**PURDUE UNIVERSITY**

REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE

(500-600 LEVEL)

**DEPARTMENT: Nursing**

**EFFECTIVE SESSION: Fall 2011**

**INSTRUCTIONS:** Please check the items below which describe the purpose of this request.

1. New course with supporting documents (complete proposal form)
2. Add existing course offered at another campus
3. Expiration of a course
4. Change in course number
5. Change in course title
6. Change in course credit/type
7. Change in course attributes
8. Change in instructional hours
9. Change in course description
10. Change in course requisites
11. Change in semesters offered
12. Transfer from one department to another

**PROPOSED:**

- Subject Abbreviation
- Course Number
- Long Title: Role of the Nurse Executive in Managing Nursing Practice
- Short Title: Nurse Exec Manage

**EXISTING:**

- Subject Abbreviation: NUR
- Course Number: 652
- Abbreviated title will be entered by the Office of the Registrar if omitted. (22 CHARACTERS ONLY)

**TERMS OFFERED:**

- Check All That Apply: Summer Fall Spring

**CAMPUS(ES) INVOLVED:**

- Calumet
- Cont Ed
- Fl. Wayne
- Indianapolis
- N. Central
- Tech Statewide
- W. Lafayette

**CREDIT TYPE:**

- 1. Fixed Credit: Cr. Hrs.
- 2. Variable Credit Range: Minimum Cr. Hrs.
- Maximum Cr. Hrs. (Check One) To Or
- 3. Equivalent Credit: Yes No
- 4. Thesis Credit: Yes No

**COURSE ATTRIBUTES:**

- 1. Pass/Not Pass Only
- 2. Satisfactory/Unsatisfactory Only
- 3. Repeatable
- 4. Credit by Examination
- 5. Designator Required
- 6. Special Fees
- 7. Registration Approval Type: Department Instructor
- 8. Variable Title
- 9. Remedial
- 10. Honors
- 11. Full Time Privilege
- 12. Off Campus Experience

**INSTRUCTIONAL TYPE:**

- Lecture
- Recitation
- Presentation
- Laboratory
- Lab Prep
- Studio
- Distance
- Clinic
- Experiential
- Research
- Ind. Study
- Pract/Observ

<table>
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<tr>
<th>Instructional Type</th>
<th>Minutes Per Mat</th>
<th>Meetings Per Week</th>
<th>Weeks Offered</th>
<th>% of Credit Allocated</th>
<th>Delivery Method (Async. Or Syn.)</th>
<th>Delivery Medium (Audio, Internet, Live, Text-Based, Video)</th>
<th>Cross-Listed Courses</th>
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**COURSE DESCRIPTION (INCLUDE REQUISITES):**

P: NUR 650, NUR 651

: Examination of administrative processes; business practices; and technologies in relation to the professional role of the nurse leader. Focuses on understanding and developing skills in patient safety, leading others and problem solving. Processes and technologies addressed during the semester include: interprofessional skills, monitoring and addressing nursing concerns, recruiting, orienting and retaining nursing staff; work re-design and re-engineering to improve practice environments; monitoring and evaluating nursing practice; certification, working on teams, promoting a positive image of nursing, dealing with toxic individuals, coaching and mentoring, performing an investigation, evaluation, and corrective action.

**Signature Page:**

- Calumet Department Head: [Signature]
- Calumet School Dean: [Signature] Date: 4/7/09
- Calumet Undergrad Curriculum Committee: [Signature] Date
- Fort Wayne Department Head: [Signature] Date
- Fort Wayne School Dean: [Signature] Date
- Fort Wayne Chancellor: [Signature] Date
- Undergrad Curriculum Committee: Date
- Indianapolis Department Head: [Signature] Date
- Indianapolis School Dean: [Signature] Date
- Date Approved by Graduate Council
- North Central Department Head: [Signature] Date
- North Central Chancellor: [Signature] Date
- Graduate Council Secretary: Date
- West Lafayette Department Head: [Signature] Date
- West Lafayette College/School Dean: [Signature] Date
- West Lafayette Registrar: Date

**OFFICE OF THE REGISTRAR**
To: Purdue University Graduate Council
From: Faculty Member: Nila Reimer
Department: Nursing
Campus: FW
Date: January 29, 2009

Subject: Proposal for New Graduate Course - Documents Supporting Registrar's Form 40
Name: Dr. Susan L. Ahrens
Phone Number: 260-481-6278
E-mail: ahrenss@ipfw.edu
Course Number: NUR 652
Campus Address: Neff B50-U
Course Title: Role of the Nurse Executive in Managing Nursing Practice

A. Justification for the Course
   □ Explain how this course relates to other courses offered in the department or other departments and how this course fulfills a recognized need.

