University of Wisconsin-Milwaukee
College of Nursing
Spring 2019

Course Number: NURS-810

Title: Leadership for Advanced Practice in Healthcare

Credits: 3

Prerequisites: Admission to the Doctor of Nursing Practice program

Faculty: Carol Klingbeil, DNP, RN, CPNP-PC
Clinical Assistant Professor
klingbei@uwm.edu (Best way to reach me)

Office hours: By appointment

Interim Program Director: Julie Darmody, PhD, RN, ACNS-BC
Clinical Associate Professor
darmodyj@uwm.edu
Office: Cunningham Room 647
Office Phone: 414-229-5558

Class: On-line

Catalog Description: Synthesis of leadership concepts of advanced nursing practice. Interdisciplinary and ethical practice and leading multiple constituencies are emphasized from an evidence-based perspective.

Course Description:
Students examine the role development of advanced practice nursing, including strong focus on ethical practice. Theoretical leadership concepts are synthesized in relation to personal and professional values. Emphasis is on working with multiple disciplines and on leading multiple constituencies. Issues of power, creativity, innovation, communication, negotiation, conflict management, and resource use are addressed.

Student Learning Outcomes: Students will be able to:
1. Understand the role of the Advanced Practice Nurse (APN), including required competences, scope of practice, and issues of specialization.
2. Analyze APN accountability for organizational leadership, interdisciplinary collaboration, ethical decision-making, and facilitating a healthy work environment.
3. Integrate leadership skills for the 21st century into practice.
4. Evaluate leadership models for use in practice.
5. Employ advanced communication processes to lead quality improvement and patient safety initiatives.

If you need special accommodations in order to meet any of the requirements of this course, please contact your instructor as soon as possible. The University has a Student Accessibility Center that you might want to contact. Within the College of Nursing there is a Student Help Center, and the School
participates in the Writing Across the Curriculum Program. University policies about student conduct and rights, as well as specific policies of the College of Nursing are applicable to the activities and expectations in this course and interactions with students and faculty. Be aware of your rights and responsibilities.

**Time Commitment:** This is a 3-credit doctoral level course that lasts 15 weeks during the semester (counting finals week). Time requirements include on-line discussion time of approximately 3 hours per week during the semester. Students are expected to put in a minimum of 8-9 hours per week outside of on-line class discussions to achieve the learning goals of this course for a total of approximately 175-180 hours. Although the exact time breakdown will vary by student and by week, the expectation is that students will spend approximately 50% of the time reading, reviewing Power Point presentations, assigned videos; 25% of the time on written assignments, and 25% of time on seminar participation with discussion groups. Please note student grades will reflect the quality of the work completed, not the amount of time spent on any one assignment.

**Textbooks and Readings Required:**


**Recommended**


**List of Resources for Evidence Searches and Writing**

**UWM Library Resources**

a) UWM Libraries
   - http://uwm.edu/libraries/ - main webpage
   - http://guides.library.uwm.edu/gradnursing

b) The Writing Center
   - http://uwm.edu/writing-center/ - main webpage
   - http://uwm.edu/writing-center/resources/

**Writing Resources**


c) SportScience Guidelines on Style for Scientific Writing  
   http://www.sportsci.org/jour/9901/wghstyle.html  

d) http://www.umaryland.edu/writing/writing-resources/  

**APA Publication Style Resources**  
2. http://www.umaryland.edu/writing/online-workshops/ - APA tutorials from University of Maryland website  
3. http://www.umaryland.edu/writing/writing-resources/ - Writing resources from University of Maryland website  

**APA Citation Style**  
https://owl.purdue.edu/owl/purdue_owl.html  

**Citation Reference Managers**  
1. Free citation manager—RefWorks – http://guides.library.uwm.edu/refworks  
2. EndNote—available from University of Wisconsin-Madison DoIT Techstore  

**Assignments and Evaluation/Grading:** The components of your grade in this course:  

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Dates</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modules</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modules (14)</td>
<td>Initial and Response Posts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initial posts due Thurs.</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Response posts due Sun.</td>
<td></td>
</tr>
<tr>
<td><strong>Papers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Portfolio</td>
<td>Feb. 10, 2019 at 11:59 PM</td>
<td>20%</td>
</tr>
<tr>
<td>Case Exemplar Analysis</td>
<td>April 7, 2019 at 11:59 PM</td>
<td>10%</td>
</tr>
<tr>
<td>Scholarly Paper: Sections 1 &amp; 2</td>
<td>March 10, 2019 at 11:59 PM</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>May 9, 2019 at 11:59 PM</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**NOTE:** The final scholarly paper is the final exam for this course  

