

ANGELO STATE UNIVERSITY

MASTER of SCIENCE in NURSING

NUR 6338

Leadership and Roles in Advanced Nursing

Summer 2019

Wrennah L. Gabbert, PhD, RN, CPNP, FNP-BC



COURSE NUMBER

NUR 6338

COURSE TITLE

Leadership and Roles in Advanced Nursing

CREDITS

Three semester credit hours (3-0-0)

This course meets completely online using Blackboard as the delivery method

PREREQUISITE COURSES

NUR 6312

CO-REQUISITES

None

PRE-REQUISITE SKILLS

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course. <https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>

COURSE DELIVERY

This is an online course offering. <http://blackboard.angelo.edu>

For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

BROWSER COMPATIBILITY CHECK

It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. The faculty reserves the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the "**Support**" tab from the Blackboard homepage (<http://www.blackboard.angelo.edu>) Select "**Test your Browser**" option.

Please see technical requirements for MSN classes at this link:
http://www.angelo.edu/nursing/student_resource/grad_info.php

FACULTY

Wrennah Gabbert, PhD, RN, CPNP, FNP-BC
Office: Health and Human Services Building - 318L
Phone: (325)942-2224
FAX: (325) 942-2236
E-mail: wrennah.gabbert@angelo.edu preferred method of contact

OFFICE HOURS

Virtual office hours (email or telephone) by arrangement with instructor. Please arrange virtual office consultation times by email or telephone.

COURSE DESCRIPTION

This course prepares students to assume responsibility and accountability for advanced practice roles. In addition, application of leadership and practice principles at both the patient and system levels is used to promote high quality and safe patient care, reduce overall health care delivery costs, improve access to care, and influence political factors that affect interdisciplinary care. Analysis of aggregate systems data to make decision forms the basis for a leadership and practice project.

COURSE OVERVIEW

This course will provide students with practical insights into the “real world” of advanced nursing. Through these insights, students will become equipped to explore, develop, and implement knowledge related to the multifaceted roles and responsibilities assumed by advanced nurses.

MSN PROGRAM OUTCOMES

Upon program completion, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

STUDENT LEARNING OUTCOMES

Student Learning Outcome By completing all course requirements, students will be able to:	Assessment(s) or activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to AACN Essentials	Mapping to NONPF Competencies
1. Examine the scope and impact of advanced nursing roles as they relate to health care system involvement and utilization of patient care technologies.	<ul style="list-style-type: none"> Students will interview a MSN prepared individual who works in an advanced nursing role. 	2, 5, 9	2.6, 5.1, 9.1	TI 1
2. Evaluate aggregate data to initiate and guide a systems change within a health care organization to enhance and/or improve health care delivery and outcomes.	<ul style="list-style-type: none"> Students will initiate a Systems Change Leadership Project 	2, 3, 4	2.2, 2.6, 3.2, 3.3, 4.2	HD 1 TI 5
3. Address ethical principles when guiding a system change within a health care organization to enhance and/or improve health care delivery and outcomes.	<ul style="list-style-type: none"> Students will incorporate concepts of ethical behaviors when performing the Systems Change Leadership Project 	2, 3, 4	2.6, 3.2, 3.3, 4.2	TI 1 EC 1, 2, 3
4. Develop collaborative leadership skills to promote evidence-based knowledge and improve health outcomes.	<ul style="list-style-type: none"> Students will identify and collaborate with major stakeholders when performing the Systems Change Leadership Project. 	7,9	7.6, 9.11, 9.13	QC 1 LC 2

REQUIRED TEXTS AND MATERIALS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed., 2nd printing). Washington, DC: American Psychological Association

Maccoby, M., Norman, C., Norman, J. J., & Margolies, R. (2013). *Transforming health care leadership: A systems guide to improve patient care, decrease costs and improve population health*. San Francisco, CA: Wiley

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System

- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Video recording capability (MAC or Windows Movie Maker, or camcorder)
- Audio recording device such as computer MP3 capability
- Logitech USB microphone headset
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

RECOMMENDED TEXTS

No additional texts recommended.

TOPIC OUTLINE

The topical outline is located on the course calendar and the reading assignment list. Both documents are located at the end of the syllabus.

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for didactic courses:

- A = 90-100 percent
- B = 80-89 percent
- C = 70-79 percent
- F = <70 percent

TIME ZONE

ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.

EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

Discussion Board Activities	25%
Systems Change Leadership Project	50%
MSN Interview	25%

TEACHING STRATEGIES

- Asynchronous discussion board activities which include varied approached case studies, blogs, peer reviewed journal article analysis, lectures, PowerPoint presentations, and webcasts.
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in

Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

ASSIGNMENT DESCRIPTIONS

***Please note: Rubrics for all assessments are located at the end of this syllabus.**

Discussion Board Activities:

Discussion Board Activities are practical application activities designed to strengthen a student’s critical thinking and clinical reasoning skills. Through the use of Discussion Board Activities, students are given the opportunity to synthesize and process information in order to acquire new knowledge, reinforce current knowledge, and/or reinterpret existing knowledge. In addition, Discussion Board Activities afford students the opportunity to express thoughts and ideas that corroborate and/or challenge current findings, and meaningfully engage the ideas, opinions, and thoughts of others in a healthy and productive learning environment. Students are expected to participate in all discussion board activities using the “**Online Discussion Rubric**” to support individual responses.

MSN Interview Assignment:

Students will identify a MSN Advanced Nurse who works in the role they are pursuing and schedule an interview with the individual. Students will talk with the MSN Advanced Nurse about his/her scope of practice and how it relates to *The Essentials of Master’s Education in Nursing*. This interview will allow students to begin building a mentor-mentee relationship, gain insight into their future role, and develop a more in-depth knowledge of *The Essentials of Master’s Education in Nursing*. A Rubric will be used to grade the assignment.

Systems Change Leadership Project:

Students will identify a potential problem in a health care organization and initiate a change process to address the issue. The students will follow a structured approach using the Plan – Do – Study – Act Process. This project will afford students an opportunity to develop leadership skills, collaborate with other professionals, and gain a working knowledge how to initiate a systems change project. A Rubric will be used to grade project.

GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following documents:

- Angelo State Student Handbook located on the ASU website: <http://www.angelo.edu/student-handbook/>
- University Catalog located on the ASU website: <https://www.angelo.edu/catalogs/>
- University *Graduate Nursing Handbook*, located on the Nursing website: <https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>

IMPORTANT UNIVERSITY DATES

See Academic Calendar at:

http://www.angelo.edu/services/registrars_office/academic_calendar.php

June 3	First Day of Class
July 4	Holiday
August 7	Final Exams, Last Day of Class

STUDENT RESPONSIBILITY & ATTENDANCE

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assessments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The expectation is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSESSMENT SUBMISSION

In this class, any designated assessments/assignments need to be submitted through the Assessments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email me at wrennah.gabbert@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up in three modules. Module 0 houses welcome and orientation, Module I houses weeks 1-5, and Module II houses weeks 6-10. The course week begins on Monday at 8:00 AM and ends on Saturday at 11:59 PM. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late assignments are not accepted without prior approval of faculty.** Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the Student Handbook of Angelo State University <http://www.angelo.edu/student-handbook/>. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you

understand this policy better are available at the ASU Writing Center
http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES

“Disability Services is part of the *Office of Student Affairs* at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

The following includes contact information for Disability Services at ASU:

ada@angelo.edu
325-942-2047
Fax: 325-942-2211
Houston Harte University Center, 112
ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

1. “A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES

The faculty member reserves the right to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:

- Board of Nursing for the State of Texas <http://www.bne.state.tx.us/>
- MSN Graduate Student Resources
http://www.angelo.edu/dept/nursing/student_resources/grad_info.php
- National Institute of Nursing Research (NINR)

[HTTPS://WWW.NIH.GOV/ABOUT-NIH/WHAT-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR](https://www.nih.gov/about-nih/what-we-do/nih-almanac/national-institute-nursing-research-ninr)

- National Magnet Agenda <http://www.nursecredentialing.org/Magnet/ResourceCenters/MagnetResearch/NationalMagnetResearchAgenda.html>
- Campaign for Action (The Future of Nursing) <http://campaignforaction.org/>

COURSE EVALUATION

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team

RUBRICS FOR ASSESSMENTS

Discussion Board Grading Rubric

Criteria	Novice	Competent	Proficient
Quantitative	0% A lurker reads messages in the group discussion forums on a weekly or more frequent basis but does not post messages. Initial post made late in the week.	12.5% Accesses group discussion forums at least twice a week on two separate days. Reads messages. Posts constructive messages each week in group forums. Initial post made by midweek.	25% Accesses group discussion forums 3 or more days a week. Reads all messages. Posts three or more constructive messages each week in group forums. Initial post made early in the week.
Content	0% Messages tend to address peripheral issues and/or ramble. Content is generally accurate, but with omissions and/or errors. Tendency to recite fact.	17.5% Messages tend to provide good general answers but may not always directly address discussion topics. Assertions are not always supported by evidence. Avoids unsupported opinions.	35% Messages are characterized by conciseness, clarity of argument, depth of insight into theoretical issues, originality of treatment, relevancy as supported by scientific evidence and sometimes include unusual insights.
Questions	0%	7.5%	15%

