regarding safety of self and others as appropriate to the setting and scope of practice, and to ensure that the client is stable for intervention.	B.3.7	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Interactive Teaching ▪ Case Study ▪ Group Discussion ▪ Formative Feedback ▪ Literature Review ▪ Role Play/Simulation 	<ul style="list-style-type: none"> • Observation • Self- Assessment • Peer Review • Professional Pathway Assessment • Reflection Paper • Skills checklist • Quizzes
3. Demonstrate the ability to identify information required to guide the scope and role of the occupational therapist in preparation for service provision.	B.3.2, B.3.3, B.4.1, B.4.2	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Interactive Teaching ▪ Case Study ▪ Group Discussion 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper ▪ Skills checklist ▪ Quizzes
4. Demonstrates professional behaviors congruent with the program's mission: takes initiative and responsibility for actions, seeks appropriate and timely support for work and/or personal issues, manages stressful situations appropriately, seeks and responds to supervision and feedback and makes changes to behavior and practice accordingly.	B.7.4	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Interactive Teaching ▪ Group Discussion ▪ Formative Feedback ▪ Literature Review ▪ Role Play/Simulation 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper ▪ Skills checklist
5. Uses empathy, appropriate verbal and nonverbal skills and demonstrates respectful, responsive, and effective listening	B.4.1, B.4.23, B.4.24	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Interactive Teaching ▪ Group Discussion ▪ Formative Feedback ▪ Literature Review ▪ Role Play/Simulation ▪ Reflective Journaling 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper ▪ Skills checklist

6. Respect the rights, values and beliefs of others by validating others' perspectives	B.4.1, B.7.1	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Interactive Teaching ▪ Group Discussion ▪ Case Study ▪ Formative Feedback ▪ Role Play/Simulation ▪ Reflective Journaling 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper
7. Demonstrate the ability to collaborate with others to establish and support priorities as appropriate	B.4.24, B.4.25	<ul style="list-style-type: none"> ▪ Interactive Teaching ▪ Group Discussion ▪ Formative Feedback ▪ Role Play/Simulation ▪ Reflective Journaling 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper ▪ Skills checklist
8. Expresses professional reasoning clearly, modifying language appropriately to facilitate understanding	B.4.2, B.7.1	<ul style="list-style-type: none"> ▪ Literature Review ▪ Lecture ▪ Interactive Teaching ▪ Group Discussion ▪ Formative Feedback ▪ Role Play/Simulation ▪ Case Study 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper ▪ Skills checklist
9. Demonstrate the ability to de-escalate a situation and safely intervene with an individual whose behavior is not controlled	B.3.7, B.4.1	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Literature Review ▪ Interactive Teaching ▪ Group Discussion ▪ Case Study ▪ Formative Feedback ▪ Role Play/Simulation ▪ Reflective Journaling 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper ▪ Skills checklist
10. Represent OT in a professional and ethical manner, maintaining current knowledge in the use of culturally responsive and safe practice in the promotion of health and well-being.	B.7.3, B.7.5	<ul style="list-style-type: none"> ▪ Lecture ▪ Textbook Readings ▪ Literature Review ▪ Interactive Teaching ▪ Group Discussion ▪ Case Study ▪ Formative Feedback ▪ Role Play/Simulation ▪ Reflective Journaling 	<ul style="list-style-type: none"> ▪ Observation ▪ Self- Assessment ▪ Peer Review ▪ Professional Pathway Assessment ▪ Reflection Paper ▪ Skills checklist ▪ Quizzes

Program Learning Outcomes Related to Course Content

Program Student Learning Outcome 2 - Demonstrate entry-level competence as a generalist utilizing occupation- based practice in a client centered manner, with broad exposure to delivery models and systems in traditional and emerging practice settings

Program Student Learning Outcome 11 - Demonstrate competence in the application of entry level and advanced clinical skills and technologies in accordance with standards of practice including precautions, contraindications and safety requirements.

Program Student Learning Outcome 12 - Develop the ability to recognize gaps in knowledge and identify best available evidence to improve own practice accordingly

Program Student Learning Outcome 13 - Demonstrate actions that reflect a respect from own health & well-being to manage workload, stressful situations and take responsibility for safe professional practice

Program Student Learning Outcome 15 - Be proficient in the use of culturally responsive communication tools and strategies, including verbal and nonverbal skills, respectful listening, and questioning.

ACOTE Standards Relating to Course Objectives

This course meets or partially meets the following standards of education for the Accreditation Council for Occupational Therapy Education (ACOTE). The student will:

B.3.2. Interaction of Occupation and Activity

Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.

B.3.3. Distinct Nature of Occupation

Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

B.3.7. Safety of Self and Others

Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.

B.4.1. Therapeutic Use of Self

Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

B.4.2. Clinical Reasoning

Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.

B.4.23. Effective Communication

Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.

B.4.24. Effective Intraprofessional Collaboration

Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.

B.4.25. Principles of Interprofessional Team Dynamics

Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

B.7.1. Ethical Decision Making

Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

B.7.3. Promote Occupational Therapy

Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public

B.7.5. Personal and Professional Responsibilities

Demonstrate knowledge of personal and professional responsibilities related to: Liability issues under current models of service provision & varied roles of the occupational therapy assistant providing service on a contractual basis.

Educational Technology:

Blackboard, a Learning Management System, will be used for posting course content/handouts, facilitating online discussions, and submitting assignments. Online quizzes, tests and other methods of evaluation may also be facilitated through Blackboard.

Technology Support:

FMU's Campus Technology office, located in the Stanton Academic Computer Center, provides information, technology resources and services. Campus technology also provides desktop support to the FMU community through a Help Desk and dispatches computer technicians to solve or assist in solving user problems. In addition

to providing technical assistance to users, this unit provides training opportunities to the campus community in the efficient and effective use of campus technologies. If you need assistance:

- Visit <https://www.fmarion.edu/campustech/>
- Contact the Help Desk, call 843-661-1335
- Visit Room 108 in the Academic Computer Center in person

Computer Use:

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

GRADING CRITERIA AND METHODS OF EVALUATION

In order to progress in the OT program, the student must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog, current edition*). Grading for this course will be based on a total possible accumulation of 740 points, with letter grades applied to a percentage of this total as follows:

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.

Teaching/Learning Strategies:

The design of this course supports in-person participation and learning facilitated through seminar-based instruction, demonstration, role play and practice, video, and observation of student performance in a classroom setting.

A student's progress will be evaluated through the following means:

Evaluation	Points	Percent of Total Grade	Linked to Student Learning Outcomes	Linked to ACOTE Standards
Active Participation & Engagement	50	10%	#1, #5, #11, #14-15	B.4.23, 4.24, 4.25
Professional Pathway Assessment	50	10%	#2, #11-15	B.3.7, B.4.1,
Lecture				
Weekly Online Reflection Journal	20	15%	#1, #12-14	B.4.2, 4.23, B.5.2, B.7.1, B.7.5
Online Discussion Posting	20	10%	#1, #14, #15	B.4.2, 4.23, B.5.2, B.7.1, B.7.5
Quizzes (3) and Exam (1)	250	20%	#1-2, #11-12	B.1.1, 1.2; B.2.1, 2.2; B.3.1, 3.2, 3.3, 3.4, 3.5; B.4.2, 4.6, B.4.29, B.5.1, 5.4, 5.5
Written Assignments (worksheets)	100	5%	#1, #11, #15	B.4.23, B.5.8, B.7.1, 7.3, 7.5
Mock Interview	100	15%	#5, #11, #14-15	B.4.23, B.5.6, B.6.1, 6.3, 6.6; B.7.3
Weekly Skills Check	150	15%	#5, #11, #12, #15	B.4.2, 4.23, B.5.2, B.7.5
TOTAL	740	100%		

Course Assignments:

Your final grade will be determined, in part, through the following assignments:

1. **Written Assignments (worksheets)** – assignments will contain lecture, textbook information & case study activity to encourage integration of concepts with the skills practiced in class. Written assignments may be a combination of essay, short answer, fill in the blank, multiple choice, and other related methods of instruction, to tie theoretical constructs to practice in the profession.
2. **Weekly Online Reflection Journal** - To be included by faculty responsible for teaching course
3. **Online Discussion Posting** - To be included by faculty responsible for teaching course
4. **Mock Interview** - To be included by faculty responsible for teaching course

Course Assessment:

Your final grade will be determined, in part, through the following assessments:

1. **Professional Pathway Assessment (PPA):** The OTD program employs **The Lydell Model for Performance Based Competency Evaluation in OT Education**, which is a model for the program to assess student performance within and outside of the classroom separate from GPA. It's performance-based outcome measure tool, The Professional Pathway Assessment (PPA), allows students to actively participate in the formative and summative evaluation process throughout the semester, by completing the PPA and analyzing the results and descriptive feedback through self-reflection. The (PPA) focuses on the assessment of a students' acquisition of professional behaviors and monitors their academic performance over the course of the semester, so that students can understand their performance and be accountable for

their own learning experience. The PPA will also hold faculty/instructors accountable in the teaching and learning process, as the data will allow them to understand how to modify/adapt their teaching strategies based on a student's performance data. Students will complete the PPA at Mid-term and at the end of the Semester.

2. **Active Participation & Engagement:** Attendance is mandatory. Students are required to take an active role in learning; participation is required. This can make or break your grade. Pay close attention to your assigned readings. Class participation means more than simply being present; you must regularly contribute in a meaningful way. See attendance policy in the BSOTA Program handbook for specifics.
3. **Quizzes & Exams (4):** Student will be assessed on their ability to synthesize information received during lectures. There are 3 quizzes and 1 final exam at the end of the semester. Quiz 1 through 3 are NOT cumulative. You will be responsible for select lecture content prior to the quiz date.

The Final Exam is cumulative. This exam will address all lecture content covered over the duration of the course. Please note that the Final Exam may be presented in case study format which will require a sound knowledge of how to apply all lab content.

Weekly Skills-Check: Each student will be assessed on their understanding of the topic and/or ability to perform the clinical skill learned that week. Students will demonstrate a skill and be assessed through formal observation by faculty to ensure that the skill is completed safely and correctly. Skills checks may also be presented in the form of a short case study vignette in which the student is presented with the situation, a brief background and patient medical history. Students will then be expected to apply an appropriate skill learned in class.

ACADEMIC INFORMATION

Participation:

Participation is a basic requirement for an effective learning community. Students' participation will be assessed and reflected in the participation grade. Class participation is based on the following criteria: arriving to class on-time; paying attention during lectures and discussions; respectful listening when someone else is speaking; being engaged in the class and in your learning without distractions such as texting, side-bar conversations, checking your phone or email etc.

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. Attendance is mandatory. It is never "ok" to skip class. A student must attend (95%) of required class sessions per week during the Fall/Spring/Summer semesters. Any absence, except for those arising from unavoidable circumstances, may result in a reduction in your overall course grade. If a student is absent for more than (5%) of the required classes in a semester, a grade of "F" or "W" will be assigned to their course.

Any expected absences must be submitted in writing and approved by the instructor. Students are responsible for determining in collaboration with the instructor how the absence will be made up. In all cases, make-up time is dependent upon faculty and facility availability and must be approved by the instructor and/or program director.

Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. Students who acquire TWO consecutive unexcused absences or fail to complete TWO consecutive assignments forfeit their privilege of making up class work due to unforeseen circumstances. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses which offer content online. Students are expected to follow attendance requirements, including punctual arrival to class and are expected to stay until released by the instructor. Any tardiness or early departure from a class will be reported to the Program Director at the discretion of the instructor.

Illness:

If you are ill and unable to attend a class/fieldwork experience, it is your responsibility to notify faculty in a timely fashion. To make up an assignment you **must** provide documentation of that illness. Make-up time is dependent upon clinical faculty and facility availability and must be approved by the Program Director or AFWC.

