MNUR 511:

Nursing Roles in Health Care Organizations

Instructor Email Response Policy

Any course-related email sent to the instructor will have a response either by email, phone, or through the LMS within 48 hours.

Course Description and Credit Hours

Building on baccalaureate nursing education this course explores the leadership role of the MSN prepared nurse to function as a change agent and leader in the organizational structures of nursing education and health care systems with special attention to the Christian worldview. This course has the equivalent of 4 hours of class for 7 weeks.

3 credit hours

Prerequisite: Acceptance into the MSN program

AGS: Bethel University's Adult and Graduate programs define a credit hour as the equivalent of 42 hours of time spent on course related activities. These activities may include time in class, online interaction and time spent completing homework assignments. For each 7-Week, 3 credit hour course, a student should expect to spend up to 18 hours in course related activity per week.

Course Student Learning Outcomes

At the completion of this course, the student will be able to:
1. Support nursing judgment and effective decision making as a change agent. (PSLO 1)
2. Communicate collaboratively in interdisciplinary relationships using interpersonal skills and technology within health care and nursing education environments. (PSLO 2,5 & 6).
3. Select a systems theory and a change theory to improve quality and safety with students, colleagues, administrators and members of the interdisciplinary team. (PSLO 3)
4. Relate options for promoting leadership and professionalism in nursing as a nursing educator or nursing administrator. (PSLO 6)

Program Student Learning Outcomes

At the completion of the program, the student will be able to:

1. Exhibit nursing judgment and effective decision-making in the academic, administrative, and/or clinical settings that promotes excellence in holistic patient/family-centered care.

2. Facilitate effective communication and collaboration in the academic, administrative, and/or clinical settings.

3. Appraise safety and continuous quality improvement that facilitates optimal functioning in the academic, administrative, and/or clinical setting.

4. Create evidence-based practice/research in the academic, administrative, and/or clinical settings.

5. Integrate nursing informatics to support quality improvement, enhance communication, and inform nursing judgment in the academic, administrative, and/or clinical settings.

6. Model nursing behaviors of leadership and professionalism that exemplify legal and ethical standards in the academic, administrative, and/or clinical settings.

Required Textbook / Materials

Title: Publication Manual of the American Psychological Association (7th ed.)
Author: American Psychological Association
Publisher: American Psychological Association
Published ISBN: 978-1-4338-3217-8

Title: *Quantum leadership: Creating sustainable value in health care* (5th. ed.)
Authors: Porter-O'Grady, T. & Malloch, K.
Publisher: Jones and Bartlett (2018)
Published ISBN:978-1-284-11077-7

Title: *Evidence-Based Practice in Nursing and Healthcare* (4th. ed.)
Authors: Melnyk and Fineout-Overholt
Publisher: Wolters Kluwer (2019)
Published ISBN:978-1-4963-8453-9

Title: *Strengths Based Leadership: Great leaders, teams, and why people follow.*
Authors: Rath. T.
Publisher: Gallup Press (2007)
Published ISBN:978-1-595-62025-5

If you are in the **nurse administrator** track:
Title: *Nurse Administration: Scope and Standards of Practice* (2nd ed.)
Authors: ANA. (2016)
Publisher: Author
Published ISBN:9781558106437

If you are in the **nurse educator** track:
Title: *The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators. (3rd ed.)*
Authors: NLN (2019)
Publisher: Author
Published ISBN: 9781975151928

Textbooks and other required course materials can be purchased from the [online campus bookstore](#).

Topical Outline

- Role of MSN prepared nurse leader as a change agent
- Change models/systems
- Legal, political, economic and ethical issues related to the role of the MSN
- Trends in graduate nursing education and nursing administration
- Social Detriments of Health
- Influence of a Christian worldview on change
- Advanced communication skills: writing/APA/computer literacy/information literacy
- EBP in healthcare organizations to improve patient outcomes

Course Requirements

Each student is expected to complete all classroom sessions/module assignments and participate in all online discussions. See attendance policy in the School of Nursing Graduate Student Handbook.

