TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Nursing and Health Sciences
Graduate Nursing Program
Spring 2012

NURS 5316: Introduction to Advanced Practice Role Development
Section W01-02
Course taught on-line using Blackboard

SYLLABUS

<table>
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<tr>
<th>Faculty</th>
<th>Chris Bray, RN, PhD, FNP-BC, FAANP</th>
<th>Patricia Olenick, RNC, CNM, PhD</th>
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Course Description: This course focuses on the development of knowledge and skills necessary for advanced practice. This includes, but is not limited to negotiation, collaboration, crisis intervention, peer review, leadership, ethics, accountability and basic finances in advanced practice. Parameters of practice are integrated within various health care systems.

Credits: 3 semester hours

Course Objectives with Specific Learning Outcomes

1. Describes the evolution of advanced practice nursing
   1.1. Summarizes the historical context in which the advanced practice role evolved
   1.2. Differentiates educational preparation for advanced practice roles
   1.3. Synthesizes advanced practice role parameters

2. Analyzes the relationships among health care delivery issues and advanced practice nursing
   2.1. Explains the relationship between the health care environment and the evolution of advanced practice nurse (APN) roles
   2.2. Analyzes differences in scope of practice across APN roles as a consequence of the health care environment
2.3. Compares attributes of the current health care environment with those that influenced the emergence of advanced practice roles

3. Describes the relationship of leadership and management issues in the implementation of the APN role
   3.1. Differentiates between leadership and management responsibilities associated with the APN role
   3.2. Explains the role responsibilities of the APN in initiating change in health care delivery structure or process
   3.3. Compares theories of change
   3.4. Generates strategies to manage resistance to change
   3.5. Integrates research into planned change
   3.6. Demonstrates leadership in development of collaborative partnerships
   3.7. Evaluates professional strengths, role and accountability for practice
   3.8. Monitors professional practice to promote optimal patient outcomes through cost-effective interventions

4. Evaluates advanced practice nursing models appropriate to health care delivery systems
   4.1. Selects a theory of leadership appropriate to the area of advanced practice
   4.2. Compares and contrast types of teaching-learning theories
   4.3. Analyzes the research utilization process in the context of planned change
   4.4. Evaluates a variety of advanced nursing practice and other related nursing models
   4.5. Compares and contrast various models proposed for the delivery and financing of health care
   4.6 Debates the advantages and disadvantages of different reimbursement strategies as they might apply to the APN in a managed-care environment

5. Demonstrates communication strategies for resolving interpersonal and intra-agency conflicts
   5.1. Communicates the benefits that accrue to the target population or employer from utilization of the APN’s service
   5.2. Interprets components of the Nursing Practice Act which define specific types of advanced practice
   5.3. Articulates the concepts of duty, standard of care, causation and damage as applied to professional negligence in advanced nursing practice
   5.4. Demonstrates techniques for ethical decision making by application of a specific decision model
   5.5. Analyzes the differences between certification and licensure and the manner in which each is used in the regulation of advanced practice

6. Demonstrates effective written and verbal communication skills in a variety of advanced practice settings
   6.1. Investigates interdisciplinary and social factors that promote effective
communication

6.2. Evaluates professional writing as a socioeconomic and political tactic to promote the APN
6.3. Synthesizes information about major documents that must include input from the APN
6.4. Explores the dissemination of benefits that accrue to consumers utilizing APNs

7. Identifies barriers to communication in nursing practice environments
7.1. Investigates interdisciplinary and social factors that inhibit effective communication
7.2. Analyzes the contribution of limited recognition, impediments to autonomy, and questionable authority as barriers
7.3 Explores political techniques and collective organization as strategies in changing nursing practice environments

Major Course Requirements

Course Assignments

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<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Group Ethics Case Study Paper</td>
<td>25%</td>
<td>February 9, 2012</td>
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<tr>
<td>Group Negotiation Paper</td>
<td>25%</td>
<td>March 22, 2012</td>
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<tr>
<td>Advanced Practice Nursing Role Development Paper</td>
<td>25%</td>
<td>April 5, 2012</td>
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<tr>
<td>Weekly discussions</td>
<td>25%</td>
<td>Throughout semester</td>
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Detailed guidelines and grading criteria for each of the two group papers (Ethics and Negotiation) can be found under the appropriate week 5 and 11 respectively, using the Weekly Units icon on the Homepage of the course. The guidelines and grading criteria for Weekly Discussions and the Advanced Practice Nursing Role Development Paper can be found by going to the Homepage and clicking on the information icon.

Group Ethics Case Study Paper: After reviewing the literature, the group will select and apply an ethical model to a chosen hypothetical ethical dilemma. The paper will discuss the application of the ethical decision-making framework and how the dilemma can be
resolved, focusing on the role of the APN and nurse leaders resolving the dilemma. See Week 5 Unit for specifics on paper requirements and grading.

