**The University of Texas at Arlington**

**College of Nursing**

**N5350-002 Role of the Nurse in Advanced Practice**

**Spring 2014**

**Instructors:**

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| **Maureen Courtney, PhD, APRN, FNP-BC*****Associate Professor***Office Number: Pickard Hall # 627-AOffice Telephone Number: (817) 272-4861Office Fax Number: (817) 272-5006Email Address: Maureen@uta.edu Office Hours: By AppointmentFaculty Profile: <https://www.uta.edu/mentis/profile/?1629>  |

**Section Information:**

NURS 5350 Section 002

**Time and Place of Class Meetings:**

Wednesday 9:00 am-4:00 pm; Pickard Hall Room, Room # 209

**Description of Course Content:**

Theory and application of the multiple roles of the advanced practice nurse within the health care system.

**Other Requirements:**

Prerequisite: Graduate Standing.

1. Group NP Intervention Project
2. Class Participation & BB discussion board as assigned
3. Conferences with faculty as needed
4. Small Group Class Assignments
5. Mini- written Assignments (e.g., Economic Worth)
6. Written assignments (Marketing Fact Sheet, NP Promotion Product, NP Project Paper)
7. Topic quizzes and Final Exam
8. BB Collaborate chats

**Student Learning Outcomes:**

Upon completion of this course, the student will be able to:

1. Implement an NP role that is based on a successful role transition from an RN identity to an advanced role identity.
2. Integrate a historical perspective of APN role development into his/her role identity.
3. Function in a variety of APN role dimensions as indicated: provider, coordinator, researcher, educator, consultant, & clinician.
4. Implement an NP role using required legal strategies & parameters.
5. Implement business & mgt. principles and strategies required for successful NP clinical practice.
6. Evaluate personal clinical practice outcomes using a measurement plan.
7. Implement marketing and negotiation strategies designed to promote acceptance of the NP role by colleagues, consumers, and policy makers.
8. Enact the NP role based on a specialty clinical practice in relationship to the overall health care system.

**Required Textbooks and Other Course Materials:**

2. Joel, L. *Advanced Practice Nursing: Essentials for Role Development*, 3nd ed. ISBN-13: 978-0-8036-2785-7 pbk Philadelphia: FA Davis, 2013.

1. Buppert, C. *Nurse Practitioner’s Business Practice and Legal Guide*, 4th ed. **ISBN 13; 978-0-7637-4933-0** Sudbury, MA: Jones & Bartlett, 2008. (You can purchase online at [https://www.buppert.com/orderform.php](https://www.buppert.com/orderform.php%22%20%5Ct%20%22_blank))

3. Annotated Guide to the Texas Nurse Practice Act. ISBN 9781930614000 Texas Nurses Association. Most current. (may download rules for APRNs from BNE website)

**Descriptions of major assignments and examinations with due dates:**

Students are expected to complete all assignments and provide to faculty at the beginning of class on the due date and/or upload to BB by assigned time of day. See policy regarding late papers or quizzes below. \*\*

***Due Dates for Papers:***

|  |  |
| --- | --- |
| Marketing Fact Sheet 25% | **February12** |
| NP Promotion Product 10% | **April 9** |
| NP Project Paper (group grade) 25%\* | **April 30** |
| Final Exam 30% | **May 7** |
| Topic quizzes 5% | **February 12 & March 26** |
| BB assignments 5% | **As assigned** |
| **\**Faculty retains the right to adjust an individual student grade within the group depending on student feedback regarding performance & participation of individuals within the group.*** |

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| **NOTE**: Paper Returns: Please be aware that given the class size, it will take a **minimum** of two weeks for papers to be graded and returned.Late Paper Policy: Late assignments (other than quizzes) will have a 10 point deduction per day starting with the due date & time (and then any portion of 24 hour period late) up to 2 days. A zero will then be the grade.Late Quizzes Policy: Topic quizzes are due in BB on the day and at the time cited. Late Quizzes will receive a grade of zero. Any technical problem with BB when completing a quiz must be reported immediately within 5 minutes of the due time for any special consideration to be given.**Special Note: Papers that are uploaded will be graded as is. Failure to upload the correct paper version OR uploading the wrong paper will result in point deductions as described above. The faculty is NOT responsible for notifying the student the wrong paper was submitted. Verify every upload carefully and/or any paper sent via email! If faculty is unable to open a paper, it may receive late points as described. ALL papers must be submitted as MS-Word documents—no exceptions (do not send as Apple Pages). These papers will be treated as late papers.** |

