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 within various health care systems are integrated.

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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Group Ethics Case Study</td>
<td>25%</td>
<td>June 19, 2011</td>
</tr>
<tr>
<td>Group Negotiation Paper</td>
<td>25%</td>
<td>July 24, 2011</td>
</tr>
<tr>
<td>Advanced Practice Nursing Role Development Paper</td>
<td>25%</td>
<td>July 17, 2011</td>
</tr>
<tr>
<td>Discussions</td>
<td>25%</td>
<td>Throughout semester</td>
</tr>
</tbody>
</table>

Detailed guidelines and grading criteria for each of the two group papers can be found under the appropriate week 3 and 8 respectively, using the Weekly Units icon on the Homepage of the course. The guidelines and grading criteria for Discussions and the Advanced Practice Nursing Role Development Paper can be found by going to the Homepage and clicking on the information icon.

**Group Ethic Case Study:** After searching the literature, the group will apply a negotiation framework to a 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.

**Group Negotiation Paper:** Conflicts or crises unexpectedly arise in the workplace and disrupt effective nursing practice. Negotiation is a skill critical to advanced practice nurses. This skill is further linked to success as a leader, because the key to leadership
is willing followers. The purpose of this lesson is to assist students to uncover their inherent responses to actual or potential conflict and to foster the adoption of negotiation techniques that can be used to guide others through change.

**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.

**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 encourage 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

Access to BB9 through [https://iol.tamucc.edu/](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. Extensions for Discussion Posting assignments are not allowed, however.

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 WebCT discussions and complete web-based assignments using Word 2003 as the word processor. All assignments must be submitted using the Assignment Tool 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
*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 meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Island Hall room 322, and one of the advisors can be reached at 361-825-5893.

**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 the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. July 22, 2012 is the last day to drop a class with an automatic grade of “W” this term.

**Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 you have a disability requiring an accommodation, please contact the Disability Services Office at 361-825-5816 or visit the office in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at 361-825-5816.

**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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in consequences as defined in the Academic Integrity policy within the College and University.
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 Website 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.