

Syllabus

Course Overview

This course will provide you with an overview of the diverse roles and practice credentials of a graduate nurse. Through the course, you will be given the opportunity to gain insight into various aspects of graduate nursing practice, such as interpersonal collaboration, use of technology, and cultural competency, as well as ethical, regulatory, and legal principles as they relate to advanced nursing practice. Additionally, you will identify the theoretical foundations of current and future practice in nursing.

Kaltura Media

As part of this course, you are required to record PowerPoint presentations using Kaltura Media or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply scientific findings from nursing, biopsychosocial fields, public health, quality improvement, and organizational sciences for the continuing improvement of nursing across diverse settings.
- 2 Evaluate the various factors that impact the delivery of culturally competent health care.
- 3 Evaluate practice-based and evidence-based interventions to improve health care outcomes for individuals, populations, and systems.

- 4 Communicate in a manner that is consistent with the expectations for a nursing professional.

Course Prerequisites

MSN5007 or MSN6000 or NHS5004 or NHS8002. DNP Preparatory Program learners are exempt from this prerequisite. Cannot be fulfilled by transfer.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Hardware for Kaltura

Headset with microphone

Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Allan, H. T., & Westwood, S. (2015). [White British researchers and internationally educated research participants: Insights from reflective practices on issues of language and culture in nursing contexts](#). *Journal of Research in Nursing*, 20(8), 640–652. doi:10.1177/1744987115618236
- Balestra, M. (2016). [The antivaccine movement: Legal implications for nurse practitioners](#). *The Nurse Practitioner*, 41(11), 12–14. doi:10.1097/01.NPR.0000476371.27491.20
- Bender, M., Williams, M., Su, W., & Hites, L. (2017). [Refining and validating a conceptual model of clinical nurse leader integrated care delivery \[PDF\]](#). *Journal of Advanced Nursing*, 73(2), 448–464. doi:10.1111/jan.13113
- Bradbury-Jones, C., & Clark, M. (2017). [Globalisation and global health: Issues for nursing](#). *Nursing Standard*, 31(39), 54–63. doi:10.7748/ns.2017.e10797

- Brous, E. (2016). [Legal considerations in telehealth and telemedicine](#). *American Journal of Nursing*, 116(9), 64–67. doi:10.1097/01.NAJ.0000494700.78616.d3
- Canada, A. N. (2016). [Probing the relationship between evidence-based practice implementation models and critical thinking in applied nursing practice](#). *The Journal of Continuing Education in Nursing*, 47(4), 161–168. doi:10.3928/00220124-20160322-05
- Clarke, P. N., & Fawcett, J. (2016). [Nursing knowledge driving person-centered care](#). *Nursing Science Quarterly*, 29(4), 285–287. doi:10.1177/0894318416661110
- Crabtree, E., Brennan, E., Davis, A., & Coyle, A. (2016). [Improving patient care through nursing engagement in evidence-based practice](#). *Worldviews on Evidence-Based Nursing*, 13(2), 172–175. doi:10.1111/wvn.12126
- Daly, J., Speedy, S., & Jackson, D. (2015). [Leadership & nursing: Contemporary perspectives \(2nd ed.\)](#). St. Louis, MO: Elsevier.
- DeVon, H. A., Rice, M., Pickler, R. H., Krause-Parello, C. A., & Richmond, T. S. (2016). [Setting nursing science priorities to meet contemporary health care needs](#). *Nursing Outlook*, 64(4), 399–401. doi:10.1016/j.outlook.2016.05.007
- DeWilde, C., & Burton, C. W. (2017). [Cultural distress: An emerging paradigm](#). *Journal of Transcultural Nursing*, 28(4), 334–341. doi:10.1177/1043659616682594
- Dolan, C. (2017). [Moral, ethical, and legal decision-making in controversial NP practice situations](#). *The Journal for Nurse Practitioners*, 13(2), e57–e65. doi:10.1016/j.nurpra.2016.10.017
- Dols, J. D., Muñoz, L. R., Martinez, S. S., Mathers, N., Miller, P. S., Pomerleau, T. A., . . . White, S. (2017). [Developing policies and protocols in the age of evidence-based practice](#). *The Journal of Continuing Education in Nursing*, 48(2), 87–92. doi:10.3928/00220124-20170119-10
- Dreifuerst, K. T., McNelis, A. M., Weaver, M. T., Broome, M. E., Draucker, C. B., & Fedko, A. S. (2016). [Exploring the pursuit of doctoral education by nurses seeking or intending to stay in faculty roles](#). *Journal of Professional Nursing*, 32(3), 202–212. doi:10.1016/j.profnurs.2016.01.014
- Elliott, N., Begley, C., Sheaf, G., & Higgins, A. (2016). [Barriers and enablers to advanced practitioners' ability to enact their leadership role: A scoping review](#). *International Journal of Nursing Studies*, 60, 24–45. doi:10.1016/j.ijnurstu.2016.03.001
- [Ethical-legal issues and disruptive behavior](#). (2015). *The South Carolina Nurse*, 22(3), 14–15.
- Gameau, A. B., & Pepin, J. (2015). [Cultural competence: A constructivist definition](#). *Journal of Transcultural Nursing*, 26(1), 9–15. doi:10.1177/1043659614541294
- Glassman, K. S. (2016). [Developing and implementing a professional practice model](#). *Nursing Science Quarterly*, 29(4), 336–339. doi:10.1177/0894318416662928
- Grace, S., Innes, E., Patton, N., & Stockhausen, L. (2017). [Ethical experiential learning in medical, nursing and allied health education: A narrative review](#). *Nurse Education Today*, 51, 23–33. doi:10.1016/j.nedt.2016.12.024

