NURS 605

Section #69040

Professional Issues in Advanced Practice Nursing
2 Units
Summer 2020

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 Office Hours: **TBD**   **Course Location VAC**

I.   Course Prerequisites or Co-Requisites

   NURS 505

II.   Catalogue Description

   The professional role and legal responsibilities of the nurse practitioner at entry to clinical practice and throughout a career are explored.

III.   Course Description

   This course explores professional issues relevant for both entry into the advanced practice role and professional growth throughout a career. This course will focus on the legal and professional responsibilities of the nurse practitioner with an emphasis on the value of interprofessional collaboration. The learner will consider effective leadership and management styles and their impact on practice. Common challenges experienced by nurse practitioners in the health practice arena will be reviewed.

IV.   Course Objectives

Objective #	Objectives
1	Demonstrate an understanding of the definition, preparation, regulation, and certification of the nurse practitioner.
2	Demonstrate an understanding of various clinical practice models and attributes such as leadership style and effective conflict resolution needed for successful practice.
3	Illustrate an understanding of the tools needed for securing employment including resume writing, interview skills, and contract negotiation.
4	Articulate the interrelationships between the role of the nurse practitioner and the roles of other health care professionals.
5	Acquire a beginning-level understanding of various components of clinical practice management including insurance billing and coding and quality assurance.
6	Discuss ethical situations and ways to deal with them in the role of the APRN.

V.   Course Format/Instructional Methods

The format of the course will be online, using both asynchronous and synchronous approaches. Modalities will include case studies, active group discussion, presentations, journal club, and didactic lecture by webcast. Online resources and required readings will also be used to facilitate student learning. Exemplars from clinical practice will be used to illustrate class content.

VI.   Student Learning Outcomes

Student learning for this course relates to one or more of the following nine nursing core competencies:

	Nursing Core Competencies	NURS 605	Course Objective
1	Scientific Foundation Competencies		
2	Leadership	*	3, 4
3	Quality	*	5
4	Practice Inquiry		
5	Technology and Information Literacy	*	5
6	Policy		
7	Health Delivery System	*	1,2,4
8	Ethics	*	6
9	Independent Practice		

*Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

LEADERSHIP COMPETENCIES		
Competencies/Knowledge, Values, Skills	**Student Learning Outcomes**	**Method of Assessment**
Family nurse practitioner competent in leadership competencies: Applies concepts of organizational and systems leadership critical to the promotion of high quality and safe patient care and has leadership skills needed to make ethical and critical decisions, working effectively within a systems perspective.	Assumes complex and advanced leadership roles to initiate and guide change.	• Professional nursing association meeting and paper • Resume and cover letter • Asynchronous course work • Journal club • Test
	Provides leadership to foster collaboration with multiple stakeholders to improve health care.	
	Demonstrates leadership that uses critical and reflective thinking.	
	Advances practice through the development and implementation of innovations incorporating principles of change.	
	Advocates for improved access, quality, and cost-effective health care.	
	Communicates practice knowledge effectively, both orally and in writing.	

Works with individuals of other professions to maintain a climate of mutual respect and shared values.
Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
Engages in continuous professional and interprofessional development to enhance team performance.
Assumes leadership in interprofessional groups to facilitate the development, implementation, and evaluation of care provided in complex systems.

QUALITY COMPETENCIES

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
	Uses best available evidence to continuously improve quality of clinical practice.	• Professional nursing association meeting and reflection paper Asynchronous course work •• Journal club • Test
	Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	
	Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care.	
	Applies skills in peer review to promote a culture of excellence.	

TECHNOLOGY AND INFORMATION LITERACY COMPETENCIES

*Family*Competencies/Knowledge, Values, *nurse practitioner competent in quality competencies:*Skills	Student Learning Outcomes	Method of Assessment
Discusses methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization. ***Family Nurse Practitioner competent in Technology and Information Literacy Competencies:*** Integrates and incorporates advances in technology within the practice setting,	Integrates appropriate technologies for knowledge management to improve health care.	▫ Class discussion
	Translates technical and scientific health information appropriate for various users' needs. · Assesses the patient and caregiver's educational needs to provide effective, personalized health care. · Coaches the patient and caregiver for positive behavioral change.	

resolves practice problems, works as a change agent, and disseminates results.	Demonstrates information literacy skills in complex decision-making.	
	Contributes to the design of clinical information systems that promote safe, quality and cost effective care.	
	Uses technology systems that capture data on variables for the evaluation of nursing care.	
	Anticipates variations in practice and is proactive in implementing interventions to ensure quality.	

