



The University of Texas at Tyler
Doctor of Nursing Practice Program

Course Syllabus

COURSE NUMBER: NURS 6373
COURSE TITLE: Advanced Leadership II

COURSE FACULTY

Instructor's Name: Cheryl D. Parker, PhD, RN-BC, CNE, FHIMSS

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COURSE DESCRIPTION

Application of business, economics, and financial management principles in healthcare organizations are examined. Developing and monitoring budgets for practice initiatives are addressed. Design and evaluation of practice changes are emphasized. Includes advanced leadership experience practicum (125 hours).

COURSE COMPETENCIES

1. Analyze business, economic, and financial management principles that impact the operation of healthcare organizations.
2. Evaluate the impact the DNP must embrace to ensure that practice and quality initiatives are addressed within organizational budgets.
3. Design, implement and evaluate practice changes within an organization.
4. Articulate a vision of how the DNP prepared nurse can impact specific populations within the context of culture.
5. Apply results of leadership strengths and emotional intelligence to development of an individualized DNP leadership plan.

6. Identify actionable leadership opportunities to improve healthcare and patient outcomes through implementation of an evidence-based DNP Scholarly Project..

DNP Competencies: NONPF DNP Competencies (2013): SFC 1-4; LC 1,3,4-6; QC 1-5; QIC 1,3,6; QDSC 1

DNP Essentials (2006): I, II, IV, VI, VIII

Course Focus:

EPIP: Project Continuation with focus on outcomes measurement.

I. Discussion of outcomes

i. Short term outcomes

ii. Medium term outcomes

iii. Sustainable impact

GRADING POLICY

Grades will be based upon the following:

Discussion Board Participation: 20%

DNP Scholarly Project: Outcomes measurement 20%

Revised/Finalized Project Plan/Project Protocol: 20

Identification short, medium outcomes and sustainable impacts: 20%

DNP Scholarly Project launched according to logic model/EBP model/Project timelines, verification of Checkpoints: 20%

The weighted average of the graded assignments must be 80% or above to pass the course. All assignments should be submitted prior to the pre-determined due date, unless prior arrangements have been made with the course faculty and a new due date determined. If an assignment is submitted after the due date and no prior arrangements with the course faculty were made, five points may be deducted each day the assignment is past due.

GRADING SCALE

Final grades for the course will be determined based upon the following numerical grade scale:

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

CLASS PARTICIPATION & PREPARATION

Communication Guidelines

- Students are expected to check the Class Discussion Board (CDB) and their University email at least every 48 hours for announcements and new information.
- Students may communicate with the class and ask questions about general topics on the "Course Communication & Questions" Discussion Board.
- It is expected that all communication and conduct within the course is professional at all times.
- Students and faculty will use Blackboard and Patriot email for private communication.
- Students must use Patriot email when emailing faculty from outside the course.
- Students and faculty are expected to respond to Patriot email within 24-48 hours during regular "office hours" of Monday - Friday, 8am-5pm CST. If you do not receive a response within the timeline, email faculty by Patriot email again or contact us by phone call or text. Faculty will notify the class if they are expected to be out of communication for more than 48 hours.

Evidence of Class Participation & Preparation

- Students will be required to attend one on-campus intensive on the Tyler campus during the semester. The dates, times and topics are listed in the course schedule. Specific preparation assignments and class participation will be listed in the modules.
- Students will participate in a variety of online and face-to-face activities.

Criteria for Grading Class Preparation and Participation:

A (90-100%) - Exceeds Expectations - Contributes consistently to activities, discussion board, WIKIs, Intensives based on information/ideas from the literature and readings; relevant personal/field experiences, and further exploration of peer comments.

- Makes 2 or more in-depth original and 2 or more in-depth peer response posts per discussion board; Makes at least 3 well-articulated contributions to the course WIKI; all postings are supported by literature.

B (80-89%) - Meets Expectations - Contributes to the majority of activities, WIKI's and discussion boards based on information/ideas from the literature and readings and further exploration of peer comments.

- Makes 1 in-depth original and 1 in-depth peer response post per discussion board; Makes at least 2 well-articulated contributions to the course WIKI; all postings are supported by literature.

C (70-79%) - Minimum Expectations - Contributes to the majority of activities, WIKI's and discussion boards and comments reflect own ideas not based on related literature or experience.

- Posts at least one time per module; makes 1 contribution to each course WIKI; postings are occasionally supported by literature.

D (60-69%) - Contributes to some course activities and discussion boards; comments reflect limited knowledge of issues.

- Occasional posts to discussion boards and WIKI's do not reflect comprehension of concepts or content in the course.

F (below 60%) - Does not contribute to class discussions.

