

NUR 6338
Leadership and Roles in Advanced
Nursing
Summer Semester 2022



Instructor: Avis Johnson-Smith, DNP, APRN, FNP-BC, CPNP-PC, PMHS, CNS, FAANP

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Office: Virtual

Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.

Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

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 Credits

Three semester credit hours (3-0-0)

This course meets completely online using Blackboard as the delivery method

Prerequisite / Co-requisite Courses

NUR 6312

Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. 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 Student Handbook¹](#) should be reviewed before taking this course.

Program Outcomes

Upon completion of the program of study for the MSN Program, 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	2.9j, 7.3, 8.3g	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	2.7d, 7.3	HD 1 TI 5
3. Address ethical principles when guiding a system change within a health care organization to enhance and/or	<ul style="list-style-type: none"> • Students will incorporate concepts of ethical behaviors when performing the Systems Change Leadership Project 	2, 3, 4	1.2e, 1.2h, 3.1i	TI 1 EC 1, 2, 3

improve health care delivery and outcomes.				
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	5.11, 6.1c	QC 1 LC 2

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System²](#)

Required Texts and Materials

Whitehead, D., Dittman, P. W., & McNulty, D. (2017). *Leadership and the advanced practice nurse: The future of a changing health-care environment*. Philadelphia, PA: FA Davis. ISBN 9780803642256

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th or 7th ed.). Washington, DC: Author

Recommended Texts and Materials

N/A

Technology Requirements

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to [Angelo State University’s Online Education³](#) website for further technology requirements.

Topic Outline

Modules
Module 1: Week 1 - <i>The Essentials: Core Competencies for Professional Nursing Education</i> and Model for Improvement/ PDSA
Module 1: Week 2 - Beginning the Leadership Journey, Organizational Ethics & Governance, and Policy & Regulations
Module 1: Week 3 – Economic & Fiscal Leadership and Strategic Planning as it relates to the PDSA Process
<i>Module 1: Week 4 – Leading a Culture of Quality and Safety</i>
Module 1: Week 5 – Learning from Other Leaders and Creating a Path Forward
Module 2: Week 6 – Leading with a Nursing focus and Nurse Practitioner and Nurse Educator Core Competencies
Module 2: Week 7 – Nurses Code of Ethics and Creating a Culture of Excellence
Module 2: Week 8 – Pulling it All Together and Empowering Nurses as Leaders
Module 2: Week 9 – Pulling it All Together and Focusing on Self
Module 2: Week 10 – Wrap-up

Communication

Faculty will respond to email and/or telephone messages within 36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate.

“Netiquette” Guidelines

- 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.
- Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
- It is acceptable 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.)

Grading

Evaluation and Grades

The table below contains the assessments employed and how they will be graded in this course.

Assessment	Percent
Systems Change Leadership Project	50%
Discussion Board Activities	25%
MSN Advanced Nurse Interview	25%

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 this course:

A = 90-100

B = 80-89

C = 70-79

F = < 70

All grades to include final course grade, assignments, and exams are not rounded up to the nearest whole number.

Teaching Strategies

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. Examples of learning strategies used in this course include, but are not limited to case studies, discussion board activities, clinical linked assignments, lectures, PPT presentations, Webcasts.

Assignment and Activity 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: Core Competencies for Professional Nursing Education*. 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: Core Competencies for Professional Nursing Education*. 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.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time

to time. If a technology issue does occur regarding an assignment submission, email me at ajohnsonsmith@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment 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 Assignments Policy

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.

General Policies Related to This Course

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

- [Angelo State University Student Handbook⁴](#)
- [Angelo State University Graduate Catalog⁵](#)
- [Graduate Nursing Student Handbook⁶](#)

Student Responsibility and Attendance

This class is asynchronous, meaning you do not have to be on-line at a certain time. 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 hope 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.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).⁷

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services,

programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁸ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

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. See ASU Operating Policy 10.11 [Grading Procedures](#)⁹ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)¹⁰ in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).¹¹

Academic Calendar

Students are responsible for adhering to all dates set forth in the [ASU Academic Calendar¹²](#) for the semester.