□ This course is intended primarily for students

B. Level of the course:
   □ Justify request for graduate course level by indicating anticipated enrollments of undergraduate and graduate students.
   Anticipated Undergraduate Student Enrollment:
   Anticipated Graduate Student Enrollment:

C. Prerequisites: (If none, please explain reasons for absence)
   □

D. Course Instructor:
   □ Instructor's Name

E1. Course Outline:
   □ An outline of topics to be covered and an indication of the relative emphasis or time devoted to each topic is necessary. If laboratory or field experience is involved, the nature of this component should be explained as well.

E2. □ Method of Evaluation or Assessment:

F. Reading List:
   □ A reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.
INSTRUCTIONS FOR COURSE ADDITIONS, EXPIRATIONS, OR REVISIONS

Graduate course additions, expirations, or revisions (course numbers 500-699) shall be originated by a department and submitted on Office of the Registrar Form 40 through college/school channels to the Office of the Registrar via the Graduate School (and the chancellor or school dean if by a regional campus). See the Graduate School’s Policies and Procedures Manual (Section I) for specific course guidelines, http://www.gradschool.purdue.edu/downloads/facstaff072005PP.pdf.

If the number, title, and description of a course are all changed, it shall be considered a new course.

A proposal to change or expire a course that is a requisite for a course in another department or that is a requirement for a curriculum in any college/school should be discussed with the department and college/school concerned before submitting a change. In particular if the change or expiration affects multiple campuses, all campuses involved should be consulted.

If the request is a course revision, only the items to be revised need to be specified on the Form 40. For example, check Item #2 to add an existing course, indicate the course identifier (subject abbreviation and course number) and the campus where the course is to be added.

New subject abbreviations must be coordinated with the Office of the Registrar.

The numbering system designates the level of the course with 001-099 pre-college, remedial, deficiency and non-degree courses; 100-299 lower division; 300-499 upper division; 500-599 graduate courses open to upper-division undergraduates; and 600-699 graduate courses. The department and/or college/school shall propose a course number, subject to clearance by the Office of the Registrar, in order to avoid duplication.

A number that has been used for a course being expired should not be used again for a new course for at least four years.

The title of the course should reflect major content of the course. Variable title courses should be specified. Courses such as: special topics, special problems, seminars, selected topics may be offered under a variable title for students.

Courses with variable credit should be so indicated and minimum/maximum credit hours are to be specified. Equivalent credit is granted for non-collegiate courses and should be so designated. Thesis credit applies to thesis research at all upper undergraduate and graduate-level courses and should be so indicated.

If the grade option for the course is to be other than regular grade, (i.e. pass/not pass option or satisfactory/unsatisfactory option) the appropriate item should be checked.

Courses that are repeatable for credit (indicate maximum number of credits the course may be repeated if applicable), credit by examination, variable title or requiring special fees should be indicated.

If special approval by department/instructor is required or an instructor designator for scheduling purposes, it should be indicated.

Courses that are annotated as remedial or honors should be so indicated.

If a course has an off campus experience (i.e., Clinical Experience, Co-Op, Internship, Professional Practicum, Student Teaching or Study Abroad), please list accordingly.

Each instructional type that is utilized should be marked appropriately. For the definitions of each type, you can refer to http://www2.itap.purdue.edu/faculty/documents/Minutes.pdf refer to pages 35-48. Please indicate how many minutes per meeting, meetings per week and weeks offered. Additionally, of the total amount of credit associated with the course, please specify what percentage is to be recorded with each instructional type.

