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

NURS 5316 Introduction to Advanced Practice Role Development
Crouse Syllabus

Summer 2020

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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:
At the end of this course, the student will be able to:
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. Analyzes 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

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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 roles
   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

   4.1. 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 TEXTBOOKS:

**Family Nurse Practitioner:**

**Leadership in Nursing Systems:**
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:**
Educator track students are strongly encouraged to review and be familiar with the NLN website for use in this and later courses.

**All Students:**
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
TECHNOLOGY REQUIREMENTS:
This course is delivered exclusively through online technology. Students will need:

- To have access to a computer and operating system that can support the Blackboard Learning Management System (LMS): https://bb9.tamucc.edu/
  - A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.
  - The IT helpline is available for any problems with technology, computer, internet browsers, internet connections, Bb, etc: (361) 825-2692 or computer.helpline@tamucc.edu
- A reliable high speed internet access greater than 2mbps upload and download speed
- Microsoft Office 365 available from TAMUCC website for all students: https://it.tamucc.edu/Desktops%20and%20Software/Office%20365.html
- Preferably a webcam that is functional with WebEx technology: https://it.tamucc.edu/Applications%20Catalog/Cisco%20WebEx.html

LEARNING EXPERIENCES AND TEACHING METHODS:
Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, small group/team work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

- WebEx may be used for formal and informal exchange of ideas.
- Discussion assignments may be provided to enhance student learning and engagement. Grading Rubrics for expectations may be provided.
- Wikis are an online collaborative tool that may be used. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the ‘comments’ section will not count as participation in the Wiki. You must actually edit the Wiki page itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. The student is encouraged to leave comments as a courtesy if information is deleted, but this will not be graded.

As this course is an online learning environment students are expected to log-in to the LMS at least daily. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media. Clinical examples or discussions must assure patient confidentiality and adhere to HIPAA regulations. Students are expected to act in a professional manner and are accountable for their behaviors and learning.

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STUDENT RESPONSIBILITIES:
- This class is an on-line learning environment. Students are expected to log into the LMS at least daily. Web course and lecture/learning materials are located on the course website.
- Email communication should occur through the LMS.
- Respectful and timely participation in discussion forums is required. Since it is assumed each student will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course. Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.
- Students are expected to complete all required reading. As a 3-hour graduate level credit course, it is expected that students will spend at least 9 hours of independent study and preparation each week in addition to assignment and assessment time.
- Considerations for time and effort to achieve maximal learning outcomes are instrumental to success. Faculty recommend scheduling your time to include 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.
- The student is responsible to have the correct system requirements as outlined on the TAMUCC IOL homepage.

COURSE OUTLINE:
Professional Roles for Advanced Practice Registered Nurse (APRN), Nurse Leader, and Nurse Educator
Race, Culture, Ethics, and Advocacy
Health Care Delivery and Policy
Theoretical Foundation, Research, and Evidence Based Practice
Quality, Safety, and Information Systems
Leadership, Role Transition, and Integration

GRADING CRITERIA:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Group Project (15%) and Peer Evaluation (5%)</td>
<td>20%</td>
</tr>
<tr>
<td>Responding Posts to Group Project</td>
<td>5%</td>
</tr>
<tr>
<td>Advanced Practice Role Development Paper</td>
<td>40%</td>
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<tr>
<td>Bb Module (1-6) Discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Course Synthesis &amp; Responding Posts</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading scale for TAMUCC CONHS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>67-74</td>
</tr>
<tr>
<td>F</td>
<td>0-66</td>
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ASSIGNMENTS:

**Group Project and Peer Evaluation (20%)**
After reviewing the literature, each team will choose either an ethical dilemma or workplace conflict hypothetical case study. The group will apply a framework (several options of framework will be described in the assignment guideline for both options) to a chosen hypothetical ethical dilemma or workplace conflict. The presentation should include a discussion on
- the principles and stages of the chosen framework
- application of the framework for an ethical decision-making or negotiation and resolution
- strengths and weaknesses of the framework, and
- recommendations for use or study

The focus of this hypothetical case study (as a team) is on assimilating what is learned from the literature and the role of the APN in such situations. The presentations will be posted in the course discussion board for scholarly review and comment. Additionally, students will evaluate the efforts and contributions of their team members, and the self, towards accomplishing the group goals.