HEALTH DELIVERY SYSTEM COMPETENCIES		
Competencies/Knowledge, Values, Skills	**Student Learning Outcomes**	**Method of Assessment**
Family Nurse Practitioners competent in Health Delivery System Competencies: Explains how the advanced practice nurse applies and integrates broad, organizational, client centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. As a member and leader of interprofessional health care system, the advanced practice nurse communicates, collaborates, and consults with other health professionals to manage and coordinate care	Applies knowledge of organizational practices and complex systems to improve health care delivery.	☐ Professional nursing association meeting and reflection paper ☐ Asynchronous course work ☐ Journal club ☐ Test
	Effects health care change using broad- based skills including negotiating, consensus building, and partnering.	
	Minimizes risk to patients and providers at the individual and systems level.	
	Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.	
	Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.	
	Analyzes organizational structure, functions, and resources to improve the delivery of care.	

ETHICS COMPETENCIES		
Competencies/Knowledge, Values, Skills	**Student Learning Outcomes**	**Method of Assessment**
Family nurse practitioner competent in ethics competencies: Integrates the highest level of moral principles and social policy when	Integrates ethical principles in decision-making.	• Professional nursing association meeting and reflection paper
	Evaluates the ethical consequences of decisions.	•• Asynchronous course work

applying professional guidelines in the practice environment	Applies ethically sound solutions to complex issues related to individuals, populations, and systems of care.	• Journal club Test

VII.   Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Journal club (Weeks 2–12)	Module and week to be assigned	5%
Cover letter, resume, and portfolio	Week 4	15%
Asynchronous course work	Weekly	15%
Class participation	Weekly	10%
Reflection paper on a professional nursing association and experience at meeting	Week 8	25%
Take-home test covering concepts from the course (APA format with references)	Week 12	30%

Each of the major assignments is described below.

Assignment: Journal Club (5% of course grade)

Students will choose two topics being addressed in class and "assign themselves" to finding a current (within the last three years) journal article related to the topic. Students will post the article and a brief synopsis of the article with two discussion questions to be considered during the synchronous class seminar. The posting will be due one week prior to the module/topic. See the course overview below for weeks/modules where journal club takes place. Late postings and submissions will be subject to a 5 point be day grade deduction.

Due: Once during the semester. Journal article to be submitted one week prior to the module/topic for the class and faculty to read. Student will lead a discussion on the article in class.

This assignment relates to student learning outcomes 3 and 7.

Assignment: Professional Resume, Cover Letter, and Portfolio (15% of course grade)

After completion of the resume workshop in Module 3, each student will submit a final cover letter, professional resume, and a portfolio. Late submissions will be subject to a 5 point be day grade deduction.

Due: Week 4
This assignment relates to student learning outcome 2.

Asynchronous course work in each of the modules (15% of course grade)

Within each modules, students will complete written responses to questions and issues raised by faculty and guest speakers.

Due: Weekly
This assignment relates to all student learning outcome 2, 3, 7 and 8.

Attend Profession Nursing Association Meeting or Sponsored Event and Write a Refection Paper on the Organization and the Experience.

Each student is to identify a relevant professional nursing association and attend a local, state, or national meeting of the association. Students will describe the association, its inception and history, mission, and current issues affecting its membership. This analysis includes a SWOT (strength, weaknesses, opportunities, and threats) analysis of the selected organization. In addition, students   will reflect on their experience attending the meeting or event (for example, Lobby Day at state capital) and discuss their experience.

The student will identify the organization by the third week of class and submit a five-page paper (excluding title page and references). Paper format is APA with three to five references from peer-reviewed sources. Late submissions will be subject to a 5 point be day grade deduction.

Due: Week 9
This assignment relates to student outcomes 2, 3, and 7.

Assignment: Take-home test covering course concepts (30% of course grade)

An open-book exam, utilizing course texts and articles, will be given that asks students to apply concepts discussed, studied, and posted during the semester. Late submissions will be subject to a 5 point be day grade deduction.

Due: Week 14
This assignment relates to student outcomes 2, 3, 7, and 8.
Class Participation (10% of course grade)

Students are graded weekly on participation in class discussions.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A–
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School: (1) Grades of A or A– are reserved for student work that not only demonstrates very good mastery of content but that also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which the student has demonstrated these skills. (2) A grade of B+ will be given to work that is judged very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B

– will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas, and/or several significant areas requiring improvement. (6) Grades between C– and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's perform ance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII.   Required and Supplementary Instructional Materials and Resources

Required Textbooks:

Hamric, A. ˙   B., Hanson, C.M., Tracey, M. F., & O'Grady, E. T. 2019). Advanced practice nursing: An integrative approach (6th ed.)

