Application of Advanced Principles for Clinical Practice

Course Description
Emphasis will be on synthesis of past clinical practice, with advanced understanding of theory, evidence-based practice, policy issues, and principles of quality assurance and safety to continue the development of the doctoral student as an expert reflective practitioner. Individualized clinical focus will be on designated populations.
The purpose of this course for doctoral students is to aid them in synthesizing past nursing expert practice and their expressed interest in a delineated clinical problem in a select population with the available evidence on that topic.

Learning Objectives
1. Critique the health care system serving a designated population for access to care and for the provision of quality health care. (AACN Essential II)
2. Incorporate knowledge of healthcare policy and evidence-based practice to ensure effective collaborative solutions for identified health care problems at the system level. (AACN Essentials II, V)
3. Discriminate between own practice at the masters’ level and evolving reflective doctoral practice. (AACN Essentials VIII)
4. Appraise own practice and the health care system serving the designated population for inclusion of ethical decision-making to create a culture of excellence. (AACN Essentials I, II, IV)

** Additional student learning outcomes individualized to the student and their objectives for the semester will be developed by the student and their Project Advisor.

Major Course Requirements (specific details provided below)

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>Discussions (2)</td>
<td>20</td>
</tr>
<tr>
<td>Personal Practice Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Project Report – Intro &amp; Methods</td>
<td>20</td>
</tr>
<tr>
<td>Project Report – Results &amp; Discussion</td>
<td>30</td>
</tr>
<tr>
<td>Project Report - Abstract</td>
<td>10</td>
</tr>
<tr>
<td>PPO Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Total Course Grade</td>
<td>100</td>
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<table>
<thead>
<tr>
<th>Type of Clinical Hours</th>
<th>Hours</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>Immersion</td>
<td>150</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Synthesis</td>
<td>40</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>190</strong></td>
<td></td>
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**CONHS Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</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>&lt;67</td>
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</table>
Textbooks and Readings
Reading assignments will be made from these resources in addition to other resources identified in the individual units. Students will be responsible for accessing additional scholarly resources to support team discussions and other assignments.

Required

Recommended

Course Website / TAMUCC BlackBoard: https://bb9.tamucc.edu

COURSE ASSIGNMENT SPECIFICS: See the Course Schedule for a complete list of assignments and due dates.

1. Discussions
Discussion topics are crafted to help students meet course objectives and understand application of evidence. Two discussions are expected (10% each). See course schedule for due dates.
Discussion Posts are to be substantive:
- 150-200 words, excluding references
- Relates to the topics and readings, in the student’s words
- Uses scholarly readings (giving citations) for support of ideas and the discussion
- Well-organized and written with correct grammar and punctuation, APA formatted
2. **Personal Practice Objectives (PPOs)**
   - Create at least four (4) new PPOs for clinical/field activities (immersion clinical hours) this semester and update the goals from last semester. New goals should support the conduct of your DNP project, the needs of the clinical agency/community where you are conducting your project, and your growth as an expert and professional in the field.
   - Use the Microsoft Excel spreadsheet provided.
   - Identify how your PPOs relate to the competencies of the *DNP Essentials* and the *NONPF NP Core Competencies*.
   - Communicate with your DNP Chair to discuss, provide feedback and refine your clinical goals.

3. **Final Report – Introduction & Methods**
   - Revise the proposal paper Introduction and Methods sections, changing from future tense to past tense
   - Follow the rubric provided and Squires Guidelines
   - Eliminate unnecessary information and verbiage

4. **Final Report – Results and Discussion**
   - Write the preliminary Results and Discussion sections
   - Follow the rubric provided and Squires Guidelines
   - Include tables and figures displaying findings

5. **Final Report – Abstract**
   - Write the Abstract for your full project paper
   - Follow the rubric provided and Squires Guidelines

*You must also log 40 clinical Synthesis hours into Typhon related to preparation of the final Project Report to pass the course.*

6. **Final Evaluation/Reflection of Personal Practice Objectives (PPOs)**
   - Upon completion of the clinical experiences, students should evaluate/reflect on their achievement of each of their personal practice objectives. Evaluation should include the following, per the template provided:
     - Statement of the objective
     - Whether the objective was met or not met
     - Competencies achieved and associated experiences
     - Benefits
     - Challenges
     - Analysis of how the outcome of the objectives improved or potentially improved practice for a vulnerable population
     - Adaptations to personal objectives based on information learned this semester.

*You must also log 150 clinical Immersion hours into Typhon related to your clinical activities this semester to pass the course.*

**COURSE POLICIES**

1. **Syllabus**: Students are expected to review the syllabus along with guidelines for assignments and related grading criteria to fully understand the course requirements and policies.

2. **Weekly participation**: Participation is due according to the weekly schedule. Student engagement and participation is an expectation in this course. Each student must participate to demonstrate course
requirements. The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. Students must log into the Bb course to participate in classroom activities. A certain level of decorum facilitates the on-line learning process for learners and teachers. The on-line learning environment communication and behavior guidelines should be reviewed in "Netiquette" found in the Information section of Blackboard.

3. **Course communication**: Professional and timely communication with course faculty is a course expectation. Email communication with faculty should be within the Blackboard course shell except when special circumstances exist (i.e. Blackboard is not available).
   a. Faculty will respond to Blackboard Messages within 48 hours during the week and 72 hours over the weekend. If you need assistance faster, please telephone faculty.
   b. Students are expected to read and respond to faculty communications within 48 hours if sent during the workweek and within 72 hours if the message is sent on a weekend day.
   c. Blackboard Messaging should be used for all communication concerning the course.
   d. You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course.
   e. Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule.
   f. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

4. Computer or Internet problems **are not** an excuse for late work or lack of participation – have a back-up plan in place in case of emergencies. Students are expected to have access to a computer that can support BlackBoard applications

5. Assignments are due by 11:59pm on the date indicated in the course schedule.

6. Late assignments will not be accepted unless arrangements have been made with the faculty PRIOR to the assignment due date.

**UNIVERSITY POLICIES**

**Academic Integrity/Plagiarism.**
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 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 failure of the assignment and a report to the student conduct office.

**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 your faculty, 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
Please refer to the university academic calendar (http://www.tamucc.edu/academics/calendar) for the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations:** Most current edition of APA

**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 the CONHS Student Handbook (on the CONHS website) and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations***
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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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 Disability Services office for assistance at (361) 825-5816.

**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.

*Required by SACS or HB2504