University of Nevada, Las Vegas: School of Nursing

NURS 765: Spring 2016

Course Title: Nurse Executive/Advanced Practice DNP Residency

Credits: 4 (1/12): 1 hour Lecture/12 hours Lab

Instructor: Carolyn E. Sabo, RN, EdD, Professor  
BHS 412  Phone: 702-895-3342  
Email: carolyn.sabo@unlv.edu. Preferred email is via online NURS 765 course mail.

Office Hours: Tuesday, 8:00am – 12:00pm. Online virtual office hours by appointment.

Prerequisites: Admission to the DNP Program and graduate nursing courses, NURS 719R, 725, 728, 729R, 732, and 767.

Course Description:  
Students complete residencies to apply program concepts and develop and implement strategies for practice-level and/or system-wide practice initiatives to improve the quality of care.

Course Objectives:

1. Integrate conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.
2. Evaluate care delivery approaches using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health to meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic science.
3. Employ advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
4. Utilize consultative and leadership skills with individuals and teams to create change in health care and complex healthcare delivery systems.
5. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Required Texts: All texts from courses in previous semesters and any resources unique to the individual topic of student choice.
Required Technology:
A computer with word processing software capable of saving documents as either a Microsoft Word (not Works) document or an “.rtf” file and consistent, reliable access to the Internet is required for the course. Students must have regular, reliable access to the course on the UNLV Webcampus website.

Recommended Technology:
Reference Manager: such as Endnote (free through the library).
UNLV: (http://www.library.unlv.edu/help/refworks/index.html).

Teaching Strategies:
This course is taught online and in an asynchronous format where students are expected to be self-directed as they progress through the semester and the requirements for successful course completion. Students and the Instructor meet via online mail within the course to discuss the Residency as necessary. Mentors for the students are invited to participate in the discussions as appropriate. Students are expected to interact with faculty or colleague students in a collegial (respectful interaction is expected and required) manner throughout the learning process. This respectful interaction is particularly important when participating in assignments via the Discussion Board, which is used as an integral teaching/learning strategy. It is the responsibility of the student to communicate with the instructor if assignments are unclear or if any other difficulty is encountered by the student in meeting the course objectives and expectations for time commitment to the Residency.

Course Expectations:
Students may begin late fall semester to identify where they will complete a Residency experience. Students identify an overall goal for the Residency and, using the course description and objectives as guidelines, develop personal objectives for the Residency. The purpose of the Residency is for students to engage in an immersion experience that allows for the application of knowledge gained from the DNP program to practice-level and/or system-wide initiatives to improve practice or the quality of patient care. Students select initiatives that apply to their areas of interest and advanced practice/leadership roles and work collaboratively with a qualified mentor(s) throughout the experience under the supervision of the faculty member. The instructor, student, mentor, and administrator of the agency where the Residency takes place develop either a Memorandum of Understanding (MOU) or Educational Contract (EC) (depending on the student’s goals) for the Residency that includes the students’ personal objectives for the experience, a plan to meet the objectives, a schedule mutually convenient for the mentor, student, and faculty member to meet, and a plan for evaluating the outcomes from the experience. The Residency requires a minimum of 180 contact hours during the course of the semester (ending the Friday immediately prior to the School of Nursing finals week). Preparation work to secure the Residency facility, mentor, and the student’s individual objectives may contribute no more than 10 contact hours toward the 180 minimum. If the student requires some preparation or remediation related to content required to initiate the Residency experience, this is considered “homework” and does not contribute to the 180 hour minimum. Students must routinely post hours implemented in meeting one’s individual Residency experience, and include a brief explanation of what was accomplished during the various hours posted to E-Value.
**Mentors:**

Depending on the nature of the student’s Residency, a qualified mentor in the agency where the project takes place is identified by the student. Qualifications include education and experience in a healthcare discipline (preferably nursing, leadership, or medicine) that demonstrate expertise in the topic selected for the Residency. Mentors prepared at the doctoral level are preferred, but not required, if the mentor has advanced knowledge and experience that relates directly to the Residency experience or project. Mentors should be subject matter experts and may have clinical or technical expertise in the area the student is choosing for the Residency. The site for the experience may be in the student’s place of employment; but, the Residency hours must be documented to show that they are over and above (distinctly different from) that of routine employment expectations.

**Student Responsibilities:**

The student, in collaboration with the NURS 765 faculty member, develops a formal agreement with the mentor to serve as overseer, advocate, and coordinator of activities in the healthcare setting. A Memorandum of Understanding (MOU) or an Educational Contract (EC) between the mentor and the student is drawn up to specify the conditions under which the Residency takes place. A MOU is utilized if no direct patient contact/care is required to meet the student’s objectives for the course. If direct patient contact/care is required, an EC is required. The student should be aware that if an EC is not already in place with a specific healthcare facility, it can take one month or longer to accomplish this task. **Either a MOU or an EC must be fully in force prior to the student beginning the activities required to complete the Residency Experience.**

After identification of the mentor, the DNP Coordinator, in collaboration with the faculty member (if different from the DNP Coordinator), maintains a list of the mentors with their credentials and brief resumes for documentation purposes. A mentor requested by the student must be approved by the course instructor prior to beginning Residency activities. Depending upon the nature of the Residency, students may have more than one required mentor. It is also the student’s responsibility to secure approval for individual objectives, prepared to allow the student to meet the course objectives, for the immersion experience the Residency course represents. The due dates for submission of the student’s individual objectives may be found in the course calendar/schedule. Activities related to the Residency experience may not begin before approval of the student’s individual objectives.

