

### PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Francis Marion University (FMU)**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

**The pre-licensure BSN curriculum is being modified to better meet program outcomes and end-of-program student learning outcomes (EOPSLOs). During the past year, the nursing curriculum committee did a thorough, rigorous review of the pre-licensure BSN curriculum. Based upon quantitative and qualitative evidence, the committee members determined that there was a need to update the current curriculum for relevancy for today's graduate nurse and to further improve program outcomes.**

Current Name of Program (include degree designation and all concentrations, options, and tracks):

**Nursing Program – BSN**

- 1. Pre-licensure - Modifying**
- 2. RN-BSN – No curriculum changes**

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

**Nursing Program – BSN**

- 1. Pre-licensure**
- 2. RN-BSN**

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: **August 19, 2019**

CIP Code: **51.3801**

Current delivery site(s) and modes: **Francis Marion University, Florence, SC  
Site # (50301), Traditional/face-to-face**

Proposed delivery site(s) and modes: **Francis Marion University, Florence, SC**  
**Site # (50301), Traditional/face-to-face**

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval:

**Nursing Faculty – December 14, 2018**  
**Academic Affairs – January 24, 2019**  
**Faculty Senate – February 5, 2019**  
**General Faculty – February 12, 2019**

### Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

**The pre-licensure BSN curriculum is being modified to better meet program outcomes and end-of-program student learning outcomes (EOPSLOs). During the past year, the nursing curriculum committee did a thorough, rigorous review of the pre-licensure curriculum. Based upon quantitative and qualitative evidence, the committee members determined that there was a need to update the current curriculum for relevancy for today's graduate nurse and to further improve program outcomes.**

**The target audience that will benefit from this curriculum modification will be traditional and second-degree pre-licensure upper division nursing students and ultimately the patients in the Pee Dee Region who are under their care.**

**The proposed modification in the pre-licensure BSN curriculum is congruent with the mission of Francis Marion University (FMU) which is to: provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee Region and the state of South Carolina. Additionally, the curriculum changes will enhance the mission of FMU's Department of Nursing (DON) which is to prepare graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning. The congruency between the mission of FMU and the DON are demonstrated in the alignment in Table. 1.**

**Table 1. Mission Congruency**

Mission of FMU	Mission of the DON
Provide students with excellent education	Competent and caring professional nurses
Stimulate inquiry and research	Life-long learning
Serve the Pee Dee region and the state	Variety of healthcare settings

**FMU's strategic plan prioritizes promoting health care access for the Pee Dee Region of SC. The pre-licensure BSN program is the foundation of FMU's healthcare initiatives, therefore curriculum changes to enhance the program and stay abreast of the changing healthcare environment is a necessity.**

### Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

The FMU DON program modifications are warranted for the following reasons which were assessed from collected trended data, qualitatively and quantitatively:

- Increase health focus on human nutrition;
- Increased healthcare focus on pharmacology, including the national health initiatives to decrease opioid usage;
- Increased focus on professionalism and leadership needed for current practice;
- Increased focus on clinical decision making; and
- Providing a pathophysiology course due to the increasing complexity of chronic illnesses.

**Transfer and Articulation**

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

**Description of the Program (Table 2.)**

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019-20	196	196	196	196	N/A	N/A
2020-21	200	200	200	200	N/A	N/A
2021-22	204	204	204	204	N/A	N/A
2022-23	208	208	208	208	N/A	N/A

**With the proposed Modification, there will be no changes to Program enrollment**

Explain how the enrollment projections were calculated.

**Curriculum**

Attach a curriculum sheet identifying the courses required for the program.