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 92 to 100

B = 83 to 91

C = 74 to 82

D = 68 to 73 – cannot progress

F = below 68 – cannot progress

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#gradegrievances>

**Make-up Exams:** Please contact your faculty for approval and instructions.

**Test Reviews:** Test reviews may be scheduled up to two weeks after grades have been posted to blackboard for the current exam. Due to time constraints, you will only be allowed 30 minutes to review your test. Unfortunately, we will not be able to allow multiple test reviews. Contact Sonya Darr for availability at sdarr@uta.edu. Please allow a 24 hour advance notice when scheduling.

**Expectations of Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9-12 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://wweb.uta.edu/aao/fao/> . The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20141>

1. A student may not add a course after the end of late registration. January 13-January 17, 2014.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:

(1) Contact course faculty to obtain permission to drop the course with a grade of “W”.

(2) Complete the form, sign electronically, (available at <http://www.uta.edu/nursing/msn/msn-forms/> ) email to the course faculty for their electronic signature using the envelope located in the toolbar at the top of your screen and copy your graduate program advisor using the appropriate email: MSN-NP – sdecker@uta.edu

(3) Contact the graduate program advisor to verify the approved form was received from the faculty, the course drop was processed and schedule an appointment to revise student degree plan.

1. Students who drop all coursework at UTA must check the RESIGN box. Students staying in a least one course and dropping other coursework will check the DROP COURSE(S) box.
2. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://grad.pci.uta.edu/faculty/resources/advisors/current/>

**Census Day: January 29, 2014**

**Last day to drop or withdraw: March 28, 2014**

**Americans with Disabilities Act:**  The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** The University of Texas at Arlington has adopted “MavMail” as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu. ***Students are responsible for checking their MavMail regularly.***

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest stairwell. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Librarian to Contact:**

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| **PEACE WILLIAMSON****STEM LIbrarian**CENTRAL LIBRARY702 Planetarium PlaceOffice #216, Arlington, TX 76019[http://www.uta.edu/library/](http://www.uta.edu/library/sel/%22%20%5Ct%20%22_blank) | peace@uta.eduResearch Information on Nursing: [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |

Library Home Page [http://www.uta.edu/library](http://www.uta.edu/library%22%20%5Ct%20%22_blank)

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu" \t "_blank)

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php%22%20%5Ct%20%22_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php%22%20%5Ct%20%22_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do%22%20%5Ct%20%22_blank)

Library Catalog [http://discover.uta.edu/](http://discover.uta.edu/%22%20%5Ct%20%22_blank)

E-Journals [http://liblink.uta.edu/UTAlink/az](http://liblink.uta.edu/UTAlink/az%22%20%5Ct%20%22_blank)

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php%22%20%5Ct%20%22_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus%22%20%5Ct%20%22_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/%22%20%5Ct%20%22_blank)

**UTA College of Nursing Additional Information**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify Dr. Mary Schira, Associate Dean- Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The University of Texas at Arlington College of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

Please View the College of Nursing Student Dress Code on the nursing website:  <http://www.uta.edu/nursing/msn/msn-students> .

**UTA Student Identification: MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing ID in the clinical environment.**

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/msn/msn-students>

**Student Code of Ethics:** The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/msn/msn-students>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: is <http://www.uta.edu/nursing/student-resources/scholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.***

**Writing Center:** The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. Individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or 817-272-2517.

***Department of Advanced Practice Nursing Office/Support Staff***

**Mary Schira,** PhD, RN, ACNP-BC

Associate Dean and Chair; Graduate Advisor

Email: schira@uta.edu

**Sheri Decker**, Assistant Graduate Advisor

Office # 606-Pickard Hall, (817) 272-0829

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**Rose Olivier**, Administrative Assistant I

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**Janyth Arbeau,** Clinical Coordinator

Office # 610- Pickard Hall, (817) 272-0788

Email: Arbeau@uta.edu or npclinicalclearance@uta.edu

**Sonya Darr**, Senior Office Assistant

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**Kimberly Hodges,** Senior Office Assistant