**Grading Scale:**  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>B</td>
<td>93-94</td>
</tr>
<tr>
<td>B-</td>
<td>87-90</td>
</tr>
<tr>
<td>C</td>
<td>85-86</td>
</tr>
<tr>
<td>C-</td>
<td>79-82</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>B+</td>
<td>69-91</td>
</tr>
<tr>
<td>C+</td>
<td>57-70</td>
</tr>
<tr>
<td>D+</td>
<td>50-56</td>
</tr>
<tr>
<td>F</td>
<td>00-49</td>
</tr>
</tbody>
</table>

**Attendance Policy:**  
Students are expected to participate in on-line discussions. Students are expected to check the Canvas course website and their UWM e-mail daily.
Course Expectations:

- Students are expected to demonstrate initiative and self-direction and to be active in the process of self-appraisal.
- Students are expected to participate in on-line discussions, read assignments, complete assigned teaching/learning assignments, and make active contributions to on-line discussions.
- Students are expected to submit all teaching/learning activities at the assigned times.
- The student is expected to identify and discuss academic problems with the Professor so appropriate counseling or intervention can be implemented.
- Any student who is repeating this course or any student who is having trouble is advised to meet with the professor early in the semester (phone or skype).
- Late submissions will result in a 5% deduction of the grade for each day the submission is late. Late submissions will not be accepted 5 days after the due date.

Academic Conduct and Professional Integrity:

Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:

- Correct procedures for citing sources of information, words, and ideas
- Ways to properly credit collaborative work with project team or study Learning Group members
- Strategies for planning and preparing for examinations, papers, projects and presentations.

Nursing is a discipline where students and professionals alike are expected to be honest and ethical, and to treat others with respect. As you move through the nursing program at UWM, your integrity is demonstrated in-part by completing your own work, even when it is not perfect, and you make mistakes. **Cheating and plagiarism will not be tolerated.** Anyone suspected of dishonest behavior will be subject to due processes and consequences as outlined in the College of Nursing Student Handbook and the University policies and procedures.

Students are encouraged to consult with faculty regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity will result in a zero on the assignment and may result in additional sanctions consistent with university policy.

- **Disclosure Statement: You will be required to add one of the following statements to written work submitted to meet course requirements:**
  
  a. “By submitting this paper for grading, I am certifying that it is entirely my own work, with any words and/or ideas from other sources properly indicated (words with quotation marks), cited in text, and referenced. I have not submitted this paper to satisfy the requirements of any other course.”

OR
b. “By submitting this paper for grading, I am certifying that it is entirely my own work, with any words and/or ideas from other sources properly indicated (words with quotation marks), cited in text, and reference. This paper builds on a paper submitted in [Insert Course # and Course Name] that was entitled [Insert Course Paper Title] in the [Insert Semester Year]. This paper builds on the previous paper in the following ways: 1)…..2)…. and 3)….”

Online Course

Computer Skills

You are expected to have relatively unrestricted access to a computer that can access the Internet (see minimal computer requirements below). You also need to have certain computer and technical skills to be a successful online learner. The hours per week of required computer-based and Internet-based activities will vary by course.

- You should be familiar with your computer's operating system.
- You should know the basics concerning opening, saving files, as well as sending files as an email attachment.
- You should backup your files on a weekly basis.
- You should know how to save files to a memory stick as one option for file backup.
- You should be familiar with using a web browser such as Internet Explorer or Mozilla or Safari. You should be able to use a variety of internet search engines such as Google, Yahoo, or Bing! and be comfortable navigating on the Internet.
- You should know how to use a word processing program like Microsoft Word including how to view, accept or reject track changes and comments and be able to open Adobe PDF files.
- You should know or learn how to use the UWM Course Management software.
- You should know how to use an e-mail program such as the UWM email program Office 365. You will communicate with your instructor and classmates via email and/or online Discussions. All UWM students are assigned an email account.

