



NURS 5312.01: Nurse Practitioner Role COURSE SYLLABUS: Fall 2020

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Buppert, C. (2018). *Nurse practitioner's business practice and legal guide*. (6th ed.). Burlington, MA: Jones and Bartlett.

Hollier, A. (2018). *Clinical guidelines in primary care* (3rd ed.). LA: Advanced Practice Education Associates, Inc.

Stewart, J. & DeNisco, S. (2019). *Role development for the nurse practitioner* (2nd ed.). Burlington, MA: Jones and Bartlett.

Optional

Cash, J. & Glass, C. (2017). *Family practice guidelines* (4th ed.). New York: Springer Publishing.

Joel, L. (2017). *Advanced practice nursing: Essentials for role development* (4th ed.). Philadelphia: F.A. Davis.

A guide for APRN practice in Texas, 5th ed. Austin, TX: Coalition for Nurses in Advanced Practice, Texas Nurse Practitioners. Available for student purchase rate at <https://cnaprtexas.com/product/a-guide-for-aprn-practice-in-texas-5th-ed-student-buyer/>

Course Description (3 semester credit hours)

This course focuses on the role of the nurse practitioner in advanced practice. Concepts of professional development, scope of practice, peer review, legal and ethical parameters of practice, business management, and models of practice are included. Theoretical concepts related to role theory, change theory, empowerment, and socialization are emphasized. (This course requires 45 clinical experience hours.)

Student Learning Outcomes

Upon completion of the course, the student will have been given the opportunity to:

1. Critically evaluate the role of the nurse practitioner as a member and leader of the interprofessional health care team. Essential II
2. Analyze the impact of social, economic, political, ethical, legal, and research issues on the role of the nurse practitioner. Essential IV
3. Analyze information about quality initiatives recognizing the contributions of the individuals and interprofessional health care teams to improve health outcomes across the continuum of care. Essential VII
4. Utilize standards of practice, legal guidelines, and research findings in protocol development as the foundation for practice. Essential VI, IV
5. Explicate principles of marketing and negotiation strategies designed to promote acceptance of the nurse practitioner role by colleagues, consumers, and policy makers. Essential II
6. Integrate an evolving personal philosophy of nursing and health care into one's nursing practice. Essential VI

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, EHR Tutor and using Microsoft

Word, Microsoft Excel and PowerPoint.

Instructional Methods

This is an online course requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Student Responsibilities

Online Etiquette: This class will be conducted entirely online. Please use the following a guide to your online behavior.

- Make a personal commitment to learning about, understanding, and supporting your peers.
- Assume the best of others in the class and expect the best from them.
- Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and re-read your comments before you post them.
- Never make derogatory comments toward another person in the class.
- Do not make sexist, racist, homophobic, or victim-

blaming comments at all.

- Disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- Encourage others to develop and share their ideas.
- Be willing to change.

Clinical laboratory component: Clinical laboratory experiences are to provide the student with opportunities to synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of health and illness states. Specific domains of health promotion/disease prevention, assessing, diagnosing, monitoring, and coordinating care of individuals and families with common acute and chronic conditions, developing effective interpersonal transactions, interpreting and individualizing therapies, and implementing the nurse practitioner role are incorporated in this course. There will be 180 clinical contact hours required in this course, 125 of which will be spent in a pediatric setting.

TYPHON: Students will continue to use the Typhon clinical tracking system.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = 59% or Below

Evaluation Methods	
Learning Team Presentation	25%
Evidence Based Protocol Development	25%
Personal Portfolio	25%
Role Analysis Assignment	25%

Late Submissions:

It is expected that you will submit all class assignments on time. If you need an extension, it should be requested before the due date/time and may or may not be approved at the discretion of the course coordinator.

Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

Paper Submissions:

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Assignments

Learning Team Presentation: This will be a group presentation and paper on an assigned topic relevant to the nurse practitioner role. A group grade will be given.