Office #610 Pickard Hall, (817) 272-9373

E-mail: khodges@uta.edu or npclinicalclearance@uta.edu

**Timara Spivey**, Admissions Assistant

Office # 602, Pickard Hall (817) 272-4796

Email: tnspivey@uta.edu

**N5350 ADVANCED NURSING ROLE**

**SCHEDULE Spring 2014**

**NOTE: Not all class sessions are held at UTA. In-the-seat class at UTA is highlighted in yellow. Gray highlighting indicates course material postings AND red highlighting indicates Chat content sessions via BB Collaborate with web-based materials posted for you. Students do NOT come to campus for gray or red dates.**

| **Date/Time** | **Class Topic** | **Chapter & Course Assignments** |
| --- | --- | --- |
| **January 15, 2014** | In Class | You are responsible for each class to have read the assigned articles & readings prior to the class. Also, please review the objectives AND study questions provided for each topic. |
| 30 minute session prior to class | Course Overview | REQUIRED: Course Overview ONLINE session required viewing. I will email connect information to you. |
| 9:00-9:15  | Questions/Clarification re Course Overview |  |
| 9:15- 12:00 PM | History & Evolution of Advanced Practice Role: Who Are We & How Did We Get Here and Where Are We Going? | Joel, Chapters. 1,2,3,4,5; Buppert Chapter 1Safreit article BBOther readings under course content “History & Evolution” |
| 1:00-3:00 PM | Cont. |  |
| 3:00-4:00 | APN Role Issues & Professional Organizations/Resources | BB links for major NP organizations |
| **January 29, 2014** | In Class |  |
| 9:00-11:00 AM  | Health Care Policy, System & the NP: Past, Present & Future including health care reform | BB readingsVIEW ‘Sick around the World’ video (1hour) **Per VOD or Google Frontline using the title** |
| 11:00-12:00 AM | APN Legal Parameters (Administrative & Liability) |  |
| 1:00-3:00 PM | Legal cont | Joel, Chapter 7, 8, 26, 27,Buppert’s Business and Practice Guide, Chapters 2,3,4,7,14TNA Annotated Guide to Nurse Practice Act (current) |
| 3:00-4:00 PM | Clinical Group Meetings | **Clinical Project Topics Selected & Groups Formed** |
|  |  |  |
| **POSTINGS** **January 29** | Economics & Productivity for NPs materials | Joel, Chapters. 6, 11, 11Buppert’s Business and Practice Guide, Ch. 9,10,11, BB readings |
|  | Collaboration: How to be Successful materials | Joel, Chapter 9, Articles BB |
|  | Topic Quizzes: 1) Legal, 2) Economics 3) Collaboration | **Legal, Economic & Collaboration Topic Quizzes will be taken online BB 9:00-9:20 February 12 just prior to chat.** |
| **February 12, 2014** | Expert/Class Chat via Collaborate |  |
| 9:00-9:20 | BB online Quiz #1 | **Contains questions from legal, economics, & collaboration** |
| 9:30-10:00 AM | Legal Topic quiz chat and discussion | **Marketing Fact Sheet DUE 11 PM** |
| 10:00-10:30 AM | Economics & Productivity for NPs Expert/Class chat & discussion |  |
| 10:30- 11:00 PM | Collaboration: How to be SuccessfulExpert/Class chat & discussion |  |
|  | Clinical Group Meetings | **Schedule online or phone consultation with faculty as needed** |
| **POSTINGS****February 26, 2014** | **Negotiation materials** | Joel, Chapter 20, 21 & BB readings |
|  | **Evaluation of clinical practice materials** | Joel 10, 22 & BB readings |
|  | **Resume guideline materials (documents & recorded overview)** | **(see assignment guidelines BB)** |
|  | **Topic Quizzes: 1) Negotiation, 2) Clinical Evaluation** | **BB GROUP assignment: What is my Specialty’s Economic Worth? DUE April 2, 2014 by 5 PM****Topic quizzes (Negotiation, Clinical Evaluation) online BB March 26 (9-9:20 AM)** |
| **March 26, 2014** | Expert/Class Chat via Collaborate |  |
| 9:00-9:20 | BB online Quiz #2 | Content: Negotiation & Clinical Evaluation |
| 9:30-10:00 AM | Chat Economic Worth & Implications |  |
| 10:00- 10:30 AM | Chat Negotiation: Getting What You Want |  |
| 10:30-11:00 | Chat Evaluation of NP Practice  |  |
|  | Clinical Group  | **Schedule online or phone consultation with faculty as needed** |
| **April 9, 2014** | In Class | **NP Promotion Product DUE** |
| 9:00-10:30 AM | NP & Health Care System Models impacting Practice | BB readings |
| 10:30-11:30 AM | Marketing the NP Role (includes resume information)Role Play Interviews | Buppert: Chapter 13Resume information (recording and examples) |
| 11:30-12:00 PM | Overview Contracts & Position Descriptions | Joel, Chapters 25Buppert: Chapter 11 & BB readings |
| 1:00-2:30 PM | Contracts cont  |  |
| 2:30-3:30 | Promotion Product Presentations to class |  |
| **April 30, 2014** | In Class |  |
| 9-10:00 PM | Practice Management: Making it all work | Article links at BB |
| 10-12:00 PM | NP intervention group project presentations to class | **NP Intervention Group Project Paper DUE by 9 AM (paper copy & BB upload)** |
| **May 7, 2014**9-10:30 AM |  Final Exam via BB | **Must be taken during the assigned time.** |
| ***As the instructor for this course, I reserve the right to adjust this schedule in any way that in my judgment serves the educational needs of the students enrolled in this course. - Maureen Courtney*** |