Absences for communicable illness, health emergencies, and family emergencies are the only excusable absences allowed during your educational experience. In the event of an absence, the instructor must be notified in a timely manner for the absence to be accounted for and made up. The plan for making up the time must be in writing and submitted to the instructor and program director.

Extended absence or illness may make it impossible for you to progress towards upper-level courses and/or complete fieldwork practicum requirements.

Missed Tests/Quizzes:

Makeup exams will be allowed only with pre-approval of the instructor or with an acceptable, documented reason. Acceptable reasons for makeup exams include severe illness, family emergency or other unavoidable events. Exam format for makeup exams may be different than the original exam but the content for the exam will not change.

Late Assignments:

Assignments are due on the date announced in your course calendar. Late assignments will not be accepted after 3 days, and a 10% penalty per day will be applied to each late assignment. Assignments submitted after 3 days will be given an automatic grade of "0" unless previously discussed and approved by the course faculty or in the case of a verifiable emergency.

Academic Dishonesty:

All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. See Honor Code found in the University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition). If a student is found in violation of the FMU Academic Integrity Policy, the OTD Department reserves the right to fail the student on the assignment/exam or fail the student in the course.

Some examples of violations will be discussed during orientation and on the first day of class. These will include, but are not limited to:

- a. Plagiarism
 - i. Must use OWN words
 - ii. If you copy more than two or three consecutive words from an author, then you are plagiarizing that author.
 - iii. A student who uses an author's words as her/his own will receive 0 points for that assignment. A second offense will result in failure in the course.
- b. Failure to return or removal of an exam
- c. Submitting work completed by another individual
 - i. A student who copies another student's work and the student who allowed the other student to copy her/his work will each receive 0 points for that assignment. A second offense will result in failure in the course.

- d. Discussing quiz/exam questions with students who have not yet taken the quiz/exam.
- e. Any other forms of cheating

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. 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 OT profession.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

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 Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. Email responses to faculty are expected within 24-48 hours. In return, faculty will email students within 24-48 hours with the exception of weekends and holidays. Email to all faculty and students 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.

Social Networking Policy:

Students are encouraged to use their most professional judgment regarding Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, 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)

Student Responsibilities:

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

Disability Accommodations:

FMU and the OTD Program is committed to making programs and activities available to qualified students with disabilities. In compliance with section 504 of the Americans with Disabilities Act (ADA), students who have a documented disability and require special assistance or accommodations to properly execute coursework, should contact the Office for Counseling and Testing (OCT).

The first step is to consult with your instructor and/or the OTD Program Director. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss the specific need(s). **Medical or psychological conditions that cause fatigue, difficulty concentrating or that may result in absences from class may qualify as disability and require accommodations.**

Accommodations will be made with approval from the OCT if a student can provide the appropriate documentation. Documentation must be from a qualified health services provider (e.g., physician, licensed psychologist) and should include a diagnosis, an explanation of the effects of the disability in an academic setting, and recommendations regarding accommodations. The cost and responsibility for providing documentation is borne by the student, however the OCT will provide students with a Medical Documentation Form for a qualified health services provider to complete if needed. Accommodations will then be arranged with any or all course/clinical instructors in which the student requires. If at any time during the semester the student's accommodations need to be altered, the student must provide documentation from the University Counseling and Testing Center.

For more information about the Office for Counseling and Testing, please visit

<https://www.fmarion.edu/counselingandtesting/disability-services/#1668462219186-73598be3-2297>

Free academic assistance is available from the Campus Tutoring Center at 843-661-1675 and the University Writing Center at 843-661-1528.

Grievance Procedure:

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

Guidelines for Faculty Appointments:

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

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

Civility, Professionalism and Cultural Competence:

AOTA defines cultural competency as “*the process of actively developing and practicing appropriate, relevant and sensitive strategies and skills and interacting with culturally different persons*” (AOTA, 2011). This class is a community of learners, which means we will depend upon each other for support and information. To learn, we must be open to the views of people different than ourselves. Please honor the uniqueness of your classmates and appreciate the opportunity we are given to learn from one another. Please respect each other’s opinions and refrain from personal attacks or demeaning comments of any kind.

It is of the utmost importance to communicate with courtesy and professionalism with peers from other cultures, communities, and generations. Professional courtesy includes respecting other’s opinions, being courteous and respectful, and working together in the spirit of cooperation.

Professional Behaviors & Expectations:

Course faculty will treat you with respect, while expecting the same in return. You are also expected to respect your fellow students by engaging in the following professional behaviors:

1. PERSONAL RESPONSIBILITY

- Student will attend all educational experiences 100% of the time
- Student will be punctual
- Student will effectively make use of their time to complete all assignments and tasks in a timely manner
- Student will submit required assignments on time

2. PERSONAL HONESTY & INTEGRITY

- Student is honest in word and actions and is accurate in reporting all information
- Student maintains a positive learning environment
- Student follows the University policies regarding academic integrity (i.e., cheating on exams, removal of an exam, passing exam information to peers)

3. RESPECT

- Student gives full attention to instructor, does not speak out of turn, and treats classmates, other professionals and clients/patients with dignity
- Student refrains from the use of technology during class (cell phones, headphones, “surfing” the web on laptops) unless it is directly related to the learning activity

4. TEACHABILITY/ADAPTABILITY

- Student takes responsibility for own actions and understands consequences of inappropriate actions
- Student behavior is appropriate during times of high stress

5. COMMUNICATION

- Student properly formats emails to instructors and fieldwork educators/supervisors with respect (i.e., correct punctuation and salutations)
- Student will not spread rumors regarding instructors and course assessments/assignments
- Student follows appropriate procedures for discussion of course issues and concerns
 - 1st → Student contacts their instructor or supervising faculty member
 - 2nd → Student communicates concerns to the instructor or supervising faculty member (should the need arise, the instructor will direct the student to the Program Director)

6. RELATIONSHIP WITH PEERS

- Student participates in class and small group discussions
- Student demonstrates ability to function within a group (i.e. student respects the opinions of others and can work collaboratively to solve problems).
- Student demonstrates the ability to interact respectfully with individuals with other cultures, communities, and generations

7. PERSONAL APPEARANCE

- Student will comply with dress code guidelines
- Student will dress professionally for all fieldwork experiences, see fieldwork manual for list of appropriate dress items.

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 students 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 students 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' student towards another student, 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 advisor. Student 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/Program Director and use the procedures as referred to in the *University Catalog*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair/Program Director 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.**

Electronic Devices:

All personal electronic devices, such as cell phones and iPod should be TURNED OFF prior to start of class. Students are expected to devote their full attention to all class activities, avoiding such distractions as ringing phones, beeping, texting, instant messaging, private conversations, and other activities that distracts from the learning process. Repeated instances of cell phone ringing and use of devices during class or lab will result in disciplinary interventions, ejection from class, and reduced points in participation and professional assessments.

At the discretion of faculty (except as medically required for accommodation of disability), headphones, earphones, earbuds and other in-the-ear or on-the-ear devices are prohibited in class.

Disclaimer:

The instructor and the OTD Program reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s). 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 students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

CONTENT INFORMATION			
Topical Outline			
Week	Content Topic	Resources	Evaluation Method(s)
1	Syllabus & Course Expectations		
2	Introduction to Professionalism	Kasar & Nelson Clark (2000) - Chapter 1 Defulius, E., (2017) - Chapter 1, 3 & 4	Online Discussion Post
3	Professionalism for the OT student in the classroom	Deluliis, E., (2017) Chapter 5 & 6	Online Discussion Post
4	Professionalism & Empathy in Fieldwork	Deluliis, E., (2017) Chapter 7, 8 & 9 Kasar & Nelson Clark (2000) - Chapter 7	Skills Check: Worksheet #1 Week 1-3 Reflective Journals DUE
5	Professionalism & Ethics in Clinical Practice	Kasar & Nelson Clark (2000) Chapter 2 & 3 Defulius, E., (2017) - Chapter 4	Skills Check: Worksheet #2 Week 4-5 Reflective Journals DUE
6	Dependability, Initiative, & Cooperation	Kasar & Nelson Clark (2000) - Chapter 4, 6 & 8	Professional Pathway Assessment
7	Professional Presentation, Organization & Time Management	Kasar & Nelson Clark (2000) - Chapter 5 & 9	Online Discussion Post
8	Verbal & Written Communication	Gorden, R.L., (1998) Chapter 10	Skills Check: Worksheet #3 Week 6-8 Reflective Journals DUE
9	Mindfulness & Preventing Burnout	TBA	Online Discussion Post
10	Basic Interviewing Skills: Observation & Establishing a Responsive Setting	Gorden, R.L., (1998). Chapter 4	Online Discussion Post
11	Basic Interviewing Skills: Active Listening, Nonverbal and Verbal Behavior	Gorden, R.L., (1998). Chapter 5, 6 & 7	Skills Check: Worksheet #4 Week 9-11 Reflective Journals DUE
12	Basic Interviewing Skills: Formulating & Asking Motivating & Relevant Questions	Gorden, R.L., (1998) Chapter 2, 3 & 5	Online Discussion Post
13	Basic Interviewing Skills: Probing & Evaluating Responses	Gorden, R.L., (1998) Chapter 8, 9 & 10	Online Discussion Post
14	Mock Interview Video DUE		
15	De-Brief/Reflective Check in		Professional Pathway Assessment

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 810 **Title:** BSN-FNP/DNP Residency I

Semester hours: 4 **Clock hours:** 4 **Lecture** 1 **Laboratory** 3 (180 clinical hours)

Prerequisites: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 804, 805

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature Karen K. Gittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: December 16, 2022

Catalog description:

This is the first of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

Purpose:

1. **For Whom (generally?)** Students enrolled in the BSN-FNP/DNP Track
2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Primarily online with discussions, case studies, and in-person OSCE.

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Safe Practice
3. Technology
4. Differential Diagnoses

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
BSN-Family Nurse Practitioner/DNP Track**

Course Title: BSN-FNP/DNP Residency I
Course Number: DNP 810
Credit Hours: (4:1-12) (180 clinical hours)
Semester: Fall
Day and time: Online with one OSCE testing time at CCHS
Location: CCHS

Prerequisites: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 804, 805

Course Coordinator: TBA

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

Course Description: This is the first of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

At the end of the program, the student will be able to:

Program Outcomes	FNP Track
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and integrity in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people,	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and excellence in the nursing profession.

systems, and excellence in the nursing profession.	
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention in advanced practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.
8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care by advanced practice nurses.

At the end of this course, the student will be able to:

1. Role model leadership in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for patients across the lifespan.
2. Apply interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of patients across the lifespan.
3. Create interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote quality patient care for patients across the lifespan.
4. Apply informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care of patients across the lifespan.
5. Interpret advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for patients across the lifespan.
6. Formulate initiatives about health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability for patients across the lifespan.
7. Use ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered care for patients across the lifespan.

Teaching Strategies:

Primarily online with discussions, case studies, and in-person OSCE.

Textbook(s):**Required:**

American Psychological Association, (2020). *Publication manual of the American psychological association* (7th ed.). Washington, D. C. ISBN: ISBN-13: 978-1433832161

UpToDate: Access to current clinical guidelines and evidence-based practice at:

<https://www.uptodate.com/home>

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Discussion Boards x 2	30%
Narrative Case Study	20%
Reflective Journaling	20%
OSCE	30%
Clinical Component P/F. A clinical failure means a class failure.	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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.

- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *Graduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Graduate Testing:

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION**Attendance Policy:**

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

For online courses, * online participation is required throughout the course.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class, they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format:

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,
- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments: Any late submission will have a ten point per day deduction.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social

networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook* and *FMU Catalog (current editions)*. The School of Health

Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *Graduate Nursing Handbook (current edition)*: Academic Integrity and <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>.

South Carolina Nurse Practice Act:

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

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students at 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and
- 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 warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

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

CLINICAL INFORMATION**Clinical Attendance and Punctuality:**

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives.

- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

CONTENT INFORMATION

Topical Outline TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			
Week #2			
Week #3			
Week #4			
Week #5			
Week #6			

Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 811 **Title:** BSN-FNP/DNP Residency II

Semester hours: 5 **Clock hours:** 5 **Lecture** 1 **Laboratory** 4 (240 Clinical Hours)

Prerequisites: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 803, 804, 805, 810

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature Karen K. Gittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: December 16, 2022

Catalog description:

This is the second of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

Purpose:

1. **For Whom (generally?)** Students enrolled in the BSN-FNP/DNP Track
2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Primarily online with discussions, case studies, and in-person OSCE.

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Population Health
3. Social Determinants of Health
4. Self Care

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
BSN-Family Nurse Practitioner/DNP Track**

Course Title: BSN-FNP/DNP Residency II
Course Number: DNP 811
Credit Hours: (5:1-16) (240 clinical hours)
Semester: Spring
Day and time: Online with one OSCE testing time at CCHS
Location: CCHS

Prerequisites: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 803, 804, 805, 810)

Course Coordinator: TBA

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

Course Description: This is the second of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

At the end of the program, the student will be able to:

Program Outcomes	FNP Track
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and integrity in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people,	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and excellence in the nursing profession.

systems, and excellence in the nursing profession.	
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention in advanced practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.
8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care by advanced practice nurses.

At the end of this course, the student will be able to:

1. Role model leadership in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for patients across the lifespan.
2. Apply interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of patients across the lifespan.
3. Create interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote quality patient care for patients across the lifespan.
4. Apply informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care of patients across the lifespan.
5. Interpret advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for patients across the lifespan.
6. Formulate initiatives about health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability for patients across the lifespan.
7. Use ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered care for patients across the lifespan.

Teaching Strategies:

Primarily online with discussions, case studies, and in-person OSCE.

Textbook(s):**Required:**

American Psychological Association, (2020). *Publication manual of the American psychological association* (7th ed.). Washington, D. C. ISBN: ISBN-13: 978-1433832161

UpToDate: Access to current clinical guidelines and evidence-based practice at:

<https://www.uptodate.com/home>

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Discussion Boards x 2	20%
Narrative Case Study x 2	30%
Reflective Journaling	20%
OSCE	30%
Clinical Component P/F. A clinical failure means a class failure.	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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.

- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *Graduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Graduate Testing:

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION**Attendance Policy:**

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

For online courses, * online participation is required throughout the course.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class, they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format:

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,
- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments: **Any late submission will have a ten point per day deduction.**

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active gmail account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion*

University Student Handbook and *FMU Catalog* (current editions). The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *Graduate Nursing Handbook* (current edition): Academic Integrity and <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>.

South Carolina Nurse Practice Act:

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

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students at 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and
- 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 warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

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

CLINICAL INFORMATION**Clinical Attendance and Punctuality:**

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives.

- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones -- Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

CONTENT INFORMATION

Topical Outline TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			
Week #2			
Week #3			
Week #4			
Week #5			
Week #6			

Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 812 **Title:** BSN-FNP/DNP Residency III

Semester hours: 3 **Clock hours:** 3 **Lecture** 1 **Laboratory** 2 (120 Clinical Hours)

Prerequisites: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 803, 804, 805, 810, 811

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature Karen K. Gittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: December 16, 2022

Catalog description:

This is the third of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the BSN-FNP/DNP Track
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Primarily online with discussions, case studies, and in-person OSCE.

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Board Preparation
3. Licensing and Credentialing
4. Transition to Practice

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
BSN-Family Nurse Practitioner/DNP Track**

Course Title: BSN-FNP/DNP Residency III
Course Number: DNP 812
Credit Hours: (3:1-8) (120 clinical hours)
Semester: Summer
Day and time: Online with one OSCE testing time at CCHS
Location: CCHS

Prerequisites: APRN 502, 507, 601, 602, 603, 701, 702, 703, 704; DNP 800, 801, 802, 803, 804, 805, 810, 811)

Course Coordinator: TBA

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

Course Description: This is the third of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

At the end of the program, the student will be able to:

Program Outcomes	FNP Track
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and integrity in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people,	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and excellence in the nursing profession.

systems, and excellence in the nursing profession.	
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention in advanced practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.
8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care by advanced practice nurses.

At the end of this course, the student will be able to:

1. Role model leadership in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for patients across the lifespan.
2. Apply interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of patients across the lifespan.
3. Create interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote quality patient care for patients across the lifespan.
4. Apply informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care of patients across the lifespan.
5. Interpret advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for patients across the lifespan.
6. Formulate initiatives about health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability for patients across the lifespan.
7. Use ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered care for patients across the lifespan.

Teaching Strategies:

Primarily online with discussions, case studies, and in-person OSCE.

Textbook(s):**Required:**

American Psychological Association, (2020). *Publication manual of the American psychological association*, (7th ed.). Washington, D. C. ISBN: ISBN-13: 978-1433832161

Any current National Certification Review book.

UpToDate: Access to current clinical guidelines and evidence-based practice at:

<https://www.uptodate.com/home>

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Narrative Case Study	20%
Reflective Journaling	20%
Pre-predictor Test (Board Review)	15%
Post-predictor Test (Board Review)	15%
OSCE	30%
Clinical Component P/F. A clinical failure means a class failure.	P/F

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
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F	76 or below

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.5 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.

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Personal Computers:

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- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

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Acceptable Uses of the Internet:

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Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

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- Place all belongings at the front of the classroom,
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are required, and it is the student's responsibility to sign the attendance roster. Please refer to "Class Attendance Policy" *FMU Catalog (current edition)*.

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- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments: **Any late submission will have a ten point per day deduction.**

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

aid in tests, examinations, or other assigned work. Please see the *Graduate Nursing Handbook (current edition)*: *Academic Integrity*.

Code of Ethics:

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

South Carolina Nurse Practice Act:

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

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students at 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and
- 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 warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

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

CLINICAL INFORMATION

Clinical Attendance and Punctuality:

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.

- If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives.
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

CONTENT INFORMATION

Topical Outline TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			
Week #2			
Week #3			
Week #4			

Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 813 **Title:** BSN-PMHNP/DNP Residency I

Semester hours: 5 **Clock hours:** 5 **Lecture** 1 **Laboratory** 4 (240 Clinical Hours)

Prerequisites: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature Karen K. Gittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: January 5, 2023

Catalog description:

This is the first of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the BSN-PMHNP/DNP Track
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Primarily online with discussions, case studies, and in-person OSCE.

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Safe Practice
3. Technology
4. Differential Diagnoses

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
BSN-Psychiatric-Mental Health Nurse Practitioner/DNP Track**

Course Title: BSN-PMHNP/DNP Residency I
Course Number: DNP 813
Credit Hours: (5:1-16) (240 clinical hours)
Semester: Fall
Day and time: Online with one OSCE testing time at CCHS
Location: CCHS

Pre-requisites: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805

Course Coordinator: TBA

Office Number:
Office Phone:
E-mail:
Office Hours:

Course Description:

This is the first of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

At the end of the program, the student will be able to:

AACN MSN Essentials (2011)	Outcomes - PMHNP track
Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.

<p>Essential II: Organizational and Systems Leadership - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.</p>	<p>Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential III: Quality Improvement and Safety - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</p>	<p>Demonstrate appropriate use of methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential IV: Translating and Integrating Scholarship into Practice - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</p>	<p>Apply research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential V: Informatics and Healthcare Technologies - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</p>	<p>Utilizes communication technologies to integrate and coordinate care for psychiatric and mental health care for patients, families, and communities in rural and underserved environments. Uses patient-care technologies such as telemedicine platforms to deliver and enhance care.</p>
<p>Essential VI: Health Policy and Advocacy - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	<p>Demonstrate the ability to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care for psychiatric and mental health patients, families, and communities in rural and underserved environments.</p>
<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Leads interprofessional teams, communicates, collaborates, provides consultation as a specialty provider, and consults with other health professionals to manage and coordinate care to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

<p>Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p>	<p>Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations in rural and underserved environments requiring psychiatric and mental health care.</p>
<p>Essential IX: Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p>Demonstrates advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into direct and indirect psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

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

1. Demonstrate leadership in advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for psychiatric-mental health patients.
2. Use current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of psychiatric-mental health patients.
3. Developed interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote quality patient care for psychiatric-mental health patients.
4. Use informatics to analyze underlying disparities and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for care of psychiatric-mental health patients.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for psychiatric-mental health patients
6. Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability for adult patients.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered care for psychiatric-mental health patients.
8. Value cultural diversity and caring in order to provide holistic patient-centered care for psychiatric-mental health patients.

Teaching Strategies:

Primarily online with discussions, case studies, and in-person OSCE.

Textbook(s):**Required:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

American Psychological Association. (2020). *Manual of the American Psychological Association* (7th ed.).

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Discussion Boards x 2	30%
Narrative Case Study	20%
Reflective Journaling	20%
OSCE	30%
Clinical Component P/F. A clinical failure means a class failure.	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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to

pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

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Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
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- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION

Attendance Policy:

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

Grievance Procedures:

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

For online courses, online participation is required throughout the course.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format:

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,
- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments:

For each day late, 10 points will be deducted. You may request an extension for an assignment, but you must ask prior to the assignment due date. Extension requests *on* the due date, without an excusable reason, will not be considered.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

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

South Carolina Nurse Practice Act:

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

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and
- 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 warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

If a student 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 student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in

which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

CLINICAL INFORMATION

Clinical Attendance and Punctuality

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

Graduate Clinical Assessment Tool—Rating Interpretation

By the final clinical evaluation in APRN 719, 720, and 721, the faculty expects an average rating of '3' in each category in order to successfully pass the clinical course.

By the final clinical evaluation in APRN 722 and 723, the faculty expects a minimum rating of '3' in each category and subcategory in order to successfully pass the clinical course.

CONTENT INFORMATION

Topical Outline: TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			
Week #2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 814 **Title:** BSN-PMHNP/DNP Residency II

Semester hours: 4 **Clock hours:** 4 **Lecture** 1 **Laboratory** 3 (180 Clinical Hours)

Prerequisites: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805, 813

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature

Karen K. Gittings

Provost's Signature

Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: January 5, 2023

Catalog description:

This is the second of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the BSN-PMHNP/DNP Track
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Primarily online with discussions, case studies, and in-person OSCE.

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Population Health
3. Social Determinants of Health
4. Self Care

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
BSN-Psychiatric-Mental Health Nurse Practitioner/DNP Track**

Course Title: BSN-PMHNP/DNP Residency II
Course Number: DNP 814
Credit Hours: (4:1-12) (180 clinical hours)
Semester: Spring
Day and time: Online with one OSCE testing time at CCHS
Location: CCHS

Pre-requisites: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805, 813

Course Coordinator: TBA

Office Number:
Office Phone:
E-mail:
Office Hours:

Course Description:

This is the second of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

At the end of the program, the student will be able to:

AACN MSN Essentials (2011)	Outcomes - PMHNP track
Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.

