Course Title – DNP Roles
Course Number NURS 6301
Semester Year Fall 2023

Scheduled Class Days and Times: Online

Instructor's Name: Gina M Nickels-Nelson DNP, APRN, FNP-BC (060)
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Best way to contact me: email

Course Description: This introductory course in the Doctor of Nursing Practice (DNP) program includes an exploration of the various functions, roles, and positions that DNP-prepared nurses may hold. The responsibility of DNP-prepared nurses to promote evidence-based practice is emphasized. Students will use self-assessment and reflection of individual strengths and emotional intelligence to develop action plans for personal growth during the DNP program

Prerequisites: Admission to the DNP Program

Corequisites: NURS 6302

Student Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Employ a variety of professional communication modalities to promote a participatory approach with diverse audiences. (AACN, 2.2, 9.2)
2. Demonstrate a spirit of inquiry that fosters flexibility and professional maturity (AACN, 10.2)
3. Demonstrate a commitment to personal health and well-being. (AACN, 10.1)
4. Analyze the philosophy, background, and issues related to the development and evolution of the DNP degree. (AACN, 1.1)
5. Examine the leader, EBP champion, and innovator roles of DNP-prepared nurses in healthcare. (AACN 1.1, 1.2, 1.3, 2.6, 7.1, 7.3)
6. Explore the development of their professional identity as DNP-prepared nurses. (AACN, 9.1, 9.2, 9.3, 9.4, 9.5 &, 9.6)

7. Develop a capacity for leadership as DNP-prepared nurses. (AACN, 10.3)

Required Textbooks and Readings:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000 (Paperback ISBN-13: 978-1433832161, Spiral-bound ISBN-13: 978-1433832178)

Bradberry, T., & Greaves, J. (2009). Emotional intelligence 2.0. TalentSmart.

Chism, L.A. (2023). The doctor of nursing practice: A guidebook for role development and professional issues. Jones & Bartlett Learning.

Dang, D., Dearholt, S.D., Bissett, K., Ascenzi, J., & Whalen, M. (2022). Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model & guidelines (4th ed). Sigma Theta Tau International.

Hacker, D., & Sommers, N. (2021). A riter's reference (10th ed). Bedford/St. Martin's Macmillan Learning

Note: both the text and A writer's reference 10e (1-term access) are required because there will be required course assignments in the Achieve platform. You should purchase one of these two choices for the course: bound text or loose leaf text- BOTH come with Achieve access.

Rath, T. (2007). Strengthsfinder 2.0. Gallup Press.

Ratj. T.. & Conchie, B. (2009). Strengths based leadership: Great leaders, teams and why people follow. Gallup Press.

Zaccagnini, M., & Pechacek, J.M. (201). The doctor of nursing practice essentials: A new model for adanced practice nursing (4th ed.). Jones & Bartlett Learning.

There may be additional assigned readings in the modules in Canvas.

If you are in a clinical course, all students are required to have an active InPlace subscription.

Assignments and Weights/Percentage/Point Values (Should equal 100%)

Assignment Category	Total
Participation	5
Reflections	10
Learning Checks	20
Discussion Boards	25
Assignments	40
Total:	100

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - Below 60

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). Students are required to achieve an average of 80% (B) to complete the course successfully.

Although the university policy allows 60 days for grade appeals, the School of Nursing follows a stricter timeline of 10 days to facilitate students' timely progression through the curriculum. In the case of extenuating circumstances, please consult the Associate Dean of Academic Affairs for guidance.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (https://www.uttyler.edu/mopp/), will not be tolerated. Consequences may include:
- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.
- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.

- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
  - a reduced or failing grade on an assignment
  - a reduced or failing grade for the course
  - removal from the Nursing program
  - removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Graded Course Requirements Information:

Throughout this course, discussion boards are utilized to further understanding and communication among the cohort regarding the DNP role itself as well as the leadership a DNP-prepared nurse employs in healthcare. The student will also have assignments focused on discussing their DNP scholarly project- specifically identifying their practice problem and starting to focus on Chapter 1 of the Scholarly project.

