The University of Texas at TYLER

NURS 5111:
The Advanced Practice Registered Nurse Role:
Foundations for Advanced Practice Registered
Nursing

Course Syllabus
Spring 2019

Course Faculty
Dr. Marcie Lusk, DNP, APRN, FNP-C

WELCOME

Welcome to NURS 5111 – The Advanced Practice Registered Nurse Role: Foundations for Advanced Practice Registered Nursing. Your instructor for this course is Dr. Marcie Lusk. This course will further introduce you to the APRN role in preparation for your professional practice as an Advanced Practice Registered Nurse/Nurse Practitioner.

COURSE INSTRUCTOR

Marcie Lusk, DNP, APRN, FNP-C
Clinical Assistant Professor
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COURSE DESCRIPTION

This course is a study of the Advanced Practice Registered Nurse (APRN) role, including the evolution of the role, current and continuing issues relevant to advanced practice registered nursing and clinical practice issues. Selected issues such as the scope of practice, political, economic, and legislative influences are analyzed. The historical development and acceptance of the nurse practitioner role is traced through nursing practice acts, requirements imposed by boards of nursing, national certification efforts, third party payment systems, and various professional organizations.

OBJECTIVES

Upon successful completion of this course, the student will have demonstrated the ability to:

1. Examine the historical evolution of advanced practice registered nursing roles.

2. Evaluate the key National Organization of Nurse Practitioner Faculty (NONPF) concepts and competencies related to advance practice registered nursing.

3. Examine the scope of practice within the advanced practice registered nursing roles of provider, teacher, advocate, consultant, and collaborator.

4. Investigate professional responsibilities of advanced practice registered nursing roles.

5. Compare operational definitions and differing scopes of practice for selected advanced practice registered nursing specialties.

6. Investigate the impact of current health policy and reimbursement on advanced practice registered nursing roles.

7. Describe key factors essential for marketing the Nurse Practitioner role, including formulating, articulating and negotiating APRN positions.

REQUIRED RESOURCES

Buppert, C. (2017). *Nurse practitioner's business practice and legal guide (6th ed.).* Sudbury, MA: Jones & Bartlett Learning.

Stanley, J. (2011). *Advanced practice nursing: Emphasizing common roles.* (3rd ed.). F.A. Davis: Philadelphia, PA.

EVALUATION/GRADING

Class Participation & evaluation of group	Active participation is required to successfully complete the course.	**20%**
Professional Practice Statement	A purposeful and reflective essay that addresses: • Reasons for becoming an advanced practice registered nurse • Personal philosophy of nursing practice • Goals for the future	**30%**
Group Discussion and Presentation of Selected Topic Relevant to Advanced Nursing Practice	Collaborative group presentation of selected advanced nursing practice topics The group presentation rubric will be used in grading this assignment.	**50%**
Membership to NP professional organization	Successful completion of this requirement will include submission of receipt or copy of membership card from one NP professional organization (e.g. TNP, AANP, etc.) to faculty via Canvas	**P/F**
Total		**100%**

All late assignments will be assessed a 5 points per day penalty (including week-ends) when the assignment is not posted by the due date and specified time unless prior arrangements are made with the instructor. All assignments are due by **the time (Central Standard Time) specified in the Course Calendar. Assignments must be posted via the assignment icon on Canvas – <u>NOT </u>by email.**

GROUP DISCUSSION & PRESENTATION OF SELECTED GROUP TOPICS:

Each student will be a member of a self-assigned group, designated numerically [you may also name your group!]. Groups will consist of no more than four students in each group. Once the groups have been determined and named. The topics listed correlate with number of each group (e.g. Group 1 will address the topic of Scope of Practice, etc.)

