**The University of Texas at Arlington**

**N6320 Leadership in Health Care Systems (3 semester hours)**

**Fall 2014**

**College of Nursing**

**Instructors:**

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| **Sharolyn Dihigo**  ***Clinical Assistant Professor***  Office Number: Pickard Hall Room #625  Office Telephone Number: (817) 272-2776  Email: [sdihigo@uta.edu](mailto:sdihigo@uta.edu)  Faculty Profile: <https://www.uta.edu/mentis/profile/?392> |

**Office Hours: By appointment**

Available by phone as needed any day of the week. I will respond to most calls and emails within 24-48 hours, but most communications will be answered same day. Availability may vary slightly on weekends or holidays when UTA is on break.

#### Section Information: N6320

**Time and Place of Class Meetings on Campus: Fridays 1-4pm Room 227 Sept 5th, All other course dates: Oct 24th, Nov 14th, and Dec 5th Room 220**

**Attendance: Class attendance is expected and online class participation is expected.**

**Expectations for Out-of-Class Study**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3- credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3-4 hours per week of their own time in course-related activities, including reading required materials, responding to Bb discussion, completing assignments, preparing for exams, etc.

**Description of Course Content:** Focuses on leadership and organizational theories and financial principles applicable to the role of the doctor of nursing practice, to promote quality improvement initiatives in a selected practice system.

**Student Learning Outcomes:** Upon completion of the course, the student will be able to:

1. Examine the DNP role and responsibilities for leadership.
2. Analyze evidence-based practice models in relation to the DNP leadership role.
3. Apply selected leadership and systems theories in practice.
4. Evaluate care delivery approaches that meet current and future needs of patient populations based on scientific evidence and within the healthcare environment.
5. Propose a quality improvement initiative in a selected healthcare system or develop an NP business plan.
6. Evaluate budgetary implications of the proposed quality improvement initiative or NP business plan.

**Requirements:** Graduate Standing

**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

F = below 68 – cannot progress

Late written assignments will not be accepted and will receive a grade of zero. Assignments are due on the assigned date or will receive a grade of zero. Arrangements can be made for emergencies IF made in **ADVANCE**.

**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 make-up approval and instructions.

**Test Reviews:**

Contact your faculty for instructions.

**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 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 Course Faculty and then the DNP Program Director. 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=20146>

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](mailto: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: September 8, 2014**

**Last day to drop or withdraw October 29, 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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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](mailto: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](mailto: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 LIBRARY  702 Planetarium Place  Office #216, Arlington, TX 76019  [http://www.uta.edu/library/](http://www.uta.edu/library/sel/) | [peace@uta.edu](mailto:peace@uta.edu)  Research Information on Nursing:  [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: [**http://www.uta.edu/library/services/distance.php**](http://www.uta.edu/library/services/distance.php)

#### Required Textbooks and Other Course Materials

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)* Washington, DC: American Psychological Association **ISBN 9781433805615**
2. Chism, L. A. (2012). *The doctor of nursing practice: A guidebook for role development and professional issues*. (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers **ISBN 978-1449645601**
3. Yukl, G. (2010). *Leadership in organizations*. (7th ed.). New Jersey: Prentice Hall. **ISBN 9780132424318**
4. Zaccagnini, M. E., & White, K. W. (2011). *The doctor of nursing practice essentials: A new model for advanced practice nursing.* Sudbury, MA: Jones and Bartlett Publishers **ISBN 9780763773465**

**Recommended Additional Texts:**

1. Baker, J. J., & Baker, R. W. (2014). *Healthcare finance: Basic tools for nonfinancial managers.* (4th ed.) Burlington, MA: Jones & Bartlett Learning. **ISBN**-13: **978-1284029864**
2. Marshall, E. (2010). *Transformational leadership in nursing.* New York, NY: Springer Publishing**.ISBN 9780826105288**
3. Zelman, W. N., McCue, M. J., & Glick, N. D. (2009). *Financial management of health care organizations: An introduction to fundamental tools, concepts and applications.* (3rd ed.) San Francisco, CA:Jossey-Bass. **ISBN 9780470497524**