It is necessary to record whether a course is Asynchronous (exchanging information involving a delay between sending and receiving of the material) or Synchronous (exchanging information instantaneously). Also specify the delivery medium for each type whether it be Audio, Internet, Live, Text-Based or Video.

A department on a specific campus may create a course that is similar to an existing course offered on one or more campuses. However, the level and number for an existing course being offered on more than one campus shall remain the same unless the responsible department heads on all campuses that offer the course mutually agree to a change.

A course covering the same general area of essentially equivalent content will carry the same subject abbreviation, course number, and title for all campuses. However, basically equivalent courses may be offered with variable patterns (i.e. instructional types, such as laboratories) and variable credits with the approval of the responsible department heads.
Approvals in addition to the department head, college/school dean, and chancellor, as appropriate, are as follows:

<table>
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<tr>
<th>PURPOSE</th>
<th>GRADUATE APPROVALS REQUIRED</th>
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<tbody>
<tr>
<td>New course with supporting documents</td>
<td>Graduate Council Area Committee; Graduate Council</td>
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<tr>
<td>Add existing course</td>
<td>Graduate Dean</td>
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<tr>
<td>Expiration of a course</td>
<td>Graduate Dean</td>
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<tr>
<td>Change in course number</td>
<td>(Upgrading only) Graduate Council Area Committee; Graduate Council</td>
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<tr>
<td>Change in course title</td>
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<td>Change in semesters offered</td>
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<td>Cross-listing courses</td>
<td>Graduate Dean</td>
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<td>Graduate Dean</td>
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</table>

ALL CAMPUSES INVOLVED IN ADDITIONS, EXPIRATIONS, OR REVISIONS SHOULD BE INDICATED AND THE APPROPRIATE SIGNATURES OBTAINED PRIOR TO SUBMISSION TO THE OFFICE OF THE REGISTRAR AT WEST LAFAYETTE.
Course Subject Abbreviation and Number: Nur 552

Course Title: Role of the Nurse Executive in Managing Nursing Practice

Justification for the Course:

1. **Explanation of the need for the course:**
The final of three courses, the knowledge and practical application in the classroom setting provides the student nurse executive with the knowledge and application skills for ways in which to understand and implement a professional practice model. This knowledge is important to ensuring excellence in patient care and to prepare the student for the certification examination as a Nurse Executive.

2. **Contribution of the course to existing fields of study**
This is the second of three courses that prepare the student to understand and assume the role of the Nurse Executive. These courses prepare the student to undertake the two practicum courses.

3. **This course is intended primarily for students (choose one):**
   √ From within this department  OR  □ From other departments

A. **Learning Outcomes and Method of Evaluation or Assessment:**
   *Describe the course objectives and student learning outcomes that address the objectives.*

1. Develop the ability to assist others to use critical thinking skills in solving problems.

2. Demonstrates knowledge and skill in applying nursing scope of practice, standards, nurse practice act and other regulations to credential others.

3. Explain the advanced practice role and the role of the American Nurses Association in developing systems for credentialing and evaluating advanced practice.

4. Demonstrate skill in active listening to others.

5. Apply business and general medical-ethical concepts in leading others.

6. Demonstrates ability to identify potential risks and areas of improvement, gather data, analyze incidents, manage sentinel events, and develop programs to reduce the risk and maintain a low risk environment.

7. Identify tools and systems to provide continuous quality improvement (FEMA, PDAC)
8. Demonstrates ability to allocate resources and manage interdisciplinary teams.

9. Devise strategies and tools for implementing the philosophy of transformational leadership.

10. Demonstrates knowledge and skill involving community in the role of nurse leader.

11. Able to discuss and plan to maintain life balance to reduce the deleterious effects that may result from a high demand/high stress position.

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

*Outcomes:*

Describe the methods of evaluation or assessment of student learning outcomes.

