

NURS 605
Professional Issues in Advanced Practice Nursing
2 Units
Fall 2021

Course Faculty: Dr. Sharon O’Neill, DNP, JD, FNP-BC, PPNP-BC, PMHNP-BC (Course Lead)
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Course Days:	Wednesday	Thursday VAC/
Office:	VAC/ZOOM	Zoom
Course Time:	9:30-10:20 am (PST)	1:00-1:50 pm (PST)
Office Hours:	TBD	TBD
Course Location	VAC	VAC

I. Course Prerequisites or Co-Requisites

NURS 505 unless student receives permission from the program director to register for the course.

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	*	1, 2, 4
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
<p>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.</p>	Assumes complex and advanced leadership roles to initiate and guide change.	<ul style="list-style-type: none"> • Professional nursing association meeting and reflection paper • 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.	<ul style="list-style-type: none"> 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

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Technology and Information Literacy Competencies:</i></p> <p>Discusses methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.</p> <p>Integrates and incorporates advances in technology within the practice setting,</p>	Integrates appropriate technologies for knowledge management to improve health care.	<ul style="list-style-type: none"> 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
<p><i>Family Nurse Practitioners competent in Health Delivery System Competencies:</i></p> <p>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</p>	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
	Integrates ethical principles in decision-making.	<ul style="list-style-type: none"> • Professional nursing association meeting and • Reflection paper • Asynchronous course work Journal Club • Test
	Evaluates the ethical consequences of decisions.	
	Applies ethically sound solutions to complex issues related to individuals, populations, and systems of care	

VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Journal club (Weeks 1–15)	Starts week 1	10%
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 (APA Format for References)	Week 8	20%
Exam covering concepts from the course (APA format with references) Questions posted in week 11 by faculty.	Week 13	30%

Each of the major assignments is described below.

Assignment: Journal Club (10% of course grade)

Students select an article based on the module(s) topic of the week, published within the last five (5) years from 2016 to present. The article cannot be a required reading in the course but can be a suggested reading identified on the course syllabus. Students will post the article and a brief synopsis of the article of 3 to 5 sentences, with two discussion questions to be considered during the synchronous class session to the course wall and to the grade book. The posting will be due one week prior to the module/topic. The student has fifteen (15) minutes for the discussion. Five (5) minutes to give an overview of the article and ten (10) minutes to lead a class discussion based on two questions the student posted with the article. Faculty may extend the article's discussion if the faculty believe it covers important information or leads to a fuller discussion of the week's topic.

Instructions and the grading rubric for this assignment are located in the course toolbox. See the course overview below for the assigned week's module(s) when the journal club takes place. Late postings and submissions will be subject to a 5 point/day grade deduction at the discretion of the faculty.

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 to the grade book. Instructions and the grading rubric for this assignment are located in the course toolbox. Late submissions will be subject to a 5 point per day grade deduction.

Due: Week 4, before the start of class

This assignment relates to student learning outcome 2.

Asynchronous course work in each of the modules and reflective exercise at the end of the module (15% of course grade). At the end of each module, students complete written responses to exercises and questions asked in the section called ***Reflective Exercise Based on Module and Reading***. Student must provide citations to support their response and a reference list at the end of the response, unless specifically instructed not to provide this information. Students must respond to another student's post in order to get full credit for the week.

Due: Weekly, before the start of class.

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

Attend Profession Nursing Association Meeting or Sponsored Event and Write a Reflection 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 and receive approval by course faculty by the third week of class. The student will submit a five-page paper (excluding title page and references). Paper format is APA with three to five references from peer-reviewed sources. Instructions and the grading rubric for this assignment are located in the course toolbox. Late submissions will be subject to a 5 point be day grade deduction.

Due: Week 8, before the start of class.

This assignment relates to student outcomes 2, 3, and 7.

Assignment: Exam covering course concepts (30% of course grade)

An open-book exam, utilizing course texts and articles, will be given that asks students to apply module concepts discussed, studied, and posted during the semester. Instructions and the grading rubric for this assignment are located in the course toolbox. Late submissions will be subject to a 5 point be day grade deduction up to 5 days. **Faculty will post the exam on Thursday, November 11, 2021 at 4 pm PDT. The exam is due one week later on Thursday, November 18, 2021 at 11:59 pm PDT.** **Turnitin:** The exam will be submitted through Turnitin. Students can preview the Turnitin score using USC Blackboard for the course. Faculty will not see the preview. Students are advised to save a copy of the preview document, in case there is difference with the score through the 2U Learning management System. A 5-point deduction for each day late.