**NURSING PLAN OF STUDY UPPER DIVISION**

**Year 3 Junior**

**Semester V**

**Semester VI**

	<b>Sem. Hours</b>		<b>Sem. Hours</b>
NURS 301 Health Assessment	4	NURS 306 Nursing Research in Practice	3
NURS 309 Fundamentals of Nursing	6	NURS 307 Psychiatric and Mental Health Nursing	5
NURS 317 Nursing Pharmacology I	2	NURS 318 Nursing Pharmacology II	2
NURS 320 Prin. of Pathophysiology and Clinical Nutrition	4	NURS 321 Adult Health I	5
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>

**Year 4 Senior**

**Semester VII**

**Semester VIII**

	<b>Sem. Hours</b>		<b>Sem. Hours</b>
NURS 407 Adult Health II	6	NURS 411 Adult Health III and Nsg Knowledge	6
NURS 416 Nursing Care of Children and Their Families	5	NURS 418 Population-Focused Nursing and Healthcare Policy	5

NURS 417 Women’s Health Nursing	4	NURS 419 Leadership, Management, and Professionalism in Nursing	3
		NURS 420 Clinical Decision-Making for Nurses	1
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>

**Table 3. Curriculum Changes**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>	<b>Core Courses Modified</b>
Nurs 310: Adult Health I (6:3-9)	Nurs 320: Principles of Pathophysiology and Clinical Nutrition (4)	Decrease one (1) clinical hour from Nurs 310 to provide a one (1) credit to a four (4)-credit pathophysiology and nutrition course.
Nurs 314: Clinical Decision-making for Nurses (1) Elective	Nurs 321: Adult Health I (5:3-6)	Clinical decision-making is being renumbered from a 300 to a 400-level course to better position it in the curriculum.
Nurs 316: Professional Nursing Practice (1)	Nurs 416: Nursing Care of Children and Their Families (5:3-6)	Nurse 316 is being combined with leadership to provide correlation to these two (2) important concepts (professionalism and leadership) in the senior year.
Nurs 319: Nutrition and Diet Therapy (2)	Nurs 417: Women’s Health Nursing (4:3-3)	Nutrition and diet therapy is being combined with pathophysiology so students can better comprehend the significance nutrition has with overall health.
Nurs 409: Population-Focused Nursing & Healthcare Policy (6:4-6)	Nurs 418: Population-Focused Nursing & Healthcare Policy (5:4-3)	Population-focus is providing one (1)-credit to pathophysiology.
Nurs 410: Leadership and Management in Nursing (3)	Nurs 419: Leadership, Management, and Professionalism in Nursing (3)	Leadership is including professionalism.
Nurs 415: Nursing Care of Women, Children, and Families (9:6-9)	Nurs 420: Clinical Decision-making for Nurses (1)	Nursing Care of Women and Children is being separated so students can focus on one (1) subject at a time and to provide a credit to pathophysiology due to decreased US birthrates and increase in complex chronic disease states.

**New Courses**

List and provide course descriptions for new courses.

The following courses were added and/or deleted from the pre-licensure BSN curriculum. Rationales for the changes are also included. In modifying the curriculum, courses were added, deleted, or combined with the intent of updating

and increasing the relevancy of the curriculum that will in turn promote successful achievement of program outcomes and end-of-program student learning outcomes.

The total number of credits required to graduate with a BSN degree from Francis Marion University are unchanged at 120. Additionally, the nursing credits required also remain unchanged at 61.

### **Additions**

**320 Principles of Pathophysiology and Clinical Nutrition (4)** This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on the functioning of body systems. Coping and adaptation, as normal human responses to potential or actual problems, are emphasized as well as selected diseases, diagnostics, clinical manifestations, and selected treatments. The course will also develop the learners' knowledge of nutrition and diet therapy in nursing. Topics will focus on the basics of nutrition, health promotion across the lifespan, herbal and dietary supplements, nutritional standards, alterations in nutrition along with nutritional assessment and screening. Cultural considerations will be incorporated throughout. Specific dietary requirements/restrictions will be correlated with the various pathophysiologic conditions.

#### **RATIONALE:**

Pathophysiology is content that is currently included in all relevant nursing courses, particularly Adult Health I/II/III, Nursing Care of Women, Children, and Families, and Psychiatric and Mental Health Nursing. After assessing student learning needs, it was determined that a more structured course was needed to deliver this content. Since nutrition is also closely aligned with pathophysiology, it is relevant to also deliver this content within the course.