**Documentation of Residency Hours:**

This is a 4-credit course with 1 credit hour of theory and 3 laboratory credits earned at 4 contact hours per credit (12 contact hours per week total for this component). Therefore, students are expected to document at least 180 hours (12 contact hours/week for 15 weeks) spent on the Residency experience or project. These hours can be distributed evenly throughout the semester or in concentrated pieces of time. If an intermittent and/or concentrated Residency experience is requested, the student must communicate the rationale for this request prior to initiating an irregular timeframe involvement in the Residency.
An electronic spreadsheet for documenting the hours is provided via E-Value on the Web. Students enter the documentation of the hours spent and activities as they relate to the course objectives. At mid-term (Week 8) and at the end of the semester (Week 15), students send a copy of the documentation of hours to the DNP Coordinator (and instructor if different from the DNP Coordinator). Failure to complete the 180 hour minimum, or meet the course and individual objectives, will result in an Unsatisfactory grade regardless of any other contributions to grade computation.

Evaluation Procedures and Grading Policy

Students must invest a minimum 180 contact hours in the selected agency. Students document Residency activities and hours spent in E-Value. Periodic reports from the students are shared with other students in the Discussion Board area of the online course for peer comments and suggestions for enriching and improving the experience. At mid-term, the faculty member and the student meet (electronically or via telephone) to determine whether the student has satisfied the (formative) Residency requirements thus far, and if work on the Residency objectives and the Residency report is progressing satisfactorily. A final meeting (by telephone or online) occurs to determine if the student satisfactorily completed the Residency by meeting or exceeding the required hours, meeting personal and course objectives, and preparing an acceptable summary for presentation to other students and faculty on the Discussion Board. The following items apply to the grading of the Residency (Rubrics for earning the points are posted in the course):

All course assignments must be completed by **Monday at 8:00am (Pacific Time)** (allowing the student the entire weekend if necessary to complete an assignment) on the date identified in the assignment tab and course calendar. As this is a course in a doctoral program, **students are expected to understand their own time management responsibilities** and turn in assignments on time. As such, if an assignment is submitted late (even 1 minute) without prior approval, the student will only be eligible for 50% of the total potential points for that assignment prior to any evaluation of the assignment, **NO EXCEPTIONS**. Requests for late submission of an assignment must be based on extenuating circumstances beyond the student’s control, will be evaluated on a case-by-case basis, and approval is at the sole discretion of the instructor. If an assignment is approved for late submission, a minimum of 10% and up to 50% of the potential maximum score will be deducted before any additional grading/evaluation is done. **NO** assignment will be accepted more than seven (7) days late.

Expectations for student success:

1. In order to get the most out of the course, receive course updates, and stay engaged with your learning progress and with colleague students, you are encouraged to login to WebCampus every day.
2. Contact the instructor EARLY if you perceive difficulties with progression through the course. Remember, the instructor won’t know a student is having a problem unless it is communicated.
3. Master the WebCampus learning management system. For technical questions, contact the IT help desk at 702-895-0777 or https://oit.unlv.edu/help/it-help-desk
5. In all interactions on the discussion board and other avenues throughout the course, be respectful in communications.

**Mid-term Evaluation (40 points / 40% of final grade)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops personal objectives for the residency that encompass personal and course objectives with a plan and schedule for the residency, its implementation, and evaluation in collaboration with the instructor and mentor.</td>
<td>6</td>
</tr>
<tr>
<td>2. Integrates conceptual and analytical skills to evaluate care delivery approaches for the residency using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</td>
<td>6</td>
</tr>
<tr>
<td>3. Evaluates care delivery approaches that integrate the needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</td>
<td>6</td>
</tr>
<tr>
<td>4. Submits a plan for and evaluation of approaches to improve quality of care and patient safety utilizing advanced communication, consultative and leadership skills.</td>
<td>7</td>
</tr>
<tr>
<td>5. Participates in required numbers of “Discussion Board” discussions and responds thoughtfully with meaningful feedback for peers in the Discussion Board.</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total possible points** 40

For satisfactory performance by mid-term, the student must earn at least 32 points. Less than 32 points earned will result in a mid-term warning. The student and instructor will develop a remediation plan that will be reviewed for satisfactory progress at least 3 weeks after mid-term.
Final Evaluation (60 points / 60% of final grade)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meets personal objectives and course objectives as reported in the</td>
<td>30</td>
</tr>
<tr>
<td>Summary Report.</td>
<td></td>
</tr>
<tr>
<td>2. Prepares a written Summary Report of the Residency experience that</td>
<td>20</td>
</tr>
<tr>
<td>reflects a review and integration of theories and concepts from previous</td>
<td></td>
</tr>
<tr>
<td>DNP courses, the literature and, other relevant resources.</td>
<td></td>
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<tr>
<td>3. Accurately uses APA format for the Summary Report.</td>
<td>10</td>
</tr>
</tbody>
</table>

Total possible points  60

In addition the student must:

- Earn satisfactory or above on the mentor(s) evaluation form of the student’s performance in the Residency. (Unsatisfactory means failure in the course)

- Document at least 180 total contact hours over the entire semester in the E-Value record. Time spent planning for the experience prior to the semester of registration may count toward the 180 hours, but this component is limited to 10 hours contributing to the total. (Less than 180 hours means failure in the course).

