



NURS 5320 - Theo Infl,Prac,RsrchAdv Role: Theo Infl,Prac,RsrchAdv Role (SSIII - June 01 to Aug 06)

Summer 2026 Syllabus, Section 580, CRN 52766

Instructor Information

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Office Hours:

Monday (1-4PM), Wednesday (1-4 PM, virtual), other hours by appointment only.

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Times and Location

Does Not Meet Face-to-Face

Course Description

The focus of this course is on the exploration of selected theories and conceptual frameworks, and their relationship to nursing practice and research. Emphasis is on the utilization of theories and models in nursing as a basis for practice to provide a caring, comprehensive, and holistic approach to health care delivery within a multicultural society. Prerequisites: Admission to the MSN program or permission of faculty.

Nursing Department, College of Nursing&Health Sci

Additional Course Information

GenAI Policy

In this course, students may leverage generative artificial intelligence (GenAI) tools (e.g., ChatGPT, Gemini, Microsoft Copilot, writing tools) to assist with assignments specified by the instructor. The use of GenAI is intended to support [specific learning objectives, e.g., critical analysis, creative thinking, or productivity in content creation]. with the following guidelines in place to ensure academic integrity:

Permissible Uses: Students are welcome to use AI tools for tasks such as brainstorming, creating outlines, exploring different perspectives on a topic, data visualization, data analysis or drafting ideas. However, for assignments requiring critical analysis or personal reflections, AI tools are not permitted unless explicitly allowed by instructor.

Documentation of AI Use: For each assignment where GenAI is utilized, please provide:

- Tool Used: Specify the AI application or tool (e.g., ChatGPT, Microsoft Copilot).
- Purpose: Describe how GenAI contributed to your work (e.g., idea generation, grammar improvement). Evaluation: Reflect briefly on the AI output's accuracy and relevance.
- Integration: Explain how you incorporated and refined the GenAI content into your final submission.

Students are responsible for maintaining academic integrity by ensuring all GenAI use is properly documented and credited. When AI contributes significantly to the development of an assignment, students are required to cite the tool in APA format (e.g., "ChatGPT, OpenAI"). This citation should explain how the tool was used.

Students are responsible for ensuring the accuracy of all content submitted, as AI-generated content may contain inaccuracies. Review and verify all information independently.

Failure to disclose the use of GenAI tools or presenting AI-generated content as one's original work constitutes academic misconduct and may result in disciplinary action



Program Learning Outcomes

Content Outline:

1. The Evolution of Advanced Practice.
2. The Practice Environment.
3. Competency in Advanced Practice.
4. Ethical Legal and Business Acumen.
5. Our Theoretical Journey
6. Our Theoretical Heritage
7. Our Discipline and Its Structure
8. Reviewing and Evaluating Pioneering Theories
9. On Developing Theories of Different Levels
10. Concept Analysis Using Walker and Avant Method

Student Learning Outcomes

Course Objectives - upon completion of this course, the student will be able to:

Course Learning Objectives (CLO)-

1. Examine their values, culture and beliefs relative to nursing and the advanced practice role.
2. Differentiate the advanced-nursing role from other health care professionals.
3. Evaluate theories framing the organizational leadership and health care management.
4. Analyze the relationship of theory and research to advance nursing practice.
5. Develop analytical diagnostic reasoning skills.

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/academiccalendar/)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Theoretical Basis for Nursing 6th Ed. 2022	McEwen, M. and Wills, E.M	9781975175658
Required	Advanced Practice Nursing: Essentials of Role Development. 5th Ed. 2022	Joel, L.A.	9781719642774
Required	American Psychological Association. 7th Ed. 2019	Publication manual for APA	9781433805615

Other Course Materials

• REQUIRED READINGS:



