

## GRADUATE COUNCIL: PROPOSAL FOR CHANGE IN EXISTING COURSE/PROGRAM

### Originating Unit

**Type of action:**      change in course      change in program

**Type of change requested:**

Number

Course Title

Description

Prerequisite(s) Program

Drop Course

Requirements

Drop Program\*

Other, please specify

*\*A SACSCOC Drop Program Justification form will need to be completed*

### Semester and year course/program will take effect:

### Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

Current name:

Proposed name:

Appropriate computer abbreviation (30 spaces or less):

### ***Programs Only***

Current program code:

(ex:EDCE-PHD)

Proposed code (list 2)

or

Current CIP code:

Does the change require a new or change in CIP code:      Yes      No

If yes, what is the proposed new CIP code:

\*for reference please visit: [nces.ed.gov/ipeds/cipcode/resources.aspx?y=56](http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56)

Is the program already considered TCU STEM:      Yes      No

Does the change include a request to be a TCU STEM program:      Yes      No

**Description of change** (omit if dropping a course or program):

**Present Catalog Copy**

**Proposed Catalog Copy:**

**Supporting evidence or justification:**

**Explain how the change(s) will affect the current outcomes and assessment mechanisms?**

**Additional resources required**

**Faculty:**

**Space:**

**Equipment:**

**Library:**

**Financial Aid:**

**Other:**

**Change in teaching load:**

**Does this change affect any other units of the University? Yes No**

If yes, submit supporting statement signed by chair of affected unit.

**If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.**

**Chair of Originating Unit:**

**Name:**

**Unit:**

**Signature:**

# NURS 50022 – Professional Aspects of the Advanced Practice Registered Nurse

**Instructor Name:**

**Semester and Year:** *(formatted for 8 week course)*

**Number of Credits:** 2 credits

**Class Location:** Online

**Class Meeting Day(s) & Time(s):** This course will be asynchronous

**Office Location:**

**Office Hours:**

**Telephone:**

**Email:**

**Response Time:**

## Final Exam Date & Other Important Dates

This course does not require a final examination. The final assignment, “ Find Your Voice” will be due on **XXX Date**.

## Course Description

The course will facilitate transition to the role of the DNP prepared advanced practice registered nurse (APRN) through exploration of leadership, profession, and practice prospectives within the metaparadigm of nursing. Emphasis is placed on exploring roles within advance practice, theories of change, collaboration, advocacy, autonomy, titling, certification, and licensure issues.

## Learning Outcomes

Upon completion of this course the student will be able:

1. Discuss the historical, sociocultural, and economic forces that shape advanced practice nursing.
2. Articulate the role of the DNP prepared APRN as an innovator, translator, leader, advocate, collaborator, and champion of change.
3. Analyze legal parameters and scope of practice within advanced practice nursing.
4. Explore contemporary issues and paradigm shifts influencing the role of the APRN in health care.

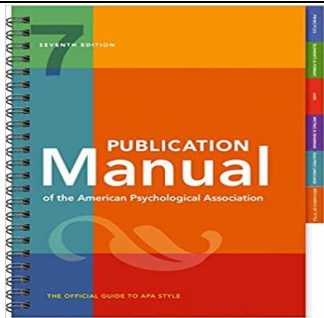
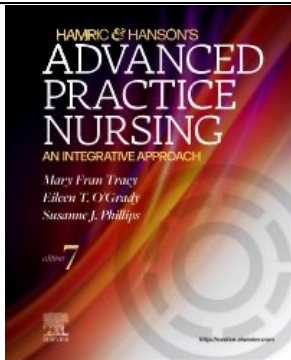
## Prerequisites / Program or Major Connections

The following DNP Essentials and NONPF competencies are addressed by this course content:

DNP Essentials	NONPF Competencies
----------------	--------------------

I. Scientific Underpinnings for Practice	Quality Competencies (4-5)
II. Organizational and Systems Leadership for Quality Improvement	Leadership Competencies (2-6)
III. Clinical Scholarship and Analytical Methods for EBP	
IV. Information Systems/Technology	Independent Practice (1.2)
V. Interprofessional Collaboration	
VI. Clinical Prevention and Population Health	
VII. Academic Nursing Practice	