- References must be included, and should be current, within the past 5 years from professional peer reviewed sources (Not internet fact sheets or Wikipedia).
- The presentations are to be posted as a creative presentation. This can be done using the multimedia tool of your choice (e.g. Powerpoint, Youtube, Prezi, etc.).
- The group presentation is awarded **one** grade applicable to all group members.
- Individual member grades will be determined based on the evaluations of each team member. Each **member** of the Group must submit a Group Evaluation Form. This form is used to evaluate each member of the Group, including a self-evaluation. Participation will be evaluated using the following criteria:
  - Makes meaningful contributions to the course discussion that are supported by professional literature
  - Poses relevant questions and makes meaningful comments in response to faculty or other students
  - Comments demonstrate reflection and critical thinking
  - Peer evaluation of online group participation

Each Group is required to submit a planning worksheet **February 4th, 2018.** The planning worksheet should include:
1. Topic Assigned
2. All group members' names
3. Group Leader
4. Objectives for the on-line presentation
5. Outline of the content
6. Implications for practice

GROUP PRESENTATION TOPICS – FINAL PROJECT

Group	Topic	*Suggested* (but not limited to) questions/content areas to consider for group presentation
1	Scope of Practice	What is scope of practice (SOP) for APRNs? How is scope of practice defined? How does the Nurse Practice Act (NPA) define SOP? Does SOP change? Discuss essentials for NPs to understand about SOP. What are the consequences of practicing outside of your SOP?
2	Nurse Practice Act (for APRNs)	Where are rules/regulations documented for APRNs in Texas? What are the critical points of Rule 221? What is the impact of the NPA on APRNs? What are the current issues related to the NPA? How can the NPA be changed?
3	Formulation and Approval of Credentialing	Analyze the roles played by education, accreditation, certification, and licensure in the regulation of advanced practice. What is the impact of the APRN consensus statement? Compare and contrast the scope of the APRN role in Texas as compared to a state with more autonomy (include barriers to practice). Discuss the differences between clinical and full staff privileges.
4	Professionalism (what does this mean for the APRN?) Articulating the role of the NP	Discuss crucial aspects of professionalism for the APRN. What is the image of NPs? How do specific aspects of professionalism enhance or reduce positive image? How would you answer the question, *"What is a Nurse Practitioner?"* How would you explain this role to a patient? Prepare information to explain the role of the NP in a radio or television interview. Contrast and compare the roles of NPs and PAs (physician assistant). Compare and contrast the following for NPs and PAs: educational preparation, practice regulation, and scope of practice.
5	Prescriptive authority (PA) for APRNs in Texas	Discuss PA for APRNs including history and current status in Texas (site-based delegated authority). Discuss variation in PA nationally. What are regulations and guidelines in Texas? What are rules associated with PA? What are rules for prescribing controlled substances in Texas? What are the particular Board of Nursing (BON) rules for continued education related to PA for APRNs?

6	Payment for NP Service	Discuss current policy for reimbursement of NP services (both include both private and public carriers such as Medicare, Medicaid, and private insurance). What is the process for an NP to be listed as a primary care provider? Discuss the impact of the "invisibility of NPs" in relation to billing "incident to" physician services. What are challenges/limitations of current payment for NP services?
7	Policy and the influence of professional organizations	What can the individual APRN do to impact health policy? What are strategies to influence policy? What legislative issues are currently on the table for APRNs in Texas? What other state/national organizations influence policies related to APN practice? Should NPs join professional organizations which support advanced nursing practice? What are purposes, benefits, costs associated with membership in AANP, ACNP, TNP, other state and national NP organizations? How does membership benefit NPs individually and as a profession?
8	IOM Report: "The Future of Nursing: Leading Change, Advancing Health"	Discuss the implications of the IOM Report on the Future of Advanced Practice Nursing. Discuss the implications of the Affordable Care Act, and how this will impact Advanced Practice Nursing. How has this report stimulated movement toward full utilization of APRNs in primary care? In particular, discuss the implications of Key Messages #1 & 2 in the report.