<p>Essential II: Organizational and Systems Leadership - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.</p>	<p>Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential III: Quality Improvement and Safety - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</p>	<p>Demonstrate appropriate use of methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential IV: Translating and Integrating Scholarship into Practice - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</p>	<p>Apply research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential V: Informatics and Healthcare Technologies - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</p>	<p>Utilizes communication technologies to integrate and coordinate care for psychiatric and mental health care for patients, families, and communities in rural and underserved environments. Uses patient-care technologies such as telemedicine platforms to deliver and enhance care.</p>
<p>Essential VI: Health Policy and Advocacy - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	<p>Demonstrate the ability to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care for psychiatric and mental health patients, families, and communities in rural and underserved environments.</p>
<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Leads interprofessional teams, communicates, collaborates, provides consultation as a specialty provider, and consults with other health professionals to manage and coordinate care to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

<p>Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p>	<p>Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations in rural and underserved environments requiring psychiatric and mental health care.</p>
<p>Essential IX: Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p>Demonstrates advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into direct and indirect psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

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

1. Demonstrate leadership in advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for psychiatric-mental health patients.
2. Use current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of psychiatric-mental health patients.
3. Developed interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote quality patient care for psychiatric-mental health patients.
4. Use informatics to analyze underlying disparities and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for care of psychiatric-mental health patients.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for psychiatric-mental health patients
6. Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability for adult patients.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered care for psychiatric-mental health patients.
8. Value cultural diversity and caring in order to provide holistic patient-centered care for psychiatric-mental health patients.

Teaching Strategies:

Primarily online with discussions, case studies, and in-person OSCE.

Textbook(s):**Required:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

American Psychological Association. (2020). *Manual of the American Psychological Association* (7th ed.).

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Discussion Boards x 2	20%
Narrative Case Study x 2	30%
Reflective Journaling	20%
OSCE	30%
Clinical Component P/F. A clinical failure means a class failure.	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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to

pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a

valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog, current edition* as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *Graduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog, current edition* for printing policies.

Graduate Testing:

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION

Attendance Policy:

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

Grievance Procedures:

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

For online courses, online participation is required throughout the course.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format:

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,
- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments:

For each day late, 10 points will be deducted. You may request an extension for an assignment, but you must ask prior to the assignment due date. Extension requests *on* the due date, without an excusable reason, will not be considered.

Email:

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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 students 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 students 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and
- 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 warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

If a student 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 student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in

which the student would like to use the accommodations. If at any time during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

CLINICAL INFORMATION

Clinical Attendance and Punctuality

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

Graduate Clinical Assessment Tool—Rating Interpretation

By the final clinical evaluation in APRN 719, 720, and 721, the faculty expects an average rating of '3' in each category in order to successfully pass the clinical course.

By the final clinical evaluation in APRN 722 and 723, the faculty expects a minimum rating of '3' in each category and subcategory in order to successfully pass the clinical course.

CONTENT INFORMATION

Topical Outline: TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			
Week #2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 815 **Title:** BSN-PMHNP/DNP Residency III

Semester hours: 3 **Clock hours:** 3 **Lecture** 1 **Laboratory** 2 (120 Clinical Hours)

Prerequisites: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805, 813, 814

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature Karen K. Gittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: January 5, 2023

Catalog description:

This is the third of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the BSN-PMHNP/DNP Track
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Primarily online with discussions, case studies, and in-person OSCE.

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Board Preparation
3. Licensing and Credentialing
4. Transition to Practice

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
BSN-Psychiatric-Mental Health Nurse Practitioner/DNP Track**

Course Title: BSN-PMHNP/DNP Residency III
Course Number: DNP 815
Credit Hours: (3:1-8) (120 clinical hours)
Semester: Summer
Day and time: Online with one OSCE testing time at CCHS
Location: CCHS

Pre-requisites: APRN: 502, 507, 601, 602, 603, 609, 610, 719, 720, 721; DNP 800, 801, 802, 804, 805, 813, 814

Course Coordinator: TBA

Office Number:
Office Phone:
E-mail:
Office Hours:

Course Description:

This is the third of a series of three clinical courses for BSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan.

At the end of the program, the student will be able to:

AACN MSN Essentials (2011)	Outcomes - PMHNP track
Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.

<p>Essential II: Organizational and Systems Leadership - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.</p>	<p>Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential III: Quality Improvement and Safety - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</p>	<p>Demonstrate appropriate use of methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential IV: Translating and Integrating Scholarship into Practice - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</p>	<p>Apply research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential V: Informatics and Healthcare Technologies - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</p>	<p>Utilizes communication technologies to integrate and coordinate care for psychiatric and mental health care for patients, families, and communities in rural and underserved environments. Uses patient-care technologies such as telemedicine platforms to deliver and enhance care.</p>
<p>Essential VI: Health Policy and Advocacy - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	<p>Demonstrate the ability to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care for psychiatric and mental health patients, families, and communities in rural and underserved environments.</p>
<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Leads interprofessional teams, communicates, collaborates, provides consultation as a specialty provider, and consults with other health professionals to manage and coordinate care to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

<p>Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p>	<p>Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations in rural and underserved environments requiring psychiatric and mental health care.</p>
<p>Essential IX: Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p>Demonstrates advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into direct and indirect psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

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

1. Demonstrate leadership in advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for psychiatric-mental health patients.
2. Use current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of psychiatric-mental health patients.
3. Developed interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote quality patient care for psychiatric-mental health patients.
4. Use informatics to analyze underlying disparities and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for care of psychiatric-mental health patients.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for psychiatric-mental health patients
6. Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability for adult patients.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered care for psychiatric-mental health patients.
8. Value cultural diversity and caring in order to provide holistic patient-centered care for psychiatric-mental health patients.

Teaching Strategies:

Primarily online with discussions, case studies, and in-person OSCE.

Textbook(s):**Required:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.

American Psychological Association. (2020). *Manual of the American Psychological Association* (7th ed.).

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Narrative Case Study	20%
Reflective Journaling	20%
Pre-predictor Test (Board Review)	15%
Post-predictor Test (Board Review)	15%
OSCE	30%
Clinical Component P/F. A clinical failure means a class failure.	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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog, current edition* as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *Graduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog, current edition* for printing policies.

Graduate Testing:

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION

Attendance Policy:

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

Grievance Procedures:

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

For online courses, online participation is required throughout the course.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format:

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,
- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member.

Late Assignments:

For each day late, 10 points will be deducted. You may request an extension for an assignment, but you must ask prior to the assignment due date. Extension requests *on* the due date, without an excusable reason, will not be considered.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

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

South Carolina Nurse Practice Act:

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

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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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Graduate Clinical Assessment Tool—Rating Interpretation

By the final clinical evaluation in APRN 719, 720, and 721, the faculty expects an average rating of '3' in each category in order to successfully pass the clinical course.

By the final clinical evaluation in APRN 722 and 723, the faculty expects a minimum rating of '3' in each category and subcategory in order to successfully pass the clinical course.

CONTENT INFORMATION

Topical Outline: TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			
Week #2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 816 **Title:** MSN-DNP Residency I

Semester hours: 2 **Clock hours:** 2 **Lecture** 0 **Laboratory** 2 (120 Clinical Hours)

Prerequisites:

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature Karen K. Gittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: December 16, 2022

Catalog description:

This is the first of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the MSN-DNP Track
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Clinical practicums

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Role changes: MSN vs DNP
3. Evidence-based Practice
4. Technology

When completed, forward to the Office of the Provost.



**School of Health Sciences
Doctor of Nursing Practice (DNP) Program**

Course Title: MSN-DNP Residency I
Course Number: DNP 816
Credit Hours: (2:0-8) (120 clinical hours)
Semester: Fall
Day and time: Online

Prerequisite/Corequisite:

Faculty:

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

Course Description: This is the first of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

End-of-Program Student Learning Outcomes (SLOs)	Course SLOs
1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
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Teaching Strategies:

Clinical practicums.

Textbook(s):

American Psychological Association. (2020). *Manual of the American Psychological Association (7th Ed.)*. American Psychological Association. ISBN 978-1-4338-3217-8

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Classroom Evaluation Methods:

Assignment	Percent of Final Grade
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Typhon Documentation	20%
Clinical Hours	P/F

Classroom Grading Scale:

Alphabetic	Raw Score
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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 *Nursing Graduate 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.

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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.

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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 *Nursing Graduate Handbook* (current edition): Academic Integrity.

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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:

- 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.

CLINICAL INFORMATION

Clinical Attendance and Punctuality:

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator.

Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives.
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

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 TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			

Week #2			
Week #3			
Week #4			
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Week #6			
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Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 817 **Title:** MSN-DNP Residency II

Semester hours: 2 **Clock hours:** 2 **Lecture** 0 **Laboratory** 2 (120 Clinical Hours)

Prerequisites: DNP 813

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature

Karen K. Gittings

Provost's Signature

Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: December 16, 2022

Catalog description:

This is the second of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the MSN-DNP Track
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Clinical practicums

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Health Policy
3. Socioeconomic Implications of Healthcare
4. Leadership

When completed, forward to the Office of the Provost.



**School of Health Sciences
Doctor of Nursing Practice (DNP) Program**

Course Title: MSN-DNP Residency II
Course Number: DNP 817
Credit Hours: (2:0-8) (120 clinical hours)
Semester: Spring
Day and time: Online

Prerequisite/Corequisite: DNP 813

Faculty:

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

Course Description: This is the second of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

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Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator.

Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives.
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

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 TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			

Week #2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: DNP 818 **Title:** MSN-DNP Residency III

Semester hours: 2 **Clock hours:** 2 **Lecture** 0 **Laboratory** 2 (120 Clinical Hours)

Prerequisites: DNP 813, 814

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Karen Gittings

Department Chairperson's/Dean's Signature

Karen K. Gittings

Provost's Signature

Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: December 16, 2022

Catalog description:

This is the third of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the MSN-DNP Track
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Clinical practicums

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Mentoring
3. Self Care

When completed, forward to the Office of the Provost.



**School of Health Sciences
Doctor of Nursing Practice (DNP) Program**

Course Title: MSN-DNP Residency III
Course Number: DNP 818
Credit Hours: (2:0-8) (120 clinical hours)
Semester: Summer
Day and time: Online

Prerequisite/Corequisite: DNP 813, 814

Faculty:

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

Course Description: This is the third of a series of three clinical courses for MSN-DNP students to obtain direct patient care clinical hours through in-depth precepted experiences in the management of patients with acute and chronic conditions across the lifespan. These hours are intended to allow the MSN-prepared advanced practice registered nurse (APRN) to gain additional knowledge and clinical experience.

End-of-Program Student Learning Outcomes (SLOs)	Course SLOs
1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	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.	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.	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.	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.	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.	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.	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 <i>Essentials of Doctoral Education for Advanced Nursing Practice</i> , 2006).	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 <i>Essentials of Doctoral Education for Advanced Nursing Practice</i> , 2006).

Teaching Strategies:

Clinical practicums.

Textbook(s):

American Psychological Association. (2020). *Manual of the American Psychological Association (7th Ed.)*. American Psychological Association. ISBN 978-1-4338-3217-8

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
Clinical Evaluation (Faculty & Preceptor)	80%
Typhon Documentation	20%
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 Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and/or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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 *Nursing Graduate 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 *Nursing Graduate 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 *Nursing Graduate Handbook* (current edition): Academic Integrity and <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>

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.

CLINICAL INFORMATION

Clinical Attendance and Punctuality:

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator.

Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives.
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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CONTENT INFORMATION

Topical Outline TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			

Week #2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: APRN 609 **Title:** Neuroscience of Psychiatric Disorders

Semester hours: 2 **Clock hours:** 2 **Lecture** 2 **Laboratory** 0

Prerequisites:

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Tiffany Pressley

Department Chairperson's/Dean's Signature

Karen K. Sittings

Provost's Signature

Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: January 5, 2023

Catalog description:

This course provides advanced practice nursing students with essential scientific knowledge of the neuroanatomy, neurophysiology, neurochemistry, and neuropathophysiology of mental illness. Students will build on basics of cell physiology, neural structures, and neural transmission and their clinical applications to symptom presentation of psychiatric disorders across the lifespan. This course will prepare students for future clinical management of psychiatric symptoms and disorders.

Purpose: 1. **For Whom (generally?)** Students enrolled in the MSN/PMHNP Track

2. **What should the course do for the student?** Provides advanced knowledge in neuroscience as it relates to psychiatric disorders to better prepare students for the clinical setting.

Teaching method planned: Teaching strategies will consist of online lecture, audio-visual aids, class discussions, class group work, discussion boards, online tests, etc.

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

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., Text Revision). American Psychiatric Publishing.
2. Boland, R., Verduin, M, & Ruiz, P. (2021). *Kaplan and Sadock's: Synopsis of psychiatry* (12th ed.). Lippincott Williams & Wilkins
3. Carlat, D. J. (2017). *The psychiatric interview* (4th ed.). Lippincott Williams & Wilkins.
4. Neuroscience Education Institute Membership. <https://neiglobal.com/>
5. Stahl, S. (2020). *Stahl's essential psychopharmacology: Neuroscientific basis and practical application* (7th ed.). Cambridge: University Press.

Course Content:

1. Neuroanatomy, Neurophysiology, Neurochemistry, Neurobiology
2. Classification of Psychiatric Disorders
3. Neuropathophysiology of:
 - a. Mood Disorders
 - b. Anxiety
 - c. OCD
 - d. Eating Disorders
 - e. Schizophrenia
 - f. Trauma and Stress Disorders
 - g. Sleep-Wake Disorders
 - h. Sexual Disorders
 - i. Substance Use Disorders

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
Psychiatric-Mental Health Nurse Practitioner (PMHNP) Tracks**

Course Title: Neuroscience of Psychiatric Disorders
Course Number: APRN 609
Credit Hours: 2
Semester: Spring
Day and time: Online
Location: Online

Pre-requisites: None
Co-requisites: None

Course Coordinator:

Faculty: **Dr. Tiffany Pressley, DNP, APRN, PMHNP-BC, CNE, CMSRN**
 Office Number: Carter Center for Health Sciences, Office #: 359A
 Office Phone: 843-661-4659
 E-mail: tiffany.pressley@fmarion.edu
 Office Hours: Tuesdays, 11:30 - 12:30 PM (LNB); 2 - 3 PM (CCHS)
 Thursdays, 8 - 10 AM (CCHS)
 Please schedule using link:
<https://calendly.com/drtiffanypressley>

Course Description:

This course provides advanced practice nursing students with essential scientific knowledge of the neuroanatomy, neurophysiology, neurochemistry, and neuropathophysiology of mental illness. Students will build on basics of cell physiology, neural structures, and neural transmission and their clinical applications to symptom presentation of psychiatric disorders across the lifespan. This course will prepare students for future clinical management of psychiatric symptoms and disorders.

At the end of the program, the student will be able to:

AACN MSN Essentials (2011)	Outcomes - PMHNP track
Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual	Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings to provide psychiatric and mental health care for patients,

improvement of nursing care across diverse settings.	families, and communities in rural and underserved environments.
Essential II: Organizational and Systems Leadership - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.	Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.
Essential III: Quality Improvement and Safety - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.	Demonstrate appropriate use of methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.
Essential IV: Translating and Integrating Scholarship into Practice - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.	Apply research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.
Essential V: Informatics and Healthcare Technologies - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.	Utilizes communication technologies to integrate and coordinate care for psychiatric and mental health care for patients, families, and communities in rural and underserved environments. Uses patient-care technologies such as telemedicine platforms to deliver and enhance care.
Essential VI: Health Policy and Advocacy - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.	Demonstrate the ability to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care for psychiatric and mental health patients, families, and communities in rural and underserved environments.

<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Leads interprofessional teams, communicates, collaborates, provides consultation as a specialty provider, and consults with other health professionals to manage and coordinate care to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p>	<p>Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations in rural and underserved environments requiring psychiatric and mental health care.</p>
<p>Essential IX: Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p>Demonstrates advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into direct and indirect psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

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

1. Apply basics of cell physiology, neural structures, and neural transmission and their clinical applications to symptom presentation of psychiatric disorders across the lifespan.
2. Further develop essential scientific knowledge of the neuroanatomy, neurophysiology, neurochemistry, and neuropathophysiology of mental illness.
3. Discover the neuropathophysiology that underlies symptoms presented in major psychiatric disorders.
4. Apply *advanced concepts in science and nursing* knowledge to implement health promotion and disease prevention for holistic care of psychiatric-mental health patients.
5. Engage in *preparation* for future clinical management of psychiatric symptoms and disorders using the DSM-5-TR.

Teaching Strategies:

Teaching strategies will consist of online lecture, audio-visual aids, class discussions, class group work, discussion boards, online tests, etc.

Textbook(s):**Required:**

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., Text Revision). American Psychiatric Publishing.

Boland, R., Verduin, M, Ruiz, P. (2021). *Kaplan and Sadock's: Synopsis of Psychiatry* (12th ed.) Lippincott Williams & Wilkins

Carlat D.J. (2017). *The Psychiatric Interview* (4th ed.). Lippincott Williams & Wilkins.

Neuroscience Education Institute Membership. <https://neiglobal.com/>

Stahl, S. (2020). *Stahl's essential psychopharmacology: Neuroscientific basis and practical application*. (7th ed.). Cambridge: University Press.

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Quizzes (4 @ 10%)	40%
Reflective Presentation Assignments (2 @ 10%)	20%
Discussion Boards (4 @ 10%)	40%

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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the "Respondus" tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog, current edition* as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *Graduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog, current edition* for printing policies.

Graduate Testing

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION

Attendance Policy:

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

Grievance Procedures:

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

For online courses, online participation is required throughout the course.

Campus Security

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

In addition:

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,

- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments:

For each day late, 10 points will be deducted. You may request an extension for an assignment, but you must ask prior to the assignment due date. Extension requests *on* the due date, without an excusable reason, will not be considered.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

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

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*).

<https://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and

use the procedures as referred to in the *University Catalog and Student Handbook*, and

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

Americans with Disabilities Act (ADA):

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

CLINICAL INFORMATION

Clinical Attendance and Punctuality

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

CONTENT INFORMATION

Topical Outline:

Week:	Content:	Resources	Evaluation Methods
Module 1: Weeks 1 & 2	- Neuroscience Relationship – Based Framework for Psychiatric Nursing - Neuroanatomy & the Brain - Neural Development and Neurogenesis - Neurophysiology Assessment and Diagnostic Procedure - Neuroanatomy & Neurophysiology - Neural Development & Neurogenesis	- Boland, Verduin & Ruiz: Ch 33 - All assigned readings on NEI Online - Recorded Lectures & PowerPoints	- Discussion Board #1 - Reflective Presentation Due Dates Assigned
Module 2: Weeks 3 & 4	- Neurochemistry - Neurotransmission - Neurobiology & the Brain - Genomics - Genetics of Mental Illness - Neuroimaging - Classification of Psychiatric Disorders - Navigating the DSM-5-TR - Introductions to Clinical Guidelines, Evidence-Based Practice	- Boland, Verduin & Ruiz: Ch 33 - All assigned readings on NEI Online - Recorded Lectures & PowerPoints	- Quiz #1

Module 3: Weeks 5 & 6	Neuropathophysiology of Mood Disorders	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz Ch 7 - All assigned readings on NEI Online - Recorded Lectures & PowerPoints 	- Discussion Board #2
Module 4: Weeks 7 & 8	Neuropathophysiology of Anxiety, OCD, and Eating Disorders	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz - All assigned readings on NEI Online - Recorded Lectures & PowerPoints 	- Quiz #2
Module 5: Weeks 9 & 10	Neuropathophysiology of Schizophrenia and Related Disorders	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz - All assigned readings on NEI Online - Recorded Lectures & PowerPoints 	- Discussion Board #3

Module 6: Weeks 11 & 12	Neuropathophysiology of Trauma- and Stressor-Related Disorders	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz - All assigned readings on NEI Online - Recorded Lectures & PowerPoints 	- Quiz #3
Module 7: Weeks 13 & 14	Neuropathophysiology of Sleep-Wake Disorders & Sexual Disorders	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz - All assigned readings on NEI Online - Recorded Lectures & PowerPoints 	- Discussion Board #4
Module 8: Week 15 & Exam Week	Neuropathophysiology of Substance Use Disorders	<ul style="list-style-type: none"> - van der Kolk: Ch 11-12 - APNA: Scope & Standards of Practice - Wheeler: Ch 1 - All assigned readings in Bb - Recorded Lectures & PowerPoints 	- Quiz #4 (No final exam)

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: APRN 610 **Title:** Evidence-Based Psychopharmacology of the
Advanced Practice Nurse

Semester hours: 2 **Clock hours:** 2 **Lecture** 2 **Laboratory** 0

Prerequisites: APRN 602

Enrollment expectation: 10 or more per year

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. Tiffany Pressley

Department Chairperson's/Dean's Signature Karen K. Sittings

Provost's Signature Peter King

Date of Implementation: Fall 2024

Date of School/Department approval: January 5, 2023

Catalog description:

This course builds on advanced practice nursing student knowledge of pharmacokinetics and pharmacotherapeutics of acute and chronic psychiatric conditions across the lifespan. Students are prepared to order, interpret, and apply appropriate laboratory diagnostic procedures in the treatment of psychiatric disorders and maintenance of psychiatric medications. Emphasis is placed on utilization of evidence-based clinical practice guidelines to select and monitor appropriate psychopharmacological interventions for patients across the lifespan.

Purpose:

1. **For Whom (generally?)** Students enrolled in the MSN/PMHNP Track
2. **What should the course do for the student?** Provides advanced knowledge in psychiatric medications to better prepare students for the clinical setting.

Teaching method planned: Teaching strategies will consist of online lectures, audio-visual aids, class discussions, class group work, discussion boards, online quizzes, reflection assignments, etc.

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

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., Text Revision). American Psychiatric Publishing.
2. Boland, R., Verduin, M., & Ruiz, P. (2021). *Kaplan and Sadock's: Synopsis of psychiatry* (12th ed.). Lippincott Williams & Wilkins
3. Carlat, D. J. (2017). *The psychiatric interview* (4th ed.). Lippincott Williams & Wilkins.
4. Neuroscience Education Institute Membership. <https://neiglobal.com/>
5. Stahl, S. (2020). *Stahl's essential psychopharmacology: Neuroscientific basis and practical application* (7th ed.). Cambridge: University Press.

Course Content:

1. Clinical Practice Guidelines
2. Laboratory Procedures
3. Evidence-based Treatment of Psychiatric Disorders

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
Psychiatric-Mental Health Nurse Practitioner (PMHNP) Tracks**

Course Title: Evidence-Based Psychopharmacology of the Advanced Practice Nurse
Course Number: APRN 610
Credit Hours: 2
Semester: Summer
Day and time: Online
Location: Online

Pre-requisites: APRN 602
Co-requisites: None

Course Coordinator:

Faculty: **Dr. Tiffany Pressley, DNP, APRN, PMHNP-BC, CNE, CMSRN**
 Office Number: Carter Center for Health Sciences, Office #: 359A
 Office Phone: 843-661-4659
 E-mail: tiffany.pressley@fmarion.edu
 Office Hours: Tuesdays, 11:30 - 12:30 PM (LNB); 2 - 3 PM (CCHS)
 Thursdays, 8 - 10 AM (CCHS)
 Please schedule using link:
<https://calendly.com/drtiffanypressley>

Course Description:

This course builds on advanced practice nursing student knowledge of pharmacokinetics and pharmacotherapeutics of acute and chronic psychiatric conditions across the lifespan. Students are prepared to order, interpret, and apply appropriate laboratory diagnostic procedures in treatment of psychiatric disorders and maintenance of psychiatric medications. Emphasis is placed on utilization of evidence-based clinical practice guidelines to select and monitor appropriate psychopharmacological interventions for patients across the lifespan.