**321 Adult Health I (5:3-6)** This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain, and restore health in hospitalized patients with alterations in fluid/electrolytes, acid-base balance, respiratory, cardiovascular, endocrine, musculoskeletal, and sensorineural systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiology concepts, health assessment, and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural, and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

#### **RATIONALE:**

Adult Health I is currently offered as NURS 310 at 6 credits. As part of the curriculum review, it was determined that students could successfully complete the student learning outcomes with less clinical hours. Hours from the old to new course have been reduced by one (1) credit with the reduction of hours coming from clinical, not didactic.

**416 Nursing Care of Children and Their Families (5:3-6)** This course is designed to focus on children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. Children have the potential for a variety of responses in health and illness situations. Children's abilities to respond to changes in health status are examined within the context of their environment with an emphasis on the family. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of children and families in a variety of health care settings.

#### **RATIONALE:**

This content is currently offered in the combined course of NURS 415: Nursing Care of Women, Children, and Families, which is nine (9) total credits. Following review of the course and considering student feedback, it was determined that this content would be better offered in separate courses. This new course will focus on the care of children.

**417 Women's Health Nursing (4:3-3)** This course covers the healthcare needs of the woman throughout the lifespan as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, and the neonatal period. Nursing's role in promoting health and fostering positive parenting is presented. Clinical experiences focus on care of the childbearing woman, newborn, and families in a variety of health care settings.

**RATIONALE:**

This content is currently offered in the combined course of NURS 415: Nursing Care of Women, Children, and Families, which is nine (9) total credits. Following review of the course and considering student feedback, it was determined that this content would be better offered in separate courses. This new course will focus on the care of women.

**418 Population-Focused Nursing & Healthcare Policy (5:4-3)** This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, *ANA Scope & Standards of Public Health Nursing*, and *ACHNE Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

**RATIONALE:**

Population-Focused Nursing and Healthcare Policy is currently offered as NURS 409 at 6 credits. As part of the curriculum review, it was determined that students could successfully complete the student learning outcomes with less clinical hours. Hours from the old to new course have been reduced by one (1) credit with the reduction of hours coming from clinical, not didactic.

**419 Leadership, Management, and Professionalism in Nursing (3)** This course provides the learner an opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Organizational frameworks that impact nursing care decisions are examined related to issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within healthcare organizations. Emphasis is on delegation, organizational structure, prioritization, legal responsibilities, and implications for professional nursing practice. This course also explores professional values, ethics, legal issues, and theoretical standards related to the role and the profession of nursing.

**RATIONALE:**

Leadership and Management in Nursing is currently offered as NURS 410 at 3 credits. As part of the curriculum review, it was determined that much of the content in NURS 316: Professional Nursing Practice is repeated in NURS 410. The decision was made to combine these two courses but to keep the credits at three (3). Any new content from NURS 316 will be included in the new NURS 419 course.

**420 Clinical Decision-Making for Nurses (1)** This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies and lecture on focused topics to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health care issues. Leadership principles of prioritization and delegation will also be emphasized.

**RATIONALE:**

This course has the same course description as NURS 314. This course has been used as an elective in the BSN curriculum to aid students in preparation for the NCLEX-RN. After a review of the curriculum, it was determined that the content in this course is important to student success on the NCLEX-RN; therefore, the decision was made to make this course mandatory as part of the curriculum. NURS 314 will be deleted from the catalog, but the course will be offered at a higher course number with changed prerequisites.

**Deletions**

**310 Adult Health I (6:3-9)** This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in fluid/electrolytes, acid-base balance, respiratory, cardiovascular, endocrine, musculoskeletal, and sensorineural systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**RATIONALE:**

This course is being replaced by NURS 321: Adult Health I. All content taught in this course will now be taught in 321. The only change is a reduction in total credit to 5, which is being deducted from the clinical hours.