Each student is expected to complete all required readings prior to class and assignments as specified in this syllabus/canvas course.

Online Attendance

Online attendance is recorded each time that you log into the learning management system. The academic week is seven days for an online session (Sunday - Saturday). To receive full credit for attending online, you must login AND one of the following items must be completed as directed by the instructor:

- Submit an academic assignment.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward attendance for the previous week.

Students are strongly encouraged to log into the course a minimum of three days during the week the course is "online" in order to understand the subject fully and to be successful in class.

An online absence is counted the same as an in-class absence.

Required assignments:

Students are encouraged to work ahead in order to avoid late assignments. Please communicate with your professor promptly if you have extenuating circumstances that may contribute to a late assignment.

Late Assignment Policy:

Assignments (excluding discussion questions) will be accepted late, subject to a **10% deduction off the earned grade per day late (24 hours period) for up to 3 days.** No assignments will be accepted after 3 days late.

Discussion posts and responses that are not posted by the due date **will receive "0" points**, and are **not** accepted late. The online discussion questions are expected to be substantive with a minimum of 250 words. The student is expected to cite resources from the required readings from the course and outside resources that support your post. The original posts are due by 11:59 pm on Wednesday. **Two** replies are required for all online discussion posts. These are also expected to be meaningful. The student should cited resources to support or defend the position. The two responses are due by 11:59 pm on Saturday.

All work must be completed and submitted by the end of Week 7 of the course. **No work will be accepted after the last day of the course.** The course contains some required ungraded assignments, including potential make-up assignments for absenteeism. All required assignments must be submitted, otherwise, the student will receive an Incomplete (I) grade for this course. After 30 days the Incomplete (I) will default to a C minus (C-) grade as a highest possible grade, or a lower earned grade by the student.

If the student needs help with basic writing reach out to the instructor and consider a writing tutor. You can also schedule an appointment for tutoring at tutoring@betheluniversity.edu This is part of the Learning Commons and is located in the basement of the Academic Center in the Huffman Building.

Disability Clause

In accordance with the provision of the Americans with Disability Act, if a student requires any special assistance or adaptation in a course, the student is to contact the professor at the beginning of each course.

Bethel University Policies and Resources

To view all Bethel University policies and information, please review the Student Handbook.

Class Cancellation / Weather Policy for Online Courses

Campus closures do not affect the online course schedule.

Plagiarism

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for

that paper, assignment or exam. The professor will have an interview with the student and submit a written report to the Program Director or Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the professor, the director and the vice president for adult and graduate studies. At this point the student's continuation in the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel Library's online help for proper citation.

Disability Services

The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University is compliant with equal access laws and requests students with disabilities The Center for Academic Success (CAS) is located in the lower level of the Miller/Moore Academic Center.

If you have a disability, or think you have a disability, please make an appointment by calling Disability Services at the Center for Academic Success at (574) 807-7460 or (574) 807-7462 or email academicsucccess@betheluniversity.edu.

Bethel's website offers more detailed information under CAS. Please check out the Student Guide for Disability Services.

Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. - 6 p.m. and Friday, 7:30 a.m. - 5 p.m., during the fall and spring semesters, and 8 a.m. - 5 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at helpdesk@betheluniversity.edu or by calling (574) 807-7777.

Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel University. All online resources are available at the library website.

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For assistance in locating information, librarians are available to answer questions via email (Ask a Librarian), phone, or in person during regular business hours. For physical resources, students are able to use the library catalog to locate books and resources that are held either by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any PALNI library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition to physical books and journals, the Bowen Library provides study spaces, computers, and printers (including a web print station) to all students.

Syllabus Acknowledgment

Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional university policies as stated within the student handbook, university catalog and student information provided by the university through the campus website.

This syllabus is not a legal contract, but serves as a general outline for the semester. The professor reserves the right to make adjustments to the course as the need arises.