- Gray, A. (2016). [Advanced or advancing nursing practice: What is the future direction for nursing?](#) *British Journal of Nursing*, 25(1), 8–13. doi:10.12968/bjon.2016.25.1.8
- Halpern, K. J., McKinnon, R., Okolo, A. N., Sanzio, T. M., & Dolan, C. (2016). [A medication error and legislation designed to punish: The American Association of Nurse Attorneys defends just culture in nursing.](#) *The Journal for Nurse Practitioners*, 12(2), 109–112. doi:10.1016/j.nurpra.2015.10.018
- Henderson, E. M., & Fletcher, M. (2015). [Nursing culture: An enemy of evidence-based practice? A focus group exploration.](#) *Journal of Child Health Care*, 19(4), 550–557. doi:10.1177/1367493514530956
- Hitchins, M. (2015). [New challenges in a global healthcare environment.](#) *Australian Nursing and Midwifery Journal*, 23(1), 14.
- Hulatt, I. (2015). [Mindfulness for practice nursing: Fad, fantasy or the future?](#) *Practice Nursing*, 26(8), 408. doi:10.12968/pnur.2015.26.8.408
- Jang, H. J., Allerton, M., & Scruth, E. A. (2017). [Ethical considerations in caring for persons living with human immunodeficiency virus.](#) *Clinical Nurse Specialist*, 31(1), 8–11. doi:10.1097/NUR.0000000000000262
- Kleinpell, R. M., Faut-Callahan, M., Carlson, E., Llewellyn, J., & Dreher, M. (2016). [Evolving the practitioner–teacher role to enhance practice–academic partnerships: A literature review.](#) *Journal of Clinical Nursing*, 25(5/6), 708–714. doi:10.1111/jocn.13017
- Kraft, M., Kästel, A., Eriksson, H., & Hedman, A. R. (2017). [Global nursing—A literature review in the field of education and practice.](#) *Nursing Open*, 4(3), 122–133. doi:10.1002/nop2.79
- Lachman, V. D. (2016). [Ethical concerns in medical-surgical nursing.](#) *MedSurg Nursing*, 25(6), 429–432.
- Lachman, V. D., Swanson, E. O., & Winland-Brown, J. (2015). [The new 'code of ethics for nurses with interpretative statements' \(2015\): Practical clinical application, Part II.](#) *Medsurg Nursing*, 24(5), 363–366, 368.
- Lee, S. E., Vincent, C., & Finnegan, L. (2017). [An analysis and evaluation of the theory of unpleasant symptoms.](#) *Advances in Nursing Science*, 40(1), E16–E39. doi:10.1097/ANS.0000000000000141
- Leung, K., Trevena, L., & Waters, D. (2016). [Development of a competency framework for evidence-based practice in nursing.](#) *Nurse Education Today*, 39, 189–196. doi:10.1016/j.nedt.2016.01.026
- Mackey, A., & Bassendowski, S. (2016). [The history of evidence-based practice in nursing education and practice.](#) *Journal of Professional Nursing*, 33(1), 51–55. doi:10.1016/j.profnurs.2016.05.009
- Marzilli, C. (2014). [Concept analysis of culture applied to nursing.](#) *Creative Nursing*, 20(4), 227–233. doi:10.1891/1078-4535.20.4.227
- Masters, K. (2016). [Integrating quality and safety education into clinical nursing education through a dedicated education unit.](#) *Nurse Education in Practice*, 17, 153–160. doi:10.1016/j.nepr.2015.12.002