**Required Articles for all Course Classes**

American Association of Colleges of Nursing. (2006). AACN essentials of doctoral education for advanced nursing practice. <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>

American Association of Colleges of Nursing. (2004). AACN position statement on the practice doctorate in nursing. [www.aacn.nche.edu/DNP/pdf/DNP.pdf](http://www.aacn.nche.edu/DNP/pdf/DNP.pdf)

Christman, L. (1980). Leadership in practice. *Image: Journal of Nursing Scholarship, 12*(1), 31-33.

Cummings, G. G., MacGregor, T., Davey, M., Lee, H., Wong, C. A., Lo, E., Stafford, E. (2010). Leadership styles and outcome patterns for the nursing workforce and work environment. A systematic review. *International Journal of Nursing Studies, 47*(3), 363-385.

**Helpful Websites:**

Finding our your personality/leadership style

<http://www.16personalities.com/free-personality-test>

Example Business Plans

<http://www.thevillagedr.com/wp-content/uploads/2011/12/business_plan.pdf>

<http://www.thefinanceresource.com/free_business_plans/nurse_practitioners_practice_business_plan.aspx>

<http://www.bplans.com/family_medicine_clinic_business_plan/services_fc.php>

NAPNAP’s resources for Independent Practice

<http://www.napnapcareerguide.com/nurse-practitioner-independent-practice/>

Advanced Web Independent NPs

<http://nurse-practitioners-and-physician-assistants.advanceweb.com/features/articles/establishing-an-independent-nurse-practitioner-practice.aspx>

Office equipment needed

<http://nurse-practitioners-and-physician-assistants.advanceweb.com/Columns/Step-by-Step-Entrepreneur/Office-Equipment-for-Your-NP-Practice.aspx>

Advanced Web NP/PA Practice Resource Center

<http://nurse-practitioners-and-physician-assistants.advanceweb.com/ResourceCenter/Main.aspx?RPID=35>

Article in Clinical Advisor

<http://nurse-practitioners-and-physician-assistants.advanceweb.com/ResourceCenter/Main.aspx?RPID=35>

NP Business Plans and Advice – Free trial $4.95 for 7 days or $24.95 monthly

<http://nurse-practitioners-and-physician-assistants.advanceweb.com/ResourceCenter/Main.aspx?RPID=35>

**Course Topics:** DNP role and responsibilities; leadership and systems theories and application; personal vision of leadership in health care; quality improvement initiatives or business plans, and principles of finance and budgeting.

#### Course Requirements:

1. Internet access (Internet Explorer, Safari, or Mozilla Firefox) **Note:**
2. Microsoft Office software (Office 2007 or higher recommended).
3. Computer literacy in basic use and development of spreadsheets.
4. Class participation: prepared for in-depth discussion of topics with contributions in class and online. You will need a stable Internet connection, camera and microphone for any online meetings.
5. Extensive readings from texts, references, and related literature.
6. Development of personal vision for leadership as a DNP.
7. Online Power point presentation of a Leadership Book Review.
8. Written proposal and presentation of a quality improvement initiative or a well-designed business plan for a health care system that demonstrates application of financial principles evaluation of budgetary implications to achieve organizational goals.

#### Teaching Methods/Strategies:

Online discussion board, Class and/or online meetings, assignments, class discussions, and presentations.

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

**DNP Personal Vision of DNP Leadership Paper 25% Due date: 10/3/14**

**Discussion Boards 25% Varies by week**

**Class Participation 10% Each week**

**Quality Improvement Initiative Presentation Or   
 NP Practice Business Plan Written Paper 30% Due date: 11/21/14**

**Final Presentation of QI or Business Plan 10% Due date: 12/5/14**

**100%**

#### Last Day to Drop or Withdraw: October 29, 2014

**DNP Personal Vision Paper**

**(100 points; 25% of grade)**

The purpose of this assignment is to describe your personal leadership style/approach and your personal vision of leading as a doctor of nursing practice (DNP). The student’s personal vision for leading as a DNP should reflect application of the essentials of doctoral education for advanced nursing practice (AACN, 2006), current leadership and system theories, current care delivery approaches, and evidence-based models practice models. Formulate and include as an attachment to the Vision paper ***An elevator speech*** that is 3 sentences describing “What is a DNP?”.