Netiquette Policy

In an online course, almost all your interactions with other people will be through the internet. This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

Learning Activities and Tests

Online Discussion

Class Participation

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regular night of the class session and two student reply posts by day four of the session – unless otherwise directed by the professor.

Post / Response Guidelines

In an online classroom the majority of discussion among class members will take place in the discussion forum. Online discussion forums are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented. However, for the dialog to remain productive Bethel University requires each person to conduct themselves in a responsible manner by following the simple guidelines below. These guidelines help to maintain a collaborative and congenial environment by reminding us all that, when we communicate online, we are still engaging real people.

Stay on the discussion topic. Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and "learn," so when you post a comment stay on topic and explain your point of view.

Access the discussions several times in the weekly sessions to remain current and active in the discussion.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

Weekly Assignments

Each week there are 1-3 discussion forum questions that you will answer after completing all reading for the Module.

Final Grade Calculation

Grade Distribution

Assignment	Points	Percentage of Grade
Plagiarism tutorial pre and post test	4	1%
Servant Leadership Paper	40	9%
Discussion Post (12 points x8)	96	18%
Case Studies (20 points x 2)	40	9%
Reflection (10 points x 3)	30	6%
Worksheet 1 for change paper	50	8%
Worksheet 2 for change paper	50	8%
Worksheet 3 for change paper	50	8%
Core Competencies Assignment	70	13 %
Final Project: Change Agent Paper **Change Agent Presentation**	70 30	20%

Total Points	**530**	**100%**

Grading Scale

Letter Grade	Percent
A	100% - 95%
A-	94.9% - 92%
B+	91.9% - 89%
B	88.9% - 86%
B-	85.9% - 83%
C+	82.9% - 80%
C	79.9% - 78%
C-	77.9% - 75%
D+	74.9% - 72%
D	71.9% - 69%
D-	68.9% - 66%
F	65.9% and below

Grades are not rounded up to the next whole number.

Overall course average of 83% is required to pass the course.

Each student must achieve a grade of B- in all required courses.

Course Schedule

Date	Topical Outline	Assignments
Module 1: Leading in a World of Constant Movement	-Role of MSN prepared nurse leader as a change agent. -Influence of a Christian worldview on change. -Advanced communication skills: writing/APA/computer literacy/information literacy	-Christian Worldview: Strengths Based Leadership (Chapel Conversation) -Plagiarism Assignment - Clifton Strength Finders Assessment -Discussion: Identifying Leadership Strengths -Case Study (APA format)
Module 2: Trends in Nursing Leadership- Role of Change Agent	-Trends in graduate nursing education and nursing administration. -Influence of a Christian worldview on change.	-Christian Worldview - Guiding Change (Chapel Conversation)

	-Advanced communication skills: writing/APA/computer literacy/information literacy	-Discussion – Trends in Graduate Education/Administration -Reflection: Change in Clinical Practice -Core Competencies Assignment
Module 3: Using Evidence-Based practice (EBP) and change models in healthcare	-Change Models/Systems -EBP in healthcare organizations to improve outcomes -Advanced communication skills: writing/APA/computer literacy/information literacy	-Christian Worldview - competencies to promote excellence (Chapel conversations) -Discussion Post Change Models/Theories -Worksheet #1 (Environment/PICOT question) -Reflection: EBP and changing current practice
Module 4: Systems Theory/Chaos Complexity/Collaboration	-Change Models/Systems -Role of MSN prepared nurse leader as a change agent. -EBP in healthcare organizations to improve outcomes	-Christian Worldview – collaboration/communication (Chapel Conversations) -Discussion Post: Strengths-Based Domains-building the right team. -Worksheet #2 – Communication Mapping -Case Study (Team STEPPS)
Module 5: Leading Change: Social Determinants and Health Disparities	-Role of MSN prepared nurse leader as a change agent -Social Detriments of Health -Advanced communication skills: writing/APA/computer literacy/information literacy. EBP in healthcare organizations to improve outcomes	-Christian Worldview – Health Detriments and Health Disparities (Chapel Conversations) -Discussion Post – Healthy People 2020/2030 and PDSA and MAP-IT frameworks of implementation. Worksheet #3 (Planning) -Reflective Journal – Planning Change