**314 Clinical Decision-Making for Nurses (1)** This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will be emphasized.

**RATIONALE:**

This course is being replaced by NURS 420: Clinical Decision-making for Nurses. The course description is unchanged, but instead of being an elective, this course will now be required. Since the course will be offered in the final semester, the course number has been changed to indicate a higher level.

**316 Professional Nursing Practice (1)** This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on the nursing process, professional values, and theoretical concepts essential for providing holistic nursing care. Students are introduced to the healthcare environment as well as contemporary nursing and healthcare issues. Additionally, an emphasis is placed on role development of the professional nurse, legal, ethical, and spiritual aspects of the nursing process.

**RATIONALE:**

The content in this course will now be included in NURS 419: Leadership, Management, and Professionalism in Nursing. The course description for 419 reflects the addition of this content.

**319 Nutrition and Diet Therapy (2)** This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special healthcare needs.

**RATIONALE:**

The content from this course will now be included in NURS 320 Principles of Pathophysiology and Clinical Nutrition. The course description for 320 reflects the addition of this content.

**409 Population-Focused Nursing and Healthcare Policy (6:4-6)** This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on Healthy People, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

**RATIONALE:**

This course is being replaced by 418 Population-Focused Nursing & Healthcare Policy. All content taught in this course will now be taught in 418. The only change is a reduction in total credit to 5, which is being deducted from the clinical hours.

**410 Leadership and Management in Nursing (3)** This course provides the learner an opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Organizational frameworks that impact nursing care decisions are examined related to issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within healthcare organizations. Emphasis is on delegation, organizational structure, prioritization, legal responsibilities, and implications for professional nursing practice.

**RATIONALE:**

This course is being replaced by NURS 419 Leadership, Management, and Professionalism in Nursing. The course description for 419 reflects the inclusion of this content.

**415 Nursing Care of Women, Children, and Families (9:6-9)** This course covers the healthcare needs of the woman throughout the lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development. Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in

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

**RATIONALE:**

This course is being replaced by NURS 416: Nursing Care of Children and Their Families and NURS 417: Women's Health Nursing. There is no change in credit; this is just a separation of the content for pediatrics and women's health.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

Table 4.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
School of Nursing Accelerated Second Degree Nursing Program	124	Clemson University	1. Baccalaureate degree conferred. Prerequisites must be completed before entry into nursing program.	1. For admission, students must have an earned bachelor's degree. May be completed in 16 months.
College of Nursing Traditional BSN Program	122-125	University of South Carolina (Columbia)	1. Baccalaureate degree conferred. 2. Program divided into pre-nursing lower division and nursing upper division. Competitive application process for admission to nursing upper division.	Pre-nursing courses begin as early as the 2 <sup>nd</sup> semester, freshman year.
College of Nursing Accelerated BSN Program	121	Medical University of South Carolina (MUSC)	1. Baccalaureate degree conferred. Prerequisites must be completed before entry into nursing program.	May be completed in 16 months.
School of Nursing BSN Program	120	Lander University	Baccalaureate degree conferred.	1. Admitted to the nursing program as a sophomore. General education courses taken throughout curriculum.
College of Nursing Traditional BSN Program	129	Charleston Southern University	1. Baccalaureate degree conferred. Competitive application process for admission to the nursing program.	1. Admitted to the nursing program as a sophomore. Nursing courses begin in the 2 <sup>nd</sup> semester, freshman year.
Department of Nursing Corps of Cadets BSN Program	120	The Citadel	1. Baccalaureate degree conferred. Competitive application process for admission to the nursing program.	1. Admitted to the nursing program as a sophomore. Nursing courses begin in the 1 <sup>st</sup> semester, sophomore year.

### Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

**Since there is no overall change in credits for the pre-licensure BSN program (120 credits total; 61 nursing credits), no additional faculty are required.**

### Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

**Library Resources:**

**Equipment:**

**Facilities:**

**This curricular change in the pre-licensure BSN program does not necessitate any additional resources or modifications.**

### Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

**Financial Support (Table 5.)**

<b>Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	0	0	0	0	0	0
Program-Specific Fees	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries	0	0	0	0	0	0
Facilities, Equipment, Supplies, and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	0	0	0	0	0	0

**With the Proposed Modification no new program costs or sources of financing are anticipated with the curricular changes**

**Budget Justification**

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

**There are no additional costs for this curricular change in the pre-licensure BSN program.**

**Evaluation and Assessment**

The Program Student Learning Outcomes (SLOs) are based on the standards put forth by the American Association of Colleges of Nursing (AACN) *Essentials for Baccalaureate Education in Nursing (2008)*. The FMU DON uses a systematic evaluation plan on a continuous basis to aggregate data and institute process improvements. Table 6 demonstrates the correlation between the *AACN Essentials of Baccalaureate Education in Nursing (2008)* and the FMU end-of-program SLOs and how the achievement of the SLO's are assessed and evaluated.

**Table 6. AACN BSN Essentials, Expected Student Outcomes, and Assessment Method**

<b>AACN <i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)</i></b>	<b>FMU's DON Expected Student Outcomes</b>	<b>Assessment Method Completed in Last Semester</b>
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice	Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.	Pre-licensure: Fall 2018- (assessed each December) NURS 410- Leadership and Management in Nursing (each Fall and Spring) <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project assignment</li> </ul> NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring) <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation assignment</li> </ul> Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.  Expected LOA: 12/15 = 80% of portfolio assignments must have

		<p>a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>NRN 332- Professional Nursing and Nursing Practice (each Summer)</p> <ul style="list-style-type: none"> <li>• Ethical paper</li> </ul> <p>NRN 333- Health Assessment (each Fall)</p> <ul style="list-style-type: none"> <li>• Written history and physical exam</li> <li>• Physical assessment video</li> </ul> <p>NFN 445- Population Focused Nursing Care (each Fall)</p> <ul style="list-style-type: none"> <li>• Windshield survey paper</li> </ul> <p>NRN 448- Healthcare Policy Development (each Spring)</p> <ul style="list-style-type: none"> <li>• “Around the world” power point presentation</li> </ul> <p>NRN 449- Leadership and Management (each Spring)</p> <ul style="list-style-type: none"> <li>• Quality improvement paper</li> <li>• Stakeholder letter</li> </ul>
<p>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p>	<p>Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high quality health care.</p>	<p>Pre-licensure:</p> <p>NURS 410- Leadership and Management in Nursing (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project assignment</li> </ul> <p>NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum rating of 3 or &gt; on the Clinical Evaluation Tool</li> </ul> <p>Post-licensure:</p> <p>90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required</p>

		<p>portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: 12/15 = 80% of portfolio assignments must have a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>NRN 302- Principles of Pathophysiology (each Summer)</p> <ul style="list-style-type: none"> <li>• Case study power point presentation</li> <li>• Teaching pamphlet</li> </ul> <p>NRN 333- Health Assessment (each Fall)</p> <ul style="list-style-type: none"> <li>• Written history and physical exam</li> <li>• Physical assessment video</li> </ul> <p>NRN 334- Research in Practice (each Fall)</p> <ul style="list-style-type: none"> <li>• IRB quiz</li> <li>• Geriatric evidence based presentation</li> </ul> <p>NRN 445- Population Focused Nursing Care (each Fall)</p> <ul style="list-style-type: none"> <li>• Windshield survey</li> </ul> <p>NRN 448- Healthcare Policy Development (each Spring)</p> <ul style="list-style-type: none"> <li>• “Around the world” power point presentation</li> </ul> <p>NRN 449- Leadership and Management (each Spring)</p> <ul style="list-style-type: none"> <li>• Quality improvement paper</li> <li>• Stakeholder letter</li> </ul> <p>IPHC 450- Healthcare Informatics (each Spring)</p> <ul style="list-style-type: none"> <li>• Healthcare mobile app</li> <li>• Personal electronic health record development and case study</li> </ul>
<p>Essential III: Scholarship for</p>	<p>Provide safe, effective and compassionate care to all individuals and groups across the lifespan based</p>	<p>Pre-licensure: NURS 306- Nursing Research in Practice (each Fall and Spring)</p>