1. Participation: 10% (10 points)
2. Management Journal (pass/fail)
3. Lominger Sort and Action Plan 15% (25 points)
4. Leadership self-reflection paper 5% (5 points)
5. Management Self-Improvement Paper 20% (20 points)
6. Leadership Skill Paper 30% (30 points)
7. Quality/Safety Paper 20% (20 points)
8. Total Points: 100

Identify methods of instruction

- [ ] Lecture
- [ ] Recitation
- [x] Presentation
- [ ] Laboratory
- [ ] Lab Prep
- [ ] Studio
- [x] Distance
- [ ] Clinic
☐ Experiential

☐ Research

☐ Ind. Study

☐ Practicum/Observation

☐ Seminar

B. Level of the Course:

1. Justify the level of the proposed graduate course including statements on, but not limited to, the target audience, rigor of the course, and expected learning outcomes. Nursing 652 is directed at the graduate nursing student who has had nursing theory and the first two courses (NUR 650, 651) in the nurse executive concentration as pre-requisite courses. The student in this class has determined that the area of specialization is in the nurse executive role. It is expected that students produce work that is high quality and scholarly.

2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course. 10-20

C. Prerequisites:

1. List prerequisite courses by subject abbreviation, number, and title. NUR 650 Concepts for the Nurse Executive Creating an Environment for Professional Practice; NUR 651 Role of the Nurse Executives in Creating an Environment for Professional Practice.

2. List other prerequisites and/or experiences required. Graduate of an accredited nursing program with a 3.0 GPA; Registered Nurse with a non-nursing B.S. as part of a certificate program; Licensed to Practice in Indiana;

3. If no prerequisites-explain their absence.

D. Course Instructor

1. Name, Rank, and department/program affiliation
   Professor Nila Reimer
   Continuing Lecturer

2. Is the instructor currently a member of the Graduate Faculty? yes x no
   (If no, indicate when it is expected that a request will be submitted.) Will be taking the required course Spring 2009 and applying for graduate faculty status
E. Reading List:

1. Required primary reading list.


F. Library Resources:

G. Students will be completing a scholarly paper which will require library searches. They may need assistance from the librarian

Reserve readings will be requested from librarian

H. Course Syllabus: attach at this point.
Prerequisites: NUR 650 and NUR 651

Faculty: Nila Reimer
260-481-6015
reimerm@ipfw.edu
Neff B50J

Course Credits and Hours: 3 credits-Lecture: 3, Lab: 0, Clinical: 0

Required Textbook:


Course Description: Examination of administrative processes; business practices; and technologies in relation to the professional role of the nurse leader. Focuses on understanding and developing skills in patient safety, leading others and problem solving. Processes and technologies addressed during the semester include: interpersonal skills, monitoring and addressing nursing concerns, recruiting, orienting
and retaining nursing staff; work re-design and re-engineering to improve practice environments; monitoring and evaluating nursing practice; certification, working on teams, promoting a positive image of nursing, dealing with toxic individuals, coaching and mentoring, performing an investigation, evaluation, and corrective action.

**Course Objectives:**
Students who successfully complete the course will be able to:

1. Develop the ability to assist others to use critical thinking skills in solving problems.

2. Demonstrates knowledge and skill in applying nursing scope of practice, standards, nurse practice act and other regulations to credential others.

3. Explain the advanced practice role and the role of the American Nurses Association in developing systems for credentialing and evaluating advanced practice.

4. Demonstrate skill in active listening to others.

5. Apply business and general medical-ethical concepts in leading others.

6. Demonstrates ability to identify potential risks and areas of improvement, gather data, analyze incidents, manage sentinel events, and develop programs to reduce the risk and maintain a low risk environment.

7. Identify tools and systems to provide continuous quality improvement (FEMA, PDAC)

8. Demonstrates ability to allocate resources and manage interdisciplinary teams.

9. Devise strategies and tools for implementing the philosophy of transformational leadership.

10. Demonstrates knowledge and skill involving community in the role of nurse leader.

11. Able to discuss and plan to maintain life balance to reduce the deleterious effects that may result from a high demand/high stress position.