Technology

1. **Computer hardware**: Either a PC or Apple device may be used. It is recommended that you work from either a desktop or a laptop, as IPADS and phones are limited in their ability to engage with the UWM learning management system.
2. **Software:**
   - **Microsoft Office 365** is free to UWM students and contains the programs: Word, Excel and PowerPoint, OneNote, Publisher, Skype and OneDrive. To load this software onto your computer visit: [https://portal.office.com/OLS/MySoftware.aspx](https://portal.office.com/OLS/MySoftware.aspx)
   - **Microsoft Edge, Google Chrome or Mozilla Firefox** can be used as Internet Browsers.
   - **Adobe Acrobat Reader.** Visit the Adobe site to download the most current version for Free.
   - **Purchasing Additional Software:** Any student enrolled in our courses is entitled to deep discounts on the purchase of software. You can link to the student software purchase page for further information: [http://wiscsoftware.wisc.edu/wisc/school.asp?institution=1029](http://wiscsoftware.wisc.edu/wisc/school.asp?institution=1029)

3. **Internet Connectivity.** You must have access to the internet.

### Getting Help

- **University Information Technology Services (UITS) Help Desk:** The UITS Help Desk supports the campus community with core applications for both the Mac and PC platforms. They can be reached at either 414-229-4040, 1-877-381-3459 or help@uwm.edu. The Help Desk is available between 7am and 12:00 midnight.

### Commonly Visited Campus Portals

#### Office 365

- **Email:** At UWM, students, faculty and staff receive their email via Office 365, web-based suite. When you enroll at UWM, you automatically get a UWM email address. Your email address will be your PantherID@uwm.edu. This information should have been sent to you in your acceptance letter. If you can no longer access this information, contact the HelpDesk and they will be able to help you.

- **UWM Course Management System: Canvas LMS** is where you can view course syllabi, your grades and hold online discussions with classmates and the professor. Your username and password are the same as your email username and password. For assistance with account, call the Help Desk at (414) 229-4040.

### An Important Reminder
As an online student, you need to be aware that even the most sophisticated technology is not 100% reliable. Breakdowns can occur. For example, your individual PC might have a problem; the server which hosts the LMS may become slow or cut you off temporarily; your internet service provider may cut you off unexpectedly. Phoning the Help Desk (414) 229-4040 is a good first step. You will also want to be sure to communicate with your instructor if you have any problem that interferes with you completing course requirements or that detracts from your learning experience.

University Policies:
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Additional policies:
Inclement weather: Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor. http://www4.uwm.edu or http://www.uwp.edu As this is an on-line course, travel to class should not be an issue, though it can sometimes affect internet connections, so please plan in advance.

Safety: Safety techniques and strategies are described in College of Nursing Student Handbooks for undergraduate and graduate students distributed to all nursing students upon entering the program. Copies are available in the Office of Student Affairs. Information about UWM campus safety is found at http://www4.uwm.edu/current_students/student_services/safety.cfm

Policies printed in the Student Handbook include:
a. Standards of professional conduct 
b. Student responsibilities in the major 
c. Academic requirements for continued progression 
d. Technology use and electronic media policy 
e. The statement about invasive procedures
Description of assignments

UWM College of Nursing
NURS 810: Leadership for Advanced Practice in Healthcare
Seminar Participation:

Students seminar participation will entail:

- Assigned to a discussion group during the semester and participate in weekly on-line discussions. Discussion questions will be posted for each week of the class.
- Students will create initial posts to a minimum of two discussion questions by midnight on Thursdays of each week.
- Students will respond to a minimum of two initial posts of the group, which is required by midnight on Sundays of each week.
- Students are expected to actively participate in seminar, which entails students reading the assigned readings for each module and participating in the online discussion forums.
- Students are expected to demonstrate their ability to critically analyze and synthesize assigned readings. This can be done through providing a critical analysis of the readings that includes their personal reflections on the readings related to leadership development and contributions to the advancement of nursing practice.
- Students are responsible for adding substantive, scholarly and unique contributions to the discussion each week, as well as responding to other student’s contributions to reflect that they are engaged in the discussion.
- Students need to plan time to ensure they post their Initial responses, and response posts in a timely manner.
- It is helpful if students include a subject header in each Initial post, so fellow students can follow what is posted.