- American Association of Nurse Practitioners “Standards of Practice” <http://www.aanp.org/images/documents/publications/standardsofpractice.pdf> - AANP Standards of Practice is a description of NP qualifications, and the NP role with the APRN consensus model and scope of practice of each specialty.
- AANP NP Brochure: <http://www.aanp.org/publications/np-brochure> - The AANP brochure provides an overview of the NP role and the various services and specialties provided by an NP.
- Texas BON Application Forms - Definitions Page for Online APRN Application Status Checks: http://www.bne.state.tx.us/applications_definitions_application_check.asp - The Texas Board of Nursing webpage provides a detailed explanation of the requirements to apply for APRN licensure.
- Texas Administrative Code>TITLE 22 EXAMINING BOARDS> PART 11 TEXAS BOARD OF NURSING> CHAPTER 219 ADVANCED PRACTICE NURSE EDUCATION> RULE §219.1 General Requirements and Purpose: https://www.bon.texas.gov/rr_current/219-1.asp - The Texas Administrative Code provides the general requirement and purpose to the Texas BON and examining board information.
- Consensus Model for APRN Regulation available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1745-7599.2013.00812.x/pdf> - The purpose of the article is to examine the Consensus Model for APRN Regulations for Advanced Practice Nursing with respect to licensure, certification, accreditation, and educational standards.
- American Association of Nurse Practitioners (AANP) Position Statements & Papers: <https://www.aanp.org/publications/position-statementspapers> -Clinical outcomes: the yardstick of educational effectiveness -PPE Position Statement - Health Care Disparities Position - NP Cost Effectiveness - Scope of NP Practice - NP Curriculum - Quality of NP Practice - NP Prescriptive Privilege - Use of terms such as Mid-Level Provider and Physician - Extender o The AANP has outlined a number of position statements and papers on issues of importance for NPs nationwide. (<https://www.aanp.org/publications/position-statements-papers/>)
- The IOM reports “The Future of Nursing: Leading Change, Advancing Health” available at:<https://campaignforaction.org/resource/future-nursingiom-report>. (<https://campaignforaction.org/resource/future-nursingiom-report/>)
- The purpose of the Institute of Medicine (IOM) report is to provide a thorough examination of how nurses’ roles, responsibilities, and education should change to meet the needs of the diverse population and evolving health care system. (<https://campaignforaction.org/resource/futurenursingiom-report/>)
- Robert Wood Johnson (RWJ) series I and II “Charting Nurses Future” available via these links:
- <http://www.rwjf.org/files/research/cnf201108.pdf>
- The purpose of the Robert Wood Johnson series report is to inform about the Future of Nursing and providing a blueprint for transforming the American Health system by strengthening nursing care and better prepare nurses to help lead the nursing reform.

Grading Criteria

GRADE	PERCENTAGE
A	90-100
B	80-89
C	70-79
F	Below 70

Open Boilerplate

ASSIGNMENT	VALUE
Discussion Board	25%
Assignment 1 -Concept Analysis Paper	20 %
Assignment #2 theories and Practice Paper	20 %
Assignment # 3 - Presentation of an Issue Related to Advance Practice	25 %
Texas BON Webinar - APRN Application Process Certificate	5 %
Professional APN National Organization Membership	5 %



Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
6/1	Module 1 - Week 1 6/1/2026 First Class Day 6/5/2026 Final Late Registration	Joel, L.A. Chapters 1-5 Health Policy for Nurse Practitioners: the professional nursing role The APRN Consensus Mode	Discussion - Meet and Greet & discussion week 1 Review & Acknowledgment of Syllabus & Policies, submit in dropbox - week 1
6/8	Module 1 - Week 2	McEwen & Willis ch 1-2 Joel, L.A. Chapters 13, 15, 16, 20 & 21 Watch Infographic Read TNP 87th Legislature Recap	Discussion due for the week
6/15	Module 2 - Week 3 6/16/2026 - 12th class day 6/19/2026 - University closed due to Holiday	McEwen & Willis, Chapters 3, 6-9 Watch video - The History of Nursing and Nursing Theory Watch video- Documentary of Florence Nightingale Watch video - Using Nursing Theory to Guide Professional	Discussion due for the week Power Point due Presentation of an Issue Related to Advance Practice
6/22	Module 3 - Week 4	McEwen & Willis, chapters 4 & 5 Watch video - The Research Planning Process Watch video - Introduction to the Theory of Knowledge Read article - Transcultural Assessment Model	Discussion due for the week
6/29	Module 4 & 5 - Week 5	McEwen & Willis, chapters 10-14 Read article: Cultural Competence in Healthcare Services - Transcultural C.A.R.E. Associates Read: Marian et al (2018) ANA Standard 8 - Culturally Congruent Practice	Discussion due for the week
7/6	Module 6 - Week 6	McEwen & Willis, chapters 19-21 Watch video - Albert Bandura and Social Cognitive Theory Watch video - Clayton Christensen's Theory of Disruptive Technologies	Discussion due for the week Concept Analysis Paper
7/13	Module 7 - Week 7	Part 1: Organizational Behavior - Part 2: Management Part 3: Leadership Watch video - The Surprising Truth About What Motivates Us Watch video - Negotiation Skills Top 10 Tips Watch video - Human Resources Development of Employees in Nonprofit Organizations	Discussion due for the week
7/20	Module 7 - Week 8	Part 1: The Business Healthcare Part 2: Reimbursement Part 3: Billing Read - Nevada Medical Center Business Plan "The Scenario: Hill Country Hospital - Free Nurse Practitioner Clinic - Business Plan" Read: Coding and Billing Practices. Incident to billing in a value-based reimbursement world. Read: Keys to coding: How to avoid denials, collect what you are owed	Discussion due for the week
7/27	Module 8 - Week 9	McEwen & Willis, Chapters 22-23 Joel, L.A. Chapters 14, 29-30	Discussion due for the week Discussion & Wikis due for the week Due to submit Certificate of Completion: Texas BON Webinar application process Due to submit proof of Membership to a Professional AP Nursing State/National Organization
8/3	Module 9 - Week 10	Joel, L.A. Chapters 24-27	Discussion & Wikis due for the week Theory Paper due