EBP Protocol Development: This will be a group assignment to develop a protocol to treat a chief complaint commonly occurring in primary care practice. Clinical practice guidelines are recommendations for practice developed by experts in their field based on available evidence. The development of these clinical guidelines was stimulated by awareness of the limited use of research in practice, large variations in practice, the need to prevent significant rates of inappropriate care and to achieve positive health outcomes at the lowest possible cost. A group grade will be assigned.

Personal Portfolio: The personal professional portfolio is a collection documenting the NP student's education, training and experience, designed to prepare the student for negotiation of advanced practice nurse employment.

Role Analysis Assignment: This is an individual assignment which will analyze the role of the nurse practitioner.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

Nursing Student Guide

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found in the MSN Student Guide located

here: <https://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/documents/MSN%20Student%20Guide%202019.pdf>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures/Policies

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For

more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE SPECIFIC PROCEDURES/POLICIES

CLASS

1. Exam dates are listed in each course syllabus, and the student is expected to take the exams as scheduled.

COURSE OUTLINE / CALENDAR

Week/Date	Content	Readings
1 8/25/20 On campus 9-10 am	Introduction/Orientation Group formulation for learning group/EBP protocol History of the Nurse Practitioner role in the United States Typhon orientation	Buppert: Chap 1 Stewart: Chap 1
2 9/4/20	Definitions of advanced nursing practice Certification as a family nurse practitioner	Buppert: Chap 5
3 9/11/20	Cultural/clinical education Learning Team Paper due 11:59 PM 9/11/20	Stewart: Chap 5-7
4 9/18/20	Role transition Reimbursement	Buppert: Chap 9,17 Stewart: Chap 7,12
5 9/25/20	Collaboration and Consultation	Buppert: Chap 11 Stewart: Chap 6, 16
6 10/2/20	Legal/Ethical Issues Evidenced-Based Protocol due 11:59 10/2/20	Buppert: Chap 7, 12, 16 Stewart: Chap 11
7 10/9/20	Healthcare practice settings/environment	Buppert: Chap 6, 10 Stewart: Chap 2
8 10/16/20	Quality improvement	Buppert: Chap 8, 14-15 Stewart: Chap 10

9 10/23/20 On campus 9-12p	Student Presentations Learning group assignment EBP Protocol Portfolio due at beginning of class	
10 10/30/20	Rules and regulations	Buppert: Chap 2-4 Stewart: Chap 13 Woolbert: Guide
11 11/6/20	Vulnerable populations/mental health	Stewart: Chap 3,4
12 11/13/20	Information Management (Telehealth/telemedicine)	Buppert: page 281 Stewart: Chap 9
13 11/20/20	Billing and coding Role Analysis due 11:59 on 11/20/20	Buppert: Chap 9 Stewart: Chap 15
14 11/27/20	Thanksgiving break	
15 12/4/20	Clinical Assignment/Logs due 11:59 12/4/20 Evaluations	

Learning Team Presentations and Paper: Grading Criteria

Students will self-assign themselves to complete this assignment. One of the following topics/issues will be assigned to each group. The Learning Team Presentation includes a PowerPoint presentation (30 minutes) along with a 5-7 page scholarly paper (not including title and reference pages). A group grade will be given to each of the participants. The topics are:

1. Education and Preparation of the NP
2. The NP Credentialing Process
3. Malpractice issues and insurance
4. Reimbursement for NP Services
5. Institute of Medicine (IOM) Report
6. Entrepreneurship for the NP

Criteria	Possible Points	Score	Comments
Description of topic/issue	20		
Analysis of issue Address historical, social, economic, political, ethical, legal aspects	30		
Significance of issue to advanced practice nursing Identify relevant research related to this issue	30		
Correct APA format for headings, sub-headings, citations, and references Correct spelling and use of grammar	10		
Powerpoint presentation for peers	10		
Total			

Evidence-Based Practice Protocol Development: Grading Criteria

This will be a group assignment using one of the complaints listed below. Students will self-assign to a group and write a 2-3 page paper describing the chief complaint definition, incidence (as it relates to the lifespan), pathophysiology, and the presenting symptoms. The SOAP format will be used for the protocol including an algorithm. Given the chief complaint, you may follow our algorithm and select the three most probable diagnoses. You need to work up your #1 diagnosis only. A reference page and a copy of any articles you use must be included with your paper.