Please Note: Detailed information along with grading rubrics for course assignments will be provided in Canvas.

Important Course Dates:

Classes Begin: September 6, 2023
Census Date (withdraw without penalty): May 22, 2023
Last Date to Withdraw: November 4, 2023 Students please notify your course faculty and contact your advisor

Calendar of Topics, Readings, and Due Dates: (as of July 31,2023)

Week Begins	Wk #	Topic/Activities	Assignment/Due Dates

Mon. 8/28	1	**Module 1: Welcome & Course Orientation** • Review <u>Getting Started</u> & <u>Module 1</u> in Canvas • Review syllabus & course calendar before orientation • **Zoom Orientation: Mon. 8/28, 7:00 PM CST** **https://uttyler.zoom.us/j/2293114842** •	**Due Sun., 9/3 by 2359 CT** • Graduate Affirmation Forms 2023: Read, review & sign each form • Introduce Yourself • Clinical Hours Verification Request • Rise Model Orientation • Instructor Feedback • What is Plagiarism?
Mon. 9/4	2	**Module 2: History & Overview of the DNP Role** • Readings: • Chism Chs 1&17 • ANA DNP Position Statement • AACN Essentials Core Competencies	**Due Sun., 9/10 by 2359 CT** • RT: Beginning the DNP Journey • DNP Leader Interview Acknowledgement • "Why am I Here?" Paper • Module 2 Check Your Understanding
Mon. 9/11	3	**Module 3** • What is JHEBP model? • Overview of DNP Scholarly Project • Culture, Organization & Setting • Webinar Tuesday 9/12/23 at 7:30 PM Defining Practice Problem	**Due Sun. 9/17 by 2359 CT** • Obtain Copyright for JHEBP model • DB: Starting to Define the Practice Problem
Mon. 9/18	4	**Module 3** •	**Due Sun. 9/24 by 2359 CT** • Google Triage Search Screenshot
Mon. 9/25	5	**Module 3** • What is internal evidence?	**Due Sun. 10/1 by 2359 CT** • RT: How do I Really Know this is a Problem?
Mon. 10/2	6	**Module 3** • Organization Setting & Culture	**Due Sun. 10/8 by 2359 CT** • RT: Organization Setting & Culture
Mon. 10/9	7	**Module 3**	**Due Sun., 10/15 by 2359 CT** • Completed ACHIEVE WRITING MODULE!! • Significance Internal evidence and Organization, Setting & Culture Paper
Mon. 10/16	8	**Module 4: Strengths & EI for the DNP** • Chism Ch 2 & 9 • Rath & Conchie Parts One-Three	**Due Sun., 10/22 by 2359 CT** • Emotional Intelligence Appraisal • Supporting your Crew-Midterm Evaluation
Mon. 10/23	9	•	**Due Sun., 10/29 by 2359 CT** • Strengths, EI, and Persistence Paper

			• Module 4 Check Your Understanding

Mon. 10/30	**10**	**Module 5: DNP Roles**
		    • Readings:
		        • Chism Ch 3, 6-8 & 11-13
		        • Zaccagnini Ch 8 & 9
			Due Sun., 11/5 by 2359 CT
			    • DB: Developing the Skills Needed as a DNP leader

**11/4/23 - Last Day to Withdraw**
Mon. 11/6	**11**	•	**Due Sun., 11/12 by 2359 CT** • Module 5: Check Your Understanding

Mon. 11/13	**12**	•	**Due Sun., 11/19 by 2359 CT**
			    • Elevator Speech
			    •

**Thanksgiving Break: 11/20-24**

Mon. 11/27	**14**	**Module 6: Health & Wellness**
		Canvas Readings
			Due Sun., 12/3 by 2359 CT
			    • EV-Leadership Development Plan
			    • RT: Personal Health & Well-Being

Mon. 12/4	**15**	•	**Due Sat., 12/9 by 2359 CT**
			    • **Shared Reflections on Course**
			    • **Supporting your Crew**

UT Tyler School of Nursing Justice, Equity, Diversity and Inclusion Statement:

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

School of Nursing Policies and Additional Information:

https://www.uttyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.