* + See guidelines and grading rubric Blackboard
  + Limited to 5 pages without counting Title page, references, or appendices
  + Submit electronically to Blackboard (not by email).
  + Use APA **6th** edition guidelines to credit sources and reference ideas and comments that are not your own. (Refer to APA sample paper in Blackboard, under APA). Use spell and grammar check prior to submitting.
  + Use headings that correspond with grading criteria and use the UTA College of Nursing title page (Blackboard, under APA) as your template. Points will be deducted if the title page does not comply with this format.
  + Use of the Safe Assign prior to submitting final assignment is strongly recommended.

**Discussion Boards and Participation**

**(100 points; 25% of grade)**

Threaded Discussions will assist students in examining the development and emerging role of the Doctor of Nursing Practice, leadership theories and styles, and business applications that will assist the student in developing their own style in effort to become a successful DNP Leader in the business of healthcare that is constantly evolving and changing. Students will begin to evolve their own leadership style that will enable them to be successful in multiple organizations and organizational cultures. Discussions will begin with questions initially derived from the readings and assignments and posted by course faculty. It evolves as students and faculty respond to the discussion topics (threads) proposed and new ones posted by Discussion Board Participants. Students should check the Discussion Board daily and post original threads and responses by the due dates as posted in the course schedule. Refer to the syllabus for additional instructions.

1. Includes timely and well-prepared class and online participation (discussion Board) and dialogue, attendance during live classes, scholarly analysis and discussion of assigned readings, and interaction with guest speakers that reflects preparation.
2. Online discussions will be posted to Blackboard discussion boards without using attachments (e.g., please do not attach posts or responses as Word documents).
3. Please use headings when applicable
4. Use APA **6th** edition guidelines to credit sources and reference ideas and comments that are not your own
5. Due dates: see course schedule.

# Points will be deducted for late Discussion Board Postings and Assignments for class participation

**Substantive Posts for Blackboard**

**Substantive posts** in the Discussion Boards: A post or message that demonstrates substance and contributes to the understanding and application of ideas by doing one or more of the following:

* **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
* **Analysis:** Discuss relevant themes, concepts, main ideas, components or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
* **Elaboration:** Build on ideas of others found in the readings by adding details, examples, a different viewpoint, or other relevant information and references.
* **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
* **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
* **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.

**Note:** A Substantive message does not have to be long. Not all long posts are substantive, and not all short posts are nonsubstantive.

*—Author unknown*

***\*You will choose one of the following assignments: Either a QI Project Proposal or an NP Business Plan. The paper and presentation will be on the same topic. You do not complete both assignments.***

**Quality Improvement Project Proposal & Presentation**

**(100 total points; 30% written proposal; 10% presentation)**

The purpose of this assignment is to propose a quality improvement initiative in a selected healthcare agency. Students will define and evaluate the financial and budgetary implications of the proposed quality improvement initiative and it’s fit with the selected health care organizational mission, vision, and goals. The assignment includes a written proposal that addresses all assignment criteria and a PowerPoint presentation of their proposal to peers and faculty. Students will also evaluate their peers’ presentations.

* + See guidelines and grading criteria on Blackboard.
  + Submit electronically to Blackboard (not by email).
  + Use APA **6th** edition guidelines to credit sources and reference ideas and comments

that are not your own. (Refer to APA sample paper in Blackboard, under APA). Use spell and grammar check. Use pictures and graphics only with permission and credit appropriately.