## Required Texts / Materials

	<p>American Psychological Association (APA). (2020). <i>Publication manual of the American Psychological Association (7th ed)</i>. Washington, DC: Author. <b>(Note: Be sure to get 2nd print or later of this edition).</b></p>
	<p>Tracy, M.F., O'Grady, E.T., &amp; Phillips, S. J. (2022). <i>Hamric &amp; Hanson's Advanced Practice Nursing: An Integrative Approach</i>, Saunders Elsevier, seventh edition</p>

## Additional / Supplementary Resources

	<p>Fulton, J. S., Lyon, B. L., &amp; Goudreau, K. A. (2014). <i>Foundations of clinical nurse specialist practice</i> (2<sup>nd</sup> ed.). New York: Springer.</p> <p><b>Highly recommended for CNS Students</b></p>
	<p>Buppert, C. (2018). <i>Nurse Practitioner's Business Practice and Legal Guide</i>, 6<sup>th</sup> Edition, Jones and Bartlett.</p> <p>ISBN: 9781284117165, eText available.</p> <p><b>Highly recommended for NP Students</b></p>

## Teaching Philosophy

One aspect of learning is the interactive process between student and faculty. Faculty may offer guidance and feedback or stimulate discussion through a dialogue process. Faculty will provide useful and important resources for learning but it is imperative that students explore, discover and share evidence that is congruent and also different with their practice and their ethical/value system. Students are expected to maintain communication with faculty regarding all aspects of the learning experience.

## Instructional Methods

There are four modules with individual competency assignments and threaded discussion for each unit. The competencies are a series of questions drawn from the readings, web assignments, and threaded discussion. The threaded discussion is module specific question to invite dialogue and discussion from your colleagues. Participation in threaded discussion within the module topic and specific module deadlines is highly encouraged. Should you have any questions about the course assignment, you may email me directly, but I would encourage you to post the question in the Virtual Office, since your fellow classmates may have the same question.

## Course Policies and Requirements



## Assignments

### **Threaded Discussions (25% of Total Grade)**

Threaded Discussions (5) are designed to engage students in discussions about Advanced Practice Roles. Your course faculty requires APA format and correct grammar in all postings for full credit. The best postings begin with a factual (cited) response to the question, include an example from your current experience, and conclude with a shared idea for applying the information. Your posting does not repeat what has already been stated but adds to the discussion.

Additionally, your posting ends with a prompt to fellow classmates to encourage their next entry to move closer to address the full posting objective. Graduate level thinking follows this process and moves you beyond the BSN level of discussion. We want you to gain full points for each TD. The grading rubric is provided below.

### **APRN Scope of Practice (20% of Total Grade)**

Imagine you are about to graduate from your advanced practice registered nurse (APRN) program at TCU, and will soon be practicing in your new advanced practice role. As you prepare for this transition, you will need to consider the professional regulations that will guide your practice as an APRN.

Your first major assignment (**worth 20 points**) in the course is to research the scope of practice of the Clinical Nurse Specialist (CNS) or Nurse Practitioner (FNP, AG-ACNP) in the state where you reside. If you live in Texas, access the [Texas State Board of Nursing Rules and Regulations](#) and Advanced Practice information. Focus only on the sections of the Practice Act that relate to advanced practice nursing (i.e. CNS or NP; do NOT include information about registered nurses).

### **Nursing Ethics & Professional Responsibility for APRN (20% of Total Grade)**

Values clarification is not a formal process, but a natural, mostly unconscious, moral exercise that each person performs continuously as decisions are made in all kinds of life situations.

Clarifying our values is useful for understanding the values of oneself and the values of other people. When a choice just affects us, we are not as aware of its moral weight, when a decision affects another person we are more likely to call it a moral choice. As providers of care, some values we hold have important effects on other persons. *Being aware of those values and how they affect other persons is the ethical task of values clarification.*

This list contains values that are often associated with being an APRN. Think about yourself in relationship to this list.