**ASSIGNMENTS**

**Guidelines for Communication**

**Emailing:**

When emailing me about the course, be sure to email from within BB so your email is allocated to the correct folder for timely response. I prefer you not use your private accounts.

This allows me to segregate and quickly identify and maintain your emails.

Allow a **48 hour** response time. If a response is needed sooner, then call and let me know how late I can return your call.

**Assignments:**

**All** assignments, hard copy & Blackboard, are to have the approved UT Arlington **cover page without exception.**

**Tent Cards:**

Tent cards are to be used for each in-class session so we all know each other’s names. I will provide the materials to create the tent.

**Nurse Practitioner Promotion Product Assignment**

Purpose: NPs must be prepared to market themselves to others so that the key characteristics and contributions of their expertise and the role are recognized. This assignment will give you the opportunity to do that.

Develop a written promotion product for the Nurse Practitioner role synthesizing the assignments below:

* 1. The nurse practitioner role questions covered over the semester,
	2. The marketing fact sheet assignment,
	3. Reading assignments, and
	4. Class discussions.

The outcome of this assignment is to develop an end product that promotes you as a nurse practitioner to other health care providers and/or to the lay public. **You decide which target group**.

This is to be a written assignment, yet can be developed in many formats. Examples include but are not limited to: brochure, website, graphic display, flyer, office poster, overview book, other visual aids such as a minimum two page handout, or other types of props. Be creative! Create materials that would be appropriate for use in your expected healthcare setting. I do intend that this be something that you can actually use upon graduation.

**Instructions:**

1. Attach a page to the product that details the following information about the product:
	* + - intended target group
			- Goals you hope the product will achieve
			- How you recommend the product be used in the healthcare setting
			- Approximate costs for annual use.
2. Turn in **two hardcopies** of your product. One graded copy will be returned and one copy will remain on file. One additional copy is to be uploaded to the assignment box.
3. Projects that are three dimensional or website cannot be uploaded. Either take pictures of these and/or print out web pages and these will be the representation of the project for turning in assignment.

Be sure to review the tips provided for developing a brochure or promotion piece located in BB.

**Some additional Tips for Written Products such as Brochures: (save yourself point deductions)**

* + - * Block justify the text (same margins on left & right) as cleaner to read
			* Remember that “NPs” is plural and “NP’s” is possessive; do not confuse these as it will make you look ill-informed & you will lose points
			* Bullet points are often clearer and cleaner than text for promotion piece (key point)
			* Use action verbs to grab attention
			* It is not a paper so don’t write it as such—it is a graphic, attention-grabbing product, so plan and execute it that way
			* Use references as appropriate (remember, just because it may be a brochure does not mean that plagiarism rules do not apply).
			* Typos are really not acceptable!!!!
			* Test your ideas with lay people to get their assessment of understanding and/or reaction

Grading Scale: Faculty will assign the specific numerical grade after the letter grade is assigned per rubric below.