	Rarely includes questions that promote discussion. Rarely responds to questions.	Sometimes includes questions that stimulate discussion. Sometimes responds to questions raised by others.	Often includes good questions that stimulate discussion. Frequently responds to questions from others.
Collaboration	0% Shows little evidence of collaborative learning. Most comments are directed to the instructor/facilitator. Does not respond to any student posts.	7.5% Shows some evidence of collaborative learning with a few comments directed student-to-student (1-2 students) but the majority are student-to-instructor/facilitator. There is little evidence of support and encouragement exchanged between students, nor a willingness to critically evaluate the work of others with constructive comments.	15% Collaborative learning is evidenced by comments directed primarily student-to-student (more than 2 students) rather than student-to-instructor/facilitator. Evidence of support and encouragement is exchanged between students, as well as a willingness to critically evaluate the work of others with constructive comments.
Tone	0% Aggressive and unprofessional postings.	2.5% Members are empathetic rather than aggressive in tone but are not always respectful or professional in their postings.	5% Members are empathetic rather than aggressive in tone but are not always respectful or professional in their postings.
Mechanics	0% Some messages contain numerous errors in spelling, grammar and/or APA formatting.	2.5% Messages contain few if any errors in spelling, grammar and/or APA formatting (indicating proofreading). Messages are well-formatted with spacing and are easy to read.	5% Messages contain no errors in spelling, grammar and/or APA formatting (indicating proofreading). Messages are well-formatted with spacing and are easy to read.
Total 100%			

MSN Advanced Nurse Interview Grading Rubric

Criteria	Novice	Competent	Proficient
Quality of Questions	0% Questions show very little critical thinking; questions	10% Two-three questions demonstrate critical	20% Includes four questions that demonstrate critical

	have very little relevance to the practice area; questions will not aid in future practice; rationales given do not correspond clearly to the questions asked.	thinking; two-three questions are relevant to the practice area; two-three questions gather pertinent information that may be beneficial for future practice; congruent rationales are given for two-three chosen question.	thinking; all questions are relevant to the practice area; all questions gather pertinent information that may be beneficial for future practice; congruent rationales are given for each chosen question.
Critical Analysis	0% Only lists the pros and cons identified during the interview process with no expansion; no analysis of pros or cons; no follow-up on unanticipated or adverse responses.	12.5% Surface articulation of the pros and cons identified during the interview process; adequately analyzes the pros and cons; very little follow-up on unanticipated or adverse responses.	25% Articulates clearly the pros and cons identified during the interview process; provides insightful analysis of the pros and cons; follows-up on and/or re-verifies all unanticipated or adverse responses.
Strength of Knowledge	0% Little or no understanding of <i>The Essentials of Master's Education in Nursing</i> with the role of the interviewed MSN Advanced Nurse; makes no connection on how <i>The Essentials of Master's Education in Nursing</i> relates to his/her own future practice.	15% Surface understanding of <i>The Essentials of Master's Education in Nursing</i> ; shows limited ability to connect <i>The Essentials of Master's Education in Nursing</i> with the role of the interviewed MSN Advanced Nurse; very little insight on how <i>The Essentials of Master's Education in Nursing</i> relates to his/her own future practice.	30% Demonstrates a clear understanding of <i>The Essentials of Master's Education in Nursing</i> with the role of the interviewed MSN Advanced Nurse; student provides insight on how <i>The Essentials of Master's Education in Nursing</i> will tie into his/her own future practice.
Clarity and Organization	0% Lacks organization; no flow or established pattern present; difficult to understand what is being reported.	7.5% Assignment somewhat organized; some areas were difficult to follow; some difficulty in conveying information.	15% Assignment very well organized; Flows well and engages the reader; able to get points across in a clear concise manner.
Grammar	0% Numerous APA errors; numerous spelling or	5% Some APA errors; some spelling or grammatical	10% Adheres to APA format with no errors; no spelling or

