Theory: Blackboard, Located at www.tamucc.edu

Credits: 3 credit hours

Pre or Co requisites: Nursing Core Courses

Course Faculty: Deborah S. Flournoy, PhD, RN, FNP-BC, CNS (Psych/MH)

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Email: Emailing through the course site in Blackboard is preferred; Alternative email is deborah.flournoy@tamucc.edu

Course Description: Study of fiscal aspects of practice, when to seek the services of a lawyer, analysis of and monitoring the cost-effectiveness of clinical decisions, the design of payment systems, fiscal management and developing collaborative and interdependent relationships.

Student Learning Objectives: Upon completion of the course the graduate student will be able to:

1. Describe the economic implications of health planning, the organization of personnel and resources, the design of payment systems, and the outcome analysis of health care delivery or cost-effectiveness of services.
2. Use basic principles of fiscal management and budgeting, and health economics.
3. Analyze and monitor the cost-effectiveness of clinical decisions and make recommendations for increasing the cost-effectiveness of care.
4. Make high quality, cost-effective choices in the use of health care resources.
5. Demonstrate fiscal accountability for one's own practice while providing quality care.
6. Develop a budget and manage resources, including knowing when to seek the services of external resources such as a lawyer or practice consultant.

Required Texts and Readings:


Students will need access to a current CPT and ICD code source.
Learning Experiences and Teaching Methods: Course objectives are met through individual study of required and recommended readings, utilizing lecture, discussion, and internet sources, and the assignments listed below. The student is responsible for self-direction, an awareness of their own learning needs, and requesting advice from course faculty for demonstrating the successful achievement of the course requirements.

Evaluation: Evaluation is a mutual on-going process providing the student and faculty with feedback regarding their performance in achieving course objectives.

Grading Determinants:

Advanced Practice Group Activity 20%
NP Role Analysis 30%
Discussion Board Postings (4) 20%
Billing & Coding (Case Scenarios) Group Activity 25%
Billing Crossword Puzzle 5%

Total 100 %

Students are referred to the current student handbook for the CONHS grading standards.

Course weeks start on Monday.

Advanced Practice Group Activity (20%): This assignment is designed with the intent of using group participation to answer a series of questions on fiscal issues in different states as they compare to the state of Texas. The group response submitted to the faculty will be graded in terms of the group’s analysis. All group members are expected to participate to the fullest extent possible. Group assignments for students for this course will be made by faculty and will be the same as the Discussion Board groups. See Advanced Practice Group Guideline for instructions.

NP Role Analysis (30%): This is a five to seven page summary containing an assessment of the work related expenditures and revenues associated with the employment of an APRN in a primary care clinical setting. See NP Role Analysis Guideline. References and text must be in APA current edition format. This is an individual assignment.

Group Discussion Postings (20%): As with most graduate courses, superior performance on assignments can only be achieved through both independent and interdependent efforts. Required readings provide a general framework for understanding topics relevant to this course. However, required readings are insufficient to establish expertise on any one topic. Therefore, students are expected to read additional scholarly material before completing assignments.

Course content may promote extensive debate during class discussion. Because it is assumed students are prepared for discussions, any student contributions should be
considered and scholarly on the given subject by demonstrating a breadth of reading as the foundation for ideas and opinions.

Students are randomly assigned to a discussion group for the semester. Each week a Discussion Board is due, there will be discussion questions which requires each student’s participation. Assignments begin on Monday and students are encouraged to post as early as possible in the week, so that others have time to respond, making for a more productive discussion of ideas. However, with the week beginning on Monday and ending on Sunday, students technically have until Sunday midnight to complete the discussion assignment for the week, although you will lose points individually for this type of ‘tardy’ post. The group summary post is due by midnight Sunday so that the rest of the class can read these early the next week. Posts submitted after midnight on Sunday will not be graded.

- Group Discussion Netiquette
  1. Recognize that everyone’s contribution is important.
  2. Respect a group member’s confidentiality if requested.
  3. When disagreeing with other student(s), do so without judgment or blame.
  4. Be open to new paths and new ways of thinking.
  5. Feel free to develop group dynamic working guidelines, but make them guidelines (not rules) that everyone can live with; if a guideline does not fit the group any more, negotiate to change or eliminate it.
  6. Remember that satisfactorily working within groups is a learned skill that is important in the FNP’s career.
  7. Remember that the group’s summary posting should be just that—a summary of the main points—not merely a listing of each individual’s post.

Billing & Coding Case Scenarios (25%): Four case scenarios have been written to give you reality based practice in using ICD-9 coding and CPT codes for billing patient visits. See the Case Scenario Criteria for instructions and details. This is a group activity.

Billing Crossword Puzzle (5%): This gives you a chance to demonstrate your understanding of billing for services in a fun way. See the Billing Crossword Puzzle for further directions. This is an individual effort.

Introduce yourself on DB: As many of the students in this class come from different geographical areas and clinical experiences, it is helpful to the faculty and your fellow students to describe yourself on the Discussion Board [Week 1]. A picture would be really nice! [This is an expected class activity, but will not be graded!]
Academic Honesty Policy: The CONHS has adopted the following policy on Academic Honesty:

Honesty is defined as truthfulness and integrity. Academic dishonesty is broadly defined as an act that functions to give a student unfair scholastic advantage. More specifically, academic dishonesty is presenting any one or all course assignments as the student’s original work when it/they are not; unless indicated by documented approval of the professor or pre-approved group work assignments. Course assignments include but are not limited to: examinations, written assignments, quizzes, research projects, oral presentations. Violations of academic honesty include cheating, plagiarism, and collusion. An accurate definition of these terms can be found in the TAMUCC Student Code of Conduct available online on the TAMUCC website.

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, p. 95-98 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 over 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 Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University RulesWeb site at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
**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 the Island Hall, and the Graduate Academic Advisor is Angela Speaker 361-825-5893, angela.speaker@tamucc.edu

**Statement on Disability**
“The American’s with Disability Act (ADA) is a federal anti-discrimination statue 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 a reasonable accommodation of their disabilities. If you believe that you have a disability that requires an accommodation, please contact the disabilities services office at 361-825-5816.”