- Mazhindu, D. M., Griffiths, L., Pook, C., Erskine, A., Ellis, R., & Smith, F. (2016). [The nurse match instrument: Exploring professional nursing identity and professional nursing values for future nurse recruitment](#). *Nurse Education in Practice*, 18, 36–45. doi:10.1016/j.nepr.2016.03.006
- Mennenga, H. A. (2016). [In our own "campus-yard": A creative approach to learning about culture](#). *Nurse Educator*, 41(4), 169–170.
- Mick, J. (2017). [Call to action: How to implement evidence-based nursing practice](#). *Nursing*, 47(4), 36–43. doi:10.1097/01.NURSE.0000513603.03034.5c
- Milliken, A., & Grace, P. (2017). [Nurse ethical awareness: Understanding the nature of everyday practice](#). *Nursing Ethics*, 24(5), 517–524. doi:10.1177/0969733015615172
- Milton, C. L. (2015). [Ethics and the politics of advancing nursing knowledge](#). *Nursing Science Quarterly*, 28(2), 112–114. doi:10.1177/0894318415571607
- Milton, C. L. (2016). [Ethics and defining cultural competence: An alternative view](#). *Nursing Science Quarterly*, 29(1), 21–23. doi:10.1177/0894318415614624
- Molesworth, M., & Lewitt, M. (2016). [Preregistration nursing students' perspectives on the learning, teaching and application of bioscience knowledge within practice](#). *Journal of Clinical Nursing*, 25(5/6), 725–732. doi:10.1111/jocn.13020
- Momennasab, M., Koshkaki, A. R., Torabizadeh, C., & Tabei, S. Z. (2016). [Nurses' adherence to ethical codes: The viewpoints of patients, nurses, and managers](#). *Nursing Ethics*, 23(7), 794–803. doi:10.1177/0969733015583927
- National League for Nursing. (2016). [NLN releases a vision for achieving diversity and meaningful inclusion in nursing education](#). *Nursing Education Perspectives*, 37(3), 186. doi:10.1097/01.NEP.0000000000000018
- Neil, H. P. (2015). [Nursing liability and evidence-based practice](#). *MedSurg Nursing*, 24(5), S10–S11.
- Nielsen, A. (2016). [Concept-based learning in clinical experiences: Bringing theory to clinical education for deep learning](#). *Journal of Nursing Education*, 55(7), 365–371. doi:10.3928/01484834-20160615-02
- Nilsen, P. (2015). [Making sense of implementation theories, models and frameworks](#). *Implementation Science*, 10, 53. http://doi.org/10.1186/s13012-015-0242-0
- Norman, V., Rossillo, K., & Skelton, K. (2016). [Creating healing environments through the theory of caring \[PDF\]](#). *AORN Journal*, 104(5), 401–409. doi:10.1016/j.aorn.2016.09.006
- Numminen, O., Leino-Kilpi, H., Isoaho, H., & Meretoja, R. (2015). [Ethical climate and nurse competence – Newly graduated nurses' perceptions \[PDF\]](#). *Nursing Ethics*, 22(8), 845–859. doi:10.1177/0969733014557137
- Repo, H., Vahlberg, T., Salminen, L., Papadopoulos, I., & Leino-Kilpi, H. (2017). [The cultural competence of graduating nursing students](#). *Journal of Transcultural Nursing*, 28(1), 98–107. doi:10.1177/1043659616632046
- Rittle, C. (2015). [Multicultural nursing: Providing better employee care](#). *Workplace Health & Safety*, 63(12), 532–538. doi:10.1177/2165079915590503

