FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6891	CURRENT COURSE TITLE: ADVANCED NURSING PRACTICE: ROLES, POLICY, AND FINANCE

CHANGE TITLE TO: LEADERSHIP, POLICY & FINANCE IN ADVANCED NURSING PRACTICE	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	
CHANGE COURSE NO. FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE CREDITS[2] FROM: TO:	
CHANGE GRADING FROM: TO:	CHANGE REGISTRATION CONTROLS TO:
CHANGE DESCRIPTION TO: THIS COURSE FOCUSES ON ORGANIZATIONAL AND SYSTEMS LEADERSHIP. FINANCIAL STRUCTURE, QUALITY & SAFETY, INFORMATICS, HEALTHCARE TECHNOLOGY AND REFORM ARE EXAMINED. AN EMPHASIS WILL BE PLACED ON THE EFFECTS OF NURSING LEADERSHIP GROUNDED IN CARING ON CLINICAL OUTCOMES AND POPULATION HEALTH.	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

| Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.

N/A | Please consult and list departments that might be affected by the change(s) and attach comments.[3]
N/A |
|---|---|

| Faculty contact, email and complete phone number:
Marguerite J. Purnell, mpurnell@ fau.edu, 7-3262 |
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Approved by:	Date:	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course syllabus.2011.pdf
Department Chair:	9/24/13	
College Curriculum Chair:	9/24/2013	
College Dean: Carol Edwards	9/24/2013	
UGPC Chair:	10/9/13	2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Cre dit_Hour_Memo_2012.pdf
Graduate College Dean:	10/16/13	
UFS President:		
Provost:		3. Consent from affected departments (attach if necessary)

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
SPRING 2014

COURSE NUMBER: NGR6891

COURSE TITLE: Leadership, Policy & Finance in Advanced Nursing Practice

COURSE FORMAT: Fully online course

CREDIT HOURS: 3 credit hours

COURSE SCHEDULE: Online- students access course at least biweekly

PLACEMENT IN CURRICULUM: Core course for graduate nursing students. All tracks except CNL

PREREQUISITE(S): B.S.N. or permission of department; NGR 6110

COREQUISITE(S): Pre or Corequisite NGR 6110

FACULTY: Terry Eggenberger, PhD, RN, CNE, CNL
Assistant Professor
Office: NU 321
Phone: 561-297-2832
Email: teggenbe@fau.edu

OFFICE HOURS: M & Th 9-12 Online or by appointment

COURSE DESCRIPTION:

This course focuses on organizational and systems leadership. Financial structure, quality & safety, informatics, healthcare technology and reform are examined. An emphasis will be placed on the effects of nursing leadership grounded in caring on clinical outcomes and population health.

COURSE OBJECTIVES: Upon completion of NGR6891, the student will be able to:

1. Becoming competent
   a. Utilize evidence to inform advanced nursing practice to ensure quality, safe and cost effective health outcomes for persons, groups, families and communities. [Essential III, IV, IX]
   b. Develop an understanding of how the U.S. healthcare system is organized and identify the legal, political and economic factors that influence health care. [Essential II, VI]
   c. Analyze how informatics and healthcare technology policy influence advanced nursing practice's contribution to healthcare reform. [Essential V]
   d. Evaluate implications of contemporary health policy for health care providers and consumers. [Essential VI, IX]
   e. Identify the foundational components of budgeting and business development for advanced nursing practice.[Essential I, II]
   f. Apply leadership theories that inform advanced nursing practice grounded in caring. [Essential I, II, IX]

2. Becoming compassionate

a. Promote an advanced nursing practice response to public health and social issues such as health literacy, violence, homelessness, poverty, and underserved & vulnerable populations. [Essential I, VIII]
b. Incorporate cultural sensitivity, health beliefs and behaviors within advanced nursing practice in varied environments to respond to persons, groups, families and communities. [Essential I, VIII]

3. Demonstrating comportment
   a. Discuss and plan the contribution of advanced nursing practice for health programs of persons, groups, families and communities. [Essential VIII,IX]
   b. Demonstrate knowledge of legal and policy regulations for advanced nursing practice in varied settings. [Essential VI, VIII]
   c. Demonstrates the ability to create an environment of mutual trust and interprofessional collaboration for responding to persons, groups, families and communities. [Essential I, II,VII, IX]

4. Becoming confident
   a. Interpret advanced nursing practice within public, legislation, policy making, and interprofessional venues. [Essential II, VI, VII]
   b. Evaluate implications and impact of contemporary health policy for interprofessional collaboration and health care consumers. [Essential VI, VII]