A - Creative, provocative, compelling, attention-grabbing, clear message

B – Creative, attractive, clear message

C – Attractive, relatively clear message, many improvements needed

D – Message unclear, not attractive, major errors present

F—Unacceptable product

**MARKETING FACT SHEET**

**Purpose of Assignment:** The marketing fact sheet that you create in this assignment using research-based data will be an important tool for you to use to market the NP role. You can provide copies to prospective employers, bankers approached for small business loans, news reporters, your mother, patients, policy wonks – you get the idea. Make the facts sing for you – be creative! You will learn how to work these research facts into your everyday conversations, much to the dismay of your close friends.

**Assignment:** Develop a 3-4 page summary (minimum) of key **RESEARCH** findings regarding the process and outcomes of nurse practitioner practice. (Do NOT use articles about the NP role or describing the role**. Find specific research articles OR the entire article will be deducted for 10 points.)** Provide bulleted points of key findings with additional research information (e.g., sample size, sample health status, healthcare setting, specific outcomes, etc). You must provide enough specific information about the study so the research findings are not vague and they can be understood in context (see example below). Provide appropriate citations for each finding. Use complete sentences.

**Requirement:**

* Minimum of 10 separate PRIMARY research articles regarding NP practice must be cited (using APA format)
* Articles must be turned in with the paper and will be returned to you if requested. (You may burn a CD with the articles as an option to turn in or provide DOI with link in uploaded copy)
* Majority of key points must focus on patient outcomes related to NP practice (e.g., patient satisfaction, reduced incidence of hospitalization, improved health status, etc.)
* Also include focus on quality of care and cost-effectiveness of NP care (You must have articles that address these outcomes also.)
* **You will lose points for bullet points that are too vague or too limited to be able to “understand” the** **study**
* You will also lose points if you write a narrative paper. This is NOT a regular paper.
* Consider drawing the conclusion for the reader for each article or finding (see example below).

An example of brief overview of an article that addresses outcomes:

* A large randomized study of 3000 adult patients in public clinics was conducted in NYC. Patients were managed by NPs and physicians for six months measuring physiologic variables for HTN, diabetes, and asthma outcomes. Measures of A1C, BP, and asthma exacerbations resulted in essentially no difference in outcomes between the two provider groups indicating competency of the NPs to manage these chronic illnesses as well as physicians (Mundinger, et al, 2000).

**Evaluation Rubric:**

**(YOU must indicate which topic below is addressed by EACH study or you will lose points. List the topic as a SEPARATE HEADING prior to the presentation of the bullet points for that article.)**

50 points Outcomes of care

20 points Quality of care provided

20 points Cost-effectiveness of care (must have at least 2 articles here)

10 points Format, grammar, appearance, creativity (**If the paper is too poorly written to read, it will be returned for rewrite with 20 point deduction that cannot be redeemed**). Please use the writing center (contact information in syllabus) if you are not a strong writer or find an editor prior to submitting the paper.

Articles should be current within the past 5-7 years. The studies do not have to be in your specialty area but you should try to find these as they will benefit you more. International studies are not as powerful because of different healthcare systems and different cultures but can be used if necessary to count as 1-2 articles.

Be sure you have selected research articles—you must have the article with the primary findings, not a secondary mention.

FIND THE DIFFERENCE BETWEEN USING A PLURAL VS A POSSESSIVE CASE WHEN WRITING ABOUT NPS AND USE IT CORRECTLY.

CHECK APA FOR WHEN TO SPELL OUT A NUMBER AND WHEN YOU CAN USE THE DIGITS.

**Group Project**

**Clinical Assignment**

**NP Clinical Intervention Project**

Purpose: To design an NP intervention that is consistent with the advanced practice role. Most projects will include the design of a major clinical program. This program can be an educational program or clinical service delivery project. For example, students may design such things including but not limited to a program for the primary care of patients with diabetes, a clinic program for educating parents and children about asthma, a weight loss program for adults including clinical and educational strategies, design for a new rural clinic, or development of an NP independent practice. The program must be more substantial than an intervention that includes, for example, only a brochure. Typically, you will not implement the project but you will develop a detailed proposal to do so.