Chief Complaints:

1. Acute abdominal pain in a 16 y/o female
2. Acute dysphagia in a 4y/o with a fever
3. Conjunctivitis in an adult
4. Arm immobility in a 3y/o
5. Hematuria in a 5y/o female

Criteria	Possible Points	Score	Comments
Chief complaint defined; incidence, pathophysiology & presenting symptoms appropriately taking into account the lifespan considerations	20		
Subjective and objective diagnostic points are clearly defined as to how the diagnosis was deduced. Include at least 3 differential diagnoses for the presenting symptom	20		
Specific treatment options are defined including EBP guidelines	20		
Further assessment, referrals, medications and treatment are delineated, as appropriate	10		
Client education and instructions are included. Appropriate follow-up is identified	5		
Protocol is written in a 2-3 page SOAP format paper, excluding title, reference, and algorithm pages	10		
References reflect appropriate review of literature for the condition. APA format/Grammar	15		
Total			

Professional Portfolio Guidelines: Grading Criteria

The professional portfolio should be a collection of the NP’s education, training and experience documentation. (See pages 48-49 in your Buppert text).

Content:

1. Cover Letter (including current professional photo)
2. Resume (including APN philosophy, career objectives/goals)
3. Job Description (Performance Appraisal, technical skills, special abilities)
4. Brochures or copy of web page from previous practices (optional)
5. Any articles written about yourself, newspaper, etc.
6. Testimonials or letters of appreciation from patients
7. Letters of recommendation from former employers or coworkers

Applications and Forms (all completed fictitiously):

1. BON Application
2. ANCC Application
3. Medicare/Medicaid/NPI/DEA Application
4. Physician Collaboration Agreement (see sample in APRN Guide)
5. Copy of Transcripts
6. Copy of all licenses, certifications and liability insurance

Criteria	Possible Points	Score	Comments
Cover letter/resume	30		
Professional objectives/goals—specific to the job application/description. Include any example of previous job performances	20		
Completed applications	10		
Collaboration agreement	10		
Supporting Documentation/copies	20		
Format/Grammar	10		
Total			

Role Analysis Assignment: Grading Criteria

Part I: Describe and evaluate the NP preceptor roles observed

1. Provider
2. Advocate
3. Consultant
4. Educator
5. Administrator
6. Researcher

Part II:

1. Describe the NP role that you performed
2. Describe your own self-evaluation of these roles
3. Identify the NP roles that could be implemented in the setting assigned.
4. Describe the NP's Family Theory assessment and applications of family interventions.
5. Articulate a plan for lifelong learning both in the formal and informal setting

Part III (use your textbook and/or clinical preceptor for this content):

1. Critique the clinical encounter form used in the clinical setting.
2. Describe contents of the following clinical/reference books used for billing and how they relate to the practice of the NP:
 - a. CPT Book
 - b. ICD Book
 - c. HCPCS Book
3. Describe the clinic's Medicare compliance plan and how it relates to the practice of the NP.
4. Describe the HIPAA regulations used at the practice site
5. Evaluate documentation, adequacy for billing at level
 - a. 99213
 - b. 99215
6. Describe modifiers to be used by NPs in billing and give an example of one.
7. Identify and describe counseling and consultation codes and give an example of one that your preceptor may have used in the clinical site.

Criteria	Possible Points	Score	Comments
Part I: Description of the NP Roles	25		
Part II: Description of student's role as NP & self-evaluations	20		
Part III: Questions 1-7	25		
Weekly Schedule Form signed by NP preceptor and submitted on time.	30		
Total			