University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamui.edu/handbook/article-04.shtml>)).

TAMUI Honor Code: Plagiarism and Cheating

As a TAMUI student, you are bound by the TAMUI Honor Code to conduct yourself ethically in all your activities as a TAMUI student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamui.edu/handbook/index.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W".
 - **Caution:** Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (<https://www.tamiu.edu/adminis/police/safezone/index.shtml>) for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: Student Handbook (<https://www.tamiu.edu/handbook/index.shtml>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/index.shtml>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the TAMIU *Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissam.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, *ReportIt* (<https://www.tamiu.edu/reportit>).

www.tamui.edu/reportit) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamui.edu) (<https://www.tamui.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Rubrics

A. Discussion Boards (DB)-



Discussion Boards Weekly scores will be averaged and weighted to be equal to 25% of the course grade.

Purpose of the assignment:

- Work collaboratively with peers to develop higher-level thinking skills.
- Develop the skill of scholarly dialogue.
- Demonstrate movement toward the achievement of all course objectives.

A discussion post that demonstrates substance contributes to the learning by doing one or more of the following:

- Reflection about meaning:
 - Describe thoughtfully what something means or new insights it provides
 - Raise a question as a seed for clarification or further discussion
- Analysis:
 - Discuss relevant themes, concepts, main ideas, or relationships among ideas
 - Identify hidden fallacies or assumptions in the reasoning.
- Elaboration:
 - Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant literature
- Application:
 - Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice
- Synthesis:
 - Integrate multiple views to provide a summary, a new perspective, or creative refashioning of ideas
- Evaluation:
 - Assess the accuracy, reasonableness, or quality of ideas.

Discussion questions will be provided in the assignments for each module. You will be evaluated on your DB participation each week.

Select at least one discussion question to respond to, and:

1. Post the Initial Comment on time, which is by Wednesday at 11:59 PM.
2. Your initial post to the Discussion question(s) should be between 150 - 200 words and include minimum of two scholarly references. These elements must both be met to get full credit. Cite the evidence from the literature that led you to your ideas.
3. Reply to two classmates by Day 7 (Sunday) by 11:59 p.m. CST. When replying to your classmates' posts, include the name of the student at the beginning of your response. Your response to your classmates' posts should be between 100-150 words.
4. The peer replies do not require a reference citation but should be substantial enough in content that goes beyond "I agree" or "well done post". Why do you agree/disagree? What about the post stood out to you, and why? Etc.

Your postings should demonstrate:

- Understanding, thoughtful reflection and creative thinking in regard to major points in the readings and their application to nursing as a discipline and health care delivery.
- Clarity and thoughtful organization of arguments posted.
- Timely and substantive contribution to your class mates postings. Timing: You should begin posting by mid-week. It is very hard for your classmates to respond to last minute responses to the discussion questions. I know the first module is when you are getting into the rhythm of the course and so everyone will do well the first week. We just wanted to restate guidelines for timing of first posting.

Length of responses: Your response to the Discussion Questions should not be longer than 200 words. Synthesize the material and address the key issues succinctly. Cite the evidence from the literature that led you to your ideas. A "good post" will include references from the assigned readings, an "excellent post" will include additional references. However, if you want to use additional references please refer to them and cite them in your posting



rather than merely supplying a link to an article or a website that the reader needs to explore by themselves. These additions are very interesting and provide value to discussions, however, providing some information about what is in the linked article or website will help your classmates by saving them the time it takes to explore an unknown.