Special Notes:

- a) If you are graduating this semester, please make sure you complete your application for graduation.
- b) If you are taking the Comprehensive Exam this semester, please register for this exam.
- c) Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester
[Drop an online class¹³](#)
[Withdraw from school¹⁴](#)
- d) Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day¹⁵](#) for more information.

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 option 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.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other

types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Disclaimer

Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone's ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other's works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to "indoctrinate" you into any particular point of view, persuade you to adopt any specific position, or even "challenge" your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

Course Schedule

Week/Date	Assignments/Assessments DUE
<p>Week 1: June 6 - 12</p>	<p>Welcome!</p> <ul style="list-style-type: none"> • DUE June 7th by 11:59 PM* • Review Welcome! page • Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content. <p>*Discussion Board Activities – Graded (Initial Post Due 6-07-22 @11:59 PM; Respond to at least 2 colleagues’ posts).</p> <p>*Briefly introduce yourself in the Self-introduction Forum under the Discussion Tab. Instructions are provided in the self-introduction forum.</p> <p>*Briefly discuss a statement which is located in the Week 1 Forum under the Discussion Board Tab.</p> <ul style="list-style-type: none"> • American Association of Colleges of Nursing. (2021). <i>The Essentials: Core Competencies for Professional Nursing Education</i>. https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf • Hall, L. L. (2019). Plan-do-study-act: Accelerate quality improvement in your practice. <i>American Medical Association STEPSforward</i>. https://edhub.ama-assn.org/steps-forward/module/2702507 • Jenson, K. A. (2018). Seven steps to the perfect PICO search: Evidence-based nursing practice. <i>EBSCO Health/CINAHL</i>. https://www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/7-Steps-to-the-Perfect-PICO-Search-White-Paper_0.pdf
<p>Week 2: June 13 - 19</p>	<p>*Discussion Board Activities – Non-Graded</p>

Week/Date	Assignments/Assessments DUE
	<p>*Submit signed Mentor Agreement Form to Assignment Section by 6-14-22 @ 11:59 PM. 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 6-19-22 at 11:59 PM</p> <p>Whitehead, Dittman, and McNulty - Chapters 1, 2, 3</p>
<p>Week 3: June 20 - 26</p>	<p>*Discussion Board Activities – Graded (Initial Post Due 6-21-22 @11:59 PM; Respond to at least 2 colleagues’ posts).</p> <ul style="list-style-type: none"> • Voelker, A., Barr, K. & Hofmann, M. (2016). Learning and leading: Using the plan-do-study-act approach and classroom data cycles to reach building goals, build staff leadership capacity, and increase student learning. https://www.masaonline.org/vimages/shared/vnews/stories/56f3f428b5522/PDSA%20Data%20Teams%20Presentation%20Voelker,%20Barr,%20Hofmann.pdf <p>Whitehead, Dittman, and McNulty - Chapter 4.</p>
<p>Week 4: June 27 – July 3</p>	<p>*No Discussion Board Activities</p> <p>*Submit a 2-2.5-page summary of Literature Review information in the Assignment Section by 7-1-22 at 11:59 PM.</p> <p>Whitehead, Dittman, and McNulty - Chapter 5</p>
<p>Week 5: July 4 – 10 July 4 – University Holiday</p>	<p>*Discussion Board Activities – Graded (Initial Post Due 7-06-22 @ 11:59 PM; Respond to at least 2 colleagues’ posts).</p> <p>*Submit a 2-2.5-page summary of Plan for Change information in the Assignment Section by 7-10-22 at 11:59 PM.</p> <ul style="list-style-type: none"> • Behavioral Change Models. (2016). Diffusion of Innovation Theory. http://sphweb.bumc.bu.edu/otlt/MPH-