Module 6: Legal, Political, Economic and Ethical issues related to MSN role	-Legal, political, economic and ethical issues related to the role of MSN -Advanced communication skills: writing/APA/computer literacy/information literacy.	-Christian Worldview – Ethics (Chapel Conversations) -Discussion Post – Ethics -Discussion Post – Change Agent and Competencies -Servant Leadership/Transformational Coaching Paper
Module 7: Leading Change: Change Agent Project	-Change Models/Systems -EBP in healthcare organizations to improve outcomes -Advanced communication skills: writing/APA/computer literacy/information literacy	-Christian Worldview – Servant Leadership (Chapel Conversation) -Discussion Post – Strengths-Based Leadership -Final Change Agent Paper -Final Change Agent Presentation

Module 1: Leading in a world of constant movement: Role of MSN prepared nurse.

Students explore the impact of historical and current - social, environmental, cultural, political, educational, and nursing issues/trends as they relate to the MSN prepared nurse as a change agent in today's ever-changing healthcare environment. The student will have the opportunity to identify their top 5 leadership strengths to use in the MSN role. The student will also analyze the current competencies for the nurse educator and the nurse executive. Finally, the student will build on developing graduate-level writing in APA format using technology to present information.

Learning Outcomes

At the end of this module, the student will:

1. Analyze the key characteristics of complexity and chaos in healthcare settings.
2. Apply the principles of complexity theory to leading in healthcare systems.
3. Assess how the digitally-driven environments impact leadership in a time of reforming health care.
4. Identify the student's top five leadership strengths using the Clifton Strengths assessment.
5. Examine the current competencies that guide practice as nurse leaders and nurse educators.
6. Create a presentation using Power-point and Studio/Arc (video-platform).

7. Discuss how the Christian Worldview impacts nursing leaders.
8. Create APA formatted paper. (Title page, Body of Paper (introduction, level 2 headings, conclusion), and references.

Required Reading

Porter-O'Grady & Malloch	Chapters 1 and 2
Rath	Introduction - 17

Hallock, A. B. (2019) A case for Leadership Development in Nursing Practice. (article found on canvas)

Ted Talk – A tribute to Nurses (link found in canvas course)

Nurse Educator Competencies document linked on canvas course.

Nurse Executive Competencies document linked on canvas course.

Learning Activities

1. **Plagiarism Certificate**
   To prepare for this class the student **must complete** the Plagiarism Tutorial (link is on canvas). the above pre and posttest with the tutorial. Save Certification of Completion as a PDF and place in canvas assignment for Module 1.
2. **Clifton Strength Finders Assessment Results**
3. **Christian Worldview and the MSN Leader: Strengths-Based Leadership**
4. **Discussion Post -**This post will require the student to create a PowerPoint slide presentation and use the video-platform (Studio/Arc) to share your top five strengths with your class.
   a. How can you use your strengths when collaborating with fellow classmates based on their strengths?
   b. What are the benefits and the pitfalls of working on a team with team members that share your strengths?
   c. What strengths (that did not make your top 5) would you like to find in a teammate to build a strong team?
5. **Assignment 1: Case Study Application**
   To demonstrate the student's ability to apply what was learned from the reading, the student will submit the answers to the questions from one of the case studies found at the end of chapter 2 of O'Grady & Malloch (2018) textbook. The student may choose Case study 2-1 (page 91) or Case Study 2-2 (page 94).

   Please demonstrate quality graduate writing skills, clarity of thought, and synthesis of ideas presented throughout the readings. Support your answers with references in APA format.

   This assignment will allow you to practice APA formatting. Please include the following:
   1. Title page (APA format)
   2. Body of the paper: This section should follow APA format
   Introduction - give a brief synopsis of the case study.