Students might find it helpful to compose their posts in a word processing program and then paste into the discussion forum [hit CTRL + V to paste information].

All discussion posts will be graded using the Seminar Participation Grading Rubric below.

Safe learning environment: Diverse opinions are encouraged within this course, as that helps to broaden everyone’s thinking, and hopefully enrich their knowledge and learning. Everyone has a right to their own opinion, and no one is required to agree with another opinion. However, as communication in this course is being conducted on-line, it can be challenging to ensure the responses are worded in a manner that does not appear disrespectful. I would encourage everyone to assume ‘good intent’ from all posts, while at the same time being diligent in ensuring an environment of respectful discourse.
## Seminar Participation Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 Points</th>
<th>3 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity of weekly contributions</strong></td>
<td>Two good, concise, referenced initial posts, and two concise response posts.</td>
<td>One to three good, concise posts or any number of posts that were not concise.</td>
<td>No posts for the module.</td>
</tr>
<tr>
<td><strong>Quality of contributions</strong></td>
<td>Excellent. Meaningful posts added value to the discussion and engaged in dialogue with peers.</td>
<td>Acceptable. Meaningful posts mostly added value to the discussion and/or engaged in dialogue with peers.</td>
<td>Poor. Posts did not add value and/or failed to acknowledge peers’ discussion.</td>
</tr>
<tr>
<td><strong>Relevance of weekly contributions</strong></td>
<td>Focused on topic; well-organized viewpoint that added value to the dialogue with peers, added outside references to substantiate viewpoint.</td>
<td>Inconsistent focus; sometimes irrelevant discussion or chatter that added little to the dialogue with peers.</td>
<td>Focus off topic, contributed no value to the dialogue with peers.</td>
</tr>
<tr>
<td><strong>Scholarliness of contribution</strong></td>
<td>Well read, as evidenced by grammatically sound viewpoint, and APA-formatted, pertinent references for two initial and two response posts.</td>
<td>Partially prepared for discussion. Several grammatical issues with viewpoint and/or minimal or irrelevant reference contribution and/or incomplete or inaccurate APA format to references.</td>
<td>Posts tend to lack of evidence of reading and preparation. Multiple grammatical issues with viewpoint and/or no additional references contributed.</td>
</tr>
</tbody>
</table>
Students are to develop their own leadership portfolio, which could be included as part of their DNP Program Portfolio. **DUE: Feb. 10, 2019 by 11:59 PM.**

The leadership portfolio should include the following:

1. In preparation of the leadership portfolio paper, read the article:
   

2. In addition, watch the videos on writing vision and mission statements to help you formulate concise statements. Please note that Week 6 resources are excellent for this assignment.

3. Students are required in this assignment to complete at least three (3) external leadership assessment tools.
   
   a. Each students' portfolio should include their analysis of assessment tool results.
   
   b. Students are not to include the actual completed tool in their paper,
   
   c. **Students are to identify the names of the assessment tools that were completed.** [See Links tab in CANVAS for a listing of possible tools].

4. Students will assess their leadership talents and skills:
   
   a. Strengths in your leadership
   
   b. Areas that would benefit from focused development.
   
   c. Use the Zenger et al. article to inform your discussion of strengths and areas for focused development.

5. Students will describe themselves as a nurse leader and include the following:
   
   a. A mission (brief description of their purpose as a nurse leader)
   
   b. Vision statement (a brief description of their desired future as a nurse leader).

6. Based on the leadership assessment and vision and mission statements, students should complete the following:
   
   a. Outline a 5-year plan for your leadership development.
   
   b. Areas you might want to consider in your plan are leadership opportunities the following:
      
      i. DNP program
      
      ii. Your residency experience
      
      iii. Your employment setting
      
      iv. Professional or health related organizations

7. Students need to describe the outcomes of their leadership plan (What will the student’s practice and professional life look like at the end of 5 years?).
8. Format:
   a. Include a minimum of 5 references.
   b. Maximum of 5 pages excluding title page and references.
   c. Follow APA format for references.
   d. Uses this outline for your paper.
   e. Include Disclosure Statement