**This group project is considered a major project. As such, it is expected that the project paper will be a minimum of 20-25 pages not including appendices.**

The group project will result in a paper that contains the following components:

 **Component** **Points**

|  |  |
| --- | --- |
| Description of the Problem to be addressed by the NP intervention (e.g., a disease condition, a health problem, a health system deficit) with Review of Literature regarding the nature, scope, and impact of the problem at the national, state and local levels | 15 points |
| Review of literature of previous interventions addressing the problem with associated outcomes (try to find systematic reviews if available).  | 15 points |
| Identification of the best “evidence-based” intervention (s) that can be implemented and/or modified to address the problem. This is your best synthesis of literature. | 10 points |
| Local site/resource that may support and/or implement the intervention. (Clinical CONSULTATION\*)* Describe the site (location, patient population, staff and/or patients consulted)
* Describe the program presentation and/or consultation process
* Provide feedback from the consultation as applicable
 | 10 points |
| Clear description of the intervention with specific, operational components  | 35 points |
| * Program goal (s): To assist patients to \_\_\_\_\_\_\_\_\_.
 | 1 |
| * Program objectives: By end of the program, a patient will be able to\_\_\_\_ (state as expected behavioral outcomes such as “state, describe, list, measure, and develop a plan” etc in reference to the desired behavior.
 | 4 |
| * Brief overall Program description including the target group, timeframe, methodology of intervention)
* If you are developing an educational intervention, you must include teaching-learning principles with references that were used to develop the education program.
 | 5 |
| * Specific Program operations (who, what, when, where, how, etc)
* Specific target group
* Program sessions/operations/ processes including session objectives if appropriate
* Program materials and/or resources
* Program facilitators and/or required staff with credentials
 | 25 |
| Program Budget for Year 1 (include requested funds and donated funds) You need information per unit and overall in each category below with subtotals. Do not do budget as a narrative.* Staff
* Materials/resources
* Equipment
* Travel
* Other
 | 5 points |
| Program evaluation plan for year 1 including a diagram of evaluation process. (Consider including evaluations by health professionals involved in the program as well as patients. Show a diagram of the evaluation plan including the tools to be used and when data is to be collected). | 10 points |

**\*Note: Results of a clinical consultation and contact information of those consulted are required to be submitted. Please consult with the faculty to develop the plan for this. This will typically require accessing a clinical site.**

 APA format is required with a professional project paper binding or notebook (Include ALL relevant materials in an appendix). APA errors and grammar/spelling errors will receive deductions over and above component scoring. **A paper that is judged by the faculty as very poorly written (such things as incomplete sentences, multiple subject/verb errors, unclear wording, multiple spelling errors, and/or combination of these errors) may be returned for revision with an automatic deduction of 25 points that cannot be redeemed.** Have someone proof read the paper after you have proof read—it can difficult to recognize your own errors.

 **Two** copies from the group are required including handouts/appendices. One copy will be returned with comments to the group. The group will also need to upload a copy to blackboard including handouts.

**Faculty may adjust an individual student grade within the group depending on student performance and participation using peer feedback.**

Steps:

1. The group must submit an overview of the project on the assigned Project Summary Form and this must be approved by faculty before beginning the project.
2. Clear delineation of each student’s role in the project is expected.
3. Each student is expected to make an equitable, defined contribution to the project.
4. Students will evaluate each other’s performance as a group participant.

It is strongly suggested that students agree HOW decisions will be made within the group—do not wait for a problem to occur. Set the ground rules early on. Also, decide HOW the group will deal with a student who is not performing and fulfilling commitments. Do not wait until the last week before the paper is due to figure out how to deal with group problems. Complete the Group Project Charter to describe your group’s decision about its expected function and submit via BB.

I am available to meet with any group that is unable to problem solve a group issue (s).

**Guidelines for BB Discussion Postings & Participation**

In addition to planned participation assignments, I may post 3-5 discussion questions or assignments on blackboard during the course of the semester for your consideration & response. I believe this communication within the group will be important particularly when there are several weeks in-between our class sessions so you do not entirely forget the Role course☺.

I will announce the question or assignment on the general discussion board or in class and request that you post your replies to a specific folder in the discussion board—this way your responses will be contained in question-specific folders not scattered across the discussion board.

Your participation will be noted as follows:

* Response is present
* Substantive reply is present (stating rational for your view or response)
* Interacting with fellow student responses as may be appropriate revealing that you have read and considered other responses

Planned Participation Assignments:

* Specialty group economic worth
* Elevator speech
* Responses to selected articles that faculty posts

**Grading Rubric for Overall Participation in Course:**

100 Participated fully in course requirements (i.e., robust postings, attendance, discussions, etc)

90 Participated moderately in course requirements (i.e., missing 1 or 2 major areas of participation or less robust participation in all)

75 Participated minimally in course requirements (i.e., limited participation, missing >/=2 requirements)