Use **Headings** in your paper to organize your thoughts (for example if you are doing case study #1 you could use a level 2 heading called "Stakeholders" to answer question #1, "Leading through Chaos and complexity" to answer question #2, "Strategies" to answer question #3, "Sustaining Change" to answer question #4, and "Creating a Shared Vision" to answer question 5.

APA format includes a **Conclusion** in your paper.

3. Reference Page

Module 2: Trends in Nursing Leadership: Role of the Change Agent

This module will continue to examine current trends in healthcare as they relate to the MSN prepared nurse as a change agent in today's healthcare environment. The student will learn how professional governance and innovation can build collaboration to create change in practice. Finally, the student will analyze their current working environment and propose a change in practice that could improve patient outcomes in a healthcare setting.

Learning Outcomes

At the end of this module, the student will:

1. Examine the impact of the 2011 Institute of Medicine's (IOM) report: The Future of Nursing: Leading Change, Advancing Health. (IOM changed its name to National Academy of Medicine (NAM) in 2015).
2. Analyze how the AACN Essentials for Master's Education influences MSN prepared nurses.
3. Examine the role of QSEN in healthcare today.
4. Explore the role of AHRQ in healthcare organizations.
5. Articulate how nurse educator/nurse administrator competencies apply to professional practice.
6. Synthesize current trends in nursing and how the MSN prepared nurse can navigate the healthcare environment.
7. Explore the characteristics of effective leaders in today's healthcare system.

Required Reading

Porter-O'Grady & Malloch	Chapters 3 and 4

Shelly & Miller (2006) Called to Care handout

Read/Explore:

Overview of IOM report

AACN Essentials for Master's Education in Nursing

QSEN Website

AHRQ Website

Watch: Celebrating AHRQ at 20 Video

Article about using system thinking to envision quality and safety in healthcare.

Article- Characteristics of Nurse Leaders in Healthcare.

For Nurse Administrators:

Read: Current Competencies for Nurse Executive (ANOL)

For Nurse Educators:

Read: *Current Competencies for Academic Nurse Educators and Academic Clinical Nurse Educators (NLN)*

Learning Activities

1. **Create a Continuous Professional Development Plan- guided by Core Competency for the Nurse Administrator or Nurse Educator Assignment**

Create a continuous professional development plan based on the core competencies for the Nurse administrator or the Nurse Educator role. You will be writing goals to meet each of the core competencies for your chosen area (administrator or nurse educator).

2. **Discussion Post – Trends in Nursing**

Considering your own practice setting, discuss current trends in healthcare management and their impact on quality, safety, and value-added care?

Synthesis your understanding of how the major influences - such as IOM, AHRQ, QSEN, and AACN have impacted the profession of nursing.

3. **Reflection: Leading Change in Clinical Practice**
   For this assignment, the student will write a 3-5-page paper in APA format. Using the Five Practices of Exemplary leadership as a guide for this paper, reflect on how your top five leadership strengths (identified through the Strength finder 2.0 Assessment) could be used to lead change in your facility.

   1. Identify a current problem in your place of work - that you would like to change. This change would improve outcomes for your patient. Is there a process or procedure that you do that negatively impacts patient care?

   2. State your idea to change the process.

   3. Using the Five Practices/Ten Commitments of Leadership Model and your leadership strengths describe how you could go about making a change in the clinical setting. Give specific ways that you could lead change using your top 5 strengths. Identify at least two core competencies (Educator or Administrator) that could be developed when implementing this change.

   4. Reflect on what you read for this week - how did it change the way you would approach change? How is the MSN prepared nurse equipped to lead change? Identify

areas or skills that you will need to develop to effectively promote change as the MSN prepared nurse.

5. Be sure to cite any references used for this paper.

Module 3: Using EBP and change models o lead change in healthcare organizations.

This module will examine how evidence-based nursing practice and change theories models can guide change in healthcare settings today. The student will learn how professional governance and innovation can build collaboration to create change in practice. Finally, the student will analyze their current working environment and propose a change in practice that could improve patient outcomes in a healthcare setting.