B. Concept Analysis 20%:

Purpose of the assignment:

- Demonstrate analysis and synthesis of information from a literature review
- Clarify a concept that has potential for one's area of interest.

C. Theories and Practice Assignment (20%)

1. Identify a problem or issue in your area of practice.
2. Choose two theories that can be applied to this problem.
3. Describe how these theories are applicable to the problem.
4. Compare and contrast the two theories.
5. Evaluate how the theories impact the advanced nursing role.

D. Presentation of Issue related to Advanced Practice (25%)

This assignment allows you to fully investigate an issue related to Advanced Practice Nursing. You will present the issue to your peers in class using a PowerPoint format. The student is expected to generate a discussion regarding solutions to the issue. The student is to select an issue important to Advanced Nursing Practice. Students can select an issue from the REQUIRED READING section of the syllabus.

E. Texas Board of Nurse Examiners Webinar:

APRN Application Process 5% [https:// www.bon.texas.gov/catalog/](https://www.bon.texas.gov/catalog/) [https:// www.bon.texas.gov/APRNpresentation/index.asp](https://www.bon.texas.gov/APRNpresentation/index.asp)

The purpose of this webinar is to describe the nursing laws, rules, and regulations required for the registered nurse to obtain advance practice licensure. Helpful tips will be shared to assist the advance practice application move through the licensure process with ease. This is a recorded version of the April 6, 2017 webinar, delivered in an online course format. A certificate of completion will be available at the end of this 1 hour course. Certificate of completion will be submitted onto an assignment drop box.

F. Professional Advanced Practice Nursing National Organization membership (5%). Submit proof of your State or National organization membership to the assignment drop box. Such membership affords the student and the practicing professional ready access to current information that is relevant to the role of the advanced practice nurse. Such organizations have been (and will continue to be) instrumental in promoting the goals and visions of advanced practice nurses. Another benefit of membership is a reduction in registration fees to conferences sponsored by the organization and in some cases certification examinations.

Resources for Advanced NP Practice: American Association of Nurse Anesthetists: <http://www.aana.com> (<http://www.aana.com/>)

American Association of Nurse Practitioners: <http://www.aanp.org> (<http://www.aanp.org/>)

American College of Nurse Midwives: <http://www.acnm.org/>

American Nurses Credentialing Center: <http://www.nursecredentialing.org/>

Association of Women's Health, Obstetric and Neonatal Nurses: <http://www.awhonn.org/>

Coalition for Nurses in Advanced Practice: <http://www.cnaptexas.org> (<http://www.cnaptexas.org/>)

Institute of Medicine Report: The Future of Nursing: Leading Change, Advancing Health <http://www.iom.edu/Reports/2010/The-Future-of-NursingLeading-Change-Advancing-Health.aspx>

Monthly Prescribing Reference: <http://www.prescribingreference.com/>

National Association of Pediatric Nurse Practitioners: <https://www.napnap.org/>

Gerontological Advanced Practice Nurse Association: <https://www.gapna.org/>



Texas Nurse Practitioners: <http://www.texasnp.org> (<http://www.texasnp.org/>)

Up to date: <http://www.uptodate.com> (<http://www.uptodate.com/>)

Other Online Resources:

Agency for Healthcare Research and Quality: <https://www.ahrq.gov/>

Center of Disease Prevention and Control: <https://www.cdc.gov/>

Clinical Practice Guidelines: <https://www.nap.edu/read/13058/chapter/1> (<https://www.nap.edu/read/13058/chapter/1/>)

Cochrane Evidence Database: <http://www.cochrane.org/>

Family Practice Notebook: <http://www.fpnotebook.com/>

National Committee for Quality Assurance National Guideline Clearinghouse: <https://www.guidelines.gov/>

National Institutes of Health: <https://www.nih.gov/>

National Library of Medicine: <https://www.nlm.nih.gov/>

Office of Disease Prevention and Health Promotion : <https://health.gov/>

World Health Organization Health Promotion: http://www.who.int/topics/health_promotion/en/

Regular and Substantive Interaction (Note to Instructors):

The U.S. Department of Education (ED) has issued Regular and Substantive Interaction: Background, Concerns, and Guiding Principles which went into effect on July 1, 2021. Under the new regulations, the U.S. Department of Education requires that all online courses and programs for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and their instructors. This ruling applies to both synchronous and asynchronous courses, with the primary focus being asynchronous courses. The Department of Education has the authority to audit courses and programs at institutions, like Texas A&M International University, with online offerings.

