Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 5316: Introduction to Advanced Practice Role Development

Syllabus
Fall 2016

FACULTY: Eva M. Bell, DNP, APRN, FNP-BC, PMHNP-BC
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CREDITS: 3 semester hours (3:0)

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.

COURSE OBJECTIVES:

1. Describes the evolution of advanced nursing roles including the Advanced Practice Registered Nurse (APRN), Nurse Leader, and Nurse Educator (AACN Essential: VI, VII, IX)
   1.1. Summarizes the historical context in which advanced roles evolved
   1.2. Differentiates educational preparation for advanced roles in an interdisciplinary context
   1.3. Describes the relationship between graduate nursing education and leadership roles across healthcare settings
   1.4. Describes the role requirements for nurses in education positions

2. Analyses the relationships among health care delivery issues and advanced nursing roles (AACN Essential: II, VI, VII, IX)
   2.1. Explains the relationship between the health care environment and the evolution and future of advanced nursing roles
2.2. Analyzes differences in scope of practice across advanced nursing 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 nursing roles

2.4. Interprets components of the Nursing Practice Act which define specific types of advanced nursing roles including APRNs

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

3. Compares the effectiveness of leadership models essential to the implementation of advanced nursing roles in diverse healthcare settings (AACN Essential: II, IV, VII, VIII, IX)
   3.1. Differentiates between leadership and management responsibilities associated with the APRN role
   3.2. Explains the role responsibilities associated with membership in multi-professional healthcare teams in initiating that results in high quality care delivery
   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 APRN in a managed-care environment
   3.6. Analyzes the effect of reimbursement plans on a healthcare organization’s operations
   3.7. Demonstrates techniques for ethical decision-making by application of a specific decision model

4. Demonstrates a basic understanding of business and economic principles and practices related to the delivery of healthcare (AACN Essential: II, VI, VII, VIII, IX)
   4.1. Evaluates a variety of advanced nursing practice and other related nursing models for health care delivery
   4.2. Applies safety and quality initiatives in care delivery models
   4.3. Compares and contrasts 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 (AACN Essential: IV, V, VI, VIII, IX)
   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 (AACN Essential: II, V)
   6.1. Investigates interdisciplinary and social factors that promote effective communication
   6.2. Explores the dissemination of benefits that accrue to consumers utilizing nurses practicing in advanced roles
   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

REQUIRED TEXTS AND RESOURCES:


RECOMMENDED TEXTS AND RESOURCES:

Family Nurse Practitioner (FNP) Track

Nurse Leadership (NL) Track
Leadership track students are strongly encouraged to purchase ANA’s “Nursing Administration: Scope and Standards of Practice” and become familiar with the AONE website for use in this and later courses.

Nurse Educator (NE) Track
Educator track students are strongly encouraged to review and be familiar with the NLN website for use in this and later courses.

FNP, NL, and NE Tracks
All students are strongly encouraged to review and become familiar with resources for their respective educational program include, but are not limited to the following:
   Scope and standards of practice
   Codes of ethics
   Legal, regulatory, licensing, and certifying agencies
   Pertinent professional organizations

EXPECTATIONS FOR SUCCESS
Familiarize yourself with the course and requirements early. Review the course syllabus, assignments, and grading criteria fully upon receipt. As with most graduate courses, superior performance on assignments is dependent on independent efforts. Considerations for time and effort to achieve maximal learning outcomes are instrumental to success. Faculty recommend making early for reading, reflection, and completion of assignments. Required readings provide a general framework for understanding topics relevant to this course and are insufficient to establish expertise on any topic. Therefore, students will review and read additional materials on for assignments and discussions. Be prepared to spend a minimum of nine hours per week for a three-hour graduate course. Questions regarding course requirements may begin within the first week and continue throughout the course.

TECHNICAL REQUIREMENTS

Internet access to Islander email (IOL) and the BlackBoard learning environment is required through https://iol.tamucc.edu/ Assignments and submissions must conform to guidelines for each project using the word processor, WORD in doc or docx format. Other formats are not accepted.

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. There is a no-tolerance policy within the course for disrespect of faculty or classmates (see Discussion Guidelines).

ASSIGNMENTS

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 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.

**Discussions:** The Discussion Board is equivalent to on-campus class time where face-to-face communication occurs. It is the place where teaching-learning dynamic occurs.

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

Students will 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.

**Appropriate Resources and Referencing**

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

Discussion posts 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 locate the source for personal review.

**Submission of Assignments**

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

Late assignments will be accepted, but with the expectation of a lower grade. Students will receive a grade of zero for submissions after five days past the due date unless faculty approves a later submission. There are no extensions for discussion posts. There is no extra credit option in this course.

**Group Project Grades**

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. Participation and contributions to the group project must occur within the BlackBoard group discussion area for the individual projects. Students will complete the peer evaluations for each group project. Please note that giving all group members maximum points may not be reflective of actual performance. It is important that the peer evaluations be appropriate, fair, and justified.
Participation by other means such as communication by meetings, phone, TAMUCC, or BB email, and texting is not accessible by faculty and will not be including in grading. Therefore, it is important that all course communication occur within BlackBoard class and group discussions areas as directed.

**EARNED GRADES**

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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</td>
<td>10%</td>
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<tr>
<td>Group Ethics Paper &amp; PEF</td>
<td>20%</td>
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<tr>
<td>Group Negotiation PowerPoint &amp; PEF</td>
<td>20%</td>
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<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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**COURSE LETTER GRADE CONVERSION**

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 89</td>
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<tr>
<td>C</td>
<td>75 - 82</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
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<tr>
<td>F</td>
<td>&lt; 67</td>
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**IMPORTANT DATES**

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.

**SYLLABUS DISCLAIMER**

While the provisions of this syllabus and other course components 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. Faculty will announce any necessary changes through the BlackBoard course discussion, announcements, or course emails. It is the student’s responsibility to keep abreast of course announcements.

**POLICIES:**

**Evaluation Input from Students**

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery, and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (e.g.: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.