5. Attending to conscience
   a. Delineate advocacy for advanced nursing practice in health care delivery systems. [Essential VI, IX]
   b. Identifies ethical issues associated with advanced nursing practice. [Essential IX]
   c. Integrate a foundation of caring to lead and guide advanced nursing practice for persons, groups, families and communities. [Essential IX]
   d. Design and evaluate a quality & safety response that promotes culturally responsive, safe, effective, efficient, equitable and person-centered care within a variety of practice environments [Essential III, IX]

6. Affirming commitment
   a. Articulate the importance of participating in professional organizations. [Essential II]
   b. Utilize quality processes to conduct a microsystem analysis of a particular practice setting to promote effective outcomes and ensure safety for individuals and communities. [Essential I, VIII]
   d. Apply business an economic principles and practices to the development of a budget plan for project management. [Essential II]
   c. Responds to ethical issues associated with the advanced nursing practice of persons, groups, families and communities. [Essential VIII, IX]

TEACHING / LEARNING STRATEGIES:

On-line presentations, self-directed learning, assigned and supplemental textbook and journal readings, Internet searches, online participation in discussion groups and answering discussion questions, written course assignments, application of current events learning.

GRADING EVALUATION & GRADING METHODS

Course Assignment and Grading Calculations

Course Assignment and Grading Calculations

Discussion assignments	25%
Silence to Voice Discussion	15 %
Mid-term	30%
Health Policy Concern PowerPoint Presentation and Letter to State Representative	30%
TOTAL	100%

GRADING SCALE:
Faculty retains discretion for final grade determination.
Grade below C is not passing in the Graduate Program.

93 -100	A
90 -92	A-
87-89	B+
83-86	B
80-82	B
77-79	C+
73-76	C
70-72	C-
67 -69	D+
63-66	D
60-62	D-
0-59	F

REQUIRED TEXTS:

Mason, D., Leavitt, J., & Chaffee, M. (2012). *Policy and politics in nursing and health care* (6th Edition).

St. Louis, MO: Saunders.

Nelson, E.C., Batalden, P.B., Godfrey, M.M., & Lazar, J.S. (Eds.) (2011). *Value by design: Developing*

clinical microsystems to achieve organizational excellence. San Francisco, CA: Jossey-Bass

RECOMMENDED TEXTS:

American Psychological Association (APA) *Manual of style* (6th ed.).

TOPICAL OUTLINE/CORE CONTENT

1. Transformational leadership in advanced nursing practice
2. Research and the use of evidenced-based practice in graduate nursing
3. Advocacy issues and graduate prepared nursing
4. HP 2020
5. Unequal treatment and disparities in health care
6. Contemporary issues in US health care- health care reform
7. Interprofessional competencies- education practice
8. Policy development and nursing
9. IOM Reports and nursing practice
10. Quality & Safety-processes, performance measures,
11. Patient Protection and Affordable Care Act and impact on nursing
12. Informatics policy- ICD codes, meaningful use
13. Who pays for health care- reimbursement, core measures, volume to value
14. Budget plans for project management
15. Contemporary APRN billing issues
16. Health care ethics
17. Allocation of resources and justice
18. Malpractice
19. Giving voice to professional nursing practice as change agents

TOPICAL OUTLINE:

Dates Summer 2013	Theme	Readings and Assignments Due	%of Grade in Units/Points
Home Page May 13 Week 1 May 14 to May19	Orientation	Review course content Compete introduction Secure textbooks	1 point Introduction post 4 point Orientation Quiz
Week 2 May 20 to May 26	Introduction	Mason et al. 1 & 2 Sultz & Young 1 & 2	2 Points Discussion
Week 3 May 27 to June 2	Advanced Practice Roles	Mason et al 3-5 Sultz & Young 5 & 6 Buresch & Gordon (read for semester entire text)	2 Points Discussion
Week 4 June 3 to June 9	Health Care Systems	Mason et al, 13, 20, 21, 24, & 25 Sultz & Young 3, 4, & 8	2 Points Discussion
Week 5 June 10 to June 16	Financing Health Care	Mason et al, 14, 15, 17, 18-20 Sultz & Young 7	2 Points Discussion

Week 6 June 17 to June 23	Disparities	Mason et al 22, 23 & 26 Sultz & Young 9	2 Points Discussion MIDTERM 30%
Week 7 June 24 to June 30	Ethics and Legalities	Mason et al 47-49	2 Points Discussion
Week 8 July 1 to July 7	Community	Mason et al 91, 92, & 101 Sultz & Young 10	2 Points Discussion
Week 9 July 8 to July 14	Policy & Politics	Mason et al 7-8 and Unit 4 Sultz & Young 11 & 12	2-Points Discussion 30% Health Policy Concern PowerPoint Presentation and Letter to State Representative (see assignments for description)
Week 10 Jul 15 to July 21	Change & Politics	Mason et al 10, 19, & 24, 27, 39-42 & 63 Buresh & Gordon text should be read by this point	2 Points Discussion
Week 11 July 22 to July 28	Change Agents	Mason et al 66-68	2 Points Discussion 15 % Post discussion related to Silence to Voice (see assignments for description)
Week 12 July 29 to August4	Silence to Voice & Closure	Review Power Point Presentations of Colleagues (Health Policy Concern)	2 Points Discussion

BIBLIOGRAPHY/ COURSE SPECIFIC LITERATURE:

Douglas, K. (2010). When caring stops, staffing doesn't really matter. *Nursing Economics, 28*(6), 415-419.

