# NURS 5312.01:  Nurse Practitioner Role
## COURSE SYLLABUS: Fall 2021

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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://cnaptexas.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:

Class

1. Critically evaluate the role of the nurse practitioner as a member and leader of the interprofessional health care team. Essential II
2. 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
3. Utilize standards of practice, legal guidelines, and research findings in protocol development as the foundation for practice. Essential VI, IV

Clinical

1. Analyze the impact of social, economic, political, ethical, legal, and research issues on the role of the nurse practitioner. Essential IV
2. Explicate principles of marketing and negotiation strategies designed to promote acceptance of the nurse practitioner role by colleagues, consumers, and policy makers. Essential II
3. 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:** Please use the following 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.

**Problem Based Learning:**  Problem-based learning methodology will be used in order to assist students to:
   a)  Become independent thinkers who can reason their way through patient problems,
   b) Be able to recall and apply didactic learning to the actual care of patients,
   c) Recognize when their skills and knowledge are not adequate to the clinical task they are confronting, and
   d) Learn new information as they need it.

Problem-based learning is a learning methodology designed to help students develop the reasoning process used in clinical practice through problem solving simulation formats that present actual patient problems in the same manner as they occur in practice.  The format allows students to inquire freely on history, carry out any part of the physical examination, and order any laboratory test in any sequence as occurs in practice.  Development of this process is facilitated by faculty who stimulate participation discussion of the problem and help students identify learning issues.  Students must solve learning issues in a self-directed manner that facilitates learning for the entire group.

**Clinical laboratory component:**  Clinical laboratory experiences are to provide the student with opportunities to integrate advance nursing practice with concepts, theories, and strategies for health care.  Completion of this course component will require 45 clinical hours (no more than 8 hours/day) under the guidance of a master's prepared nurse practitioner.  Clinical arrangements can be made by the student after consultation with the faculty.  The student will focus on the role of the nurse practitioner while participating in health care activities.

Also, you will be required to attend a TNP or local NP meeting for 1 clinical hour, up to 2 clinical hours, depending on the time of the meeting.  You will write a one page paper, stating the date/time and where you attended and what you learned from the meeting and the purpose of the meeting.

**TYPHON:** Throughout the NP program, you will be asked to keep track of your clinical hours in a system called Typhon. Through this site, you will not only keep track of clinical hours. A listing of all patients you have cared for during the course and during your NP clinical experiences and your clinical schedule of hours worked is to be recorded using Typhon. Typhon requires demographic data and diagnoses for each patient. Entries using Typhon should be posted within one week of the clinical experience. Typhon will be evaluated by your instructors at midterm, at the end of the course, and as needed throughout the course. Each student should keep a printout or file of your clinical logs. These logs may be requested by the Board of Nursing if you move to another state and request approval as an APN there. It is the responsibility of the student to keep these logs—THEY WILL NOT BE KEPT BY THE UNIVERSITY.

# 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% |
| Clinical P/F | |

**Late Submissions:**

It is expected that you will submit all class assignments on time. If you need an extension, it should be requested <u>before</u> 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% for the first day, 20% for the second day; 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](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** 9/1/21 **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** 9/8/21 | Definitions of advanced nursing practice Certification as a family nurse practitioner | Buppert: Chap 5 |
| **3** 9/15/21 | Cultural/clinical education **Learning Team Paper and power point due 2359 PM 9/15/21** | Stewart: Chap 5-7 |
| **4** 9/22/21 | Role transition Reimbursement | Buppert: Chap 9,17 Stewart: Chap 7,12 |
| **5** 9/29/21 | Collaboration and Consultation | Buppert: Chap 11 Stewart: Chap 6, 16 |
| **6** 10/6/21 | Legal/Ethical Issues **Evidenced-Based Protocol paper and power point due 2359 10/6/21** | Buppert: Chap 7, 12, 16 Stewart: Chap 11 |
| **7** 10/13/21 | Healthcare practice settings/environment | Buppert: Chap 6, 10 Stewart: Chap 2 |
| **8** 10/20/21 | Quality improvement | Buppert: Chap 8, 14-15 Stewart: Chap 10 |

| | | |
|---|---|---|
| **9** 10/27/21 | **Student Presentations-online peer discussion-due 2359 on 10/27/21**<br><br>**Portfolio due 2359 on 10/27/21** | |
| **10** 11/3/21 | Rules and regulations | Buppert:  Chap 2-4<br>Stewart:  Chap 13<br>Woolbert:  Guide |
| **11** 11/10/21 | Vulnerable populations/mental health | Stewart:  Chap 3,4 |
| **12** 11/17/21 | Information Management (Telehealth/telemedicine)<br>**Role Analysis due 2359 on 11/17/21** | Buppert: page 281<br>Stewart: Chap 9 |
| **13** 11/24/21 | **Thanksgiving break** | |
| **14** 12/1/21 | Billing and coding | Buppert: Chap 9<br>Stewart: Chap 15 |
| **15** 12/8/21 | **Clinical Assignment/Logs due 2359 12/1/21**<br>Evaluations | |

# Learning Team Presentations and Paper:  Grading Criteria

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<br>Address historical, social, economic, political, ethical, legal aspects | 30 | | |
| Significance of issue to advanced practice nursing<br>Identify relevant research related to this issue | 30 | | |
| Correct APA format for headings, sub-headings, citations, and references<br>Correct spelling and use of grammar | 10 | | |
| Powerpoint presentation for peers/discussion thread | 10 | | |
| **Total** | 100 | | |

**Evidence-Based Practice Protocol Development:  Grading Criteria**

This will be a group assignment using one of the complaints listed below. Students will assigned 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 your 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 Algorithm-included | 20 | | |
| Further assessment, referrals, medications and treatment are described/discussed. | 10 | | |
| Client education and instructions are included.  Appropriate follow-up is identified | 10 | | |
| References reflect appropriate review of literature for the condition. APA format/Grammar | 10 | | |
| Powerpoint presentation for peers/discussion thread | 10 | | |
| **Total** | 100 | | |

# 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 forms that can be completed, do fictitiously):
1. BON Application, list/explain application process
2. AANP Application-form
3. Medicare/Medicaid/NPI/DEA list/explain application process/requirements
4. Physician Collaboration Agreement (see sample in APRN Guide/textbook)

| 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/ explanation of application processes | 20 | | |
| APA format/Grammar | 10 | | |
| **Total** | 100 | | |

# 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 HIPPAA 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 | 30 | | |
| Part II:  Description of student's role as NP & self-evaluations | 30 | | |
| Part III:  Questions 1-7 | 30 | | |
| APA format and grammar | 10 | | |
| **Total** | 100 | | |