- Russell-Babin, K., & Wurmser, T. (2016). [Transforming care through top-of-license practice.](#) *Nursing Management*, 47(5), 24–28.
- Schuettner, K. A., Van Sell, S. L., & Sheriff, S. (2015). [Nursing administration degree as the foundation of practice for future nurse managers.](#) *Nurse Leader*, 13(4), 86–97. doi:10.1016/j.mnl.2014.12.004
- Slatyer, S., Coventry, L. L., Twigg, D., & Davis, S. (2016). [Professional practice models for nursing: A review of the literature and synthesis of key components.](#) *Journal of Nursing Management*, 24(2), 139–150. doi:10.1111/jonm.12309
- Speakman, E., & Arenson, C. (2015). [Going back to the future: What is all the buzz about interprofessional education and collaborative practice?.](#) *Nurse Educator*, 40(1), 3–4. doi:10.1097/NNE.0000000000000104
- Tahan, H. M., Rivera, R. R., Carter, E. J., Gallagher, K. A., Fitzpatrick, J. J., & Manzano, W. M. (2016). [Evidence-based nursing practice: The PEACE framework.](#) *Nurse Leader*, 14(1), 57–61. doi:10.1016/j.mnl.2015.07.012
- Taylor, M. R. S. (2016). [Impact of advocacy initiatives on nurses' motivation to sustain momentum in public policy advocacy.](#) *Journal of Professional Nursing*, 32(3), 235–245. doi:10.1016/j.profnurs.2015.10.010
- Visovsky, C., McGhee, S., Jordan, E., Dominic, S., & Morrison-Beedy, D. (2016). [Planning and executing a global health experience for undergraduate nursing students: A comprehensive guide to creating global citizens.](#) *Nurse Education Today*, 40, 29–32. doi:10.1016/j.nedt.2016.01.008
- Westrick, S. J., & Jacob, N. (2016). [Disclosure of errors and apology: Law and ethics.](#) *The Journal for Nurse Practitioners*, 12(2), 120–126. doi:10.1016/j.nurpra.2015.10.007
- Winland-Brown, J., Lachman, V. D., & Swanson, E. O. (2015). [The new 'code of ethics for nurses with interpretive statements' \(2015\): Practical clinical application, Part I.](#) *Medsurg Nursing*, 24(4), 268–271.
- Wong, F. K. Y., Liu, H., Wang, H., Anderson, D., Seib, C., & Molasiotis, A. (2015). [Global nursing issues and development: Analysis of world health organization documents.](#) *Journal of Nursing Scholarship*, 47(6), 574–583. doi:10.1111/jnu.12174
- Xue, Y., & Intrator, O. (2016). [Cultivating the role of nurse practitioners in providing primary care to vulnerable populations in an era of health-care reform.](#) *Policy, Politics, & Nursing Practice*, 17(1), 24–31. doi:10.1177/1527154416645539
- Young, J., Landstrom, G., Rosenberger, S., Guidroz, A. M., & Albu, A. (2015). [Leading nursing into the future: Development of a strategic nursing platform on a system level.](#) *Nursing Administration Quarterly*, 39(3), 239–246. doi:10.1097/NAQ.0000000000000107