Gingerich, B. (2010). Caring for patients from different cultures. *Home Health Manager and Practice, 22*, 159-161.

Glembocki, M. & Dunn, K. (2010). Building an organizational culture of caring: Caring preceptors in education. *Journal of Continuiing Education in Nursing, 41*(12), 565-571.

Green, M. McArdle, D. & Robichaux, C. (2009). Creating a culture of caring to foster a healthy workplace. *Critical Care Nursing Quarterly, 32*(4), 296-304.

Hooft, S. (2011). Caring, objectivity & justice: An integrative review. *Nursing Ethics, 18*(2), 149-160.

Kroth, M. & Keeler, C. (2009). Caring as a management strategy. *Human Resource Development, 8*(4), 506-531.

Longo, J. (2011). Acts of caring. *Holistic Nursing Practice, 25*(1), 8-16.

Ledesma, C. (2011). Relationship-based care: A new approach to caring. *Nursing Management, 4,* 40-43.
    Mathes, S. Implementing caring model. *Creative Nursing, 17*(1), 36-43.
Paulsen, J. (2011). Ethics of caring and professional roles, *Nursing Ethics, 18,* 201-208.
Pross, E., Boykin, A., Hilton, N., & Gabuat, J. (2010). A study of knowing nurses as caring. *Holistic
    Nursing Practice, 24*(3), 142-147.
Reed, S. (2009). Creating a leader's legacy of caring: A health care leader's ultimate journey. *Nurse
    Leader, 2,* 12-16.
Shiparski, L., Richards, K. & Nelson,J. (2011). Self-care strategies to enhance caring. *Nurse Leader, 6,* 26-
    30.
Stone, R., & Barbarotta, L. (2010). Caring for an aging America in the 21st century. *Journal of the
    American Society of Aging, 34*(4), 5-10.
Tronto, J. (2010). Creating caring institutions: Politics, plurality and purpose. *Ethics and Social Welfare,
    4*(2), 158-171
Watson, J. (2009). Caring science and human caring theory: Transforming professional practice of
    nursing and health care. *JHHSA, 5,* 466-482.

COURSE ASSIGNMENTS SPECIFIC GUIDANCE

Discussion Engagement / Threaded Discussion 25% (25 points)

There will be on-line discussion during each of the weeks in this semester. To earn any points participation in the discussion must be during the set week of the topic. The weeks run from Monday to Sunday. NO points are earned for late submissions. Your participation in discussion should be considered an equivalent to participating in class. Discussion is REQUIRED and as a graduate student, depth is expected to your comments.

A **minimum of two different** contributions to the discussion are required each week. You should make every effort to submit your initial post by Thursday. APA format should be used.

Threaded Discussion- Grading Rubric Suggestions/Guidance

Full Points for: Student contributions are prompt, timely, relevant, self-initiated. Postings demonstrate a thoughtful consideration of the material and contributions of others. Midweek question answers are in depth, thoughtful, and substantive with clear reading evidence to support rationale as directed. Active discussion is engaging, scholarly and substantive with clear reading evidence as per weekly instructions. All comments and postings are supported with references to the text or other sources or are a meaningful reflection to the topic. Basic APA, spelling, grammar and writing style are followed.

Points taken off for: Postings that display only a basic understanding of the content; or skills of discussion engagement are at a basic level. Discussion rationale is not clearly supported with reading evidence and or references (per discussion instructions). Minor issues with APA, spelling, grammar or writing style are evident.

ZERO Points for: Postings are short and perfunctory or do not add much to the collegial dialogue; postings demonstrate only a shallow grasp of the material. Comments are not supported with references or reading application and student only does so when asked. Major issues with APA, spelling, grammar or writing style are evident; readability of work is affected. Online participation meets only minimal rules of engagement for the course.

Silence to Voice Discussion 15% (15 Points):

Read and reflect on the work of Buresh and Gordon. All students are asked to engage in discussion about how to help "give voice" to the importance of their own work as a future graduate –prepared nursing professional!