<p>Evidence Based Practice</p>	<p>upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves patient outcomes.</p>	<ul style="list-style-type: none"> <li>• NIH Certificate</li> </ul> <p>NURS 409- Population-Focused Nursing and Health Care Policy (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Community Assessment assignment</li> </ul> <p>NURS 410- Leadership and Management in Nursing (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project assignment</li> </ul> <p>Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: 12/15 = 80% of portfolio assignments must have a minimum score of 80% or better.          (Assignments available in student portfolios)</p> <p>NRN 302- Principles of Pathophysiology (each Summer)</p> <ul style="list-style-type: none"> <li>• Case study power point presentation</li> <li>• Teaching pamphlet</li> </ul> <p>NRN 332- Professional Nursing and Nursing Practice (each Summer)</p> <ul style="list-style-type: none"> <li>• Ethical paper</li> </ul> <p>NRN 333- Health Assessment (each Fall)</p> <ul style="list-style-type: none"> <li>• Written history and physical exam</li> <li>• Physical assessment video</li> </ul> <p>NRN 334 Research (each Fall)</p> <ul style="list-style-type: none"> <li>• IRB quiz</li> </ul>
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		<ul style="list-style-type: none"> <li>• Geriatric evidence based presentation</li> </ul> <p>NRN 445- Population Focused Nursing Care (each Fall)</p> <ul style="list-style-type: none"> <li>• Windshield survey</li> </ul> <p>NRN 448- Healthcare Policy Development (each Spring)</p> <ul style="list-style-type: none"> <li>• “Around the world” power point presentation</li> </ul> <p>NRN 449- Leadership and Management (each Spring)</p> <ul style="list-style-type: none"> <li>• Quality improvement paper</li> <li>• Stakeholder letter</li> </ul> <p>IPHC 450- Healthcare Informatics (each Spring)</p> <ul style="list-style-type: none"> <li>• Healthcare mobile app</li> <li>• Personal electronic health record development and case study</li> </ul>
<p>Essential IV:          Information Management and Application of Patient Care Technology</p>	<p>Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.</p>	<p>Pre-licensure:          NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) will achieve a minimum rating of 3 or &gt; on the Clinical Evaluation Tool</li> </ul> <p>Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: 12/15 = 80% of portfolio assignments must have a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>IPHC 450 Healthcare Informatics (each Spring)</p> <ul style="list-style-type: none"> <li>• Healthcare mobile app</li> <li>• Personal electronic health record</li> </ul>

		development and case study
<p>Essential V: Health Care Policy, Finance, and Regulatory Environments</p>	<p>Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.</p>	<p>Pre-licensure:          NURS 409- Population-Focused Nursing and Health Care Policy (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Healthcare Policy assignment</li> </ul> <p>NURS 409- Population-Focused Nursing and Health Care Policy (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum rating of 3 or &gt; on the Clinical Evaluation Tool</li> </ul> <p>Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: 12/15 = 80% of portfolio assignments must have a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>NRN 334 Research (each Fall)</p> <ul style="list-style-type: none"> <li>• IRB quiz</li> <li>• Geriatric evidence based presentation</li> </ul> <p>NRN 448- Healthcare Policy Development (each Spring)</p> <ul style="list-style-type: none"> <li>• “Around the world” power point presentation</li> </ul> <p>NRN 449- Leadership and Management (each Spring)</p> <ul style="list-style-type: none"> <li>• Quality improvement paper</li> <li>• Stakeholder letter</li> </ul>
<p>Essential VI: Interprofessional Communication and</p>	<p>Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal</p>	<p>Pre-licensure:</p>