**Two (at least) Responding Posts to other Group Project (5%)**
All students require to read the posted other’s Group Project presentations posted on Bb and reply to at least two of those presentations.

**APN Role Development Paper (40%)**
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.

**Discussion Board (30%)**
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. Students are advised to review the rubric for online participation prior to completion.
There are 6 modules with specific topic questions & covering textbook chapters. “After” you read the required reading of textbook chapters and other posted materials from web-sites, you need to initiate/submit your Initial Post (IP) to answer your selected module question (select one topic out of 10) by each Thursday, 11:59 pm for the assigned week. Next, you read all IPs posted by other members and post at least 2 Responsive Posts (RPs) by each Sunday 11:59 pm. Late submission of IP or 2 RPs will result in deduction of grading score. Refer the grading rubric for discussion board, posted on Bb. Remember! “Without” proper reading of the required chapters/material, you cannot properly reflect and related those to your IPs & RPs which would result in deduction of your score.

Student assignments and discussions are subject to anti-plagiarism screening.

**Course Synthesis & Responding Posts (at least 2: 5%)**

Post your course synthesis IP by Wednesday, 11:59 of your final week. This is geared towards how you and your perspectives of advanced nursing has evolved since the beginning of the semester. This requires deeper & integrated reflective thought of your whole course learning experience. Then, post at least two of your responses to your peer synopsis IPs by Wednesday, 11:59 of your final week.

**All student assignments and discussions are subject to anti-plagiarism screening using SafeAssign program upon submission.**

**LATE WORK:**

All assignments are due by 11:59 pm on the scheduled date (see course schedule for specific date for each assignment) unless other arrangements have been made with the instructor before the due date. Late work will be penalized with a 10% grade deduction/day for up to 3 days and after 3 days, the grade will revert to zero. In the event that a student is aware they may need to extend the due for assignment submission due to illness or other circumstances, it is the student’s responsibility to inform me prior to the due date via Bb email.

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the 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. Refer to the academic calendar for the last day to drop a class with an automatic grade of “W” this term. Faculty cannot drop you from a course.

**PREFERRED METHODS OF SCHOLARLY CITATIONS:**

Scholarly citations are to be cited using the Publication manual of the American Psychological
Association (6th ed.). Resource listed in required resources. 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 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.

MARY JEFF BELL LIBRARY:
There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

CENTER FOR ACADEMIC ACHIEVEMENT (CASA):
The Center for Academic Student Achievement offers a variety of services, including a writing center. Students are STRONGLY encouraged to use the CAS service for major assignment. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

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).

**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, 1985, p. 523)


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 (eg: 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 13.02.99.C0.03, Student Grade Appeals (http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf) 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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**SYLLABUS DISCLAIMER:**

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. **It is the STUDENT’S responsibility to keep abreast of course**
announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

The Texas A&M University Corpus Christi: TAMUCC College of Nursing and Health Sciences Student Handbook is available online: http://conhs.tamucc.edu/shb
The handbook and syllabus should be reviewed before signing the receipt form. The following receipt form page must be signed and submit this form to BB by the first week of classes.

Student Handbook Receipt & Statement of Syllabus Understanding Form

I have reviewed a copy of the College of Nursing and Health Sciences Student Handbook located on the college website and the course syllabus & schedule for NURS 5316. I have been provided an opportunity to clarify questions. Receipt form must be signed and submitted to the course faculty. I understand the expectations set forth in the NURS5316 course syllabus and the CONHS Student Handbook.

____________________________
Student Name (Print)

___________________________     ___________
Student Signature            Date