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor

for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Gonzalez, J. S., Ruiz, C. S., & Gutierrez, A. G. (2016). [International appraisal of nursing culture and curricula: A qualitative study of Erasmus students](https://www.hindawi.com/journals/scientifica/2016/6354045/). *Scientifica*, 2016, 1–6. Retrieved from <https://www.hindawi.com/journals/scientifica/2016/6354045/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Benjamin, M., & Curtis, J. (1992). *Ethics in nursing* (3rd ed.). New York, NY: Oxford University Press.
- Lachman, V. D. (Ed.). (2006). *Applied ethics in nursing*. New York, NY: Springer.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association of College of Nurses. (2011). [Tool kit for cultural competence in master's and doctoral nursing education \[PDF\]](#). Retrieved from

<http://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/Cultural-Competency-Grad-Tool-Kit.pdf?ver=2017-05-18-143552-180>

- American Association of College of Nurses. (2015). [Enhancing diversity in the workforce](#). Retrieved from <http://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity>
- American Nurses Association. (n.d.). [Policy & advocacy](#). Retrieved from <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy>

Unit 1 >> The Structure of Contemporary Nursing Knowledge

Introduction

It is important for graduate nurses, as a collective group, to understand what they know. To build this understanding, it is important to comprehend the structure of nursing knowledge.

Nursing knowledge has five components:

1. The metaparadigm.
2. Philosophies.
3. Conceptual models.
4. Theories.
5. Empirical indicators.

Developed by Fawcett and DeSanto-Madeya (2013), these five components, as a whole, are known as the holarchy of nursing knowledge and each represents a different level of abstraction.

The metaparadigm is the worldview of the nursing profession. Philosophies are used to question and search for an understanding about the existence and experiences of human beings. Philosophies provide the foundation for conceptual models, grand theories, and middle-range theories. Conceptual models are used to communicate relationships between concepts in the nursing profession.

In nursing practice and research, the use of conceptual models is vital to how nursing exists in the development of new care practices (Fawcett & DeSanto-Madeya, 2013). Theories are concepts designed to guide nursing practice; the goal is to improve it. Empirical indicators are very concrete and specific ways to measure a concept (Butts, 2015).

References

Butts, J. B. (2015). Components and levels of abstraction in nursing knowledge. In J. B. Butts & K. L. Rich (Eds.), *Philosophies and theories for advanced practice nursing* (2nd ed., pp. 87–108). Burlington, MA: Jones & Bartlett.

Fawcett, J., & DeSanto-Madeya, S. (2013). *Contemporary nursing knowledge: Analysis and evaluation of nursing models and theories* (3rd ed.). Philadelphia, PA: F. A. Davis.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following. These articles will help you prepare for the discussion in this unit, as well as the Unit 4 assignment:

- Clarke, P. N., & Fawcett, J. (2016). [Nursing knowledge driving person-centered care](#). *Nursing Science Quarterly*, 29(4), 285–287. doi:10.1177/0894318416661110
- Daly, J., Speedy, S., & Jackson, D. (2015). [Leadership & nursing: Contemporary perspectives \(2nd ed.\)](#). St. Louis, MO: Elsevier.
 - Pages 117–128.
- DeVon, H. A., Rice, M., Pickler, R. H., Krause-Parello, C. A., & Richmond, T. S. (2016). [Setting nursing science priorities to meet contemporary health care needs](#). *Nursing Outlook*, 64(4), 399–401. doi:10.1016/j.outlook.2016.05.007
- Milton, C. L. (2015). [Ethics and the politics of advancing nursing knowledge](#). *Nursing Science Quarterly*, 28(2), 112–114. doi:10.1177/0894318415571607
- Molesworth, M., & Lewitt, M. (2016). [Preregistration nursing students' perspectives on the learning, teaching and application of bioscience knowledge within practice](#). *Journal of Clinical Nursing*, 25(5/6), 725–732. doi:10.1111/jocn.13020

u01s1 - Learning Components

- Evaluate options for closing specific gaps in care.
- Recognize the current gaps in practice using appropriate assessment tools.