<p>Collaboration for Improving Patient Health Outcomes</p>	<p>and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.</p>	<p>NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation assignment</li> </ul> <p>NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum rating of 3 or &gt; on the Clinical Evaluation Tool</li> </ul> <p>Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: 12/15 = 80% of portfolio assignments must have a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>NRN 332- Professional Nursing and Nursing Practice (each Summer)</p> <ul style="list-style-type: none"> <li>• Ethical paper</li> </ul> <p>NRN 333- Health Assessment (each Fall)</p> <ul style="list-style-type: none"> <li>• Written history and physical exam</li> <li>• Physical assessment video</li> </ul> <p>NRN 449- Leadership and Management (each Spring)</p> <ul style="list-style-type: none"> <li>• Quality improvement paper</li> <li>• Stakeholder letter</li> </ul>
<p>Essential VII: Clinical Prevention and Population Health</p>	<p>Integrate knowledge and skill derived from the physical sciences, bio-psychosocial sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups,</p>	<p>Pre-licensure:                  NURS 409- Population-Focused Nursing and Health Care Policy (each Fall and Spring)</p>

	<p>communities, and populations across the life span with a focus on health promotion, disease and injury prevention.</p>	<ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Community Project assignment</li> </ul> <p>NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum rating of 3 or &gt; on the Clinical Evaluation Tool</li> </ul> <p>Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: <math>12/15 = 80\%</math> of portfolio assignments must have a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>NRN 302- Principles of Pathophysiology (each Summer)</p> <ul style="list-style-type: none"> <li>• Case study power point presentation</li> <li>• Teaching pamphlet</li> </ul> <p>NRN 333- Health Assessment (each Fall)</p> <ul style="list-style-type: none"> <li>• Written history and physical exam</li> <li>• Physical assessment video</li> </ul> <p>NRN 445- Population Focused Nursing Care (each Fall)</p> <ul style="list-style-type: none"> <li>• Windshield survey</li> </ul> <p>NRN 448- Healthcare Policy Development (each Spring)</p> <ul style="list-style-type: none"> <li>• “Around the world” power point presentation</li> </ul> <p>NRN 449- Leadership and Management (each Spring)</p> <ul style="list-style-type: none"> <li>• Quality improvement paper</li> </ul>
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<p>Essential VIII:          Professionalism and          Professional Values</p>	<p>Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all patients across the lifespan</p>	<ul style="list-style-type: none"> <li>• Stakeholder letter</li> </ul> <p>Pre-licensure:</p> <p>NURS 415- Nursing Care of Women, Children, and Their Families (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum rating of 3 or &gt; on the Pediatric Clinical Evaluation Tool</li> </ul> <p>NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum rating of 3 or &gt; on the Clinical Evaluation Tool</li> </ul> <p>Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: 12/15 = 80% of portfolio assignments must have a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>NRN 332- Professional Nursing and Nursing Practice (each Summer)</p> <ul style="list-style-type: none"> <li>• Ethical paper</li> </ul> <p>NRN 333- Health Assessment (each Fall)</p> <ul style="list-style-type: none"> <li>• Written history and physical exam</li> <li>• Physical assessment video</li> </ul> <p>NRN 334 Research (each Fall)</p> <ul style="list-style-type: none"> <li>• IRB quiz</li> <li>• Geriatric evidence based presentation</li> </ul> <p>NRN 449- Leadership and Management (each Spring)</p>
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		<ul style="list-style-type: none"> <li>• Quality improvement paper</li> <li>• Stakeholder letter</li> </ul>
<p>Essential IX:          Baccalaureate          Generalist Nursing          Practice</p>	<p>Utilize the roles of provider of care, manager/ coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all patients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity.</p>	<p>Pre-licensure:          NURS 409- Population-Focused Nursing and Health Care Policy (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Community Project assignment</li> </ul> <p>NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation assignment</li> </ul> <p>NURS 411- Adult Health III and Nursing Knowledge: Synthesis Practicum (each Fall and Spring)</p> <ul style="list-style-type: none"> <li>• 95% (or higher) of students will achieve a minimum rating of 3 or &gt; on the Clinical Evaluation Tool.</li> </ul> <p>Post-licensure: 90% of the students will achieve a score of greater than or equal to 80% on 12 of the 15 required portfolio assignments within the designated 5-year time-frame.</p> <p>Expected LOA: 12/15 = 80% of portfolio assignments must have a minimum score of 80% or better. (Assignments available in student portfolios)</p> <p>NRN 332- Professional Nursing and Nursing Practice (each Summer)</p> <ul style="list-style-type: none"> <li>• Ethical paper</li> </ul> <p>NRN 333- Health Assessment (each Fall)</p> <ul style="list-style-type: none"> <li>• Written history and physical exam</li> </ul>