On-Line Learning Activities:

Discussion Board Evaluation Criteria

- Contributes content and resources relevant to the topic
- Participates in discussion in a meaningful way (e.g. more than "I agree")
- Comments reflect thoughtfulness and critical thinking
- References and resources are provided to support ideas
- Poses thought provoking and relevant questions for peers and faculty
- Adheres to Discussion Board closing dates listed in the Course Schedule
- Late postings do not count toward the Discussion Board grade (unless faculty has been notified prior of extenuating circumstances)

Narrative Reflection Journals (each module)

Narrative Reflections are used in this course derived from John's (2009) model for structured reflection (MSR). The model is a technique that guides use of reflection for learning through experience. The student should use the John's MSR to reflect on course activities and clinical experiences in each module; relate your experiences to personal goals, course readings, the state of literature and feedback from faculty and peers. All reflective journal assignments are due by the closing date of the module.

Synthesis of Narrative Reflections (not a discussion board posting)

During the last week of the semester, review your reflective narratives and activities during this course. Discuss themes from your reflections and changes in your understanding of the DNP role as you progressed through the semester. Discuss how the engaging in the processes of self reflection, self assessment, development of a leadership plan, and creation of the DNP Exemplar project in this course served to inform your evolving DNP role. Submit the Synthesis of Narrative Reflections to Blackboard by the due date in the course schedule.

WIKIs

1. A "WIKI" is an online site that allows for the collective posting and editing of content.
2. WIKIs make it easy for the class to collaborate in developing a document but students don't have to meet together to complete the work.
3. Following is the link to the Google Wiki site. You can copy and paste this link. However, it is easier to enter Google Docs into my Google Search and the link to the log in page comes up immediately.
<https://www.google.com/accounts/ServiceLogin?service=writely&passive=1209600&continue=http://docs.google.com/&followup=http://docs.google.com/<mpl=homepage>
4. The WIKI is not accessible through Blackboard. During the first week of class, you will receive an email invitation via **your UT Tyler Patriot email account** (even if you already have a Google account, you need to **use your Patriot account** to access the course WIKIs) to join the wikis.
5. Use the link above to set up a free account with Google Docs to access the course WIKI.
6. Call course faculty or the IT department if you have problems accessing the WIKI.

Written Assignments

Leadership Development Plan:

1. Each student will complete the Emotional Intelligence 2.0 and Strengths Finders 2.0 self assessment tools and submit by due date in course schedule.
2. Use findings from these assessment tools to develop a personalized Leadership Development using the Leadership Development Plan Template in Module 2.
3. Students will continue to refine and revise their development plan throughout the program.
4. Students will post the Leadership Development Plan into myeFolio by the due date in the course schedule.

E-Folio in Canvas:

The DNP student e-portfolio is intended to reflect student mastery of the University of Texas at Tyler DNP Program Student Learning Outcomes, the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), and the National Organization of Nurse Practitioner Faculties (NONPF) competencies.

The rationale for the Portfolio is based on the importance of:

1. Documenting student achievement on the 8 Essentials of Doctoral Education for Advanced Nursing Practice required by the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties Core Competencies for Nurse Practitioners (NONPF).
2. Providing a systematic way for students to organize, synthesize, and reflect on aspects of their experiences in the DNP program.
3. Serving as an asset for the students as they build their career and present themselves as candidates for professional positions.
4. Demonstrating student and program outcomes.

(ACCESS INFORMATION AND ASSIGNMENT)

DNP Exemplar Project

Census date: January 29, 2018

Last day to withdraw with no penalty: April 2, 2018

Course Schedule: asynchronous online

REQUIRED TEXTBOOK(S)

Bradberry, T., Greaves, J., Lencioni, P.M. (2008). *Emotional intelligence 2.0*. San Diego: TalentSmart.

Dreher, H.M., Glasgow, M.E.S. (2011). *Role development for doctoral advanced nursing practice*. New York: Springer Publishing Company.

Melnyk, B.M., Fineout-Overholt, E. (2014). *Evidence-based practice in nursing & healthcare: a guide to best practice (3rd ed.)*. Philadelphia: Lippincott Williams & Wilkins.

Rath, T. (2007). *Strengths finder 2.0*. New York: Gallup Press.

Rath, T., Conchie, B. (2009). *Strengths based leadership: great leaders, teams, and why people follow*. New York: Gallup Press.

Zaccagnini, M.E., White, K.W. (2015). *The doctor of nursing practice essentials: a new model for advanced practice nursing (3rd ed.)*. Burlington, MA: Jones & Bartlett Learning.

UT Tyler Course Policies

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy

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

University Policies

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://www2.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.

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 Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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.

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.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

A pdf of these policies can be found at:

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

The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.