At the end of the program, the student will be able to:

AACN MSN Essentials (2011)	Outcomes - PMHNP track
Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual	Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings to provide psychiatric and mental health care for patients,

improvement of nursing care across diverse settings.	families, and communities in rural and underserved environments.
Essential II: Organizational and Systems Leadership - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.	Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.
Essential III: Quality Improvement and Safety - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.	Demonstrate appropriate use of methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.
Essential IV: Translating and Integrating Scholarship into Practice - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.	Apply research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.
Essential V: Informatics and Healthcare Technologies - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.	Utilizes communication technologies to integrate and coordinate care for psychiatric and mental health care for patients, families, and communities in rural and underserved environments. Uses patient-care technologies such as telemedicine platforms to deliver and enhance care.
Essential VI: Health Policy and Advocacy - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.	Demonstrate the ability to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care for psychiatric and mental health patients, families, and communities in rural and underserved environments.

<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Leads interprofessional teams, communicates, collaborates, provides consultation as a specialty provider, and consults with other health professionals to manage and coordinate care to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p>	<p>Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations in rural and underserved environments requiring psychiatric and mental health care.</p>
<p>Essential IX: Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p>Demonstrates advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into direct and indirect psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

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

1. Apply knowledge of pharmacokinetics and pharmacotherapeutics to evidence-based maintenance of acute and chronic psychiatric conditions across the lifespan.
2. Summarize essential scientific knowledge of the neuroanatomy, neurophysiology, neurochemistry, and neuropathophysiology of mental illness to the evidence-based maintenance of acute and chronic psychiatric conditions across the lifespan.
3. Prescribe treatment by linking the mechanism of psychotropic medications to the clinical neuropathology to optimize response.
4. Differentiate between the effects of psychopharmacological agents on various neurotransmitters.
5. Utilize evidence-based clinical practice guidelines to select and monitor appropriate psychopharmacological interventions for patients across the lifespan.
6. Evaluate advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for holistic care of psychiatric-mental health patients.

7. Prepare to order, interpret, and apply appropriate laboratory diagnostic procedures in treatment of psychiatric disorders and maintenance of psychiatric medications.
8. Engage in preparation for future clinical management of psychiatric symptoms and disorders using the DSM-5-TR and evidence-based clinical practice guidelines.

Teaching Strategies:

Teaching strategies will consist of online lectures, audio-visual aids, class discussions, class group work, discussion boards, online quizzes, reflection assignments, etc.

Textbook(s):

Required:

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., Text Revision). American Psychiatric Publishing.

Boland, R., Verduin, M, Ruiz, P. (2021). Kaplan and Sadock's: *Synopsis of Psychiatry* (12th ed.) Lippincott Williams & Wilkins

Carlat, D. (2017). *The Psychiatric Interview* (4th ed.). Lippincott Williams & Wilkins.

Neuroscience Education Institute Membership. <https://neiglobal.com/>

Stahl, S. (2020). *Stahl's essential psychopharmacology: Neuroscientific basis and practical application*. (7th ed.). Cambridge: University Press.

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
NEI Self-Assessment Quizzes (10 @ 5%)	50%
Reflective Presentation Assignments (1 @ 10%)	10%
Discussion Boards (3 @ 10%)	30%
NEI Master Psychopharmacology Program Certificate	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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

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- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course's Blackboard site.
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- Other course-specific software as specified by the instructor.

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Guidelines for acceptable Internet use are available in the *FMU Catalog, current edition* as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *Graduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog, current edition* for printing policies.

Graduate Testing

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION

Attendance Policy:

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

Grievance Procedures:

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

For online courses, online participation is required throughout the course.

Campus Security

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,

- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments:

For each day late, 10 points will be deducted. You may request an extension for an assignment, but you must ask prior to the assignment due date. Extension requests *on* the due date, without an excusable reason, will not be considered.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

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

South Carolina Nurse Practice Act:

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*).

<https://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and

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

Americans with Disabilities Act (ADA):

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

CLINICAL INFORMATION

Clinical Attendance and Punctuality

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing

UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

CONTENT INFORMATION

Topical Outline:

Week:	Content:	Resources	Evaluation Methods
Module 1: Weeks 1 & 2	<ul style="list-style-type: none"> - Basic Neuroscience and Pharmacological Concepts - Navigating Clinical Practice Guidelines - Evidence-based Treatment of Anxiety Disorders - Evidence-based Treatment of Trauma- and Stressor-Related Disorders 	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz - Stahl - All assignments on NEI Online - Recorded Lectures & PowerPoints 	<ul style="list-style-type: none"> - NEI Self-Assessment Quiz #1: Basic Neuroscience and Pharmacological Concepts - NEI Self-Assessment Quiz #2: Anxiety/Stress Disorders and Their Treatment - Reflective Presentation Due Dates Assigned
Module 2: Weeks 3 & 4	<ul style="list-style-type: none"> - Laboratory Procedures in Treatment of Psychiatric Disorders and Maintenance of Psychiatric Medications - Evidence-based Treatment of Unipolar Depression and Related Disorders - Evidence-based Treatment of Bipolar and Related Disorders 	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz - Stahl - All assignments on NEI Online - Recorded Lectures & PowerPoints 	<ul style="list-style-type: none"> - NEI Self-Assessment Quiz #3: Unipolar Depression & its Treatment - NEI Self-Assessment Quiz #4: Bipolar Disorder and its Treatment - Discussion Board #1
Module 3: Weeks 5 & 6	<ul style="list-style-type: none"> - Evidence-based Treatment of Substance Use Disorders - Evidence-based Treatment of Impulsive-Compulsive Disorders - Evidence-based Treatment of ADHD 	<ul style="list-style-type: none"> - Boland, Verduin & Ruiz - Stahl - All assignments on NEI Online - Recorded Lectures & PowerPoints 	<ul style="list-style-type: none"> - NEI Self-Assessment Quiz #5: Substance Use/Impulsive-Compulsive Disorders and Their Treatment - NEI Self-Assessment Quiz #6: ADHD and its Treatment - Discussion Board #2

Module 4: Weeks 7 & 8	- Evidence-based Treatment of Chronic Neuropathic Pain - Evidence-based Treatment of Neurocognitive Disorders	- Boland, Verduin & Ruiz - All assigned readings on NEI Online - Recorded Lectures & PowerPoints	- NEI Self-Assessment Quiz #7: Chronic Neuropathic Pain and its Treatment - NEI Self-Assessment Quiz #8: Dementia and its Treatment - Discussion Board #3
Module 5: Weeks 9 & 10	- Evidence-based Treatment of Schizophrenia and Related Disorders - Evidence-based Treatment of Sleep/Wake Disorders	- Boland, Verduin & Ruiz - All assigned readings on NEI Online - Recorded Lectures & PowerPoints	- NEI Self-Assessment Quiz #9: Psychosis and its Treatment - NEI Self-Assessment Quiz #10: Sleep/Wake Disorders and their Treatment - Upload NEI Master Psychopharmacology Program Certificate

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

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: APRN 724 **Title:** Advanced Practicum and Synthesis of Psychiatric-Mental Health Patients Across the Lifespan

Semester hours: 6 **Clock hours:** 6 **Lecture** 2 **Laboratory** 4 (240 Clinical Hours)

Prerequisites: 502, 503, 505, 507, 601, 602, 603, 609, 610, 719, 720, 721

Enrollment expectation: 10 or more per year

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

*****This is a new course but it will not increase the overall program credit total because of changes being made to other courses.*****

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. Tiffany Pressley

Department Chairperson's/Dean's Signature Karen K. Dittling

Provost's Signature _____

Date of Implementation: Fall 2024

Date of School/Department approval: January 5, 2023

Catalog description:

This course provides the student with the opportunity for an in-depth experience in the management of acute and chronic psychiatric and mental health problems across the lifespan. During this synthesis experience, students will implement the role of the psychiatric-mental health nurse practitioner. Advanced practicum expectations include complete care management and decision-making for acute and chronic psychiatric and mental health needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute and chronic psychiatric and mental health conditions.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the MSN/PMHNP Track
 2. **What should the course do for the student?** Provides a final practicum course to synthesize the role of the Psychiatric-Mental Health Nurse Practitioner.

Teaching method planned: Teaching strategies will consist of online lecture, audio-visual aids, class discussions, class group work, discussion boards, online tests, direct patient care clinical experiences, reflective journals, portfolio composition, etc.

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

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
2. Beck, J. S. (2020). *Cognitive therapy: Basics and beyond*. (3rd ed.). The Guilford Press.
3. Psychiatric-Mental Health Nurse Practitioner Certification Review (Digital Access: 6-Month Subscription) ISBN: 9780826195159
<https://www.springerpub.com/psychiatric-mental-health-nurse-practitioner-certification-review-digital-access-6-month-subscription-bp-9780826195159.html>

Course Content:

1. Practicum Experiences
2. Change Project
3. Board Prep
4. Resume/Cover Letter Writing

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
MSN/Psychiatric-Mental Health Nurse Practitioner (PMHNP) Track**

Course Title: Advanced Practicum & Synthesis of PMH Patients Across the Lifespan
Course Number: APRN 724
Credit Hours: 6:2-16 (240 clinical hours)
Semester: Fall
Day and time: Hybrid course with on-campus meetings as per the Topical Outline
Location: Online and per the Topical Outline

Pre-requisites: APRN 502, 503, 505, 507, 601, 602, 603, 609, 610, 719, 720, 721
Co-requisites: None

Course Coordinator:

Faculty: **Dr. Tiffany Pressley, DNP, APRN, PMHNP-BC, CNE, CMSRN**
 Office Number: Carter Center for Health Sciences, Office #: 359A
 Office Phone: 843-661-4659
 E-mail: tiffany.pressley@fmarion.edu
 Office Hours: Tuesdays, 11:30 - 12:30 PM (LNB); 2 - 3 PM (CCHS)
 Thursdays, 8 - 10 AM (CCHS)
 Please schedule using link:
<https://calendly.com/drtiffanypressley>

Course Description:

This course provides the student with the opportunity for an in-depth experience in the management of acute and chronic psychiatric and mental health problems across the lifespan. During this synthesis experience students will implement the role of the psychiatric-mental health nurse practitioner. Advanced practicum expectations include complete care management and decision-making for acute and chronic psychiatric and mental health needs of patients across the lifespan. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute and chronic psychiatric and mental health conditions.