Due: Week 13

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 performance 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:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 978-1-4338-3217-8

Buppert, C. (2021). *Nurse Practitioner’s Practice and Legal Guide* (7th ed.). Jones & Bartlett. ISBN-13: 978-1284117165, ISBN-10: 1284117162

DeNisco, S. M. (2019). *Advanced Practice Nursing: Essential Knowledge for the Profession* (4th ed.). Jones & Bartlett (ISBN-13: 978-1284176124; ISBN-10: 1284176126)

Recommended Textbooks and Readings:

Note: Additional required and recommended readings may be assigned by the instructor throughout 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/>

Health Resources & Services Administration (HRSA) Health Workforce <https://bhw.hrsa.gov/national-center-health-workforce-analysis>

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

National Committee on Quality Assurance (NCQA) HEDIS and Performance Measurement: <http://www.ncqa.org/hedis-quality-measurement>

National Council of State Boards of Nursing (NCSBN): <https://www.ncsbn.org/>

National Nurse Corps Scholarship Program <https://bhwhrsa.gov/loans-scholarships/nurse-corps/scholarship>

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 <ul style="list-style-type: none"> • History of Advanced Practice Nursing • The Consensus Model • State Regulations and Scope of Practice Certification Exams and Applying for Recognition	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Why Get Involved? • American Nurses Association • Specialty Organizations • Global Opportunities Nurse Practitioner Organizations	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion
3	Module 3: Getting Employed, Part 1: Starting Your Portfolio, Cover Letter, and Resume Writing Workshop <ul style="list-style-type: none"> • Professional Portfolio • Resume Writing • Cover Letter Social Media and the Job Search	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion • Portfolio, cover letter, and resume due Week 4
4	Module 4: Getting Employed, Part 2: Navigating the Employment Processes <ul style="list-style-type: none"> • Hiring Process • Preparing for the Interview: Institutional Culture • The Interview • The Ideal Candidate 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion • Portfolio, cover letter, and resume due
5	Module 5: Getting Employed, Part 3: Contracts and Negotiations <ul style="list-style-type: none"> • Contracts 101 • Negotiation Styles • Phases of Negotiation • APRN Contracts 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion
6	Module 6: Managing Risk: Malpractice, Liability, and Litigation <ul style="list-style-type: none"> • Malpractice Insurance • Advanced Practice Risk Management • Preparing for a Deposition 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion
7	Module 7: Interprofessional Practice: Impact on Quality Outcomes <ul style="list-style-type: none"> • Interprofessional Collaboration • Perspectives on Interprofessional Collaboration 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion

Week	Content	Assignments
8	Module 8: Health Care Insurance, Billing, Coding, and Productivity Models <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion
9	Module 9: Health Informatics and the APRN <ul style="list-style-type: none"> • Health Informatics: An Institute of Medicine (IOM) Competency • The Role of the APRN in Health Information Technology Telehealth 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion
10	Module 10: Leadership and the Role of the APRN <ul style="list-style-type: none"> • Perspectives on Leadership • Transformational Leadership • Leadership and Change Theory 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion
11	Module 11: Issues in Professional Practice <ul style="list-style-type: none"> • Conflict in Health Care • Conflict Management • Ethical Conflicts and Practice 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion
12	Module 12: Cultural Competency in Practice <ul style="list-style-type: none"> • Health Care Disparities • Implicit Bias • Impact of Diversity on Diagnosis and Treatment 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion • Take Home Exam Available at 4 pm 11/11/2021
13	Module 13: Transition to Practice <ul style="list-style-type: none"> • Adapting to Being a Novice Nurse Practitioner • Perspectives on Transitioning to Practice • The Role of Mentorship 	<ul style="list-style-type: none"> • Asynchronous coursework • Students assigned to journal article and discussion • Take home Exam Due at 11:59 pm 11/18/2021
14	Module 14: Self-Care Management for the Advanced Practice Nurse <ul style="list-style-type: none"> • Healthy Nurse/Healthy Nation • Compassion Fatigue and Health Care and Self-Care • Resilience • Personal Finances for the Advanced Practice Nurse 	<ul style="list-style-type: none"> • Asynchronous coursework • Exam
15	Course Wrap up	<ul style="list-style-type: none"> • Complete course evaluation