Stewart, J. G., & Denisco, S. M. (2019). *Role d*e*velopment for the nurse practitioner.* Sudbury, MA: Jones & Bartlett.

(2nd ed.).

Recommended Textbooks:

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

Recommended Guidebook for APA Formatting:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Note: Additional required and recommended readings may be assigned by the instructor thr oughout the course.

Recommended Websites:

American Association of Nurse Practitioners (AANP): https://www.aanp.org/

American Nurses Association: http://www.nursingworld.org/

American Association of Colleges of Nursing: http://www.aacn.nche.edu/ Health

Information and Management Systems Society (HIMSS): https://www.himss.org/

National Committee on Quality Assurance (NCQA) HEDIS and Performance

Measurement: http://www.ncqa.org/hedis-quality-measurementNational Council of State

Boards of Nursing (NCSBN): https://www.ncsbn.org/

National Association of Nurse Practitioner Faculties (NONPF): http://www.nonpf.org/

National Nurse Practitioner Residency and Fellowship Training Consortium. https://www.nppostgradtraining.com/

Course Overview

Week	Content	Assignments
1	**Module 1: The Big Picture: History, Education, and Regulation of Nurse Practitioners** • History of Advanced Practice Nursing • The Consensus Model • State Regulations and Scope of Practice • Certification Exams and Applying for Recognition	☐ Asynchronous coursework ☐ Find your state CRNP statute and practice regulations, and bring to "class"

2	**Module 2: Getting Involved: Local, State, National, Global, and Specialty Organizations** ☐ Why Get Involved? • American Nurses Association • Specialty Organizations • Global Opportunities • Nurse Practitioner Organizations	☐ Asynchronous coursework ☐ Students assigned to journal article and discussion ☐ Professional nursing association meeting and paper due Week 8
3	**Modules 3, 4, and 5: Getting Employed: Starting Your Portfolio, Cover Letter, and Resume Writing Workshop; Navigating the Employment Processes; Contracts and Negotiations** • Professional Portfolio • Resume Writing • Cover Letter • Social Media and the Job Search • Preparing for the Interview: Institutional Culture • The Interview • The Ideal Candidate • Contracts 101 • Negotiation Styles • Phases of Negotiation • APRN Contracts	☐ Asynchronous coursework ☐ Students assigned to journal article and discussion ☐ Portfolio, cover letter, and resume due Week 4
4	**Module 6: Managing Risk: Malpractice, Liability, and Litigation** • Malpractice Insurance • Advanced Practice Risk Management • Preparing for a Deposition	☐ Asynchronous coursework ☐ Students assigned to journal article and discussion
5	**Module 7: Interprofessional Practice: Impact on Quality Outcomes** • Interprofessional Collaboration • Perspectives on Interprofessional Collaboration	☐ Asynchronous coursework ☐ Students assigned to journal article and discussion
6	**Module 8: Health Care Insurance, Billing, Coding, and Productivity Models**	☐ Asynchronous coursework
Week	**Content**	**Assignments**
	• The Economics of Health Care Crash Course • Brief History of U.S. Health Care • Understanding the Health Care System • Medicare and Medicaid (SCHIP) • The Affordable Care Act • ICD-10	☐ Students assigned to journal article and discussion

7	**Module 9: Health Informatics and the APRN**
	    • Health Informatics: An Institute of Medicine (IOM) Competency
	    • The Role of the APRN in Health Information Technology
	    • Telehealth
		☐ Asynchronous coursework
		☐ Students assigned to journal article and discussion

8	**Module 10: Leadership and the Role of the APRN**
	    • Perspectives on Leadership
	    • Transformational Leadership
	    • Leadership and Change Theory
		☐ Asynchronous coursework
		☐ Students assigned to journal article and discussion
		☐ Professional nursing association meeting and paper

9	**Module 11: Issues in Professional Practice**
	    • Conflict in Health Care
	    • Conflict Management
	    • Ethical Conflicts and Practice
		☐ Asynchronous coursework
		☐ Students assigned to journal article and discussion

10	**Module 12: Cultural Competency in Practice**
	    • Health Care Disparities
	    • Implicit Bias
	    • Impact of Diversity on Diagnosis and Treatment
		☐ Asynchronous coursework
		☐ Students assigned to journal article and discussion