* + Use headings that correspond with grading criteria and use the UTA College of Nursing title page (Blackboard, under APA) as your template. Points will be deducted if the title page does not comply with this format.
  + Use of the Safe Assign prior to submitting final assignment is strongly recommended.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED Without Prior Authorization and 10 points may be deducted from your grade.**

**NP Managed Clinic Business   
Plan & Presentation**

**(100 total points; 30% written proposal; 10% presentation)**

# Written Business Plan Guidelines and Grading Rubric

**Purpose**

The purpose of this assignment is to propose a business plan for a nurse practitioner managed clinic serving a selected population. The project will include the problem statement/needs assessment, purpose and rationale, review of the literature related to the proposed project/plan, and a comprehensive business plan. Students will describe the project’s fit within the selected community or health care organization’s mission, vision and goals, and evaluate the financial and budgetary implications of the proposed business plan for the clinic. The assignment includes a written (electronic) proposal that addresses all assignment criteria.

# Guidelines

* Select a quality improvement project that fits the scope of this assignment
* Identify a community or an agency for a nurse practitioner manage clinic and collect required data.
* Submit a proposal 10-15 pages in length (excluding title page, executive summary, appendices, references, tables, and figures) in one file, through Blackboard. Excel files can be uploaded separately, but worksheets and graphs related to the project also should be pasted into the proposal paper as an appendix. (See APA 6th edition for correct format of appendices.)
* Use Word and Excel. Do not submit the proposal in PDF format, although appendices may include PDF attachments.
* Credit sources and provide references using APA 6th edition format.
* Adhere to APA 6th edition grammar and style guidelines

# Note: Late papers WILL NOT be accepted

**Guidelines for Oral Presentations (as applicable):**

Professional presentations are an important component of DNP practice. The purpose of the presentation may be to share exemplar case management, discuss integration of technology and information systems into practice; highlight components of the advanced practice care roles, influence policy makers, or lobby for programs. These are but a few examples of opportunities for the DNP graduate to influence practice and health care.

For all assignments, utilize PowerPoint presentation techniques, handouts, outlines, bullet points/and or tables to describe the process. Bring enough copies for all students and faculty (as applicable)

You may make this as real life as possible. References are only necessary if you utilize materials that needs to be referenced.

Presentations components include both content and delivery. The content is the factual material or message that you wish to convey to the audience. The delivery is how you package the content and yourself. The delivery methodology includes the media that you choose for the presentation such as oral presentation of information, PowerPoint, or other multimedia options. Developing your professional persona and style is critical for successful outcomes and professional development.

Professional persona means that you develop behaviors and presentation of yourself to enhance your credibility to taken seriously as a knowledgeable professional scholar. First, you look the role. That means that you dress appropriately and look professional. Second, you behave in a professional manner. That means you

* Convey mastery of content through a confident manner (well prepared).
* Communicate a sense of enthusiasm and respect for both the content and your audience.
* Frame the content within DNP practice context.

Oral presentations within the clinical courses provide an opportunity to hone your presentation knowledge, skills, and abilities. As you prepare for a presentation, create an imaginary audience in your mind and a purpose for the presentation. This helps to create a reality to which you can relate. The following are some guidelines that should be followed for your oral presentations.

Tips for Oral Presentations: [http://go.owu.edu/~dapeople/ggpresnt.html](http://go.owu.edu/%7Edapeople/ggpresnt.html)

**Pecha Kucha Presentations Resources**

What is expected is a professional power point presentation in a short amount of time – 6 minutes to be exact. The purpose of practicing this type of presentation is to perfect your “elevator speech” when selling your product (your QI Project or Business Plan). You do not have to be as creative or use only pictures, but focus on the most important pieces of your presentation and “sell it.” The idea behind the Pecha Kucha is to learn to get your point across quickly without boring your audience.

[**http://www.pechakucha.org/faq**](http://www.pechakucha.org/faq)

<http://www.youtube.com/watch?v=9NZOt6BkhUg&hd=1>

#### Preparation of Content

* Give yourself enough time to prepare and refine your presentation. There is no substitute for substantive knowledge and refinement.
* Choose the media that will help you best present your content (Power Point)
* Use a font size that can be seen by your audience.
* Use font colors that are strong contrast to the slide background.
* If you import tables, charts, or visuals from other sources, be sure that they are visible.