	grammatical errors.	errors.	grammatical errors.
Total 100%			

Systems Change Leadership Project Grading Rubric

Criteria	Novice	Competent	Proficient
Professionalism	<p>0%</p> <p>Evaluation from Mentor reflects difficulty understanding presenter. Dress is unprofessional. Slides have numerous grammatical or mechanical errors. Dress is unprofessional.</p>	<p>5%</p> <p>Evaluation from mentor reflects the student speaks somewhat clearly with fair use of diction. Slides have some grammatical or mechanical errors and a crowded appearance. Dress is semiprofessional.</p>	<p>10%</p> <p>Evaluation from mentor reflects the student speaks clearly with good use of diction. Slides created with a professional look, following guidelines of 6 lines per slide and 6 words per line; and 18 point font minimum. Contains no grammatical or mechanical errors. Dresses appropriately for professional presentation.</p>
Introduction	<p>0%</p> <p>Objectives inappropriate, Unclear description of the problem and no alignment with quality/patient safety and/or patient outcome issues. Impact of the problem on patient outcomes/evidence is not present. No overview provided for stakeholders.</p>	<p>5%</p> <p>Some presentation objectives are inappropriate. Description of the problem somewhat clear and does not align closely with quality/patient/safety and/or patient outcome issues. Impact of the problem on patient outcomes/evidence is unclear. Incomplete overview provided for stakeholders.</p>	<p>10%</p> <p>Appropriately written presentation objectives. Clear, concise, description of the problem tied to a quality/safety and/or patient outcomes issue. Impact of the problem on patient outcomes / Evidence given. Identifies specifically what needs to be changed. Single page overview of the problem, data, and solution provided for key stakeholders</p>
Review of	0%	7.5%	15%

Literature	Poor or no description of search strategies. Less than three scholarly articles reviewed/synthesized and leveled presenting alternative solutions with or without evidence. No solution or rationale identified.	Incomplete description of search strategies. Three to four scholarly articles reviewed/synthesized and leveled presenting alternative solutions with or without levels of evidence. Identifies which solution is best for the organization but no rationale given.	Describes search strategies: terms, databases, etc. Five to ten articles reviewed/synthesized and leveled presenting alternate solutions; and identifying levels of evidence. Identifies which solution alternative is best for the organization. Provides rationale for selection.
Change Theory	0% Very little inclusion of Lewin's change theory or Rogers' theory. No specific strategies included.	7.5% Applies portions of Lewin's change theory to problem resolution. Applies portions of Rogers' theory with vague discussion of specific strategies for innovators, early adopters, early majority, late majority, laggards, and rejectors.	15% Applies Lewin's change theory to problem resolution including driving and restraining forces, unfreezing, change and refreezing. Applies Rogers' theory by discussing specific strategies for innovators, early adopters, early majority, late majority, laggards and rejectors.
Steps for Change/Timeframe	0% Limited or no discussion of specific steps for change and/or timeline for each step.	2.5% Vague discussion of specific steps for change and/or timeline for each step.	5% Discusses specific steps for change and timeline for each step.
Resources/Budget	0% Budget unorganized. The majority of steps missing and numerous items missing from the budget table.	2.5% Presents a partial list of resources needed to implement the change. Budget accounts for some steps in the change. Some items missing from budget table,	5% Presents a list of resources needed to implement the change. Prepare a budget that accounts for all steps in the change. Budget table accounts

			for nursing time, clerical time and supplies/equipment. Single page budget table with summary provided as handout.
Evaluation of Outcomes	<p>0%</p> <p>Few criteria for evaluation of patient outcomes described. Incomplete discussion with components missing on process/tools, how measurements/data will be acquired/collected. Timeline completely unrealistic.</p>	<p>7.5%</p> <p>Incomplete description of criteria for evaluation of patient outcomes. Vague discussion on process/tools, how measurements/data will be acquired/collected. Timeline somewhat unrealistic.</p>	<p>15%</p> <p>Describes criteria for evaluation of patient outcomes. Outcomes address quality and safety. Goals/outcomes are measurable. Discusses process/tools, how measurements/data will be acquired/collected. Explores who will be responsible for data collection. Presents realistic timeframe for ongoing measurement cycle. Single page evaluation of outcomes page provided for stakeholders</p>
Conclusion	<p>0%</p> <p>Majority of conclusion repetitive. No key points or sense of closure.</p>	<p>2.5%</p> <p>Some repetition of the introduction. Some key points identified.</p>	<p>5%</p> <p>More than repetition of the introduction. Concise summary of key points provides a sense of closure.</p>
References	<p>0%</p> <p>Not cited on majority of slides. Majority of citations incorrect. Majority of reference list documentation not congruent with APA</p>	<p>2.5%</p> <p>Cited on some slides. Some citations may be incorrect. Some reference list documentation not congruent with APA format.</p>	<p>5%</p> <p>Cited on each slide correctly. References listed in APA format on reference list. Quality,</p>