Learning Outcomes

At the end of this module, the student will:

1. Examine the differences between EBP, research, and quality improvement.
2. Analyze how evidence-based practice models can improve healthcare quality.
3. Explore professional governance and the role it plays on clinical outcomes in healthcare settings.
4. Formulate a PICOT question.
5. Analyze change theory and models.
6. Critique an environment where change is needed.
7. Identify a current practice in your workplace that is negatively impacting patient outcomes.
8. Develop skills in scholarly writing.

Required Reading

Melnyk & Fineout-Overholt	Chapters 1, 2, 13 and 14

Watch: "Evidence-Based Practice" Interview with Dr. Melnyk.

Review Giger Cultural Assessment Model

Article: Nurse leaders and the innovation competence gap (2016).

Learning Activities

1. **Discussion Post -Change Models/Theories to Guide Practice**

Changing clinical practice is complex and challenging. In, Melnyk & Fineout-Overholt (2019), chapter 14 presents several different models that are designed to assist the leader in changing practices in health care organizations.

For this discussion discuss one of the models in chapter 14 (Stettler, Iowa Model, ARCC, PARISH framework, clinical scholar model, John Hopkins nursing EBP model, and Star Model of Knowledge transformation) that you could see yourself using to guide change in your current healthcare facility.

-Briefly describe the model or framework.

-How could you use the model in your specific facility to make changes?

-Think back to your leadership strengths identified in module 1 - how does the model you chose for this discussion use your strengths in leading the change?

-Reflect on how the competencies (nurse educator/nurse administrator) support the use of models and frameworks when practicing in the role of nurse educator/administrator.

2. Worksheet #1 Background/Assessment of Practice Setting/PICOT Question

Work Sheet #1 - The purpose of the worksheet assignments in this course are to help you build/write your Change Paper. Instructor feedback on each worksheet assignment will help you be successful on the Change Agent paper and presentation for this course. The worksheets will guide you to produce a high-quality MSN level paper.

3. Reflection: EBP and the MSN

Compose a journal entry about the readings, class discussions, assignments. This should be at least 200-300 words, but no longer than 2 pages. (This weeks' major topics included change theories/models, evidence-based practice, and attempting to write a PICOT question.

Reflect on the readings for the week, book(s) and or article(s) that you found, class activities, and class discussion. What did you learn that was new, gave insight into the nurse's role as a change agent, and helped you understand yourself as a change agent, and so on? How do you see the material applying to your work situation at present, or in the future? **Do not focus on regurgitating *the* material to prove you have read it, rather focus on what you have learned, have further questions about, or can apply.**

Module 4: Systems Theory/Chaos and Complexity Theories and Interprofessional Collaboration

In this module, students will review systems theory, as it relates to health care. Chaos and Complexity Theories are introduced in this module and the student will discover how these themes relate to systems and change. The student will also explore the role of a nurse leader in effectively managing tension and conflict within teams. Returning to the leadership strengths identified in module one, the student will explore effective ways to maximize the strengths of the team when embarking on the current clinical practice problem. Finally, the student will explore how communication and collaboration are important skills to develop as a change agent.

Learning Outcomes

At the end of this module, the student will:

1. Define change theory & its effect on health care organizations.
2. Analyze the skills needed by change agents.
3. Articulate the nurse's role throughout the change process.

4. Describe how TEAM STEPPS can be used to improve communication/collaboration within a healthcare team.

Required Reading

Porter-O'Grady & Malloch	Chapters 6.7, and 9
Rath	Part 2 Maximizing your team (pp 21-76)

AHRQ – Team STEPPS Program (explore website, Team STEPPs Overview video and Understanding Team STEPPS Webinar)

Complete the Team STEPPS readiness assessment for your organization

Review Neuman's System Model

Learning Activities

1. **Discussion Post -Strength Based Domains – building the right team**

Using your top 5 strengths - create a table that places your strengths in these categories. Post this as part of your discussion for this week and answer the questions found in #2.

Example - (This is where Dr. Barnes's strengths fall into the 4 domains.)