Don't say, "I know that you can't see this, but I put it in to just show you these important data." If you want your audience to see it, make it visible. If you cannot manipulate the media for good visualization, extrapolate data to make your point and put it on a readable slide.

* Don't put too much on a slide; it overwhelms the audience.
* Once you have refined your presentation, try it in a room the size in which you will be speaking to see how it projects. Revise as necessary.

#### 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)

**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/handbook/toc.php>

**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/handbook/toc.php>

**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: <http://www.uta.edu/nursing/scholarship_list.php> 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.

**Course Evaluation:** Course evaluation is a continuous process and is the responsibility of both the faculty and the students. Ongoing feedback (formative evaluation) is the only way to improve the course and to assure that it meets your needs and those of the discipline of nursing. It is your responsibility to give immediate, constructive feedback regarding class structure and process. Formal evaluation of the course and the instructor occurs at the end of the course. You will receive instructions at your University of Texas at Arlington e-mail address about how to complete the course evaluations online. Your ratings and comments are sent to a computer not connected to the College of Nursing, and faculty members do not receive the results until after they have turned in course grades.

**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.***

All course materials, assignments, supplemental materials will be posted, and various discussion board projects will be managed through Blackboard.

Please check your Blackboard account **at least daily**. As materials related to various classes become available, you will find these available to you, so frequent checking is advisable.

**Writing Center:** The Writing Center provides the workshops below to help guide graduate students through the demands of writing at the graduate level. In order to sign up for workshops, students must register with the Writing Center at http://uta.mywconline.com/. Workshops are listed on the regular appointment schedule. If you experience any difficulty signing up for any of these, please call (817)272-2601 and one of our staff will be happy to assist.

All Workshops hosted by the Writing Center are held in 411 Central Library and are offered at 6 p.m. on Mondays, Tuesdays, Wednesdays or Thursdays. These are not recorded and are not available online.

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#### Doctoral Teaching Strategies

Course work has been developed using estimates that should allow a reasonable amount of time for the completion of assigned readings, discussion board assignments, written assignments, and oral presentations. Each student may spend more or less time in the process of completing course assignments. The course is taught assuming learner-centered teaching (a shared learning process) rather than teacher or content-centered teaching. The provided course content is a means to promote learning—not the “end”. Learning is the student’s responsibility, with faculty acting as a guide. One of the key responsibilities of the student is to leave enough time to reflect on the readings and discussions each week so there is time to learn, rather than simply to respond to a question or task with a text or article. Course evaluation is used to promote and improve the learning experiences of future students.

This approach to teaching is a shift from what you may be used to.

The following quote from Barbara Mezeske helps explain this paradigm shift (2004. *Faculty Focus*, Vol. 1, Issue 7):

“This [learner-centered teaching] is new territory for most students. After all, experience has taught them that passivity is expected, even desirable: their teachers generate assignments, lectures, and evaluations. They have mastered a set of rules that privileges *teacher* action: get the right answer [the teacher’s answer]; expect every action to merit some tangible reward from the teacher [points or extra credit]; work just enough to earn the grade you desire, as defined by teacher’s standards.”

Because of this learning-centered approach, you can assume the following during this course:

* 1. Everyone should feel free to question and challenge statements made in discussion board postings since in leadership and finance, there are many theories, but few hard answers. The point to the “discussion” is just that: a discussion with varying opinions, insights, and content. It is safe to disagree, and it is expected that you will not always agree. Those disagreements, however, should always be presented with a courteous and rational argument, and with appropriate supporting references.
  2. This course introduces you to what is largely new content and language for many of you.

There is no expectation that all of your comments on the discussion board are “right” or

even fully informed, particularly at the start of the course since you will be struggling to become conversant with the words, theories, and content of the course. It is important that you use the language,that you progress in your grasp and understanding during the course, and that you demonstrate the growing knowledge reflected in discussions and assignments. Lastly, expect to learn from each other.

INSERT Schedule

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