	format.		appropriateness, currency
Time Management	0% Presentation runs over the 15 minute allotted time by more than 5 minutes and/or the question session runs over the 5 minute allotted time.	2.5% Presentation runs over the 15 minute allotted time by 5 minutes and/or the question session runs over the 5 minute allotted time.	5% Presentation delivered within 15 minutes; 5 more minutes for questions
Total 100%			

COURSE CALENDAR ON NEXT PAGE

Course Calendar
NUR 6338 – Leadership and Roles in Advanced Nursing
Summer 2019

Week	Date	Topics	Assignments	Topic Facilitator
1	6/3-6/9	<ul style="list-style-type: none"> <i>The Essentials of Master's Education in Nursing</i> 	<p>*Briefly introduce yourself in the community discussion forum. Instructions are provided in the self-introduction forum</p> <p>*Discussion Board Activities - Graded</p>	Gabbert
2	6/10-6/16	<ul style="list-style-type: none"> <i>The Challenge to Health Care Organizations and Creating the Leadership Team.</i> 	<p>*Discussion Board Activities – Non Graded</p> <p>Submit signed Mentor Agreement Form to Assignment Section on 6-16-19. You may meet with your mentor but should not review any data/begin any work with your mentor BEFORE the agreement form is signed and submitted.</p> <p>Submit a 1.5-2 page summary of Scope of Problem information in the Assignment Section by 6-12-18 at 8:00 PM</p>	Gabbert
3	6/17-6/23	<ul style="list-style-type: none"> <i>Strategic Intelligence and Profound Knowledge for Leading</i> 	<p>*Discussion Board Activities - Graded</p>	Gabbert
4	6/24-6/30	<ul style="list-style-type: none"> <i>Strategic Intelligence and Profound Knowledge for Leading</i> 	<p>*No Discussion Board Activities</p> <p>Submit a 2-2.5 page summary of Literature Review information in the Assignment Section by 6-27-18 at 8:00 PM.</p>	Gabbert
5	7/1-7/7	<ul style="list-style-type: none"> <i>Learning from Other Leaders and Creating a Path Forward</i> 	<p>*Discussion Board Activities - Graded</p> <p>Submit a 2-2.5 page summary of Plan</p>	Gabbert

		Holiday – July 4, 2018	for Change information in the Assignment Section by 7-5-18 at 8:00 PM.	
6	7/8-7/14	<ul style="list-style-type: none"> MSN Advanced Nursing Roles – Family Nurse Practitioner and Nurse Educator 	<p>*No Discussion Board Activities</p> <p>MSN Advanced Nurse Interview due July 11, 2018 by 11:59 PM. Submit to DB Forum and Assignment Section.</p>	Gabbert
7	7/15-7/21	<ul style="list-style-type: none"> Nurses Code of Ethics 	<p>*No Discussion Board Activities</p> <p>Submit a 1-1.5 page summary of a Proposed Budget in the Assignment Section by 7-18-18 at 8:00 PM.</p>	Gabbert
8	7/22-7/28	<ul style="list-style-type: none"> Pulling it All Together 	<p>*No Discussion Board Activities</p>	Gabbert
9	7/29-8/4	<ul style="list-style-type: none"> Social Character Traits 	<p>*Discussion Board Activities - Graded</p> <p>Completed Systems Change Leadership Project and PPT due August 1, 2018 by 11:59 PM. Submit to Assignment Section. Make sure to include the Evaluation Outcome section in your final paper.</p> <p>Submit PPT to the Week 9 DB Forum for your colleagues to review by August 1, 2018.</p> <p>Present PPT Presentation to facility/organization mentor, stakeholders...by August 3, 2018.</p>	Gabbert
10	8/5-8/11	<ul style="list-style-type: none"> Course Wrap-up 	<p>*No Discussion Board Activities</p> <p>Completed Evaluation forms (2) from mentors/stakeholders must be submitted to the Assignment Section no later than August 6, 2018 by 8:00 PM. You will receive an “Incomplete” if signed mentor evaluation forms are not submitted.</p>	Gabbert