**Topical Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Course Overview</td>
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<td></td>
<td>The role of the nurse executive</td>
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<tr>
<td>Week Two</td>
<td>Critical Thinking: Maintaining Balance in Your Life</td>
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<tr>
<td>Week Three</td>
<td>Nurse practice acts and credentialing. Labor Laws-Application in Every day practice</td>
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<tr>
<td>Week Four</td>
<td>Technical Management Skills - Time Management/Know your Priorities/Fighting the Right Battles</td>
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<tr>
<td>Week Five</td>
<td>Cost Effectiveness and Efficiency</td>
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<td>Week Six</td>
<td>Technical Management Skills - The Foundation of Good Leadership - Recruiting, Interviewing, Hiring, Orientation, Mentoring, Evaluation, Retaining Staff</td>
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<tr>
<td>Week Seven</td>
<td>Technical Management Skills - Essential Listening and Communication Skills</td>
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<tr>
<td>Week Eight</td>
<td>Technical Management Skills - Coaching/Setting Expectations/Motivating Staff</td>
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<td>Week Nine</td>
<td>Technical Management Skills - Corrective Action/Discipline</td>
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<td>Week Eleven</td>
<td>Technical Management Skills - Investigating an Event-Detection Skills</td>
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<tr>
<td>Week Twelve</td>
<td>Technical Management Skills - Assessing patient safety and quality of patient care</td>
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<tr>
<td>Week Thirteen</td>
<td>Technical Management Skills - Staffing Resources, staff allocation, interdisciplinary teams.</td>
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<tr>
<td>Week Fourteen</td>
<td>Technical Management Skills - Assessing Talent — your own and others.</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Technical Management Skills - Using FEMA; PDAC Credentialing for Nurse Administrators</td>
</tr>
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**Methods of Instruction:**
Self-assessment, self-reflection, journaling, lecture, discussion
Course Requirements:
Computer with internet access, computer account at IPFW, and system profiles as required by Distance Learning.

Evaluation Methods:
Participation: 10% (10 points)
Management Journal (pass/fail)
Lominger Sort and Action Plan 15% (25 points)
Leadership self-reflection paper 5% (5 points)
Management Self-Improvement Paper 20% (20 points)
Leadership Skill Paper 30% (30 points)
Quality/Safety Paper 20% (20 points)
Total Points: 100

Class Participation
Class participation is a valuable part of the learning process at the graduate student level. This means that every student needs to be prepared for class and contribute meaningfully to the discussion. Being prepared for class means that the student has read the assigned readings and comes to the class with ideas of how the learning acquired from the reading and studying can be applied in the work setting.

Management Journal
Objective-Use Journaling techniques to understand your talents and strengths. Focus on developing these areas as you continue on the journey to self discovery. Obtain a journal that is comfortable and meaningful. It can be spiral or looseleaf. Find a pen that is comfortable and you will use. Find a location for your journal to always know where it is.
Journal at least three times per week using the techniques discussed in class or others that you might find on the internet. We will spend 15 minutes per week discussing how it is going. Journal to be submitted on the last day of the course.

Management Self-Improvement Paper
Objective-to explore and identify areas where leadership skills can be enhanced. For example, one area might be in developing good interviewing/hiring skills. Another might be assessing and coaching staff.
1. Review topics for this course and grade yourself in these areas A-F.
   Interviewing Skills
   Hiring
   Coaching/Corrective Action (knowing when it is time)
   Orientation
   Communication
   Time Management
   Assessing issues and fighting the right battles
   Team Building
   Mentoring
   Investigation Skills
   Developing and Implementing an action plan
   Measuring outcomes
   Financial—lean operations
Once you grade yourself and have the assessment information, identify processes and ways to improve on your strong areas and develop skills to accomplish the areas you are not as strong in. In a 3-5 page paper, discuss this process and how you will monitor your progress.

3. How will you cope with adversity?

4. As a leader, how do you vision yourself in five years (not position, rather how you will be).

**Management Skill Paper**
Objective: Complete and in-depth study of a management skill or process in a scholarly manner. The paper should include scholarly references and provide the reader with knowledge regarding a management skill. Discuss topic and ideas with instructor before beginning the paper.

**Quality/Safety**
Explore an issue regarding patient care quality or safety. Discuss how you will evaluate, monitor, and implement changes to impact patient quality or patient safety.

**Department Announcements:**

**Communication**
The official university communication is by IPFW e-mail using the university student e-mail address. E-mail includes information sent to the nursing listserv. Students' must maintain the mailbox, including sufficient space to receive e-mails. Students are responsible for information sent via e-mail.

