

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department DOCTOR OF NURSING PRACTICE College NURSING		
Current Course Prefix and Number NGR 7767		Current Course Title Adv. Practice Nursing Essentials of Practice Management	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Introduction to Practice Management: Adv. Nursing Practice Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: This course provides a comprehensive overview of practice, business, finance, and management principles necessary to establish and maintain a successful, compassionate clinical nursing practice. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Summer 2022		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone S. Bulfin sbulfin@fau.edu 561 297 3600			
Approved by Department Chair: <u>Susan Bulfin</u> College Curriculum Chair: <u>Lynndall D. Pritchard</u> College Dean: <u>[Signature]</u> UGPC Chair: _____ UGC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____		Date <u>12/6/21</u> <u>12/6/2021</u> <u>12/6/21</u> _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E LYNN COLLEGE OF NURSING
COURSE OVERVIEW
COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

SEMESTER: SUMMER

COURSE NUMBER: NGR 7767

COURSE TITLE: Introduction to Practice Management: Advanced Practice Nursing

COURSE FORMAT: Hybrid, Canvas assisted

OFFICE: TBD

OFFICE HOURS: TBD

COURSE DESCRIPTION: This course provides a comprehensive overview of practice, business, finance, and management principles necessary to establish and maintain a successful, compassionate clinical nursing practice.

COURSE OBJECTIVES: Upon completion of NGR 7767, the student will demonstrate evidence of:

Being competent

1. Apply principles of economics, value-based care, human and other resources to develop a quality, cost-effective, sustainable business plan for caring-based advanced level nursing practice. (3.1j, 3.3c, 5.1i;5.1m)

Becoming compassionate

2. Evaluate legal parameters, scope of practice, and code of ethics in advanced nursing practice. (2.6g, 9.1h,9.4f)

Demonstrating Comportment

3. Advocate for policies and regulations to implement caring-based professional practice environments to mitigate risks and improve quality. (2.5i; 9.4h)

Becoming Confident

4. Apply systematic and defensible approaches for system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs. (1.2g; 7.2k)

Attending to Conscience

5. Appraise health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes. (7.21l)

Affirming Commitment

6. Demonstrate cognitive flexibility in nurturing others in developing professional growth within complex environments. (10.2g, 10.2f)

TEACHING LEARNING STRATEGIES: Teaching/learning strategies include interactive lectures, discussion boards, readings, focused learning modules, reflective analysis, presentations and written assignments based on nursing situations.

GRADING AND EVALUATIONS:

Assignment	Objective Evaluated	Percentage of Grade
Discussion Boards	3, 4	20
Business Plan	1, 4	20
SWOT analysis	1	20
Small group collaborative presentations	2	10
Concept mapping	3	10
Synthesis Paper	5, 6	20
Oral Presentation		
Total		100

GRADING SCALE:

Students in graduate nursing courses must achieve a minimum of C to successfully complete the course. All course requirements and objectives must be met in order to obtain a passing grade.

94 - 100 = A

90 - 93 = A-

87 - 89 = B+

84 - 86 = B

80 - 83 = B-

77 - 79 = C+

74 - 76 = C

70 - 73 = C-

67 - 69 = D+

64 - 66 = D

61 - 63 = D-

0 - 60 = F

REQUIRED TEXTS

Buppert, C. (2020). Nurse Practitioner's Business Practice and Legal Guide. 7th Ed. Jones and Bartlett Learning

RECOMMENDED TEXTS

Capko, J. (2010). Secrets of the best run practices. 2nd ED. Phoenix, MD: Green branch Publishers.

Hacker, S.M. (2015). The medical entrepreneur: pearls, pitfalls and practical business advice for doctors. 3rd ED. Delray Beach, FL Nano 2.0 business press

Melnyk, B.M. and Fineout-Overholt, E. (2019). Evidence-based practice in nursing and healthcare: a guide to best practice. 4th ED. Philadelphia, Wolters Kluwer

Moran, K., Burson, R., Conrad, D. (2014). The Doctor of Nursing practice scholarly project: A framework for success. Burlington, MA. Jones and Bartlett Learning

Rainer, C. (2010) Practice Management: A practical guide to starting and running a medical office. 2nd Ed. Wyndham Hill Press

Zaccagnini, M. and Pechacek, J.M. (2021). The doctor of nursing practice essentials: a new model for advanced practice nursing. Burlington, MA. Jones and Bartlett Learning.

TOPICAL OUTLINE

Business Plan Development
SWOT Analysis
Electronic Medical Records
Managing Growth
Marketing
Physical Practice Space
Malpractice issues and legal parameters of advanced practice (including scope of practice)
Coding and billing
Reimbursement (empanelment, capitation, denied claims)
Code of ethics
Risk management
Promoting of health equity
Human resource management

COURSE ASSIGNMENTS

ASSIGNMENT #1: Business Plan (20%)

The presentation will be a business or program plan for a creative, community based, and independent health care practice run by advanced practice nurses.

Significant points to include in this presentation:

1. Define the best strategy for your practice.
2. Formulate realistic, pragmatic and measurable objectives.
3. Assess and Pre-empt risks
4. Specify the action plan to achieve these goals.
5. Estimate resources needed for startup.
6. Detail financial implications under various scenarios.

ASSIGNMENT #2: SWOT Analysis (20%)

In this assignment, students are to choose a small medical practice. Then evaluate the practice using SWOT as a tool to help structure the data collection to aid the decision-making process for your business plan.

ASSIGNMENT #3: Discussion Boards (20%)

Respond to weekly Discussion Board topics related to practice management.