Be sure that your course provides for regular and substantive interaction between faculty and students, students and students, and students and content. (C-RAC, OSCQR, QM, SACSCOC, SC)

1. *Regular and substantive instructor-to-student expectations and predictable/scheduled interactions and feedback are present, appropriate for the course length and structure, and are easy to find. (OSCQR, SACSCOC, SC)*
2. *Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interactions/communication channels. (OSCQR, SACSCOC, SC)*

Be sure to add clear statements on your syllabi about these instructor-to-student expectations.

Visit for additional guidance on including Regular and Substantive Interaction: <https://www.tamtu.edu/distance/faculty/regular-and-substantive-interaction.shtml>

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

1. Student -Faculty Communication and Response Time Policy: Students must check their dusty email account every 24 hours to ensure that they are able to respond to any email communication from their course faculty with 24-48 of receiving the email. Emails sent to the course faculty should be emailed to BB email address and the faculty will respond within 24-48 business hours. If the faculty has not responded within 48 business hours, the student must call or resend the email the faculty to ensure that the original email was received. Students should read any email sent by the course faculty thoroughly to ensure that they respond within the designated time frame or within the requested time frame. This is considered a professional responsibility

2. Feedback and Response time to Assignments and Assessments The faculty will grade assignments and return assignments submitted within 7-14 business days. Exams will be graded within 72 hours. Quizzes will be graded, and grades will be submitted within one week and formal paper assignments will be graded and feedback provided to students within 7-14 days. 3. Formal paper policy: It is expected that all scholarly papers will be written using APA Format 7th Edition. Please ensure that the final draft is the copy the student plans to submit. If the copy submitted into Blackboard is found to have plagiarism, the excuse of "it was my rough draft I accidentally submitted," will NOT be a valid reason. The student will receive a "zero" for the assignment and the matter will be forwarded to the University Honor Council and possible sanction or dismissal. APA format is expected throughout your MSN program. Additionally, references must be obtained from literature published and secured by TAMU's library database or a US government website (WHO, CDC, or similar state government websites). No other websites, including Google, should be referenced without prior approval. This course utilizes scholarly literature that has been scrutinized through a peer review process -most information obtained through a nongovernmental website will not be considered appropriate for this course. 4. Late assignment policy: Papers must be submitted by 11:59 PM on the due date. Late papers will not be accepted for grading and will be given a score of 0 (Zero), unless the course faculty grants permission in advance. It is the student's responsibility to request permission to submit a late paper as soon as the student is aware that they will be late in submitting their paper. It is also the responsibility of the student to make sure that the faculty member has received the paper through blackboard or TurnItIn receipts by the due date and time.

Assignments and Assessments

[The instructor must list the turnaround time for providing feedback to students on their submissions of an assignment or assessment. Expectations on how students will receive feedback should be listed for each type of assignment.]

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamui.edu/distance/students/netiquette.shtml>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

[Technology requirements must be listed for the course. Information on how to obtain software for purchase or download should be provided. See the following example. Customize technologies to include those that pertain to your course.]

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<https://www.tamui.edu/distance/students/technology-requirements.shtml>) when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: *[list any additional required hardware here. Additionally, and if applicable, you may use the following statement:]* Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. You will need the following additional software: *[list any additional software required here. Additionally, and if applicable, you may use the following statement:]* TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamiau.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elearning@tamiau.edu.

Minimum Technical Skills Expected

[The description of the minimal technology skills is linked to OIT's statement of minimal skills. Faculty are required to update statements for additional technological skills from students.]

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions

[Instructors that host synchronous virtual meeting sessions should list details on how students will meet with the instructor in this section and whether these meetings are optional or required. Include the frequency of these meetings and a general explanation of the purpose for these sessions.]

Late Work Policy

Instructors should include the policy stating what may or may not be acceptable for late assignments.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Turnitin Policy Or Other Types of Assignments in Other Systems

[Instructor's policy on assignments held within the Turnitin system.]

Proctoring

[Respondus LockDown Browser/Monitor OR Examity. Contact elearning@tamiau.edu for the syllabus statement and other information.]

Accessibility and Privacy Statements on Course Technologies

[Information on the accessibility and privacy policies of all course technologies must be provided to the students. At TAMIU, the eLearning team has compiled a list of accessibility and privacy statement links on their website. Link to these pages and contact eLearning if any new technologies should be listed on their pages. See the following example. [Customize technologies](#) to include those that pertain to your course:]

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

In this class, we will utilize: *[insert the technologies here]*.