Assignment Directions and Grading Grid (maximum 15 points):

1. Craft a compelling narrative that uses creativity to explain the foundation of graduate nursing and the care giving work of professional nursing **(4 points)**

2. Briefly and succinctly identify the central message of the narrative that you want the public to understand **(3 points)**

3. Apply ideas from the Buresh and Gordon book to your narrative and present at least 3 major strategies to inform the public about the important and valuable work of nursing posited in the narrative message **(4 points)**

4. What do you expect to be the results of this plan? What other resources are needed to promote a stronger public image of professional nursing? **(2 points)**

5. APA, spelling, grammar and syntax do count! **(2 point)**

Midterm Exam 30% (30 points)

Timed-Fully on-line exam will cover the Chapters in the Mason et al text 1 -5, 13-15, 17-26 and Sultz & Young text 1 -9

Health Policy Concern PowerPoint Presentation and Letter to State Representative 30% (30 points)

Part One: Health Policy Concern PowerPoint Presentation 20% (20 points)

As a graduate prepared nurse it is important to become actively involved in health policy concerns that may impact your practice, individuals, families, and community. For this assignment you will prepare a PowerPoint presentation addressing the health policy concern.

First identify a clinical concern from your practice area and from the lens of your future graduate-prepared role, educator, administrator, clinical nurse leader, advanced holistic nurse or nurse practitioner, and then prepare a PowerPoint presentation:

1. **Introduction (1-2 slides):** clearly state a health policy issue in the context of cost, quality, and access to care. Why is this concern that a graduate-prepared nurse should explore possible options for making a change? This should be clear, precise, and succinct and present essential facts (3 points)

2. **Translation of evidence for health policy concern (3-4 slides):** Discuss the current evidence supporting possible options for making a change. This should contain a description of what is known as presented in the literature, especially research. Include health policy or politics related to the concern and possible options for making change. Synthesize the relevant evidence to inform health policy. It is important that the evidence be of high quality, yet, understandable to policy makers. (5 points)

3. **Recommendations for change (3-4 slides):** Recommendations for possible options for making change should focus on the Institutes for Health Care Improvement (IHI) Triple Aim: 1) better care; 2)

better health; and 3) lower costs. This involves improving the quality of care, increasing access to care for all, and decreasing health care costs. You should prioritize the relative pros and cons of the options presented and then make a recommendation of one option (10 points).

4. **Summary (1 slide)**: Briefly and cogently summarize the key points of what you have presented (2 point)

5. APA, spelling, grammar, and syntax; references (2 points)

6. Submit your PPT assignment to Doc Sharing (permit Doc Sharing- use Health Policy Concern PPT label in Doc Sharing) on or before the assignment due date (See Course Schedule for due date).

All students are asked to read their colleagues' Health Policy Concern PPT presentations during the last course unit to enhance learning and engage in a threaded discussion activity regarding the health policy concern; how does this relate to your future as a graduate prepared nurse

Part Two: Letter to State Representative 10 % (10 Points)

Based on the health policy concern you presented in the PowerPoint presentation prepare a <u>one-page letter</u> to your state representative. You are not required to mail this letter, but if you decide you want to send the letter to your representative, please <u>DO NOT</u> do this until the class is over or at the very least I have provided feedback and approved the letter.

To find your State Representative go to myflorida.gov, Florida House of Representatives, meet representative and then find your representative. You should select the representative from your voting area which may not be the same as where you work (they will pay attention to their constituents only).

The letter should be addressed to your state representative and must contain the following:

1. Statement of the health policy concern: this should be a short statement with a clear description. Sometimes the statement of the concern is phrased as a question that requires a decision (2 points)

2. Briefly provide background evidence that describes the health policy concern (3 points)

3. Provide policy options that briefly delineate the possible course of action or inaction (3 points)

4. Briefly provide recommendations (2 points)

It is important to be clear, brief, and succinct.

Examples of health policy concerns are: patient/nurse staffing ratios, work delivery redesign, ways to measure nursing quality, informatics, and policy/advocacy issues such as graduate-prepared nursing role in health care reform, environmental health nursing issues, establishing health partners, care coordination, cultural change issues, workplace or horizontal violence, accountable care organizations.

COURSE POLICIES & GUIDELINES
Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignment, verbal communications and other course activities. All policies in the college and university catalogues apply to this course.

1. All course requirements and objectives must be met in order to obtain a passing grade (minimum of a C is passing grade for a graduate course).

2. No late assignments are permitted in this course, unless negotiated with professor.

3. Faculty grading policy: "no rounding up" for final grades.

4. All students must have an FAU e-mail address and regular access to a computer.

5. Anit-plagiarism software, Safe Assign is used in this course.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
http://nursing.fau.edu/GraduateHandbook

c). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/catalogRevs/academics.php
 and
http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY:
The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in: Boca Raton – SU 133 (561-297-3880),
Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all OSD procedures.

INCOMPLETE POLICY:
The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally

receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities.

Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason
the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established
grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

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CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well- being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Revised April, 2012.