Week/Date	Assignments/Assessments DUE
	<p data-bbox="683 268 1414 338">Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories4.html</p> <ul data-bbox="638 386 1414 1081" style="list-style-type: none"> <li data-bbox="638 386 1414 548">• Lock, D. (2018). Charting for change in the workplace. <i>Culture University</i>. https://www.humansynergistics.com/blog/culture-university/details/culture-university/2018/01/31/charting-for-change-in-the-workplace <li data-bbox="638 638 1414 814">• Quality Improvement 105: The Human Side of Quality Improvement. (n.d.). Institute for Healthcare Improvement. http://www.ihl.org/education/ihopenschool/Courses/Documents/SummaryDocuments/QI%20105%20SummaryFINAL.pdf <li data-bbox="638 877 1414 1081">• Tandon, D., & Trinh-Shevrin, (n.d.). Understanding patient and stakeholder engagement in patient centered outcomes research. https://med.nyu.edu/departments-institutes/clinical-translational-science/sites/default/files/understanding-patient-stakeholder-engagement.pdf
<p data-bbox="204 1430 467 1461">Week 6: July 11 - 17</p>	<p data-bbox="638 1098 1040 1129">*No Discussion Board Activities</p> <p data-bbox="638 1171 1398 1241">*Midterm Course Survey opens July 11, 2022. Please click on the Midterm Survey Tab and complete the survey.</p> <p data-bbox="638 1287 1360 1356">*MSN Advanced Nurse Interview due 7-12-22 by 11:59 PM. Submit to DB Forum and Assignment Section.</p> <ul data-bbox="638 1415 1414 1797" style="list-style-type: none"> <li data-bbox="638 1415 1414 1602">• National League for Nursing (n.d.) <i>NLN Core Competencies for Academic Nurse Educators</i>. https://www.nln.org/education/nursing-education-competencies/core-competencies-for-academic-nurse-educators <li data-bbox="638 1650 1414 1797">• National Organization of Nurse Practitioner Faculties. (2017). <i>Nurse Practitioner Core Competencies</i>. https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/2017_NPCoreComps_with_Curric.pdf

Week/Date	Assignments/Assessments DUE
	<ul style="list-style-type: none"> National Organization of Nurse Practitioner Faculties. (2022). <i>New Draft NONPF NP Role Core Competencies</i>. https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/corecompetencies/2022_np_role_core_competenci.pdf <p>Note – As of June 5, 2022, the New Draft NONPF NP Role Core Competencies draft had not been approved but remained under review. Public comments were accepted until May 27, 2022. It is highly probably the draft will be approved with amendments (if needed) based on public comments.</p> <p>Whitehead, Dittman, and McNulty - Chapter 6</p>
<p>Week 7: July 18 - 24</p>	<p>*No Discussion Board Activities</p> <p>*Submit a 1-1.5-page summary of a Proposed Budget in the Assignment Section by 7-22-22 at 11:59 PM.</p> <ul style="list-style-type: none"> Dolan, C. (2017). Moral, ethical, and legal decision-making in controversial NP situations. <i>The Journal for Nurse Practitioners</i>, 13(2), e57-e65. (Journal available online through ASU library) 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). 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 Hanks, R. G., Starnes-Ott, K. & Stafford, L. (2017). Patient advocacy at the APRN level: A directive for the future. <i>Nursing Forum</i>. https://onlinelibrary-wiley-com.easydb.angelo.edu/doi/full/10.1111/nuf.12209 Hoskins, K., Grady, C., & Ulrich, C. (2018). Ethics education in nursing: Instruction for future generation of nurses. <i>The Online Journal of Issues in Nursing</i>, 23(1). http://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-23-2018/No1-Jan-2018/Ethics-Education-in-Nursing.html