- Empathic – being caring, compassionate, benevolent – being deeply interested in the perspective of the other person
- Integrity – having self-knowledge and being willing to act from the most authentic and best ideals that guide behavior
- Truth-telling – always willing to tell as much truth as one knows and that the other person can constructively accept

- Respectful – taking care to guard human dignity in general and to treat the individual person with cultural sensitivity and regard for personal values/choices
- Responsibility – being willing to follow through on commitments, to accept blame and praise, and to relate to every life situation in a way fitting to the character of the person, the goals adopted, and the rules that have been agreed to
- Competence – being able to do well what you claim to do
- Practical – to be able to apply knowledge and skills to solve real problems
- Wisdom - is a prize that many achieve by being calm, reflective, experienced and focused on doing the most good in every situation
- Effacement of self-interest – the willingness to set aside the goals that serve one’s own interest for the preference of serving the well-being of another person
- Courage – the ability to accept risk in order to act well and do what is right
- Justice – to act fairly toward all persons and expecting everyone acting through social structures to treat all persons fairly with preference for vulnerable persons

**This assignment should be written in APA format with a title page. Please refer to the APA resources on the course wall. Page limit: 5 pages with references**

1. Which of these values do you consider central to your work as an APRN? Why do you consider these central?
2. Describe how two or more of these values could conflict with each other. Describe how you would seek a resolution to this conflict.
3. Describe a situation in which a value choice you would make for yourself would differ from one that a patient may hold as important. How would you resolve this in the care of your patient?

### **Finding Your Voice Assignment (20% of Total Grade)**

In the book, *What nurses know and must communicate to the public*, the authors Bernice Buresh and Suzanne Gordon advocate for ending the silence. While nurses are the largest professional group, they are the least visible when speaking about their own professional and health issues. Public image of nurses’ centers around being trustworthy, honest, and ethical believing that inherent traits, not education, is what makes a nurse. The authors emphasize that nurses have not convinced the public/media to consult nurses about critical health issues. As an APRN, you will be faced with many issues that you will feel passionate about. Finding your voice is part of your professional development and personal growth.

For this assignment, you will identify a healthcare issue or practice issue that you have strong feelings about or that you would like to comment on.

Your options are listed below:

- Write a letter to the editor of a journal, local newspaper, magazine etc. Follow the guidelines that come directly from [AANP website](#).
  - [Sample Letter to Editor](#)
- Write a letter to a legislator (state representative, US congressman or senator)
  - [Sample letter to legislators](#)
  - [Tips for Writing to Legislators](#)
- Write an op-ed
  - [Op-ed template and sample](#)

### Resume/Cover Letter Assignment (10% of Total Grade)

Part I: Write a *cover letter* to a prospective employer where you are applying for an APRN position. *Cover letters* contain detailed information that describes why the applicant is qualified for the position, providing an explanation of interest in the organization and the relevant skills and/or experiences the applicant possesses.

Part II: Provide an updated *resume*. A *resume* is a concise introduction of education, career-related skills, and experience tailored to a specific job. This assignment involves writing a one-page cover letter and developing a resume.

Refer to pg. 533-34 in the Tracy and O'Grady text for a template for cover letter and components of a resume.

### Grading

#### Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
1	Threaded Discussion 01	5	12
1	Threaded Discussion 02	5	12
4	Threaded Discussion 03	5	12
2	Threaded Discussion 04	5	12
4	Threaded Discussion 05	5	12
2	APRN Scope of Practice Assignment	20	20
3	Nursing Ethics & Professional Responsibility Paper	20	20
4	Finding Your Voice Assignment	20	20
1	Resume/Cover Letter	15	15
	Total	<b>100</b>	<b>142</b>

### Grading Scales

Numerical grades will be given to graded assignments and at course end will be converted to a letter grade as follows (as a reminder, you must maintain a 3.0 overall program average to remain in the program; a grade of 80 or above is required for this course to progress without imposition of academic penalties):

#### Graduate Nursing Final +/- Grade Scale:

Grade	Score	Grade	Score
A	94–100	C	74–76.99
A-	90–93.99	C-	70–73.99

Grade	Score	Grade	Score
B+	87–89.99	F	69.99 or below
B	84–86.99		
B-	80–83.99		
C+	77–79.99		

Rounding Rules: For the FINAL grade computation .5 or larger fractions round up, .4 and smaller round down. For example, 79.4 = C+ and 79.5 = B-

### Late Work

All assignments are due on specified dates and times noted in the Syllabus. **Otherwise, 10% of the total grade** for any given assignment will be deducted initially and for each day the assignment is late up to one week. If the late assignment is not submitted within one week of the original due date, a grade of 0 will be recorded.