11	**Module 13: Transition to Practice**
	    • Adapting to Being a Novice Nurse Practitioner
	    • Perspectives on Transitioning to Practice
	    • The Role of Mentorship
		☐ Asynchronous coursework
		☐ Students assigned to journal article and discussion

12	**Modules 14 and 15: Self-Care Management for the Advanced Practice Nurse**
	  • Healthy Nurse/Healthy Nation
	  • Compassion Fatigue and Health Care and Self-Care
	  • Resilience
	  • Personal Finances for the Advanced Practice Nurse
		☐ Asynchronous coursework
		☐ Take-home test - Due Week 12

Study Days/No Classes		
Final Examinations		

Course Schedule—Detailed Description

Module 1: The Big Picture: History, Education, Regulation of Nurse Practitioners	Month Date
Topics	

- History of Advanced Practice Nursing
- The Consensus Model
- State Regulations and Scope of Practice
- Certification Exams and Applying for Recognition

This module relates to course objective 1.

Required Readings

Hamric, A. B., Hanson, C. M.,   Tracey, M. F., & O'Grady, E. T.
    (2019). *Advanced practice nursing: An integrative approach* (6th ed.).

    Chapter 1: Historical and Developmental Aspects of Advanced Practice Nursing, 1–24.
    Chapter 2: Conceptualization of Advanced Practice Nursing, 25–60.
    Chapter 3: A Definition of Advanced Practice Nursing, 61-79.
    Chapter 22: Understanding Regulatory, Legal, and Credentialing Requirements, 563–584.
    .
Stewart, J. G., & Denisco, S. M. (2019). *Development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett.

        Chapter 1: The Nurse Practitioner: Historical Perspectives on the Art and Science of Nurse Practitionering, 3 –25.

Recommended Readings

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

        Chapter 1: What Is a Nurse Practitioner? 1–38.
        Chapter 3: State Regulation of Nurse Practitioner Practice, 133–136.

Module 2: Getting Involved: Local, State, National, Global, and Specialty Organization s	Month Date
Topics	
- Why Get Involved? - American Nurses Association - Specialty Organizations - Global Opportunities - Nurse Practitioner Organizations	

This module relates to course objectives 1 and 4.

Required Readings

Carlson, K. Catallo, C., Spalding, K., & Haghiri-Vijeh, R. (2014). Nursing professional organizations: What are they doing to
        engage nurses in health policy? *Sage Open*, DOI: 10.1177/2158244014560534

Matthews, J. H. (2012). Role of professional organizations in advocating for the nursing profession. *Online Journal of Nursing, 17(1),* 3.

Recommended Readings

None

Module 3: Getting Employed, Part 1: Starting Your Portfolio, Cover Letter, and Resume Writing Workshop	Month Date
Topics	
- Professional Portfolio - Resume Writing - Cover Letter - Social Media and the Job Search	

This module relates to course objective 4. **Required**

Readings

Buppert, C. (2012) How to prove you are qualified when you need to. *Journal of the Nurse Practitioner, 8(1),* 67–68.

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (5th ed.).

Chapter 20: Marketing and Negotiation, 523–546.

Stewart, J. G., & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett.

Chapter 16: Professional Employment, 367–378.

Recommended Readings

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

Chapter 2: Subsection, An Individual NP's Portfolio, 48–50.

Module 4: Getting Employed, Part 2: Navigating the Employment Processes	Month Date
Topics	
- Hiring Process - Preparing for the Interview: Institutional Culture - The Interview - The Ideal Candidate	

This module relates to course objectives 3 and 4.

Required Readings

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (6th ed.). Chapter 20: Marketing and Negotiation, 523-546.

Stewart, J. G., & Denisco, S. M. (2019). *Development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett. (2nd ed.).

Chapter 16: Professional Employment, 367–378.

Szanton, S. L., Mihaly, L. K., Alhusen, J., & Becker, K. L. (2010). Taking charge of the challenge: Factors to consider in taking your first nurse practitioner job. *Journal of the American Academy of Nurse Practitioners, 22,* 356–360.

Recommended Readings

None

Module 5: Getting Employed, Part 3: Contracts and Negotiations	Month Date
Topics	
• Contracts 101 • Negotiation Styles • Phases of Negotiation • APRN Contracts	

This module relates to course objectives 3 and 6.

Required Readings

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (6th ed.).