		<ul style="list-style-type: none"><li>• Physical assessment video</li></ul> NRN 334 Research (each Fall) <ul style="list-style-type: none"><li>• IRB quiz</li><li>• Geriatric evidence based presentation</li></ul> NRN 449- Leadership and Management (each Spring) <ul style="list-style-type: none"><li>• Quality improvement paper</li><li>• Stakeholder letter</li></ul>
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Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

Yes

No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No

**FMU DON is scheduled for an initial accreditation site visit with the Commission on Collegiate Nursing Education (CCNE) September 30 through October 2, 2019 at which time this curriculum modification will be reviewed. At this time FMU DON enjoys continuing accreditation with the Accreditation Commission for Education in Nursing (ACEN) which will remain active through Spring 2020.**

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

**The pre-licensure BSN program prepares graduates for the NCLEX-RN examination and licensure as a registered nurse. It is anticipated that changes made to the curriculum will serve to further prepare students and increase their success on the NCLEX-RN.**

**After completion of the modified pre-licensure curriculum, graduates will:**

- 1. Demonstrate improved scores on the NCLEX-RN examination for first-time test-takers (aggregated program data).**
- 2. Demonstrate improved program completion rates.**
- 3. Demonstrate successful achievement of end-of-program student learning outcomes.**

- 4. Operationalize knowledge, skills, and attitudes required for successful transition to the practice setting.**
- 5. Perform competently in the practice setting as novice registered nurses.**

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

## Francis Marion University Department of Nursing Curriculum Sheet

### NURSING PLAN OF STUDY LOWER DIVISION

The following is the list of required courses for students applying to the BSN program:

English 101 (or English 101E/L)	3 or 4
English 102	3
Speech Communication 101	3
Political Science 101 or 103	3
Social Science Elective	3
**Psychology 334	3
Literature (any language)	3
History	3
Art 101, Music 101 or Theatre 101	3
Humanities Elective	3
Mathematics 111 or higher	3
Mathematics 134	3
*Biology 105	3
Biology 205	4
Biology 215 or 311	4
Biology 236	4
Chemistry 101	4
*Chemistry 102	4
TO T A L	59-60 hours

### NURSING PLAN OF STUDY UPPER DIVISION

NURS 301 Health Assessment	4
NURS 306 Nursing Research in Practice	3
NURS 309 Fundamentals of Nursing	6
NURS 307 Psychiatric and Mental Health	5
NURS 317 Nursing Pharmacology	2
NURS 320 Principles of Pathophysiology and Clinical Nutrition	4
NURS 318 Nursing Pharmacology II	2
NURS 321 Adult Health I	5
NURS 407 Adult Health II	6
NURS 411 Adult Health III and Nursing Knowledge	6
NURS 416 Nursing Care of Children, and Their Families	5
NURS 418 Population-Focused Nursing and Health Care Policy	5
NURS 417 Women's Health Nursing	4
NURS 419 Leadership, Management, and Professionalism in Nursing	3
NURS 420 Clinical Decision-Making for Nurses	1
TOTAL	61