**Services for Students with Disabilities**
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at [http://www.ipfw.edu/ssd/](http://www.ipfw.edu/ssd/)

**Classes in the nursing program will be canceled:**
A. At all instructional sites if IPFW is officially closed by the administration of the university, or  
B. At the practicum or clinic site if it is closed by officials of that institution.

Decisions to close IPFW and practicum/clinic sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to [www.ipfw.edu](http://www.ipfw.edu) (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.

**Plagiarism**
According to the American Psychiatric Association (2001), plagiarism is the representation of another authors work as your own. Additional clarification of plagiarism is found in the following statements, from the American Psychological Association (2001):

Quotation marks should be used to indicate the exact words of another author. 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 will need to credit the source in the text. The key element of this
principle is that an author does not present the work of another author as if it were his or her own work (p.349).

The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized will receive a zero for that assignment.


Graduate Grading Scale:
- 90 – 100    A
- 80 – 89     B
- 70 – 79     C
- Below 70    F

Graduate Handbook
As a student you are responsible for all policies contained in the Graduate Handbook online. These policies include:
- Student Progression
- Grade appeal
- Attendance
- Student Conduct and Attire
- Confidentiality
As information changes repeatedly, frequent and regular checking is important.

Resources:
Resources available at IPFW are found on the IPFW website. A few resources are listed below.

The Writing Center at IPFW (http://www.ipfw.edu/casa/writing/)
You can improve your writing for any class by discussing your writing with a knowledgeable peer writing consultant in the Writing Center, Kettler G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.

Additional Resources for Writing
About APA Style http://apastyle.apa.org/
APA Style Tips http://www.apastyle.org/styletips.html
Electronic References http://www.apastyle.org/elecref.html
The Online Learning Environment

To participate in an on-line course you must have Internet access. Before you start your course, it is expected that you are proficient with using basic Internet functions, such as using e-mail, searching the Web and using browsers. If you do not have a home computer and access to the Internet, you may use the IPFW student labs with a proper user ID, your local public library or a designated learning center, which are located around the state of Indiana.

To know the technical needs for using the IPFW Online Learning Environment, you can access this information at: http://www.ipfw.edu/dlearning/technical.shtml

Great Expectations: A Master Level Student:

This is a Master’s level course. As such, the faculty have expectations of learning behaviors that are important to your achieving the objectives of the course and that are a part of being a good leader. Rather than ‘spring them on you’ in fairness to you, the following are some of these expectations:

1. Plan carefully your schedule to ensure that you are able to attend class on time.
2. Schedule sufficient time to complete the assignments. Assignments have been carefully chosen to ensure that you have a good learning experience, but also that the reading is realistic.
3. Share with the faculty any life circumstances that interfere with your ability to compete an assignment so that you and the faculty member can come up with an alternate plan.
4. Ask clarifying questions if unsure of expectations.
5. Challenge yourself to become a life-long learner. It is a wonderful thing to be a life-long learner. Learning new ideas and concepts is exiting.
6. Write papers that reflect meeting objectives and scholarly work using APA format.
7. Support your ideas and opinions with reference citations using evidence-based supporting information when writing papers.
8. Seek university resources to help you write in a scholarly manner. It is not unusual for nursing students who are returning to school to have struggles with writing. Nurses are socialized to write in bullet points, checklists, and one word ideas. Use and outline when developing your paper and plan to finish with enough time to get feedback from the writing center.
9. Write scholarly papers in third person. According to APA, there are some exceptions to this and your faculty will let you know if it is ok to write in first person. The APA manual has some great suggestions for ways to write in the third person which do not use, ‘this writer’ or ‘this author’ all the time.
10. Provide feedback for identifying your optimal method of learning. It is the faculty members’ position to provide you with feedback and empower you to have a good learning experience.
11. Read the assignments in the course. The assigned readings are critical to your understanding and mastery of the knowledge and skills you need as an advanced nurse practitioner. Please keep in mind that this is minimal reading and that you need to develop and embrace reading as a way to continually expand your worldview.
12. Integrate evidence-based practice that is essential to professional nursing.