Course Schedule—Detailed Description

Module 1: The Big Picture: History, Education, Regulation of Nurse Practitioners	
Topics	
	<ul style="list-style-type: none"> • 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:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett

Chapter 1: DeNisco, S.M. & Barker, A.M, Introduction to the role of advanced practice nursing, 5-20.

Chapter 2: Stewart, S., Historical perspectives: The art and science of nurse partitioning, 23-44

Buppert, C. (2021). *Nurse Practitioners Practice and Legal Guide* (7th ed.). Jones & Bartlett.

Chapter 3: State Regulation of Nurse Practitioner Practice, 139–142.

McCauley, L. A., Broome, M. E., Frazier, L., Hayes, R., Kurth, A., Musil, C. M., Norman, L. D., Rideout, K. H., & Villarruel, A. M. (2020). Doctor of nursing practice (DNP) degree in the United States: Reflecting, readjusting, and getting back on track. *Nursing Outlook*, 68(4), 494–503. <https://doi.org/10.1016/j.outlook.2020.03.008>

Recommended Readings:

Berg, J. A., & Ruppert, S. D. (2019). Fostering promotion and protection of the professional nurse practitioner role: A call to action. *Journal of the American Association of Nurse Practitioners*, 31(1), 3-5. <https://doi.org/10.1097/JXX.000000000000180>

Hudspeth RS, Klein TA. (2019). Understanding nurse practitioner scope of practice: Regulatory, practice, and employment perspectives now and for the future. *Journal of the American Association of Nurse Practitioners*;31(8):468-473. doi: <https://doi.org/10.1097/jxx.000000000000268>

Module 2: Getting Involved: Local, State, National, Global, and Specialty Organizations	
Topics	
	<ul style="list-style-type: none"> • Why Get Involved? • American Nurses Association • Specialty Organizations • Global Opportunities • Nurse Practitioner Organizations

This module relates to course objectives 1 and 4.

Required Readings

Goolsby, M. J., & DuBois, J. C. (2017). Professional organization membership: Advancing the nurse practitioner role. *Journal of the American Association of Nurse Practitioners*, 29(8), 434-440. <https://doi.org/10.1002/2327-6924.12483>

Hawkins M. D. (2019). Barriers to Preceptor Placement for Nurse Practitioner Students. *Journal of Christian Nursing : a quarterly publication of Nurses Christian Fellowship*, 36(1), 48–53. <https://doi.org/10.1097/CNJ.0000000000000519>

Rowley, T., Balk, J., Guo, J. W., & Wallace, A. S. (2020). Factors influencing nurse practitioners' decisions to join nurse practitioner associations. *Journal of the American Association of Nurse Practitioners*, 32(2), 152–159. <https://doi.org/10.1097/JXX.0000000000000231>

Recommended Readings:

Pulcini, J., Hanson, C., & Johnson, J. (2019). National Organization of Nurse Practitioner Faculties: A 40-year history of preparing nurse practitioners for practice. *Journal of the American Association of Nurse Practitioners*, 31(11), 633–639. <https://doi.org/10.1097/JXX.0000000000000330>

Module 3: Getting Employed, Part 1: Starting Your Portfolio, Cover Letter, and Resume Writing Workshop	
Topics	
	<ul style="list-style-type: none"> • Professional Portfolio • Resume Writing • Cover Letter • Social Media and the Job Search

This module relates to course objective 4.

Required Readings

Buppert, C. (2021). *Nurse Practitioners Practice and Legal Guide* (7th ed.). Jones & Bartlett.

Chapter 2: Subsection, An Individual NP’s Portfolio, 50-52.

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett.

Chapter 28: Zuzelo, P.R., (2019). Strategic career planning: Personal and professional development, 857-870. (Start at Professional portfolios).