Week/Date	Assignments/Assessments DUE
	<ul style="list-style-type: none"> National Association for Healthcare Quality. (2018). <i>Understanding the codes of ethics and conduct healthcare quality professionals</i>. https://nahq.org/about/code-of-ethics <p>Whitehead, Dittamn, and McNulty - Chapter 9</p>
<p>Week 8: July 25 –31</p>	<p>*No Discussion Board Activities</p> <ul style="list-style-type: none"> Brownson, R. C., Eyler, A. A., Harris, J. K., Moore, J. B., Tabak, R. G. (2018). Getting the word out: New approaches for disseminating public health science. <i>Journal of Public Health Management and Practice</i>, 24(2), 104-111. https://journals.lww.com/jphmp/fulltext/2018/03000/getting_the_word_out_new_approaches_for.4.aspx Clarke, G. M., Conti, S., Wolters, A. T., & Steventon, A. (2019). Evaluating the impact of healthcare interventions using routine data. <i>The BMJ</i>, 365. https://doi.org/10.1136/bmj.l2239 <p>Whitehead, Dittman, and McNulty - Chapter 8</p>
<p>Week 9: August 1 - 7</p>	<p>*Discussion Board Activities – Graded (Initial Post Due 8-02-22 @ 11:59 PM; Respond to at least 2 colleagues’ posts).</p> <p>*Present PPT Presentation to facility/organization mentor, stakeholders...on or before 8-05-22.</p> <p>Whitehead, Dittman, and McNulty - Chapter 7</p>
<p>Week 10: August 8 - 12</p>	<p>*No Discussion Board Activities</p> <p>*Completed Systems Change Leadership Project and PPT due 8-08-22 by 11:59 PM. Submit to Assignment Section. Make sure to include the Evaluation Outcome section in your final paper.</p> <p>*Completed Evaluation forms (2) from mentors/stakeholders must be submitted to the</p>

Week/Date	Assignments/Assessments DUE
	Assignment Section no later than 8-08-22 by 11:59 PM. You will receive an "Incomplete" if signed mentor evaluation forms are not submitted.

* all due times are 11:59 pm CST, unless otherwise specified

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The following are considered essential and Important evaluation items for this course.

- 1 Learning to apply course material (to improve thinking, problem solving, and decisions) **Essential**
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Important**
3. Acquiring skills in working with others as a member of a team. **Essential**
4. Developing ethical reasoning and/or ethical decision making. **Important**

Grading Rubrics

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	12.5% Accesses group discussion forums at least twice a week on two separate days. Reads	25% Accesses group discussion forums 3 or more days a week. Reads all messages. Posts three or more

Criteria	Novice	Competent	Proficient
	does not post messages. Initial post made late in the week. Initial post doesn't include citation(s) and reference(s).	messages. Posts constructive messages each week in group forums. Initial post made by midweek. Initial post includes citation(s) and reference(s).	constructive messages each week in group forums. Initial post made early in the week. Initial post includes citation(s) and reference(s).
Content	<p>0%</p> <p>Messages tend to address peripheral issues and/or ramble. Content is generally accurate, but with omissions and/or errors. Tendency to recite fact.</p>	<p>17.5%</p> <p>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.</p>	<p>35%</p> <p>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.</p>
Questions	<p>0%</p> <p>Rarely includes questions that promote discussion. Rarely responds to questions.</p>	<p>7.5%</p> <p>Sometimes includes questions that stimulate discussion. Sometimes responds to questions raised by others.</p>	<p>15%</p> <p>Often includes good questions that stimulate discussion. Frequently responds to questions from others.</p>
Collaboration	<p>0%</p> <p>Shows little evidence of collaborative learning. Most comments are directed to the instructor/facilitator.</p>	<p>7.5%</p> <p>Shows some evidence of collaborative learning with a few comments directed student-to-student (at least 1 student)</p>	<p>15%</p> <p>Collaborative learning is evidenced by comments directed primarily student-to-student (at least 2 students) rather than student-to-instructor/facilitator.</p>

Criteria	Novice	Competent	Proficient
	Does not respond to any student posts.	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.	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 empathic rather than aggressive in tone but are not always respectful or professional in their postings.	5% Members are empathic 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	<p>0%</p> <p>Questions show very little critical thinking; questions 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.</p>	<p>10%</p> <p>Two-three questions demonstrate critical 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.</p>	<p>20%</p> <p>Includes four questions that demonstrate critical 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.</p>
Critical Analysis	<p>0%</p> <p>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.</p>	<p>12.5%</p> <p>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.</p>	<p>25%</p> <p>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.</p>
Strength of Knowledge	<p>0%</p> <p>Little or no understanding of <i>The Essentials: Core Competencies for Professional Nursing Education</i> with the role of the interviewed</p>	<p>15%</p> <p>Surface understanding of <i>The Essentials: Core Competencies for Professional Nursing Education</i>; shows limited ability to</p>	<p>30%</p> <p>Demonstrates a clear understanding of <i>The Essentials: Core Competencies for Professional Nursing Education</i> with the role of the interviewed MSN</p>