UNLV School Of Nursing Grading Scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
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<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

Important Grading Notes:

1. The UNLV School of Nursing does not allow the rounding (up or down) of grade percentages. Thus, a grade of 89.99% will be recorded as a grade of 89%.
2. This course is a graduate nursing course. A final grade below B is not considered passing.
Grading Rubrics for earning the points on assignments throughout the semester are posted within the course or individual course modules.

**Assignments:**

Throughout the semester the student will:

- meet with the faculty member, mentor, and mentor’s administrator no later than the first week of the semester to arrange for the Residency experience;
- develop personal objectives that reflect course objectives and the activities related to designing, implementing, and evaluating the residency;
- develop a schedule to meet personal and course objectives;
- post at least two progress reports during the semester for the instructor’s review (see course calendar/schedule for due dates); and
- develop a scholarly written summary of the Residency.

**COURSE MODULE CONTENT AND SCHEDULE:**

**Module 1: Weeks 1 through 4.**

Evaluation of Healthcare Delivery Approaches:

*Objectives:*

- Integrate conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.
- Evaluate care delivery approaches using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health to meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic science.

**Module 2: Weeks 5 through 8.**

Creating Change for Quality Assurance and Patient Safety:

*Objectives:*

- Employ advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
- Utilize consultative and leadership skills with individuals and teams to create change in health care and complex healthcare delivery systems.
Module 3: Weeks 9 through 12.

Creating change and improving health care:

Objective:
- Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

Module 4: Weeks 13 through 15.

Advanced Practice and Leadership:

Objective:
- Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

**GRADING RUBRIC FOR DISCUSSION BOARD**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and understanding of content and applicability to professional practice. (40 points possible)</td>
<td>Initial post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice. (0 - 32 possible points)</td>
<td>Initial post and all responses show evidence of knowledge and understanding of course content and applicability to professional practice. (33 – 35 possible points)</td>
<td>Initial post and both responses show evidence of knowledge and understanding of course content and applicability to professional practice. Include other resources that extend the learning of the community. (36-40 possible points)</td>
</tr>
<tr>
<td>Generates learning within the group or learning community. (40 points possible)</td>
<td>Initial posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper. (0 – 32 possible points)</td>
<td>Submits initial post that attempts to elicit responses and reflections from other learners and all responses build upon the ideas of other learners to take the discussion deeper. (33 – 35 possible points)</td>
<td>Initial post elicits responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper. (36 - 40 possible points)</td>
</tr>
<tr>
<td>Quantity and timeliness (20 points possible)</td>
<td>Does not submit initial post on time and/or does not submit required responses to other learners at various times during the session. (0 – 15 possible points)</td>
<td>Submits thoughtful and substantive initial post on time, and thoughtful and substantive responses to other learners at various times during the session. (16 - 17 possible points)</td>
<td>Submits initial post in the session and submits additional substantive posts (2 or more than the required number of responses) to other learners at various times during the session. (18 - 20 possible points)</td>
</tr>
</tbody>
</table>

**TOTAL**

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Instructor Response Time:

Students are encouraged to use the course email for communication. Phone calls left at the instructor’s office will not be responded to as rapidly as an email. For e-mails sent Monday through Friday (8:00am – 4:00pm, Pacific time), responses will typically be within two business days. For e-mails sent on weekends and holidays, responses will typically be within two business days from 8:00am (Pacific Time) on the first day following the weekend or holiday.

UNLV POLICIES:

Academic Integrity:

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright and Fair Use:

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Religious Holidays:

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.
UNLV Disability Resource Center (DRC):

The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Incomplete Grades:

The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/

UNLV Writing Center:

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu
Rebel Mail:

By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Teaching Evaluations:

In order to evaluate the effectiveness of teaching at UNLV, one method of obtaining information is through student evaluations. Faculty are required to administer course evaluations at the end of each semester. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. The minimum standards for administering these evaluations (Anonymity, Objectivity, and Post-Evaluation Procedures) are outlined in the document “Minimum Standards for Teaching Evaluation by Students”. This document has been approved unanimously by the Academic Council of Deans and the Executive Vice President and Provost as reflecting the minimum standards that apply to all departments/schools/units when administering student evaluations of teaching. To review the policy, please see “Evaluations by Students-Minimum standards for” in the alphabetical listing at: http://provost.unlv.edu/policies.html.

Library Resources:

Students may consult with a librarian (www.library.unlv.edu/consultation) about research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at www.library.unlv.edu/