***Course reading list begins on next page**

Course Reading Assignments

NUR 6338 – Leadership and Roles in Advanced Nursing Summer 2018

Week	Date	Topics	Reading Assignments
1	6/4-6/9	<i>The Essentials of Master's Education in Nursing</i>	American Association of Colleges of Nursing. (2011). <i>The Essentials of Master's Education in Nursing</i> . Retrieved from https://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf Maccoby, Norman, Norman, & Margolies - 177-188
2	6/11-6/16	<i>The Challenge to Health Care Organizations and Creating the Leadership Team</i>	Maccoby, Norman, Norman, and Margolies - Chapters 1, 2, 3, and 4
3	6/18-6/23	<i>Strategic Intelligence and Profound Knowledge for Leading</i>	Maccoby, Norman, Norman, and Margolies - Chapters 5, 6, and 7
4	6/25-6/30	<i>Strategic Intelligence and Profound Knowledge for Leading</i>	Maccoby, Norman, Norman, and Margolies - Chapters 8, and 9
5	7/2-7/7	<i>Learning from Other Leaders and Creating a Path Forward</i>	Behavioral Change Models. (2016). Diffusion of Innovation Theory. Retrieved from http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories4.html Kennedy, C. L., & Young, W. (2013). Influencing practice with m-health: Using Lewin's change theory to implement the usage of cell phones in the delivery of health care. <i>Canadian Journal of Informatics</i> , 8(1&2). Retrieved from http://cjni.net/journal/?p=2890

			Maccoby, Norman, Norman, and Margolies - Chapters 10, and 11
			Morrison, M. (2014). Kurt Lewin three step model change theory. Retrieved from http://rapidbi.com/kurt-lewin-three-step-change-theory/
6	7/9-7/14	MSN Advanced Nursing Roles – Family Nurse Practitioner and Nurse Educator	National League of Nursing (n.d.) <i>Nurse Educator Core Competencies</i> . Retrieved from http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency National Organization of Nurse Practitioner Faculties. (2017). <i>Nurse Practitioner Core Competencies</i> . Retrieved from https://c.ymcdn.com/sites/nonpf.site-ym.com/resource/resmgr/competencies/20170516_NPCoreCompsContentF.pdf
7	7/16-7/21	Nurses Code of Ethics	Epstein, B. & Turner, M. (2015). The nursing code of ethics: Its value, its history. <i>The Online Journal of Issues in Nursing</i> , 20(2). Retrieved from http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-20-2015/No2-May-2015/The-Nursing-Code-of-Ethics-Its-Value-Its-History.html National Association for Healthcare Quality. (2018). NAHQ code of ethics and code of conduct. Retrieved from https://nahq.org/about/code-of-ethics
8	7/23-7/28	Pulling it All Together	Fineout-Overholt, E., Gallagher-Ford, L., Melnyk, B.M., and Stillwell, S.B. (2011). Evaluating and disseminating the impact of an evidence-based intervention: Show and tell. <i>American Journal of Nursing</i> , 111(7), 56-59. Retrieved from https://www.nursingcenter.com/nursingcenter_redesign/media/EBP/AJNseries/Evaluating.pdf Melnyk, B.M., Fineout-Overholt, E., Gallagher-Ford, L., and Stillwell, S.B. (2011). Sustaining evidence-based practice through organizational policies and an innovative model. <i>American Journal of Nursing</i> , 111(9), 57-60. Retrieved from https://www.nursingcenter.com/nursingcenter_redesign/media/EBP/AJNseries/Sustaining.pdf
9	7/30-8/4	Social Character Traits	Maccoby, Norman, Norman, and Margolies – 318 -319
10	8/6-8/8	Course Wrap-up	

SYSTEMS CHANGE LEADERSHIP PROJECT MENTOR AGREEMENT IS ON THE NEXT PAGE

Systems Change Leadership Project Mentor Agreement

I, _____ agree to mentor/permit an Angelo State
Mentor's Name University MSN Nursing Student to work on a Systems Change Leadership Project
within our organization/facility. I am aware the student will identify a potential problem and/or work on a
previously identified problem, review any aggregate data/collect information on the validity of the
problem, and develop a strategy utilizing evidence-based research findings to address the problem. The
student will not implement the recommended strategy as part of this course. Towards the end of the
semester, the student will present a brief 15 minute PPT Presentation to interested individuals within our
organization/facility on the entire process and will include a recommendation to address the problem.

Mentor Signature/ Date

Mentor Title

Mentor Facility

Student Signature/Date

Faculty Approval Signature/Date

***End of syllabus**