### Leadership Portfolio Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent-well articulated Max pts.</th>
<th>Good- not clearly articulated Range between Max pts. and zero pts.</th>
<th>None articulated Zero pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Includes an introduction for the portfolio articulating purpose and aspects of the portfolio. [5 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identified and discussed current leadership talents and skills using at least 3 leadership tools [15 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Identified and discussed areas for focused development, with reference to the Zenger et al. article. [10 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Contains a brief mission statement—brief description of your purpose—as nurse leader [10 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A vision statement—brief description of your desired future—for yourself as a nurse Leader [10 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Created a 5-year plan addressing the areas for focused development from your leadership assessment tools [15 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Highlights leadership opportunities in the DNP program, at work, in a healthcare professional role, etc. [15 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Articulated an outcome statement for the 5-year plan. [5 points]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Includes a concise conclusion highlighting key points of the leadership portfolio. [5 points]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Scholarliness: Stayed within page limit of 5 pages. [1 point] Correct English grammar. [2 points] Used outline provided in syllabus. [1 point] Used at least 5 references. [1 point]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate APA format for all references. [5 points]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students will select a leadership skill or competency from Unit III of the course to analyze using a case exemplar. Consider this assignment for placement in your DNP Program Portfolio. **DUE: April 7, 2019 by 11:59 PM.**

1. **Students will identify a real-life situation that they have experienced that exemplifies one of the following leadership skills or competencies:**
   - ethics
   - consultation
   - risk taking
   - team building
   - change
   - negotiation
   - conflict management
   - collaboration

2. **Present a detailed case description of the situation or circumstances.**

3. **Critique and analyze the case presented using principles from the literature regarding:**
   - The leadership skill either demonstrated or should have been demonstrated in the case
   - Competency exemplified in the case.

4. **Summarize the key lessons learned from the analysis including:**
   - Identification of behaviors noted in the case exemplar that were:
     - strengths and
     - positive behaviors
   - Areas where other approaches might have been:
     - more appropriate or
     - successful.

5. **Format:**
   - Include a minimum of 5 references.
   - Maximum of 6 pages excluding title page and references.
   - Follow APA format for all references.
   - Use the outline provided in the Case Exemplar Paper Rubric.
   - Include Disclosure Statement
### Case Exemplar Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent- well articulated (A, Max pts.)</th>
<th>Good- not clearly articulated (A-, B+, B, B-) Between max pts and zero pts.</th>
<th>None articulated (0 points) (C+, C) Zero pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to paper includes aspects of topic and areas addressed in the topic. Importance of topic and scope of issue is often addressed and supported by references and statistics. (5 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Presented a detailed case description of the situation. (25 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Critiqued and analyzed the case using principles of leadership skills and competencies (30 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Summarized key lessons learned, identified and discussed strengths and areas for improvement (25 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Includes a concise conclusion highlighting key points of the case exemplar. (5 points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 6. | Scholarliness  
Stayed within page limit of 6 pages [1 point]  
Correct English grammar. [2 points]  
Used outline in instructions[1 point]  
Used at least 5 references. [1 point] |                                                                         |                                               |
| 7. | Accurate APA format for all references. [5 points] |                                                                         |                                               |
Scholarly Paper Overview:
- Students will select an area of interest relevant to leadership in healthcare and identify a specific focus related to that topic that they wish to explore in-depth.
- There are 4 sections to the paper and a fifth conclusion section. Sections 1 and 2 will be submitted together by March 10, 2018 by 11:59 PM, professor feedback will be provided within two weeks, and then the first two sections will be revised and re-submitted with revisions along with the final three new sections of the paper. This provides an opportunity to receive faculty feedback early so that the final product can be stronger.
- **General Paper Guidelines:**
  - No duplicate papers from another class. While the general topic may be the same, the focus of each paper should be different.
  - All assignments are to be typed following the most current APA guidelines
  - Include disclosure statement found under academic integrity section of syllabus
- Use the APA Publication Manual to guide you in framing and writing each section of your paper.
- Consider this assignment for placement in your DNP Program Portfolio.
- Length: 10 pages, excluding title page and references (at least 20 references).
- Use the outline provided in the Scholarly Paper rubric.
- **FINAL PAPER DUE: May 9, 2018 by 11:59 PM.**

The paper should include the following sections:

**Section 1 (1 page in length)**
**Introduction:** Select a topic that is of interest to you. For example, perhaps you have noted that patient education materials are not being employed in your setting. Perhaps they are at a reading level that is too high for your patient population. You could choose to learn about health literacy, and to focus the paper on this topic. In this section you need to present a clear case or argument for your topic, including the importance of your topic to nursing practice or health care.