> Chapter 20: Marketing and Negotiation, 539–545 (Negotiation and Contracting).

Stewart, J. G., & Denisco, S. M. (2019). *Development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett.

> Chapter 16: Professional Employment, 367–378.

Recommended Readings

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

> Chapter 4: Federal Regulation of the Nurse Practitioner Profession, 170–175 (Stark Act, DEA, Patient Confidentiality, Discrimination in Hiring and Firing). Chapter 10: The Employed Nurse Practitioner, 329– 352.

Module 6: Managing Risk: Malpractice, Liability, and Litigation	Month Date
Topics	
• Malpractice Insurance • Advanced Practice Risk Management • Preparing for a Deposition	

This module relates to course objectives 1, 5, and 6.

Required Readings

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (6th ed.).

Chapter 22: Understanding Regulatory, Legal and Credentialing Requirements, 563–584.

Miller, K. P. (2013). The national practitioner data bank: An annual update. *Journal of the Nurse Practitioner, 9*(9), 576– 580.
Recommended Readings

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

Chapter 5: Prescribing, 203–208.
Chapter 8: Risk Management, 289–303 (stop at Electronic Medical Records). Chapter 12: Lawmaking and Health Policy, 421–434.

Module 7: Interprofessional Practice: Impact on Quality Outcomes	Month Date
Topics	
• Interprofessional Collaboration • Perspectives on Interprofessional Collaboration	

This module relates to course objectives 4 and 6.

Required Readings

Apold, S., & Pohl, J. M. (2014). No turning back. *Journal of the Nurse Practitioner, 10*(2), 94–99.

Stewart, J. G. & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett. (2nd ed.).

Chapter 6: Case Presentation, Consultation, and Collaboration in Primary Care, 1 70 –179

Recommended Readings

None

Module 8: Health Care Insurance, Billing, Coding, and Productivity Models	Month Date
Topics	
• The Economics of Health Care Crash Course • Brief History of U.S. Health Care • Understanding the Health Care System • Medicare and Medicaid (SCHIP) • The Affordable Care Act	

This module relates to course objective 5. **Required**

Readings

Stewart, J. G., & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett (2nd ed.).

Chapter 15: Reimbursement for Nurse Practitioner Services, 343–364.

Recommended Readings

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

Module 9: Health Informatics and the APRN	Month Date
Topics	

- Health Informatics: An Institute of Medicine (IOM) Competency
- The Role of the APRN in Health Information Technology ☐ Telehealth

This module relates to course objective 5.

Required Readings

Barker, K., Mallow, J., Theeke, L., & Schwertfeger, R. (2016). A telehealth rural practice change for diabetes education and management. *Journal of the Nurse Practitioner, 12*(5), e225–e229.

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (6th ed.).

Chapter 24: Using Health Information Technology to Evaluate and improve Performance and Patient Outcomes, 607–643.

Stewart, J. G., & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett (2nd ed.).

Chapter 9: Electronic Health Record and Impact on Healthcare Outcomes, 245- 259. Chapter 13: Quality, Safety, and Prescriptive Authority, 313-328.

Recommended Readings

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

Chapter 8: Risk Management, 304–310 (Electronic Medical Records: 18 Ways to Reduce Legal Risks). Chapter 12: Lawmaking and Health Policy, 421–434.

Module 10: Leadership and the Role of the APRN	Month Date
Topics	

- Perspectives on Leadership
- Transformational Leadership
- Leadership and Change Theory

This module relates to course objectives 4 and 6.

Required Readings

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (6th ed.).

Chapter 11: Leadership, 256–285.

Stewart, J. G., & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett (2nd ed.
Chapter 11: Concepts of the Professional, 285–293.

Recommended Readings None

Module 11: Issues in Professional Practice	Month Date
Topics	
• Conflict in Health Care • Conflict Management • Ethical Conflicts and Practice	

This module relates to course objectives 4 and 6.

Required Readings

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (6th ed.).

Chapter 13: Ethical Decision-Making, 328–354.

Stewart, J. G., & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett. (2nd ed.).

Chapter 11: Concepts of a Professional, 285–293.

Recommended Readings

None

Module 12: Cultural Competency in Practice	Month Date
Topics	
• Health Care Disparities • Implicit Bias • Impact of Diversity on Diagnosis and Treatment	

This module relates to course objective 6.

Required Readings

FitzGerald, C., & Hurst, S. (2017). Implicit bias in healthcare professionals: A systemic review. *BMC Medical Ethics, 18,* 19. http://doi.org/10.1186/s12910-017-0179-8

Stewart, J. G., & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett.(2nd ed.).