ASSIGNMENT #4: Small group collaborative presentation (20%)

Develop a small group presentation for the class on one of the following topics:

- Telemedicine
- The value of a nurse practitioner run home visit practice: reimbursement rates, insurance payments, collaborative physicians.
- Anti-Kickback Statutes and Stark Self-Referral Laws
- Discuss marketing strategies for a primary care practice.

- Discuss the cost of employee benefits including social security, health care, retirement and other costs.
- What regulatory issues must be dealt with to start a business (local, state and federal). How does employee withholding work?
- Starting an ACO or Medical Home
- Barriers to delivery of care at full scope of education and independent practice for Florida Nurse Practitioners

ASSIGNMENT #5: Concept mapping (10%)

Develop a concept map to visually represent relationship between ideas. Suggested topics include:

- Risk mitigation strategies for primary care practice
- Development of caring based professional practice environments
- How to develop policies which will promote moral courage to influence team decision-making in your clinic.

ASSIGNMENT #6: Synthesis Paper/Oral Presentation (10%)

Students will self-assign to groups of four (4). Like interests of students will allow for a smooth flow of business planning.

The paper and oral presentation will be on an approved topic regarding some aspect of independent practice by Nurse Practitioners.

Examples of good presentation topics

- Health policy and regulations related to:
 - Social justice, or
 - Health equity, or
 - Value, quality, and cost effectiveness
- Leadership skills/mentoring of employees in a healthcare practice (case presentations of complex human resource issues)
- Leadership skills that embrace principles of diversity, equity, inclusion and anti-discrimination.
- Accountability in resolving ethical dilemmas (case presentations).
- Effect of legal and regulatory policies on nursing practice and healthcare outcomes.

COURSE POLICIES AND GUIDELINES

Please read Important Info for specific guideline and rules for the on-line learning adventure.

Assignments are due on the date specified by the faculty on the course syllabus. The course syllabus is the official schedule for course activities. (I suggest you print a copy and hang it above your computer) Late work is not acceptable and will receive a grade of zero. If the student is unable to submit work on the designated date, arrangements must be made with the course faculty in advance of the due date. Extensions will only be considered in extreme circumstances and only for individual

assignments. Discussion activities and assignment posted for peer critique as well as your critique of your peers' work are time sensitive activities and ABSOLUTELY no extensions are possible. No extensions are granted after the due date, and no work will be accepted after the last class session.

All course work and correspondence must be submitted within this e-College course site. Assignments that are FAXED, e-mail or brought in hard copy to the faculty are not acceptable. If your assignment does not appear in the area designate for that assignment within this course framework---it does not exist.

Course work must be saved in the format and submitted via the course tool as described with the assignment guidelines.

Students are expected to participate in class and group activities and discussions. Students who do not participate in these activities will receive a grade of zero for that component of their course grade.

Because of the nature of class activities and group projects, there will be no alternative assignments or opportunities for make-up experiences or assignments

BIBLIOGRAPHY:

Blanchard, K., (2007). Leading at a higher level. Upper Saddle River, NJ Prentice Hall

Ellis E., Mackey, T.A., Buppert, C., & Klingensmith, K. (2008). Acute care nurse practitioner billing model development. Clinical Scholars Review 1, 125-128.

Cowling, W.R., Smith M.C., Watson, J. (2008) The power of wholeness, consciousness, and caring: A dialogue on nursing science, art and healing. Advances in NursingScience 31(1) E41-E51.

Mackey T., (2009) Practice value and worth of a DNP. Clinical Scholars Review 2(1), 8-9.

Mackey, T., Rooney, L., & Skinner, L., (2009) Pay for NP performance. The NursePractitioner. The American Journal of Primary Healthcare, 34(4), 48-51.

Medical Group Management Association (2007). Performance and practices of successful medical groups. Glacier Publications Inc.

COURSE SPECIFIC LITERATURE: Caring Literature

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*.
National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*.
Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*.
Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.
University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE POLICIES & GUIDELINES

Course modules open on Sundays and close on Saturdays unless otherwise posted.

Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogs apply to this course.

To obtain a passing grade, all course requirements and objectives must be successfully met.

Students are expected to log on to the course website **at least three times weekly** to obtain reading materials and check on course updates and announcements.

Students are expected to turn in assignments using Canvas on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit (Saturdays at 11:59 pm).

Points may be deducted for late assignments/exams. In exceptional circumstances, students may contact the faculty member to request an extension prior to the assignment/exam due date. Please note, technical difficulties are not considered exceptional circumstances.

All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail submissions will not be accepted.

All assignments must be completed in APA format: (Publication Manual of the American Psychological Association, 7th edition).

All students are required to use their FAU e-mail address and have regular access to the internet.

All course communications must be made through the canvas platform inbox. Platforms for personal communications include Canvas Inbox, phone, or SKYPE.

A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly.

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Graduate Handbook located at:

<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards.

Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but

be sure the college policy does not conflict with the University Regulation. For more information, see: <http://www.fau.edu/ctl/AcademicIntegrity.php>

CON Academic Integrity: <http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's

responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see: <https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE:

Module	Content
Module 1	Business Plan Development SWOT Analysis
Module 2	Electronic Medical Records Managing Growth
Module 3	Marketing Physical Practice Space
Module 4	Malpractice issues and legal parameters of advanced practice (including scope of practice) Risk management
Module 5	Coding and billing Reimbursement (empanelment, capitation, denied claims)
Module 6	Code of ethics Promoting of health equity Human resource management

PROFESSIONAL STATEMENT

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Revised: 11/10/21

Approved DNP Committee 11/12/21