**Section 2 (3-4 pages in length)**
**Review of the Literature:** Consider what we know about the topic as well as what we do not know. This will require that you review critically a lot of literature on current theoretical literature and empirical research. To demonstrate rigor in your paper, as well as focus and narrow the scope of your paper, include a brief description of the methodology used for the literature search, including:

1. the databases searched (e.g. PubMed, Google Scholar, etc.)
2. key words used to search the literature (this depends on your topic – “palliative care”, “nursing retention” “discharge planning” “transformational leadership”)
3. eligibility criteria for narrowing down the articles (e.g., only articles in the last 10 years, U.S. articles, acute care settings, etc.)
4. total number of articles reviewed (original search yielded 10,000 articles; after the narrowed down to 30 articles with full text available)

As you review the literature ask yourself how the topic is defined by different authors, how much research has been conducted on the topic, what are the similarities and differences in what authors say and what they found, and how the studies relate or do not relate to each other. End this section.
by offering conclusions about practice and leadership implications. This is the major part of the paper, so you will need to spend more time in this section (Length: Section 1 and Section 2 = 4-5 pages total).

Section 3 (2 pages in length)
Relate implications to leadership theory: In this section, you are to discuss your practice and leadership implications within the context of any of the many leadership models that are available. In other words, you need to interpret your findings from a leadership model perspective. For example, you may conclude that a change in organizational culture is needed and that the leadership model used in this class is the best one to use to accomplish the change. (Length: Revised Sections 1 & 2, and 3 = 7-8 pages total)

Section 4 (3 pages in length)
The Role of the APN: In this section, discuss the APRN competencies that are needed to provide either the leadership or change you are proposing/recommending in your paper. Specifically, identify and discuss how the APRN is ideally positioned to implement the change and provide the leadership needed for the intervention and/or change required. In your discussion, refer to the Hamric et al. text for guidance on identifying the APRN competencies. (Length: Revised Sections 1, 2 & 3, and 4 = 9-10 pages total)

Section 5 (A paragraph in length)
Include a concluding paragraph that summarizes the key points from each section of the paper.

Key Points to Note:
The scholarly paper should tell a consistent and coherent narrative that exemplifies the intersection of evidence-based literature review and application of leadership practice:

- In Section 1 Introduction: Introduce the problem, and what is known and not known about the problem, and then state the purpose of your paper. Your concluding statement in the Introduction Section will be an outline of the main sections of the paper.
- In Section 2 Literature Review: Report your search strategy. Include the names of the literature databases and search terms used. Report how many articles were reviewed for a final number of relevant articles. Synthesize the literature on evidence-based interventions that address the problem you stated in Section 1.
- In Section 3 Implications for Leadership Practice: you identify a leadership and/or change model that would guide the implementation of an evidence-based intervention.
- In Section 4 Role of APRN: you get to brag about the competencies and skills of APRN, that uniquely positions them to lead the leadership you discussed in Section 3, that guides the intervention you identified in Section 2, that addresses the problem you stated in Section 1.

In your paper, it’s important to know that part of your literature review belongs in the Introduction Section—the part that talks about what is already known and researched about your topic. Focus your Section 2 Literature Review on research on interventions to address the problem clearly articulated in Section 1 Introduction.
### Scholarly Paper Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent - well articulated (A)</th>
<th>Good - not clearly articulated (A-, B+, B, B-)</th>
<th>None articulated (0 points) (C+, C)</th>
<th>Zero pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Presented a clear case/argument for topic in introduction and stated the significance and importance of your topic to nursing practice or health care (5 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Critically reviewed the current theoretical literature and empirical research on evidence-based interventions relevant to your topic. Based on synthesizes of the literature, offered conclusions about practice and leadership implications. (30 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Discussed and interpreted your findings within the context of a leadership model; used an appropriate leadership model to explain the leadership needed to implement the evidence-based intervention identified in the literature review summary statement. (25 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discussed practice and leadership implications in relation to APN role. (20 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Included a concluding paragraph that summarizes the key points from each section of the paper. (5 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Accurate APA format for all references. [10 points]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Content Outline and Assigned Readings:

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Course Objective</th>
<th>Topic/Weekly Objectives</th>
<th>Assigned Readings/Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1 - ADVANCED PRACTICE NURSING ROLE IN HEALTHCARE DELIVERY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1: 1/22/19-1/27/19</td>
<td>1</td>
<td>• Introduction to the Course</td>
<td>Tracy, &amp; O’Grady. (2019): Ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Specialization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gain clarity regarding terms used to define advanced practice nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review the historical roots of Advanced Nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss the need for the Doctor of Nursing Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe the 8 key elements of the Doctor of Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>Week 2: 1/28/19-2/3/19</td>
<td>1</td>
<td>• Regulation of Advanced Practice</td>
<td>Tracy, &amp; O’Grady. (2019): Ch. 3 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe the components of advanced practice regulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Define advanced practice nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examine a model of advanced practice nursing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss the consensus model of APRN regulation</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT II – LEADERSHIP MODELS AND FRAMEWORKS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3: 2/4/19-2/10/19</td>
<td>4</td>
<td>• Leadership Models</td>
<td>Tracy, &amp; O’Grady (2019): Ch. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Students will be able to:</strong></td>
<td>Kouzes &amp; Posner (2017): Ch. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss various definitions of leadership</td>
<td>General Colin Powell (2011). The Essence of Leadership: <a href="http://www.youtube.com/watch?v=ocSw1m30UBI&amp;feature=related">http://www.youtube.com/watch?v=ocSw1m30UBI&amp;feature=related</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare and contrast various leadership models</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss key characteristics of leaders in health care today</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Events</td>
<td>References</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2/10/19</td>
<td>• Leadership Portfolio Due</td>
<td>Porter O’Grady &amp; Malloch (2018), Ch. 1, 3 &amp; 5</td>
<td></td>
</tr>
</tbody>
</table>
| Week 4:    | 2/11/19-2/17/19                                                       | **Leadership Skills for the 21st Century**  
**Emotional Intelligence**  
**Social Intelligence**  

**Students will be able to:**  
• Describe the concepts of emotional intelligence and social intelligence  
• Differentiate between emotional and social intelligence  
• Identify how emotional and social intelligence can influence leadership in nursing  

[https://www.youtube.com/watch?v=7Qv0o1oh9f4](https://www.youtube.com/watch?v=7Qv0o1oh9f4)  
Porter O’Grady & Malloch (2018): Ch. 10 |
| 2/18/19-2/24/19 | 2, 3                                                                  | **Ethical Foundations for Leadership**  
**Personal Values**  
**Shared Values**  
**Leading by Example**  

**Students will be able to:**  
• Discuss the critical role that values play in leadership  
• Discuss the relationship between values and ethical dilemmas  
• Discuss ethical competencies for DNP nurses  

Tracy & O’Grady (2019): Ch. 13  
Kouzes & Posner (2017): Ch. 3 & 4  
Porter O’Grady & Malloch (2018), Ch. 2 |
| Week 6: 2/25/19-3/3/19 | 2, 3 | • Vision and Shared Purpose

**Students will be able to:**
- Discuss the process of creating a vision
- Discuss how to enlist others in a vision
- Discuss the impact innovation has on creating a vision

Kouzes & Posner (2017): Ch. 5 & 6
Porter-O’Grady & Malloch (2018)- Ch. 3 & 4 |

| Week 7: 3/4/19-3/10/19 | 3 | • Leading Change and Being Risk Takers

**Students will be able to:**
- Reframe how change and risk taking is viewed
- Appreciate constancy of change
- Discuss importance of outsight
- Discuss hardiness [resilience] as a characteristic of successful leaders

Kouzes & Posner (2017): Ch. 7 & 8
Porter O’ Grady & Malloch (2018): Ch.7 & 8 |

| 3/10/19 | • Sections 1 & 2 of Scholarly Paper Due |

| Week 8: 3/11/19-3/17/19 | 2, 3 | • Collaboration

**Students will be able to:**
- Define essential attributes of collaboration
- Discuss general domains of collaboration
- Discuss ICP competency domains