**Group Negotiation Paper:** After reviewing the literature, the group will apply a negotiation framework to a real or hypothetical conflict that occurred between a student and one or more individuals in a workplace setting. Additionally, the paper will discuss the effectiveness of the negotiation framework and how the conflict was resolved using the pieces of the framework. See Week 11 Unit for specifics on paper requirements and grading.

**Role Development Paper:** The role development paper assignment allows a student to foster an understanding of a master’s prepared nurse practicing in an advanced role, as well as demonstrate the application of knowledge gained throughout the course. See “Guidelines for APN Role development paper” for specifics, under Information icon on Home page.

**Weekly Discussion Posts:** The Discussion Board should be perceived the same as in-class time where face-to-face communication occurs. It is the place where the teaching-learning dynamic occurs between instructor and students and also between individual students. Therefore, it carries a heavy weight for the student’s final grade (25%). The discussion guidelines are created to mimic the traditional face-to-face classroom discussion, where learning takes place between and among students. Postings with their attending source material serve three purposes: to contribute toward the teaching-learning dynamic referred to above, to provide material for students to use as the basis for the final APN paper, and most importantly — to encourage scholarly thinking and opinions that are based on critical review of the literature rather than a “knee-jerk” thought process. This third purpose is designed to develop a critical thinking process that is expected at the graduate level.

**Required and Recommended Readings**

**Required**


**Recommended**

* Leadership track students may wish to purchase ANA’s “Scope and Standards of Practice for Nurse Administrators” for use in this and later courses. It will be helpful in completing requirements for the APN Role Development Paper for this course.

Websites

Access to Islander email and access to Blackboard through https://iol.tamucc.edu/

Course Requirements and Guidelines

No assignments will be accepted after the due date and students who do not turn in an assignment will earn a grade of “0” for the missing assignment. Short extensions may be permitted ONLY through consultation with faculty before the assignment is due, or only when extenuating circumstances interfere with a student's ability to meet scheduled deadlines. However, extensions for Discussion Posting assignments are not allowed.

In order to insure that class assignments are completed correctly throughout the semester, students are expected to review the syllabus along with the guidelines that are written separately for each of the assignments, including the related grading criteria.

As with most graduate courses, superior performance on assignments can only be achieved through independent efforts. Required readings provide a general framework for understanding topics relevant to this course. However, required readings are insufficient to establish expertise on any topic. Therefore, students are expected to read additional material on a topic before completing most assignments.

The nature of the content of this course often promotes extensive debate during class discussion. Because it is assumed students are prepared for discussions, any student contributions will be considered “knowledgeable” ones on a given subject by demonstrating a breadth of reading as the foundation for ideas and opinions.

Students are expected to have access to the Internet so that they can participate in Blackboard discussions and complete web-based assignments using Word as the word processor. All assignments must be submitted using the Assignment Tool in .doc or docx format unless otherwise stated.

All citations used must conform to APA format (6th ed.). References should derive from professional journals and be no older than 5 years, unless they are seminal works.

Students are expected to complete a course evaluation at the end of the course.

There is no extra credit option in this course.
Guidelines for Form and Style of Written Assignments

Students are expected to follow instruction guidelines associated with the assignments for this course. Students who are confused about an assignment should contact the instructor in a timely manner to insure satisfactory completion of the assignment by the due date. Unless otherwise instructed, students should use the APA Publication Manual, 6th edition as a reference for formatting and organizing written assignments. *Also, see “Rules of Professional Writing Including APA Guidelines” under the Information icon on Homepage for additional specifications which provide guidance for writing style.

College & University Policies

Academic Advising: The College of Nursing and Health Sciences requires that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate that the plan is active by signing it. Once the plan is completed it will be filed in the student’s record. The College's Academic Advising Center is located in Island Hall room 322, and the graduate advisor, Barton Bailey can be reached at 1-361-825-5839 or by email, barton.bailey@tamucc.edu

Dropping a Class: I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping a course be the best course of action, you must initiate the process to drop through the Student Services Center, filling out a course drop form, and informing the graduate academic advisor, Barton Bailey, barton.bailey@tamucc.edu. Just stopping course participation WILL NOT automatically result in being dropped from the class. March 30, 2012 is the last day to drop a class with an automatic “W” this term.

Statement on Disability: The Americans with Disability Act (ADA) a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Disability Services Office at 361-825-5816 or visit the office in CCH 116.

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work
Plagiarism:
The highest standards of academic honesty are expected from students. Faculty adhere to the University policy regarding academic honesty as published in the University Catalog. Refer to APA manual for the proper way to use and cite quoted material. Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! (Wilson, p. 523)


Grade Appeal Process:
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.