Chapter 31: Beavais, A, (2019). Entering the job market, 901-916 (stop at Applying for the job).

Recommended Readings:

Dillon, D. & Hoyson, P.M.(2013). From Graduation to Employment: A Guide for the New Nurse Practitioner. *The Journal for Nurse Practitioners*, 9(5), 312-315. <https://doi.org/10.1016/j.nurpra.2013.04.002>

Moriber, N. A., Wallace-Kazer, M., Shea, J., Grossman, S., Wheeler, K., & Conelius, J. (2014). Transforming doctoral education through the clinical electronic portfolio. *Nurse Educator*, 39(5), 221–226.
<https://doi.org/10.1097/NNE.0000000000000053>

Module 4: Getting Employed, Part 2: Navigating the Employment Processes

Topics
<ul style="list-style-type: none"> • Hiring Process • Preparing for the Interview: Institutional Culture • The Interview • The Ideal Candidate

This module relates to course objectives 3 and 4.

Required Readings:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett.

Chapter 31: Beavais, A, (2019). Entering the job market, 916-923 (start at Applying for the job) .

Han, R. M., Carter, P., & Champion, J. D. (2018). Relationships among factors affecting advanced practice registered nurses' job satisfaction and intent to leave: A systematic review. *Journal of the American Association of Nurse Practitioners*, 30(2), 101–113. <https://doi.org/10.1097/JXX.0000000000000006>

Stewart, N. J., MacLeod, M., Kosteniuk, J. G., Olynick, J., Penz, K. L., Karunanayake, C. P., Kulig, J. C., Labrecque, M. E., & Morgan, D. G. (2020). The importance of organizational commitment in rural nurses' intent to leave. *Journal of Advanced Nursing*, 76(12), 3398–3417. <https://doi.org/10.1111/jan.14536>

Recommended Readings:

None

Module 5: Getting Employed, Part 3: Contracts and Negotiations

Topics
<ul style="list-style-type: none"> • Contracts 101 • Negotiation Styles • Phases of Negotiation • APRN Contracts • States with restrictive practice environments <ul style="list-style-type: none"> • Collaborative Agreements • California Standardized Procedures.

This module relates to course objectives 3 and 6.

Required Readings:

Buppert, C. (2021). *Nurse Practitioners Practice and Legal Guide* (7th ed.). Jones & Bartlett.

Chapter 4: Federal Regulation of the Nurse Practitioner Profession, 171–181.

Chapter 10: The Employed Nurse Practitioner, 339– 362.

Chapter 10A: Elements commonly found in nurse collaborative agreements, 353.

Chapter 10B: Sample Employment agreement, 354-361.

Dillon, D., & Hoyson, P. M. (2014). Beginning employment: a guide for the new nurse practitioner. *The Journal for Nurse Practitioners*, 10(1), 55-59. <https://doi.org/10.1016/j.nurpra.2013.09.009>

Recommended Readings:

Dillon, D. & Hoyson, P.M.(2013). From Graduation to Employment: A Guide for the New Nurse Practitioner. *The Journal for Nurse Practitioners*, 9(5), 312-315. <https://doi.org/10.1016/j.nurpra.2013.04.002>

Module 6: Managing Risk: Malpractice, Liability, and Litigation
Topics
<ul style="list-style-type: none"> • Malpractice Insurance • Advanced Practice Risk Management • Preparing for a Deposition

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

Required Readings:

Brookman, K. & Zane, R.D. (2020). Surviving a medical malpractice lawsuit, *Emergency Medical Clinics of North America*, 38(2), 539-548. <https://doi.org/10.1016/j.emc.2020.01.006>

Buppert, C. (2021). *Nurse Practitioners Practice and Legal Guide* (7th ed.). Jones & Bartlett.

Chapter 5: Prescribing, 209-214.

Chapter 7: Negligence and Malpractice, 281-296.

Chapter 8: Risk Management, 299-314 (stop at electronic Medical Records).

O’Neill, S.P. (2021). Understanding professional liability insurance: Understand your options. *American Nurse Journal*, 16(5); 2-5. (in the press, professor will post when it is available)

Recommended Readings:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett.