### Grading Concerns

If a student has a question or concern about a grade they have received, they should email the faculty **within 48 hours after grades are posted.** The email should include the following details:

- what is the specific request
- if asking for additional points, provide supporting documentation for the change
- If they are seeking clarification for deductions, identify the specific areas

### Chain of Communication

If you have any questions or concerns about your experiences in this course, the first step is to communicate these questions or concerns directly with the person(s) involved. Your instructor is your primary contact for any questions or concerns that arise with this course. The chain of communication for this course is

- Your instructor; if the situation is unresolved, consult with
- The Program Director/Coordinator; if the situation is unresolved, consult with
- The Director of Graduate Nursing; if the situation is unresolved, consult with
- The Associate Dean for Nursing & Nurse Anesthesia

### Participation / Engagement (Attendance)

This is a totally online class and is conducted in an asynchronous environment. Students are expected to log in frequently and to check for any new Announcements or other communication from the Instructor. Likewise, students are expected to be actively engaged with colleagues in Threaded Discussions and other avenues as appropriate.

Frequent review of the Syllabus and Course Calendar are essential to have awareness of course expectations, learning outcomes, assignments, due dates, and grading policies.

## Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

## Technology Policies

### Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

### Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://tcu.policytech.com/dotNet/documents/?docid=55&public=true>.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

### Recording of Class Sessions

Our synchronous class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature,

which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact me immediately so I may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

## Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the [Undergraduate Catalog](http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) (<http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>) and the [Graduate Catalog](http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct) (<http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct>).

Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

## TCU Online: Our Learning Management System

## Getting Started with TCU Online

**Technical Requirements:** Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

**Log In:** (using your TCU Network Credentials)

Option 1: Access via [my.tcu.edu](http://my.tcu.edu) > Student Quick Links > TCU Online

Option 2: Login at <http://d2l.tcu.edu>

\*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

**Student Orientation Tutorial for TCU Online:** If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

## How This Course Will Use TCU Online

In this course, all assignments will be submitted through TCU Online. You are expected to engage in case study discussion within TCU Online. Grades will be posted through TCU Online. All lecture notes, readings, and assignments are posted in TCU Online.

## Getting Help with TCU Online

If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

**Phone: 1-877-325-7778**

**Chat:** Chat is available within TCU Online in the Help menu on the navigation bar.

If you are working with the Help Desk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

## Personal Settings & Notifications for TCU Online

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

## Student Success Tools for TCU Online

**Pulse**

[Pulse](#) is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

### **ReadSpeaker**

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

## **Support for TCU Students**

### **Campus Offices**

- Academic Advising (817-257-7486, Jarvis 104)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Counseling & Mental Health Center (817-257-7863, Jarvis Hall 2<sup>nd</sup> floor)
- Dean of Students (817-257-7926, the Harrison 1600)
- Mary Coats Burnett Library: Reference Desk (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1<sup>st</sup> floor)
- Student Access & Accommodations (817-257-6567, The Harrison 1200)
- Student Success (817-257-8345, Samuelson Hall, West Entrance)
- Substance Use and Recovery Services (817-257-7100, Jarvis Hall 2<sup>nd</sup> floor)
- Transfer Student Center (817-257-8345, Samuelson Hall, West Entrance)
- Veterans Services (817-257-5551, Jarvis Hall 2<sup>nd</sup> floor)

### **Anti-Discrimination and Title IX Information**

#### **Statement on TCU's Non-Discrimination Policy**

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex,



sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email [oiie@tcu.edu](mailto:oiie@tcu.edu), visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>

## **Title IX**

TCU's Title IX Coordinator works within OIE. Andrea McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email [oiie@tcu.edu](mailto:oiie@tcu.edu) or [a.mcdew@tcu.edu](mailto:a.mcdew@tcu.edu), or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

## **Mandatory Reporters**

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

## **Confidential On-Campus Resources**

Campus Advocacy, Resources & Education

<https://care.tcu.edu/> | 817-257-5225

Counseling & Mental Health Center

[www.counseling.tcu.edu](http://www.counseling.tcu.edu) | 817-257-7863

Religious & Spiritual Life

[www.faith.tcu.edu](http://www.faith.tcu.edu) | 817-257-7830

## **On Campus Resources**

TCU Police

## TCU Policy for Religious Observations & Holidays

“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.” For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

## Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567.

