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 in an interdisciplinary context

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 and future 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

2.4. Interprets components of the Nursing Practice Act which define specific types of advanced practice

2.5. Analyzes the differences between certification and licensure and the manner in which each is used in the regulation of advanced practice

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. Demonstrates leadership in development of collaborative partnerships
   3.4. Evaluates professional strengths, role and accountability for practice
   3.5. Discuss the advantages and disadvantages of different reimbursement strategies as they might apply to the APN in a managed-care environment
   3.6. Demonstrates techniques for ethical decision making by application of a specific decision model

4. Evaluates advanced practice nursing models appropriate to health care delivery systems
   4.1. Evaluates a variety of advanced nursing practice and other related nursing models
   4.2. Applies safety and quality initiatives in care delivery models
   4.3. Compares and contrast various models proposed for the delivery and financing of health care
   4.4. Monitors professional practice to promote optimal patient outcomes through cost-effective interventions

5. Demonstrates knowledge and skills in information and healthcare technology.
   5.1. Analyzes current and emerging technologies to support safe practice environments, and to optimize patient safety, cost effectiveness, and health outcomes.
   5.2. Evaluates policies that incorporate ethical principles and standards for the use of health and information technologies.
   5.3. Explores current and emerging technologies in the care environment to support lifelong learning.

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. Explores the dissemination of benefits that accrue to consumers utilizing APNs
   6.3. Investigates interdisciplinary and social factors that inhibit effective communication
6.4. Analyzes the contribution of limited recognition, impediments to autonomy, and questionable authority as barriers to practice

**Additional course content from MSN Essentials**

Demonstrates knowledge and skills in information and healthcare technology.
- Analyzes current and emerging technologies to support safe practice environments, and to optimize patient safety, cost effectiveness, and health outcomes.
- Evaluates policies that incorporate ethical principles and standards for the use of health and information technologies.
- Explores current and emerging technologies in the care environment to support lifelong learning.

**Major Course Requirements**

**Guidelines for Form and Style of Written Assignments**

Students are expected to follow instruction guidelines associated with the assignments for this course. Students who have questions 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 for additional specifications which provide guidance for writing style.*

**Course Assignments**

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<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td>Team Agreement</td>
<td>5%</td>
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<tr>
<td>APN Interview Paper</td>
<td>10%</td>
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<tr>
<td>Group Ethics Paper</td>
<td>20%</td>
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<tr>
<td>Group Negotiation PowerPoint</td>
<td>20%</td>
</tr>
<tr>
<td>Advanced Practice Nursing Role Development Paper</td>
<td>35%</td>
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<tr>
<td>Weekly discussions</td>
<td>10%</td>
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**Team Agreement:** Establishes parameters for working as a group to accomplish course objectives.

**Group Ethics 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.

**Group Negotiation PowerPoint:** After reviewing the literature, the group will apply a negotiation framework to a real or hypothetical conflict that could occur between a nurse practitioner / leader and one or more individuals in a workplace setting. Additionally the PowerPoint presentation will discuss the effectiveness of the negotiation framework and how the conflict was resolved using the pieces of the framework.

**APN Role Interview:** The APN Role Interview “brings to life” the role that the student is working towards as well as incorporates topics from the course objectives.

**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. Faculty suggests utilization of an outline to facilitate organization and content of role papers.

**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.

**Group Project Grading**

It is possible that some individuals will receive lower scores than others on the group projects secondary to peer and faculty evaluations for each project. This is determined by participation and contributions to the project within the group discussion area for the individual projects within BlackBoard. Please note that giving all group members maximum points may not be reflective of actual performance.

Participation by other means such as communication by phone, personal, TAMUCC or BB email, and texting is not accessible by faculty. These types of communication will not be considered during the grading processes. Therefore, it is important that all course communication occur within BlackBoard class and group discussions areas as directed.

**Submission of Assignments**

All assignments must be submitted using the **Assignment Tool**, using **WORD**, in doc or docx format **unless otherwise stated**. Please see submission instructions for each assignment. Assignments in other formats will not be accepted.
assignments and discussions are subject to anti-plagiarism screening.

**Appropriate Resources and Referencing**

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

*Discussion posts* also require appropriate citations, resources, referencing and formatting (see above); except that you do not need to indent, nor double space the references. The critical point in referencing discussions is to ensure that the reader has enough information to easily locate the source for personal review.

**Course Requirements and Guidelines**

Students are advised to review the course syllabus fully upon receipt. In order to ensure 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. Questions regarding course requirements should be addressed within the first week.

A key to success in this course is time and effort. Making adjustments to personal and professional schedules to allow adequate quiet time for reading and reflection is advised. Be prepared to spend a minimum of nine hours per week for a three hour graduate level course.

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.**

Although assignments will be accepted after the due date, the grade will be lowered. After 5 days past the due date a grade of zero will be given. However, extensions for Discussion Posting assignments are **not** allowed.

**Classroom Decorum**

The nature and content of this course often promotes extensive debate during class discussion. Professional, courteous tone and content of all postings is expected. **No disrespect of faculty or classmates will be tolerated** (see Discussion Guidelines).

**Extra Credit**

There is no extra credit option in this course.
Course Evaluations

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

Course Letter Grade Conversion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>83 - 89</td>
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<td>C</td>
<td>75 - 82</td>
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<tr>
<td>D</td>
<td>67 - 74</td>
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<tr>
<td>F</td>
<td>&lt; 67</td>
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Required Textbooks


Recommended Textbooks

FNP Track

Leadership Track
* Leadership track students are strongly encouraged 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.

Technical Requirements - Websites

Access to Islander email and access to Blackboard through https://iol.tamucc.edu/ is required. Students are expected to have internet access to participate in BlackBoard discussions and complete web-based assignments. Assignments will be completed using Word as the word processor.

Syllabus Disclaimer

While the provisions of this syllabus are as accurate and complete as possible, faculty
reserves the right to adjust the course to accommodate emergencies, unexpected technical problems or other unforeseen circumstances. Such changes will be announced as soon as feasible by course emails or announcements via BlackBoard. It is the **STUDENT'S responsibility to keep abreast of course announcements.**

**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.

**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. Just stopping course participation WILL NOT automatically result in being dropped from the class. November 15, 2013 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 statue, 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 of another as one’s own work.)

http://conhs.tamucc.edu/nursingstuhandbook/007/AcademicHonesty.pdf

**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 the APA manual (latest edition, 6th) 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). All assignments and discussions are subject to anti-plagiarism screening.


**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 Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](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.

See University Calendar for important dates such as first and last class dates, last day to drop a class or withdraw from the university, recognized holidays and fall commencements.