Tracy & O’Grady (2019): Ch. 12
Kouzes & Posner (2017): Ch. 9

| Week 9: 3/16/19-3/24/19 | • Spring Break |

| Week 10: 3/25/19-3/31/19 | 2, 3, 4 | • Community & Team Development

**Students will be able to:**

Kouzes & Posner (2017): Ch. 10
Buljac-Samardzic, M., Dekker-van Doorn, C. M., van Wijngaarden, J. |
| **Week 11:** 4/1/19-4/7/19 | 2, 3 | • Integrate community and team development strategies into leadership repertoire  
• Appreciate the impact that recognizing contributions has on teamwork  
• Learn how to create a spirit of community  

| **Students will be able to:** |
| **Week 12:** 4/8/19-4/14/19 | 2, 3, 5 | • Negotiation & Conflict Management  

**Students will be able to:**  
■ Discuss factors that are important to consider when managing conflict  
■ Differentiate between identity and interest-based conflict  
■ Discuss conflict resolutions skills  

Porter-O’Grady & Malloch (2018): Ch. 6 & 7 |
| **4/7/19** | | • Case Exemplar Due |
| **Week 13:** 4/15/19-4/21/19 | 3, 5 | • Approaches to Challenges in Healthcare  
• Courage and Leadership  

**Students will be able to:**  
• Discuss critical role of willingness in leadership  
• Apply a model of hope for the future to practice  
• Describe two opportunities in healthcare that may challenge courageous leadership  
• Errors as opportunity  
• Toxic organizations and people  

Porter-O’Grady & Malloch (2018): Ch. 11 & 13  
Kouzes & Posner (2017): Ch. 11 & 12 |

**UNIT IV – TRANSFORMING PRACTICE THROUGH LEADERSHIP**
| Week 14: 4/22/19-4/28/19 | 3, 4, 5 | • Transformational Coaching  
• Exercising Creativity  
• Fostering Innovation  

**Students will be able to:**  
• Discuss the coaching role of the APN in transitions  
• Describe key attributes of learning organizations  
• Place creativity, innovation and coaching within the context of leadership and transformation  

|  | Tracy & O’Grady (2019): Ch. 8  
Porter O’ Grady & Malloch (2018): Ch. 12 & 14  |
|---|---|---|
| Week 15: 4/29/19-5/5/19 | 3, 5 | • Managing Diversity in the Workplace  

**Students will be able to:**  
• Appreciate the complexity of diversity  
• Discuss skills critical to managing diversity in the work force  
• Use information obtained over the course of the semester to inform leadership role  

Ramira, M. L., Peraza-Smith, G. B., McLeod, R., & Clark, M. J. (2018). Challenges, barriers, and satisfiers of foreign educated physicians with the family nurse practitioner role in |

<table>
<thead>
<tr>
<th>Week 16</th>
<th>5/6/19-5/9/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/9/19</td>
<td>Final Scholarly Paper Due</td>
</tr>
<tr>
<td>• Course Evaluations</td>
<td></td>
</tr>
</tbody>
</table>
The course map illustrates the careful design of the course through which each learning objective is supported by one or more specific learning activities to create integrity and pedagogical depth in the learning experience.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the role of the Advanced Practice Nurse (APN), including required</td>
<td>1-2</td>
<td>Assigned Readings, Discussion Forum Questions</td>
</tr>
<tr>
<td>competencies, scope of practice, and issues of specialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Analyze APN accountability for organizational leadership, interdisciplinary</td>
<td>14</td>
<td>Assigned Readings, Discussion Forum Questions, Case Exemplar, Scholarly Paper</td>
</tr>
<tr>
<td>collaboration, ethical decision making, and facilitating a healthy work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Integrate leadership skills for the 21st century into practice</td>
<td>4-11</td>
<td>Assigned Readings, Discussion Forum Questions, Leadership Portfolio</td>
</tr>
<tr>
<td>4. Evaluate leadership models for use in practice</td>
<td>3</td>
<td>Assigned Readings, Discussion Forum Questions</td>
</tr>
<tr>
<td>5. Employ advanced communication processes to lead quality improvement and patient</td>
<td>12-14</td>
<td>Assigned Readings, Discussion Forum Questions, Scholarly Paper, Case Exemplar, Leadership</td>
</tr>
<tr>
<td>safety initiatives</td>
<td></td>
<td>Portfolio</td>
</tr>
</tbody>
</table>