Criteria	Novice	Competent	Proficient
	MSN Advanced Nurse; makes no connection on how <i>The Essentials: Core Competencies for Professional Nursing Education</i> relates to his/her own future practice.	connect <i>The Essentials: Core Competencies for Professional Nursing Education</i> with the role of the interviewed MSN Advanced Nurse; very little insight on how <i>The Essentials: Core Competencies for Professional Nursing Education</i> relates to his/her own future practice.	Advanced Nurse; student provides insight on how <i>The Essentials: Core Competencies for Professional Nursing Education</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 grammatical errors.	5% Some APA errors; some spelling or grammatical errors.	10% Adheres to APA format with no errors; no spelling or 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>

Criteria	Novice	Competent	Proficient
Review of Literature	<p>0%</p> <p>Poor or no description of search strategies. Less than three scholarly articles reviewed and synthesized and leveled presenting alternative solutions with or without evidence. No solution or rationale identified.</p>	<p>7.5%</p> <p>Incomplete description of search strategies. Three to four scholarly articles reviewed and synthesized and leveled presenting alternative solutions with or without levels of evidence. Identifies which solution is best for the organization but no rationale given.</p>	<p>15%</p> <p>Describes search strategies: terms, databases, etc. Five to ten articles reviewed and synthesized and leveled presenting alternate solutions; and identifying levels of evidence. Identifies which solution alternative is best for the organization. Provides rationale for selection.</p>
Change Theory	<p>0%</p> <p>Very little inclusion of Lewin's change theory or Rogers' theory. No specific strategies included.</p>	<p>7.5%</p> <p>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.</p>	<p>15%</p> <p>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.</p>
Steps for Change/Timeframe	<p>0%</p> <p>Limited or no discussion of specific steps for change and/or timeline for each step.</p>	<p>2.5%</p> <p>Vague discussion of specific steps for change and/or timeline for each step.</p>	<p>5%</p> <p>Discusses specific steps for change and timeline for each step.</p>

Criteria	Novice	Competent	Proficient
Resources/Budget	<p>0%</p> <p>Budget unorganized. The majority of steps missing and numerous items missing from the budget table.</p>	<p>2.5%</p> <p>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,</p>	<p>5%</p> <p>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.</p>
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>

Criteria	Novice	Competent	Proficient
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 format.</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, appropriateness, currency.</p>
Time Management	<p>0%</p> <p>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.</p>	<p>2.5%</p> <p>Presentation runs over the 15-minute allotted time by 5 minutes and/or the question session runs over the 5-minute allotted time.</p>	<p>5%</p> <p>Presentation delivered within 15- minutes; 5 more minutes for questions.</p>
TOTAL 100%			

End of Syllabus

- ¹ <https://www.angelo.edu/content/files/18423-graduate-student-handbook-ay-2019-2020>
- ² https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=223_1
- ³ <https://www.angelo.edu/online-education/>
- ⁴ <https://www.angelo.edu/student-handbook/>
- ⁵ <https://www.angelo.edu/catalogs/>
- ⁶ <https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>
- ⁷ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ⁸ <https://www.angelo.edu/services/disability-services/>
- ⁹ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>
- ¹⁰ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ¹¹ https://www.angelo.edu/dept/writing_center/academic_honesty.php
- ¹² https://www.angelo.edu/services/registrars_office/academic_calendar.php
- ¹³ <https://www.angelo.edu/content/forms/290-course-drop-request-form>
- ¹⁴ https://www.angelo.edu/services/saem/withdrawal_form.php
- ¹⁵ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>