Executing	Influencing	Relationship Building	Strategic Thinking
		Positivity Relator	Ideation Learner Strategic

The stories of the leaders (pages 31-66) show that the leaders had exceptional clarity of who they are- and who they are not. The leaders sought out others - with different strengths - to get the job done. Looking at your strengths and the clinical problem that you are wanting to change at your agency (Worksheet #1) --what strengths would you like to add to your team m- in order to have the best possible likelihood that change will occur? Who in your organization has these strengths - and how can you use your strengths to get them committed to your efforts to change practice?

How does your communication skills help or hinder forming this team?

2. **Worksheet #2 Communication Mapping/PICOT revision**
3. **Case Study- Team STEPPS application.**

The student was introduced to a great deal of information about leading through conflict, errors, chaos, and crisis in the workplace through the assigned readings for module four.

To demonstrate the student's ability to apply what was learned from the reading, the student will submit the answers to the questions from one of the case studies found at the end of chapter 7 of O'Grady & Malloch (2018) textbook.

The student will complete case study 7-2 starting on page 310. Reflect on how **TEAM STEPPS** could be applied in this case study.

Please demonstrate quality graduate writing skills, clarity of thought, and synthesis of ideas presented throughout the readings. Support your answers with references in APA format.

Module 5: Leading Change: Social Determinants and Health Disparities

Students will explore the Healthy People 2020/2030 website to gain a better understanding of national health priorities. https://www.healthypeople.gov/ (Links to an external site.). Students will identify and discuss at-risk populations as they relate to their personal and professional experiences. This week's discussion will include strategies for addressing health disparities and how to implement plans to meet those needs. The Plan-Do- Study Act (PDSA) model and MAP-IT (Mobilize, Assess, Plan, Implement, and Track) framework will be examined to guide the MSN student to implement change. The student will take this knowledge and begin to plan out how to make change happen in their working environment.

Learning Outcomes

At the end of this module, the student will:

1. Describe identified national leading health indicators.
2. Explore the identified topics and objectives for Health People.gov.
3. Evaluate ways to promote health in those most at risk.
4. Explore how Leininger's Transcultural Nursing Theory impacts changes in healthcare.
5. Discuss the professional nurses' role in promoting health in changing health environments.
6. Apply PDSA or MAPT-IT framework to guide implementation to improve a healthcare problem.

Required Reading

Porter-O'Grady & Malloch	Chapters 12
Melnyk & Fineout-Overholt	pp 110-111

Review Dr, Leininger's theory a and watch the embedded video in canvas.

Website: Health People.gov; Healthy people in action; individual state plans; Leading Health Indicators; Tools & Resources

Plan-Do-Study- Act- Video

Nurse Educator/Nurse Executive Competencies document linked on canvas course.

Learning Activities

1. **Discussion Post: Healthy People 2020/2030 Activity**

Review https://www.healthypeople.gov/2020/topics-objectives (Links to an external site.)

Choose one topic of particular interest to you. Review the overview, objectives, interventions & resources, and national snapshots of your topic. Can you find specific information about what your state or local county is doing to make improvements in this area? Use the MAP-IT framework or PDSA framework to create a PowerPoint presentation to share how you would use this model or framework to implement change in the local community.

1. Title Slide

2. Identified Problem - use data from nursing literature, healthpeople.gov, other professional agencies, or any local data you can find. Data helps others understand how big of a problem exists in the community.

3 -(6 or 7) Next Sides will use MAP-IT (5 slides) or PDSA (4 slides) to explain how you would plan implementation

Last Slide - What did you learn from this activity. (Look Back at Course Student Learning Outcomes for this course).

Reference Slide.

Create a video using ARC/Studio and post in the discussion. Respond to your classmate's presentation.

Offer insight into the populations' special needs and successful implementation plans for health from within your specialty.