Chapter 5: Culture Sensitivity and Global Health, 115–142.

Recommended Readings

None

Module 13: Transition to Practice	Month Date
Topics	
• Adapting to Being a Novice Nurse Practitioner • Perspectives on Transitioning to Practice • The Role of Mentorship	

This module relates to course objectives 1 and 5.

Required Readings

Hamric, A. B., Hanson, C. M., Tracey, M. F., & O'Grady, E. T. (2019). *Advanced practice nursing: An integrative approach* (6th ed.).

> Chapter 4: Role Development of the Advanced Practice Nurse, 80–104.

Stewart, J. G., & Denisco, S. M. (2019). *Role development for the nurse practitioner.* Sudbury, MA: Jones & Bartlett.(2nd ed.)

> Chapter 14: Mentoring, 331–333.

Recommended Readings

Buppert, C. (2017). *Nurse practitioners practice and legal guide* (6th ed.). Sudbury, MA: Jones & Bartlett.

> Chapter 15: Measuring Nurse Practitioner Performance, 463–470.

Module 14: Self-Care Management for the Advanced Practice Nurse	Month Date
Topics	
• Healthy Nurse/Healthy Nation • Compassion Fatigue and Health Care and Self-Care • Resilience • Personal Finances for the Advanced Practice Nurse	

This module relates to course objectives 4 and 6.

Required Readings

Halloran, L. (2016). The value of self-reflection. *Journal of the Nurse Practitioner, 12*(10), e437–438. https://doi.org/10.1016/j.nurpra.2016.09.004

Halloran, L. (2016). Who cares? *Journal of the Nurse Practitioner, 12*(5), e287–288.

Sheppard, K. (2016). Compassion fatigue: Are you at risk? *American Nurse Today, 11,* 1.

Recommended Readings

None

Study Days / No Classes	Month Date

Final Examinations	Month Date

University Policies and Guidelines

IX.   Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the module. Failure to attend class or arriving late may affect your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by e-mail (favahoch@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations that conflict with students' observance of a holy day. Students must arrange *in advance* to complete class work that will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *SCampus* and to the USC School of Social Work Student Handbook and the Department of Nursing Student Handbook for additional information on attendance policies.

X.   Academic Conduct

Plagiarism—presenting someone else's ideas as your own, either verbatim or recast in your own words —is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards," https://policy.usc.edu/scampus- part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

XI.   Support Systems

Student Counseling Services (SCS)—(213) 740-7711—24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline—1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, seven days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP)—(213) 740-4900—24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender -based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

*USC Student Health Sexual Assault & Survivor Support***: https://studenthealth.usc.edu/sexual-assault/**

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. USC Policy Reporting to Title IX: https://policy.usc.edu/reporting-to-title-ix-student-misconduct/

Bias Assessment Response   and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII.   Additional Resources
Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII.   Statement About Incompletes
The grade of incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student, agreed to by the instructor, and reported on the official "Incomplete Completion Form."

XIV.   Policy on Late or Make-up Work
Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the assignment is late without permission, the grade will be affected. Late submissions   will be subject to a 5 point be day grade deduction.

XV.   Policy on Changes to the Syllabus and/or Course Requirements
It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in   poverty. A historic and defining
feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. .Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Code of Ethics for Nurses

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self -reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:
- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession's nonnegotiable ethical standard.

- It is an expression of nursing's own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivati ng virtues. The Code of Ethics for Nurses reflects all of these approaches. The words *ethical* and *moral* are used throughout the Code of Ethics. *Ethical* is used to refer to reasons for decisions about how one ought to act, using the abovementioned approaches. In general, the word *moral* overlaps with *ethical* but is more aligned with personal belief and cultural values.　　　Statements that describe activities

and attributes of nurses in this Code of Ethics are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The Code of Ethics for Nurses uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to "one who suffers," reflecting a universal aspect of human existence. Nonethe less, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in health care facilities as well as in communities. Similarly, the term *practice* refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in this Code of Ethics apply to nurses in all roles and settings.

The Code of Ethics for Nurses is a dynamic document. As nursing and its social context change, changes to the Code of Ethics are also necessary. The Code of Ethics consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions. Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

Code of Ethics for Nurses with Interpretive Statements provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting, nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future.

XVII.   Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course   instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

XIX.   Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required   readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Do not procrastinate or postpone working on assignments.