At the end of the program, the student will be able to:

AACN MSN Essentials (2011)	Outcomes - PMHNP track
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<p>Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.</p>	<p>Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential II: Organizational and Systems Leadership - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.</p>	<p>Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential III: Quality Improvement and Safety - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</p>	<p>Demonstrate appropriate use of methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential IV: Translating and Integrating Scholarship into Practice - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</p>	<p>Apply research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential V: Informatics and Healthcare Technologies - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</p>	<p>Utilizes communication technologies to integrate and coordinate care for psychiatric and mental health care for patients, families, and communities in rural and underserved environments. Uses patient-care technologies such as telemedicine platforms to deliver and enhance care.</p>
<p>Essential VI: Health Policy and Advocacy - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	<p>Demonstrate the ability to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care for psychiatric and mental health patients, families, and communities in rural and underserved environments.</p>

<p>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.</p>	<p>Leads interprofessional teams, communicates, collaborates, provides consultation as a specialty provider, and consults with other health professionals to manage and coordinate care to provide psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>
<p>Essential VIII: Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p>	<p>Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations in rural and underserved environments requiring psychiatric and mental health care.</p>
<p>Essential IX: Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p>Demonstrates advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into direct and indirect psychiatric and mental health care for patients, families, and communities in rural and underserved environments.</p>

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

1. Demonstrate *leadership* in advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for psychiatric-mental health patients.
2. Use current *interdisciplinary evidence* to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of psychiatric-mental health patients.
3. Developed *interdisciplinary teamwork* and collaboration in the advanced practice nursing role in order to promote quality patient care for psychiatric-mental health patients.
4. Use *informatics* to analyze underlying disparities and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for care of psychiatric-mental health patients.
5. Apply *advanced concepts in science and nursing* knowledge to implement health promotion and disease prevention for psychiatric-mental health patients

6. Employ knowledge in *health policy and financing* of health care in order for the advanced practice nurse to promote healthcare access and availability for adult patients.
7. Engage in *ethical decision-making* and utilization of theoretical knowledge in order to provide patient-centered care for psychiatric-mental health patients.
8. Value *cultural diversity* and caring in order to provide holistic patient-centered care for psychiatric-mental health patients.

Teaching Strategies:

Teaching strategies will consist of online lecture, audio-visual aids, class discussions, class group work, discussion boards, online tests, direct patient care clinical experiences, reflective journals, portfolio composition, etc.

Textbook(s):

Required:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Publishing.

American Psychological Association. (2020). *Manual of the American Psychological Association* (7th ed.).

American Psychiatric Nurses Association (APNA) Membership. <https://www.apna.org/>

American Psychiatric Nurses Association, International Society of Psychiatric-Mental Health Nurses, American Nurses Association. (2014). *Psychiatric-Mental Health Nursing: Scope and Standards of Practice* (2nd ed.). [Nursesbooks.org](https://nursesbooks.org).

Beck, J.S. (2020). *Cognitive Therapy: Basics and Beyond*. (3rd ed.). The Guilford Press.

Bickley L.S. (2020). *Bates' Guide to Physical Examination and History Taking* (13th ed.). Lippincott Williams & Wilkins.

Boland, R., Verduin, M, Ruiz, P. (2021). *Kaplan and Sadock's: Synopsis of Psychiatry* (12th ed.) Lippincott Williams & Wilkins

Carlat D.J. (2017). *The Psychiatric Interview* (4th ed.). Lippincott Williams & Wilkins.

Harris, J. L., Roussel, L., Dearman, C., & Thomas, P. L. (2022). *Project planning and Management: A guide for Nurses and Interprofessional Teams*. (4th ed.). Burlington, MA: Jones and Bartlett Learning.

Psychiatric-Mental Health Nurse Practitioner Certification Review (Digital Access: 6-Month Subscription) ISBN: 9780826195159

<https://www.springerpub.com/psychiatric-mental-health-nurse-practitioner-certification-review-digital-access-6-month-subscription-bp-9780826195159.html>

Wheeler K. (2020). *Psychotherapy for the Advanced Practice Psychiatric Nurse: A How-To Guide for Evidence-Based Practice*. (3rd ed.). Springer Publishing.

Recommended:

American Nurses Association. (2015). *Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application*. (2nd ed.). Nursesbooks.org.

American Nurses Association. (2015). *Nursing: Scope and Standards of Practice*. (3rd ed.). Nursesbooks.org.

American Nurses Association. (2020). *Psychiatric-Mental Health Nursing Review and Resource Manual* (5th ed.).

Buppert C. (2018). *Nurse Practitioner's Business Practice and Legal Guide*. (6th ed.). Jones & Bartlett Publishers.

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
ExamPrep Review Chapters (15 @ 2% each)	30%
Practice Exam: ANCC PMHNP-BC Certification Exam	5%
ePortfolio Compilation	5%
Cover Letter	5%
Resume/CV	5%
One-, Five-, & Ten-Year Goals Paper	5%
Reflective Journal	5%
Case Practice Narrative	5%
Project Idea, Project (Pt I), Project (Pt II) (3 @ 5 % each)	15%
Implementation and Evaluation of Project Paper	20%
Graduate Clinical Evaluation	P/F
Typhon Documentation	P/F
Clinical Practicum: 240 hours	P/F

Total	100%
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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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

Specialized software used by the Nursing Department includes:

- Respondus LockDown Browser (used for all online testing). This is available through the “Respondus” tab on Blackboard, and must be installed from there, as the link is specific to FMU.
- SPSS (used for statistical analysis in the graduate Biostatistics course). The download link and access code will be provided through the course’s Blackboard site.
- HESI Secure Browser (a separate secure browser specific to this exam). The download link and access code will be provided by your instructor when you take the exam.
- Other course-specific software as specified by the instructor.

Personal handheld devices are recommended that can download e-books for reference. If a student does not have a handheld device, they will be able to purchase the paper copy of the book.

Students should bring their laptops, including power adapters, to all class sessions. It is recommended that students manually check for Windows or macOS and Respondus updates the night before each test to avoid interruptions or delays the day of.

Other Computer Access on Campus:

FMU’s Academic Computer Center and the Nursing Department Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog, current edition* as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: Graduate Nursing Handbook (“Acceptable Uses of the Internet”)

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog, current edition* for printing policies.

Graduate Testing

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. “LockDown Browser is a custom browser that locks down the testing environment within a learning management system” (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. “Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams” (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION

Attendance Policy:

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

Grievance Procedures:

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

For online courses, online participation is required throughout the course.

Campus Security

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

In addition:

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,
- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments:

For each day late, 10 points will be deducted. You may request an extension for an assignment, but you must ask prior to the assignment due date. Extension requests *on* the due date, without an excusable reason, will not be considered.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

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

South Carolina Nurse Practice Act:

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

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students 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, and

- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and
- 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 warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

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

CLINICAL INFORMATION

Clinical Attendance and Punctuality

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives;

- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

Successful completion of the clinical portion of this course requires the following:

1. Completion of at least 135 clinical hours in a primary care setting.
2. Documentation in Typhon of at least 135 patient care visits where the student is involved in the direct care of the patient; this does not include 'observation only' visits.
3. Progressing towards meeting the program-specific minimums for patient encounters
4. A successful rating on the Graduate Clinical Assessment Tool as outlined below:

Graduate Clinical Assessment Tool—Rating Interpretation

By the final clinical evaluation in APRN 719, 720, and 721, the faculty expects an average rating of '3' in each category in order to successfully pass the clinical course.

By the final clinical evaluation in APRN 724, the faculty expects a minimum rating of '3' in each category and subcategory in order to successfully pass the clinical course.

CONTENT INFORMATION

Topical Outline:

Week: Week of:	Content:	Resources	Evaluation Methods
Module 1: Weeks 1-3			
	<p>Project Planning and Managing Change</p> <ul style="list-style-type: none"> - Writing your Proposal - Performance Improvement/Innovation <p>Preparing to Pass the Certification Exam</p> <ul style="list-style-type: none"> - Course Orientation - Clinical Orientation <p><i>Exam Prep Modules:</i></p> <p><u>How to Use This Course</u></p> <p><u>Welcome</u></p> <p><u>Chapter 1 Lessons</u></p> <p>The Role of the PMHNP & Theoretical Foundations of Care</p> <p><i>Exam Prep Modules:</i></p> <p><u>Chapter 2 Lessons</u></p> <p><u>Chapter 2 Practice Questions: Ethical and Legal Principles – Set 1</u></p> <p><u>Chapter 2 Practice Questions: Ethical and Legal Principles – Set 2</u></p> <p><u>Chapter 3 Lessons</u></p> <p><u>Chapter 3 Flashcards</u></p> <p><u>Chapter 3 Practice Questions: Psychotherapy and Related Theories</u></p> <p>Neuroanatomy, Physiology, and Mental Illness</p>	<p>ExamPrepConnect</p> <p>Harris, Roussel,, Dearman, & Thomas Ch. 1</p>	<ul style="list-style-type: none"> - Pre-Clinical Immersion On Campus/Virtual (required) - Proposal Idea - Clinical Site Information & SMART Goals Google Form - Preceptor Manual Acknowledgment Form - Typhon Entries with 72 hours of clinical day

	<p><i>Exam Prep Modules:</i></p> <p><u>Chapter 4 Lessons</u></p> <p><u>Chapter 4 Flashcards</u></p> <p><u>Chapter 4 Practice Questions: Scientific Foundation</u></p>		
Module 2: Weeks 4 - 6			
	<p>Project Planning & Managing Change</p> <ul style="list-style-type: none"> - Writing a good clinical problem statement - Clinical Project and Quality Improvement - Constructing a PICOT question - Performing a Literature Review <p>Psychopharmacology</p> <p><i>Exam Prep Modules:</i></p> <p><u>Chapter 5 Lessons</u></p> <p><u>Chapter 5 Practice Questions: Scientific Foundation</u></p> <p>Physical Assessment, Diagnostic Tests, and Differential Diagnosis</p> <p><i>Exam Prep Modules:</i></p> <p><u>Chapter 6 Lessons</u></p> <p><u>Chapter 6 Practice Questions: Scientific Foundation</u></p> <p><u>Chapter 6 Practice Questions: Advanced Practice Skills</u></p> <p><u>Chapter 6 Practice Questions: Diagnosis and Treatment</u></p>	<p>ExamPrepConnect</p> <p>Harris, Roussel, Dearman, & Thomas Ch. 2-3</p>	<p>- PIP Proposal (Part I)</p> <p>- Case Practice Narrative</p> <p>- Typhon Entries with 72 hours of clinical day</p>

	Substance Use Disorders <i>Exam Prep Modules:</i> <u>Chapter 7 Lessons</u> <u>Chapter 7 Flashcards</u> <u>Chapter 7 Practice</u> <u>Questions: Scientific</u> <u>Foundation</u> <u>Chapter 7 Practice</u> <u>Questions: Advanced</u> <u>Practice Skills</u> <u>Chapter 7 Practice</u> <u>Questions: Diagnosis and</u> <u>Treatment</u>		
Module 3: Weeks 7 - 9			
	Project Planning & Managing Change - Project design and intervention - Defining Setting and Sample - Selecting Instrument Scales - Methods of Data Collection & Storage - Plans for Data Analysis - Outcomes Evaluation - Organizing the Project Plan & Budget - Ethical Considerations Goal Planning Delirium and Neurocognitive Disorders <i>Exam Prep Modules:</i> <u>Chapter 8 Lessons</u> <u>Chapter 8 Practice</u> <u>Questions: Scientific</u> <u>Foundation</u>	ExamPrepConnect	- PIP Proposal (Part II) - One-, Five-, & Ten-Year Goals Assignment - Typhon Entries with 72 hours of clinical day

	<p><u>Chapter 8 Practice Questions: Advanced Practice Skills</u> <u>Chapter 8 Practice Questions: Diagnosis and Treatment</u></p> <p>Psychotic Disorders and Delusions <i>Exam Prep Modules:</i> <u>Chapter 9 Lessons</u> <u>Chapter 9 Practice Questions: Scientific Foundation</u> <u>Chapter 9 Practice Questions: Advanced Practice Skills</u> <u>Chapter 9 Practice Questions: Diagnosis and Treatment</u></p> <p>Sleep Disorders <i>Exam Prep Modules:</i> <u>Chapter 10 Lessons</u> <u>Chapter 10 Practice Questions: Scientific Foundation</u> <u>Chapter 10 Practice Questions: Advanced Practice Skills</u> <u>Chapter 10 Practice Questions: Diagnosis and Treatment</u></p>		
Module 4: Weeks 10 - 12			
	<p>Implementation & Evaluation of Project</p> <p>Resume/CV & Cover Letter Writing</p> <p>Mood Disorders <i>Exam Prep Modules:</i></p>	ExamPrepConnect	<p>- Project Implementation!</p> <p>- Resume/CV</p> <p>- Cover Letter</p>