2. **Worksheet 3: Planning, Intervention & Evaluating Change**
3. **Reflective Journal**

Compose a journal entry about the readings, class discussions, assignments. This should be at least 200-300 words, but no longer than 2 pages. Reflect on the readings for the week, book(s) and or article(s) that you found, class activities, and class discussion. What did you learn that was new, gave insight into the nurse's role as a change agent, and helped you understand yourself as a change agent, and so on? How do you see the material applying to your work situation at present, or in the future? Do not focus on regurgitating *the* material to prove you have read it, rather focus on what you have learned, have further questions about, or can apply.

Module 6: Legal, Political, Economic and Ethical Issues

This module will look at nursing accreditation and ethical considerations for the MSN prepared nurse. The student will also take a deeper look at the nurse educator and nurse administrator competencies and explore the idea of transformational leadership and servant leadership.

Learning Outcomes

At the end of this module, the student will:

1. Examine options for promoting and maintaining excellence in nursing including specialty certification and continuing education related to the MSN role in the practice area.
2. Relate how the nurse incorporates professional values into practice as a nurse educator, and or administrator
3. Relate how the nurse incorporates ethical considerations into practice as a nurse educator, and or administrator
4. Explore Servant Leadership and Transformational Leadership.
5. Describe the characteristics of quality care in health care organizations.
6. Describe the characteristics of quality education in schools of nursing.

Required Reading

Porter-O'Grady & Malloch	Chapters 11

Read: Code of Ethics for Nurses

Read: Code of Ethics for Nurses Guides Professional Accountability

Read: Ethical Leaderships outcomes in Nursing

Read: Servant Leadership: A Model for emerging nurses

Read: The APRN as Servant Leader

Read: Editorial: Servant Leadership

Read: What's the deal with accreditation

Explore ACEN, AACN websites

Explore: ACEN – Standards, Transition-to Practice Accreditation and AACN Magnet Designations (website)

Learning Activities

1. **Discussion Post A: Code of Ethics for Nurses**
   -Describe how your organization utilizes the ANA Code of Ethics for Nurses into their practice.
   -Describe how you would change their methodology to improve issues with quality in care.
   -Describe how your role as an MSN prepared nurse will apply the code of ethics as a nurse educator or a nurse administrator.

2. **Discussion Post B: Change Agent and Competencies**

Read NLN The Scope of Practice for Academic Nurse Educators Competency and the ANA Scope & Standards of Practice Nursing Administration Standards. Answer the following questions:

-Discuss the change agent role in nursing in relation to maintaining professional ethics.
-Reflect upon the change agent role and ethical & legal issues that occur within the health care organization.
-Explain how the change agent could affect quality improvement.
Explain your understanding of how accrediting bodies work beside nurse leaders to promote excellence.

3. **Servant Leadership/Transformational Coaching Paper-see canvas for guidelines**

Module 7:Change Paper and Presentation

This module allows the student to demonstrate and synthesize the material presented in this course. The student will submit their final written change paper. Additionally, the student will create and present their information about what they want to change in their current healthcare setting. This presentation will be made in the ARC/Studio (video-platform) in Canvas. Finally, the student will reflect on their leadership strengths and explore the idea of why people follow leaders.

Learning Outcomes

At the end of this module, the student will:

1. Synthesis information gained in this course to identify a clinical problem.
2. Form/Revise a PICOT question to help find solutions to the problem.
3. Analyze workplace and communication pathways to plan change in the local healthcare setting.
4. Implement a plan to integrate the change into the current healthcare system
5. Demonstrate scholarly writing in an APA format paper.
6. Demonstrate professional presentation skills to disseminate change paper.
7. Analyze leadership strengths to encourage people to follow nursing leaders.

Required Reading

Rath – Part 3: Understanding Why People Follow	Pp 79-95

Learning Activities

1 **Discussion Post – Using Strengths-Based Leadership to Lead a Diverse HealthCare Team.**

How will you use the information gained through Strength-Based Leadership in your everyday interactions at your current employment?

Explain how the Christian world view shapes your leadership style?

2. **Final Change Paper**
3. **Final Change Paper Presentation- assignment**
4. **Discussion Post: Change Paper Presentation with Peer comments**