### **Audio Recording Notification:**

Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated.

## Emergency Response Information

View [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

View the [TCU Building Safety Maps](#) that show the specific seek shelter locations and building rally points for evacuation. (<https://publicsafety.tcu.edu/less-safety-maps/>)

View the [TCU Evacuation Rally Point Map](#) to see all rally points for evacuation. (<https://publicsafety.tcu.edu/wp-content/uploads/2020/01/TCU-Rally-Point-Map.pdf>)

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>).

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

## Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Topic	Assigned Content	Learning Activity
<p><b>8/22-9/4</b>  <b><u>Module 1:</u></b>            Evolution of Advanced Practice Nursing</p>	<p>Historical and Developmental Aspects of Advanced Practice Nursing</p> <p>Role Development</p>	<p>Tracy &amp; O'Grady: Chapters 1-4</p> <p><b><i>Read thoroughly your APRN role and skim the other roles:</i></b></p> <p>Chapter 14: The Clinical Nurse Specialist</p> <p>Chapter 15: The Primary Care Nurse Practitioner</p> <p>Chapter 16: The Adult-Gerontology Acute Care Nurse Practitioner</p>	<p><b>Student Introductions, post by Friday, August 26</b></p> <p><b>Threaded Discussion 01: Role Development</b>, Initial post due <b>Wednesday, 8/24, Midnight</b>; final post due <b>Sunday, 8/28</b></p> <p><b>Scope of Practice Assignment</b> due <b>Sunday, 9/4, Midnight</b></p>
<p><b>9/5-9/18</b>  <b><u>Module 2:</u></b>            The Practice Environment</p>	<p>Credentialing and Clinical Privileges</p> <p>Collaborative Practice</p>	<p>Tracy &amp; O'Grady: Chapters 9,12, 20-22</p> <p>AND</p> <p>APRN Consensus Model</p>	<p><b>Threaded Discussion 02: APRN Consensus Model</b>, Initial post, <b>Wednesday, 9/7 Midnight</b>, final post <b>Sunday 9/11</b></p> <p><b>Cover letter and Resume Assignment</b> due <b>Sunday, 9/18, Midnight</b></p>

<b>9/19-10/2</b> <b>Module 3:</b> <b>Selected</b> <b>APRN</b> <b>Competencies</b>	Direct Clinical Practice Guidance, Coaching Leadership Evidenced Based Practice Ethical Decision Making	Tracy & O'Grady: Chapters 7,8 10,11,13	<b>Threaded Discussion 03: APRN Model of Practice; Guidance and Coaching, Initial post due Wednesday 9/21 midnight; final post Sunday, 9/25</b> <b>APRN Ethics Assignment due Sunday, 10/2, Midnight</b>
<b>10/3-10/14</b> <b>Module 4:</b> <b>APRN</b> <b>Outcomes, Research &amp; APRNs;</b> <b>Policy and Power to Influence</b>	APRN Outcome & Performance APRN Power & Policy IT to Evaluate & Improve Performance Patient Outcomes	Tracy & O'Grady: Chapters 19,23,24,25	<b>Find Your Voice Assignment due Sunday, 10/9, Midnight</b> <b>Threaded Discussion 04: APRN Outcomes Initial post due Wednesday 10/12 Midnight; final post due Friday 10/14, Midnight</b> <b>Threaded Discussion 05: Find Your Voice Initial post due Wednesday 10/12 Midnight; final post due Friday 10/14, Midnight</b>

## Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

## TCU Mission Statement

The mission of Texas Christian University, a private comprehensive university, is to educate individuals to think and act as ethical leaders and responsible citizens in the global community through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

## **TCU Nursing Vision Statement**

To advance the health of all.

## **TCU Nursing Mission Statement**

To lead nursing education, practice, and scholarship.

## **TCU Nursing Values:**

Integrity, Human Dignity, Collaboration, Innovation and Social Justice innovation.