PROFESSIONAL PRACTICE STATEMENT

Each student will be required to develop a professional practice statement. The assignment should be a thoughtful and reflective essay that addresses the student's reasons for becoming an advanced practice registered nurse, personal philosophy for nursing practice, and goals for the future.
DUE March 11, 2018

MEMBERSHIP IN PROFESSIONAL ORGANIZATION

Professionalism is an important part of the role of Advanced Practice Nursing. Students must submit proof of membership in either a State or National Nurse Practitioner Organization. Submit receipt of membership or a copy of your membership card via the assignment link. Acceptable organizations include (but not limited to) Texas Nurse Practitioners, American Academy of Nurse Practitioners, American College of Nurse Practitioners. **DUE April 29, 2018**

IMPORTANT UNIVERSITY DATES:

- January 16, 2018 – CLASSES BEGIN
- January 29, 2018 – Census Date
- March 12-17, 2018 – Spring Break for Faculty and Students (no classes held)
- April 2, 2018 – Last day to withdraw from classes
- May 5, 2018 – End of Term

COURSE CALENDAR

Date	Assignment	Faculty	Instruction
1/16/18	**First Class Day** - Review Introduction to Course - Self-Assign to Groups		Complete by 1/22/17
1/17/18	**Module 1: History of Advanced Practice Nursing**	M.Lusk	Complete Module Learning Activities by 2/11/18
2/4/18	**Group Planning Worksheet DUE**		**Group Planning worksheet due today**
2/12/18	**Module 2: Preparation for APRN Practice**	M.Lusk	Complete Module Learning Activities by 3/25/18
3/11/18	**Professional Practice Statement DUE**		Submit essay in a word document
3/26/18	**Module 3: Implementing the APRN Role**	M.Lusk	Complete Module Learning Activities by 4/29/18
4/9/18	**Group Presentation DUE**		**Submit group presentation (e.g.**
4/16/18	**Group presentations remain open for review and comment**		
4/29/18	**Proof of Membership to Professional Organization DUE**		**Submit receipt of membership, screenshot of membership status,**
5/6/18	**End of term**		

POLICIES AND EXPECTATIONS

Accessing Library Resources
Students enrolled in this course have several options to access library resources. You may visit your home campus library or the Robert R. Muntz Library at the University of Texas at Tyler. Follow this link, and then complete the instructions at those sites for accessing information from a distant site.

Course Evaluation

The University of Texas at Tyler requests that students complete a voluntary evaluation of both the faculty and the course. These evaluations are used to make improvements and adjustments in overall learning forums. In addition, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to faculty commitment to continually improve the quality and relevance of this course.

IMPORTANT UNIVERSITY POLICIES

http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

Census Date
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping **more than six courses** during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. At that time the instructor will set a date and time when make-up assignments will be completed.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Services (903) 566-7254

The goal of the Student Services Program is to offer a broad range of interventions that may be used by students who wish to improve their academic performance or by those who are on academic probation.

The Learning Strategies Program offers the Learning and Study Strategies Inventory (LASSI), which helps students identify potential areas of improvement. These areas can range from:

- Study Strategies, Finding the Main Idea, Test-Taking Skills, Test Anxiety, Note Taking Skills

Once these areas are identified, a counselor will aid the student in creating an individualized program that the student may use to help improve his or her academic performance. The individualized program may consist of specific study and learning strategies, additional assessment, individual counseling or referrals to other campus services.

Technical Information

This is a centralized listing of important technical information and assistance.

If you experience technical problems or have a technical question about this course you can obtain assistance by accessing The UT Tyler Campus Computing Center.

- Computer Requirements-Minimum hardware requirements and recommended software configurations

- Ensuring you have the proper hardware and software is imperative to your success in an online course. The requirements chart below is based on those results of testing conducted by Canvas. Additional information is available at Canvas Client Browser Configurations guidelines (.pdf).

			Microsoft® Internet Explorer					Netscape® Navigator®			
			5.0	5.1	5.2	5.5	6.0	4.76	4.77	6.2	7.0
Blackboard Learning System™ and Blackboard Portal System™ (Release 6.0 and 6.1)	Microsoft Windows®	Windows 2000*	X	n/a	n/a	X	X		X		X
		Windows XP	n/a	n/a	n/a	n/a	X				X
	Apple® Macintosh®	Mac® OS 9.2		X		n/a	n/a	NS	X	NS	X
		Mac OS X.1		X	X	n/a	n/a	NS	NS	NS	X
		Mac OS X.2			X	n/a	n/a	NS	NS	NS	X
Blackboard Learning System ML™	Microsoft Windows	Windows 2000				X			X		
	Apple Macintosh	Mac OS X.1			X					X	

NOTES:

Client Browser Configurations marked with an "X" are Certified. Certified configurations have undergone a thorough set of tests conducted by Blackboard Quality Assurance and are 100% supported by Blackboard Product Support.