Chapter 12: Zuzelo, P.R. (2019). Influencing outcomes: Improving the quality of care delivery, 359-365 (start failure mode and effects analysis [FMEA])

Module 7: Interprofessional Practice: Impact on Quality Outcomes
Topics
<ul style="list-style-type: none"> • Interprofessional Collaboration • Perspectives on Interprofessional Collaboration

This module relates to course objectives 4 and 6.

Required Readings

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Sudbury, MA: Jones & Bartlett.

Chapters 6: Ash, L. & Miller, C. (2019). Interprofessional collaboration for improving patient and population health, 143-169

Recommended Readings:

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

Module 8: Health Care Insurance, Billing, Coding, and Productivity Models	
Topics	
	<ul style="list-style-type: none">• 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• In Office Laboratories• Self-referral and the Stark Act• Anti-Kickback Statute

This module relates to course objective 5.

Required Readings:

Buppert, C. (2021). *Nurse Practitioners Practice and Legal Guide* (7th ed.). Jones & Bartlett.

Chapter 4: Federal Regulation of the Nurse Practitioner Profession, 171–180.

Chapter 15: Measuring Nurse Practitioner Performance, 473–478.

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.), Jones & Bartlett.

Chapter 7: Shi, L. & Singh, D. (2019). An overview of U.S. healthcare delivery, 177-195 (stop at Healthcare systems of other countries).

Chapter 8: Loveridge, J.M. (2019). Government response: Regulation, 211-232.

Shurson, L., & Gregg, S. R. (2019). Relationship of pay-for-performance and provider pay. *Journal of the American Association of Nurse Practitioners*, 33(1), 11–19. <https://doi.org/10.1097/JXX.0000000000000343>

Recommended Readings:

Snyder, E. F., & Kerns, L. (2021). Telehealth Billing for Nurse Practitioners During COVID-19: Policy Updates. *The Journal for Nurse Practitioners*, 17(3), 258–263. <https://doi.org/10.1016/j.nurpra.2020.11.015>

Module 9: Health Informatics and the APRN

Topics
<ul style="list-style-type: none"> • 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:

Balestra, M.L. (2017). Electronic health records: Patient care and ethical and legal implications for nurse practitioners, *Journal for the Nurse Practitioners*, 13(2): 105-11. <https://doi.org/10.1016/j.nurpra.2016.09.010>

Barker, K., Mallow, J., Theeke, L., & Schwertfeger, R. (2016). A telehealth rural practice change for diabetes education and management. *Journal for the Nurse Practitioner*, 12(5), e225–e229. <https://doi.org/10.1891/2380-9418.11.2.126>

Buppert, C. (2021). *Nurse Practitioners Practice and Legal Guide* (7th ed.). Jones & Bartlett.

Chapter 8: Risk Management, 314–320 (start at Electronic Medical Records to 18 Ways to Reduce Legal Risks)

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett.

Chapter 14: Kroth, P.J. (2019) Health information technology, 411-432.

Kroth, P.J. (2019) Health information technology, 487- 490 (start with Meaningful Use).

Recommended Readings:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett.

Chapter 15: Barey, E.B., Mastrian, K., & McGonigle, D. (2019). The electronic health record and clinical informatics., 437-455.

Chapter 16: The impact of EHRs, big data, and evidence-informed practice, 459-471.

Chapter 17: Kroth, P.J. (2019) Health information technology, 475-487 (stop at Meaningful Use).

Module 10: Leadership and the Role of the APRN

Topics
<ul style="list-style-type: none"> • Perspectives on Leadership • Transformational Leadership • Leadership and Organizational Change Theory

This module relates to course objectives 4 and 6.

Required Readings:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Sudbury, MA: Jones & Bartlett, Chapters 5, 26, 27

Chapter 5: Barker, A.M. (2019). Influencing and leading change in the complex healthcare environment: The role of the advanced practice nurses, 129-141.