	<p> <u>Chapter 11 Lessons</u> <u>Chapter 11 Practice</u> <u>Questions: Scientific Foundation</u> <u>Chapter 11 Practice</u> <u>Questions: Advanced Practice Skills</u> <u>Chapter 11 Practice</u> <u>Questions: Diagnosis and Treatment</u> </p> <p> Anxiety Disorders & Child/Adolescent Neurodevelopmental Disorders <i>Exam Prep Modules:</i> <u>Chapter 12 Lessons</u> <u>Chapter 12 Practice</u> <u>Questions: Advanced Practice Skills</u> <u>Chapter 12 Practice</u> <u>Questions: Diagnosis and Treatment</u> <u>Chapter 12 Practice</u> <u>Questions: Ethical and Legal Principles</u> <u>Chapter 13 Lessons</u> <u>Chapter 13 Practice</u> <u>Questions: Scientific Foundation</u> <u>Chapter 13 Practice</u> <u>Questions: Advanced Practice Skills</u> <u>Chapter 13 Practice</u> <u>Questions: Diagnosis and Treatment</u> <u>Chapter 13 Practice</u> <u>Questions: Psychotherapy and Related Theories</u> </p>		<p>- Typhon Entries with 72 hours of clinical day</p>
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Module 5: Weeks 13 - 15 & Exam Week

	<p>Implementation & Evaluation of Project - You <u>MUST</u> have at least three weeks of data collection.</p> <p>Personality Disorders Violence & Abuse <i>Exam Prep Modules:</i> <u>Chapter 14 Lessons</u> <u>Chapter 14 Practice Questions: Scientific Foundation</u> <u>Chapter 14 Practice Questions: Diagnosis and Treatment</u> <u>Chapter 14 Practice Questions: Psychotherapy and Related Theories</u></p> <p><u>Chapter 15 Lessons</u> <u>Chapter 15 Practice Questions: Advanced Practice Skills</u> <u>Chapter 15 Practice Questions: Diagnosis and Treatment</u> <u>Chapter 15 Practice Questions: Psychotherapy and Related Theories</u></p> <p>ANCC Practice Exam <i>Exam Prep Modules:</i> <u>Practice Test</u></p>	ExamPrepConnect	<p>- Practice Exam: ANCC PMHNP-BC Certification Exam</p> <p>- Reflective Journal</p> <p>- ePortfolio Compilation and Upload</p> <p>- Typhon Logs Complete</p> <p>- Clinical Documents DUE: November 27th</p> <p>- Typhon Entries with 72 hours of clinical day</p>
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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course Modification

Department/School: Nursing

Date: January 5, 2023

Graduate or Undergraduate Course: Graduate

Course No. or Level: APRN 745 **Title:** Independent Study

Semester hours: 1-3 **Clock hours:** 1-3 **Lecture** 0 **Laboratory** 1-3 (60-180 Clinical Hours)

Prerequisites:

Enrollment expectation: As needed

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. Karen Gittings

Department Chairperson's/Dean's Signature Karen K. Gittings

Provost's Signature _____

Date of Implementation: Fall 2024

Date of School/Department approval: January 5, 2023

Catalog description:

This elective course is an independent study for MSN students, which can be used to obtain additional direct patient care clinical hours to meet the 750 direct patient care clinical hour requirement for an MSN program. This course can be taken multiple times.

- Purpose:**
1. **For Whom (generally?)** Students enrolled in the MSN/FNP or MSN/PMHNP Tracks
 2. **What should the course do for the student?** Completion of clinical hours required for certification/program completion.

Teaching method planned: Clinical practicums

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

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Course Content:

1. Practicum Experiences
2. Safe Practice
3. Differential Diagnoses
4. Health Promotion
5. Self Care

When completed, forward to the Office of the Provost.



**School of Health Sciences
Department of Nursing
MSN FNP/PMHNP Tracks**

Course Title: Independent Study
Course Number: APRN 745
Credit Hours: (1-3) (60-180 clinical hours)
Semester:
Day and time: Online
Location:

Prerequisites:

Course Coordinator: TBA

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

Course Description: This elective course is an independent study for MSN students, which can be used to obtain additional direct patient care clinical hours to meet the 750 direct patient care clinical hour requirement for an MSN program. This course can be taken multiple times.

At the end of the program, the student will be able to:

Program Outcomes
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.
7. Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care

- | |
|---|
| 8. Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care. |
|---|

At the end of this course, the student will be able to:

1. Role model leadership in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for patients across the lifespan.
2. Apply interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of patients across the lifespan.
3. Create interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote quality patient care for patients across the lifespan.
4. Apply informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care of patients across the lifespan.
5. Interpret advanced concepts in science and nursing knowledge to implement health promotion and disease prevention for patients across the lifespan.
6. Formulate initiatives about health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability for patients across the lifespan.
7. Use ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered care for patients across the lifespan.

Teaching Strategies:

Clinical practicums.

Textbook(s):

Required:

1. UpToDate: Access to current clinical guidelines and evidence-based practice at:
<https://www.uptodate.com/home>

Methods of Evaluation:

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

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Clinical Evaluation (Faculty & Preceptor)	80%
Typhon Documentation	20%
Clinical Component P/F. A clinical failure means a class failure.	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 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams:

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus. Any student who misses more than one (1) scheduled course test/exam may receive a recommendation of course failure.

Personal Computers:

Every nursing student is required to have a personal laptop computer for coursework and online testing. The minimum configuration should include:

- The current version of Microsoft Windows or macOS.
- Microsoft Office. FMU provides Office 365 free to all actively enrolled students; contact the Campus Technology office for more information.
- Wireless Internet access.
- A webcam (either built-in or USB) for off-campus online testing.
- A battery with at least a 2-hour capacity. Because not all classrooms provide individual power outlets, students should ensure batteries are fully charged before testing.

A Windows PC is strongly recommended because the Nursing Department requires certain specialized software that may be unavailable for, or have reduced functionality on, other systems. iPads, Android tablets, and Chromebooks are specifically known to be incompatible with Nursing's software requirements. It is the student's responsibility to ensure they have access to a suitable device.

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The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu). Refer to: *Graduate Nursing Handbook* ("Acceptable Uses of the Internet")

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Graduate Testing:

The Graduate Nursing Program uses Respondus LockDown Browser for all computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>). For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable.

Laptops or surface computers are the only devices that may be used to take quizzes/tests/exams.

Instructions for downloading and use of Respondus LockDown Browser and Monitor can be found on the Student Graduate Nursing Site. Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

The link to download is:

<https://download.respondus.com/lockdown/download.php?id=124750885>

Before each in-class quiz/test/exam, students will;

- Place all belongings at the front of the classroom,
- The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert. If a student has a cell phone at his or her desk during a quiz or test, the student will receive a zero "0", and
- Once a quiz/test/exam is started the student cannot leave, if a student chooses to leave the test will be scored as is.

ACADEMIC INFORMATION

Attendance Policy:

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

For online courses, * online participation is required throughout the course.

Campus Security:

Classroom doors will be locked at the beginning of class for safety reasons. Students will not be admitted to the class once the door is locked. If a student needs to leave during class, they will not be readmitted until the class break. All DON students, faculty, and staff are responsible for campus safety.

Literary Format:

In order to provide consistency, uniformity, and standardization for all written documents in nursing courses, the *Publication Manual of the American Psychological Association (7th edition)* (APA Style Manual) is the adopted writing style. It is required that you purchase the book. This format should be used by all nursing students in writing papers as part of course assignments (unless otherwise specified).

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

- All graded and/or written assignments must be typewritten (Microsoft Office: Word) in black ink, double-spaced with one inch (1") margins per APA,
- 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,
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise,
- All required written assignments will be considered late if not received by faculty by the designated time and date. Late work will be accepted per faculty discretion. An exception to this policy will be made only if the student has made prior arrangements with the respective faculty member,

Late Assignments: Any late submission will have a ten point per day deduction.

Email:

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active g.fmarion email account. All communication between faculty and students should be through the Francis Marion e-mail account. Email to all faculty and students must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the information is lacking, the email will be returned with a note that states "Please address this email in a professional manner." Only one (1) issue should be addressed in each email to faculty members. Faculty have 24 hours to respond to emails except on weekends and holidays and after business hours.

Cell Phones – Classroom setting:

Cell phones may be kept on in the classroom as long as they are inaudible. During tests and exams, all cell phones must be placed in the front of the room with the rest of the student's belongings in an inaudible setting. The proctor and one (1) other designated student will keep their cell phone in view in case of a Swamp Fox Alert.

Social Network/Photo Policy:

Students are encouraged to use their most professional judgment in regard to Internet social networking sites and photos. Information and /or pictures about clinical or patient information, in any format is not appropriate on social networking sites. Information and/ or pictures about FMU Nursing Programs, faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from FMU nursing faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. 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)

Student Responsibilities:

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

Maintaining current certification is the sole responsibility of the student.

If you have not presented a copy of your current AHA: BLS-HCP card to the Clinical 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 Clinical Coordinator.

Guidelines for Faculty Appointments:

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

Academic Dishonesty:

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

Code of Ethics:

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

South Carolina Nurse Practice Act:

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

Taping Classes and Test Reviews:

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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 students 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 students at 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, and
- 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 student towards another student, patient, faculty, or staff will be managed as follows;

- 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. Student violations will warrant a warning for unprofessional behavior,
- If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the DON Chair and use the procedures as referred to in the *University Catalog and Student Handbook*, and
- 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 warnings (regardless of the reason received) are cumulative throughout the program.***

Americans with Disabilities Act (ADA):

If a student 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 student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the

student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

CLINICAL INFORMATION

Clinical Attendance and Punctuality:

Attendance and punctuality of all clinical/laboratory/simulation experiences is expected 100% of the time. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the student for every absence or lateness. The following policies apply to clinical absences and lateness:

- When the student cannot attend the clinical session, the student must:
 - Call and speak directly to the assigned clinical preceptor, one (1) hour prior to the start of the clinical session.
 - If the student is late related to an incident on the way, he/she must call and notify the clinical preceptor.
- Following an absence, students are responsible to contact the faculty member and course coordinator about make-up alternatives.
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member or preceptor has the discretion of sending the student home for clinical lateness.
- The student who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty or preceptor, constituting a clinical absence.
- Two (2) clinical absences constitute a clinical failure.
- Educational warnings can be cumulative from semester to semester.
- The student may be dismissed for unprofessional or unacceptable clinical performance.
- In the event that the university is closed for inclement weather, students are allowed to attend clinical if it is safe to travel.

Cell Phones – Clinical Setting:

Cell phones must be in an inaudible mode in the clinical setting per hospital or agency policy. However, cell phones may be used as a clinical resource to enhance patient care (i.e.-accessing UpToDate or other evidence-based resources) or for emergencies that involved public safety. Personal cell phone use is prohibited.

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

Disclaimer:

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

CONTENT INFORMATION

Topical Outline TBA

Week/ date	Content: Recommended Review	Resources:	Evaluation Methods:
Week #1			
Week #2			
Week #3			
Week #4			
Week #5			
Week #6			
Week #7			
Week #8			
Week #9			
Week #10			
Week #11			
Week #12			
Week #13			
Week #14			
Week #15			