Client Browser Configurations marked with "n/a" are configuration combinations not supported by Apple, Microsoft or Netscape.

Client Browser Configurations marked with "NS" are not supported by Blackboard. There are known issues with these configurations and Blackboard recommends that you avoid using these configurations.

All other configurations are Compatible. Compatible Client Browser Configurations have undergone a limited engineering analysis, and this designation indicates that Blackboard is not aware of any issues resulting from that configuration. *Microsoft Windows 2000 supported configurations are considered compatible when run on Windows 95, Windows 98, and Windows ME.

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- **Audio**

  16 bit or better sound card and speakers (if your course contains audio content)

- **Internet Connection**

  56.6 KBPS modem, cable modem, DSL, or intranet (T-1)

  Note: Corporate or academic security firewalls may block some course content, such as chat or streaming media

- **Email Address**

  Email is a vital communication medium in online learning. It is important that you have a working email address to receive communications from your advisor, instructors, and classmates. You are responsible for keeping your email address and other personal information up to date in the Tools Area, Personal Information section.

- **Virus Protection**

  It is recommended that you protect your computer from viruses. Keep your antivirus software up to date with the latest virus updates. Antivirus and Personal Firewall

products may be available to you for free or at a reduced price through the Campus Computing Center. Check with your ISP, network help desk, or search the Internet for more information and product resources.

- o **Spyware & Adware Protection**
  Spyware and Adware are fast-growing threats that represent a major security and privacy risk. **Spyware** is a program that is installed, with or without the user's permission, and can monitor computer activity while broadcasting the information back to an outside party that controls the program. **Adware** displays unwanted advertising to your computer, can track your Web surfing habits and report it back to a central advertising server. It can slow your PC to a crawl by bombarding it with unwanted ads. Spyware and Adware removal tools and protection may be obtained through the Campus Computing Center or online resources.

- Browsers

    Download Safari

  - o UT Tyler courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is **essential** that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.
  - o Unsupported Browsers-America Online (AOL), Prodigy, Juno, MSN, Yahoo and other Internet Service Providers (ISPs), provide their own internal and proprietary web browsers. These browsers may not be compatible with UT Tyler courses. We strongly recommend downloading and installing one of the Canvas supported browsers listed above to ensure optimal functionality with the elements of your online course. **Note:** It's not recommended to use IE on Macintosh since it is no longer supported by Microsoft.

- **Plug-ins and Helper Applications**
  - o Macromedia Flash Player allows you to view content created with Macromedia Flash such as interactive web applications and animations.
  - o Shockwave Player allows you to view content created with Macromedia Director such as games and interactive 3D simulations.
  - o RealPlayer allows you to view and listen to streaming video and audio.
  - o QuickTime Player allows Mac and Windows users to play back audio and video files.
  - o Windows Media Player allows you to view, listen and download streaming video and audio.

- o

    Adobe Reader allows you to view, save, and print Adobe Portable Document Format (PDF) files.

- o

    Sun Java Runtime Engine (JRE) allows you to use interactive tools on the web.

- o   PowerPoint Viewer 2003 lets you view full-featured presentations created in PowerPoint 97 and later versions.

- Tools
  - o *Canvas Academic Suite* User Manual
    Resource detailing the tools and functions included as part of the *Canvas Academic Suite* from the Student or general user perspective
- Getting Help -If you are having technical problems, please contact the Campus Computing Center:
  - o Campus Computing Center
    Business 101
    3900 University Blvd
    Tyler, TX 75799
    (903) 566-7367
    bbadmin@uttyler.edu
- FAQ-Frequently Asked Technical Questions
  - o UT Tyler Student Frequently Asked Technical Questions

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  - o Campus Computing Center
    Business 101/3900 University Blvd/Tyler, TX 75799/(903) 566-7367
    bbadmin@uttyler.edu