Chapter 6: Ash, L. & Miller, C. (2019). Interprofessional collaboration for improving patient and population health, 163 (Change agent: Lewin’s model)

Recommended Readings: None

Module 11: Issues in Professional Practice	
Topics	
<ul style="list-style-type: none"> • Conflict in Health Care • Conflict Management • Ethical Conflicts and Practice <ul style="list-style-type: none"> • Conscience and Personal Integrity • Decision Making: NP and Patient • Informed Consent • Privacy and Confidentiality • Social Media and EMR Systems 	

This module relates to course objectives 4 and 6.

Required Readings:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett,

Chapters 6: Ash, L. & Miller, C. (2019). Interprofessional collaboration for improving patient and population health, 143-161-162.

Chapter 26: Milliken, A., Amari-Vaught, E. & Grace, P.J. (2019). *Advanced practice nursing: The nurse-patient relationship and general ethical concerns*, 781-814.

Chapter 27: Gayford, N. & Grace, P.J. (2019). Ethical leadership by advanced practice nurses, 825-838.

Recommended Readings: None

Module 12: Cultural Competency in Practice	
Topics	
<ul style="list-style-type: none"> • Health Care Disparities • Implicit Bias • Impact of Diversity on Diagnosis and Treatment 	

This module relates to course objective 6.

Required Readings:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett, Chapters 23: Shi, L. & Singh, D.A. (2019). Beliefs, values, and health. 669-699 (stop at Integration of Individual and Population Health).

Chapter 24: Cole, M.A. & Gunther, C.B. (2019). Cultural sensitivity and global health, 711-735

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>

Recommended Readings:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett, Chapter 25: Shi, L. & Singh, D.A. (2019). Health services for special populations, 739-775.

Module 13: Transition to Practice
<p style="text-align: center;">Topics</p> <ul style="list-style-type: none"> • 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:

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett, Chapter 29: Sullivan, D.T. & Barker, A.M. (2019). Developing leadership skills for the advanced practice nurse through mentorship. 879-896 (stop at Stress Management)

Fraz, A. & Salsberg, E. (2019). From education to practice: What we can learn about the workforce from a survey of new nurse practitioners, *Journal of the American Association of Nurse Practitioners*, 31(8), 454-461. <https://doi.org/10.1097/JXX.0000000000000226>

Speight, C., Firnhaber, G., Scott, E. S., & Wei, H. (2019). Strategies to promote the professional transition of new graduate nurse practitioners: A systematic review. *Nursing forum*, 54(4), 557–564. <https://doi.org/10.1111/nuf.12370>

Recommended Readings: None

Faraz A. (2016). Novice Nurse Practitioner Workforce Transition Into Primary Care: A Literature Review. *Western Journal of Nursing Research*, 38(11), 1531–1545. <https://doi.org/10.1177/0193945916649587>

Horner D. K. (2017). Mentoring: Positively influencing job satisfaction and retention of new hire nurse practitioners. *Plastic Surgical Nursing: Official Journal of the American Society of Plastic and Reconstructive Surgical Nurses*, 37(1), 7–22.
<https://doi.org/10.1097/PSN.0000000000000169>

Module 14: Self-Care Management for the Advanced Practice Nurse

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

DeNisco, S. M. (2019). *Advanced practice nursing: Essential knowledge for the profession* (4th ed.). Jones & Bartlett,

Chapter 28: Zuzelo, P.R., (2019). Strategic career planning: Personal and professional development, 843-857 (stop at portfolios).

Chapter 30: Sullivan, D.T.& Barker, A.M. (2019). Managing personal resources: Time and stress management, 887-900.

Lachman, V. D. (2016). Moral resilience: managing and preventing moral distress and moral residue. *MedSurg Nursing*, 25(2), 121-125. <http://libproxy.usc.edu/login?url=https://www-proquest-com.libproxy2.usc.edu/scholarly-journals/moral-resilience-managing-preventing-distress/docview/1783549642/se-2?accountid=14749>

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

Recommended Readings:

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

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

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 ([section faculty member's email](#)) 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.

Recording an asynchronous and/or synchronous class directly violates university standards and will result disciplinary action against the student. Recording a university class requires written expressed permission of the instructor and announcement to the class. Recording can inhibit future free discussion and thus infringe on the academic freedom of other students as well as the instructor. Faculty in this program cannot grant you permission to record.

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 per 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 wellbeing. 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 cultivating 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. Nonetheless, 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 reflects 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.