u01s2 - Kaltura Media

In preparation for recording PowerPoint presentations using Kaltura Media or similar software in the assignments in Units 4 and 9, complete the following:

- If you have not already done so, set up and test your headset and microphone, using the installation instructions provided by the manufacturer.
- Practice using the headset to ensure the audio and visual quality is sufficient.
- Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and/or uploading your media in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u01d1 - Your Vision of Nursing Evidence-Based Practice

In today's health care, there is a need to use research to develop evidence-based practice to have a positive impact on patient outcomes and the quality of patient care that is delivered in the health care organizations across the country. Nursing is at the forefront of these changes and development of research and evidence-based practices. If there were no limitation in resources, what is your vision for the best possible health care delivery system?

With the requirements for discussion posts found in the Faculty Expectations message (FEM) in mind, provide an outline of your vision and then:

- Express how research and evidence would improve the patient outcomes in your health care system.
- Explain how the evidence and research illustrates the ways in which your health care system would improve coverage and population health to bring the ultimate wellness to the U.S. population.
- Show how the evidence would explain how your system would maximize the benefits of interprofessional collaboration and how that would influence health outcomes.
- Include the assumptions (things that you are taking for granted) that are underlying your vision for the best possible health care system. Include national policies and regulations that might need to be changed or amended to institute your health care system.
- Identify your own knowledge gaps and areas of uncertainty that make it difficult for you to propose an improved health care system in the United States.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. In your response, assume the role of a critic who would not approve your colleague's proposed health care system:

- State what role you are playing in your response, including the job title of your persona.
- Provide evidence that suggests that your colleague's proposed health care system would not improve coverage, patient outcomes, or population outcomes.
- Note any additional national policies or regulations that stand in the way of your colleague's proposed system.
- Use evidence to question your colleague's assumptions or uncover unstated assumptions.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u01d1 - Learning Components

- Evaluate options for closing specific gaps in care.
- Identify and discuss factors that influences how you view yourself and others.
- Propose at least one solution for the identified conflict that can be applied to an assessment and plan of care for a specific population.

Unit 2 >> The Evolving Roles of the Graduate Nurse

Introduction

The role of the graduate nurse has expanded significantly in the last few decades. A graduate nurse has the opportunity to impact health care in a dynamic way. The MSN degree track will prepare you to specialize in a nursing field of interest, foster professional growth, and be a step in achieving further advanced certifications or a doctoral nursing degree. The role of the graduate nurses is ever changing due to the changing environment of health care. It is important that nurses keep abreast of the changes and prepare for the future of the ever-changing roles in nursing.

A few examples of career paths for graduate nurses include:

- Gerontology consultant.
- Clinical nurse leader.
- Nurse educator.

- Nurse specialist.
- Pediatric nurse.

The graduate nurse has many choices when it comes to practice settings:

- Practice within a physician group.
- Educational institutions.
- Community health settings.

The graduate nurse can impact health care on a local, national, or global level. You have chosen an ideal time to pursue an advanced degree in nursing. You have many exciting opportunities.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion in this unit, as well as the Unit 4 assignment:

- Dreifuerst, K. T., McNelis, A. M., Weaver, M. T., Broome, M. E., Draucker, C. B., & Fedko, A. S. (2016). [Exploring the pursuit of doctoral education by nurses seeking or intending to stay in faculty roles](#). *Journal of Professional Nursing*, 32(3), 202–212.
doi:10.1016/j.profnurs.2016.01.014
- Elliott, N., Begley, C., Sheaf, G., & Higgins, A. (2016). [Barriers and enablers to advanced practitioners' ability to enact their leadership role: A scoping review](#). *International Journal of Nursing Studies*, 60, 24–45. doi:10.1016/j.ijnurstu.2016.03.001
- Kleinpell, R. M., Faut-Callahan, M., Carlson, E., Llewellyn, J., & Dreher, M. (2016). [Evolving the practitioner–teacher role to enhance practice–academic partnerships: A literature review](#). *Journal of Clinical Nursing*, 25(5/6), 708–714. doi:10.1111/jocn.13017
- Masters, K. (2016). [Integrating quality and safety education into clinical nursing education through a dedicated education unit](#). *Nurse Education in Practice*, 17, 153–160.
doi:10.1016/j.nepr.2015.12.002
- Taylor, M. R. S. (2016). [Impact of advocacy initiatives on nurses' motivation to sustain momentum in public policy advocacy](#). *Journal of Professional Nursing*, 32(3), 235–245.
doi:10.1016/j.profnurs.2015.10.010
- Xue, Y., & Intrator, O. (2016). [Cultivating the role of nurse practitioners in providing primary care to vulnerable populations in an era of health-care reform](#). *Policy, Politics, & Nursing Practice*, 17(1), 24–31. doi:10.1177/1527154416645539

u02s1 - Learning Components

- Identify and discuss factors that influences how you view yourself and others.
- Assess the relevance and credibility of information sources.

u02d1 - Leadership, Safety, and Quality Within Organizations

Advanced roles in nursing have been on the rise all over the world in the last few decades. These roles range from nurse practitioners to nurse executives. In most cases, these new advanced roles fall into one of three categories of clinical practice, education, and leadership. Nurse leaders who practice in educational and health care organizations are expected to implement up-to-date information and best practices with the click of a mouse. In addition, the nursing leader is tasked with meeting immediate needs of the organization, using interdisciplinary and collaborative approaches to create an optimal patient experience.

For this discussion, write a letter to a consultant who has been hired to improve patient safety and quality of care in your organization, taking care to adhere to the guidelines for discussion posts in the FEM. In your letter:

- Cite contemporary literature that identifies one nursing leadership issue that impacts patient safety and quality of care in your organization.
- Explain how the issue is currently being addressed within your organization.
- Explain how you think it might be better addressed in your organization. What are the current needs?
- Include the questions or uncertainties you have about how this issue should be addressed in your organization.
- Include the national standard or benchmark used to address this issue, based on the evidence-based literature and/ or governmental or regulatory strategies.
- Identify who is responsible in your organization for implementing an agreed-upon plan to effectively manage the issue.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. In your response, take on the role of the consultant who has been hired to focus on the issues raised in your colleague's post.

- How important is the issue that your colleague raised?

- What barriers are typical when addressing this issue?
- What risks might be encountered when addressing this issue? What are the risks of not addressing this issue?
- What assumptions can you identify in your colleague's statements? How should those assumptions be verified or investigated?
- What inferences or conclusions can you draw from your colleague's statements?

If possible, provide additional resources or a new perspective that will help your classmate be more effective as a leader in this situation. Finally, as the consultant on this issue, what advice can you provide?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u02d1 - Learning Components

- Identify at least one real or potential conflict that may influence how you deliver care to a group.
- Apply the principles of effective composition.
- Determine how specific practice changes will be legal and ethically beneficial for quality patient outcomes.

Unit 3 >> Global Diversity in Nursing Practice

Introduction

The ease and convenience of travel has led to global diversity and multicultural work environments. In the United States, there is an increase in population diversity each year. Global diversity provides significant opportunities for graduate nurses; there is a huge demand for nurses with advanced skills who can manage diverse, multifarious, and acutely ill patient populations.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion in this unit, as well as the Unit 4 assignment:

- Bradbury-Jones, C., & Clark, M. (2017). [Globalisation and global health: Issues for nursing](#). *Nursing Standard*, 31(39), 54–63. doi:10.7748/ns.2017.e10797
- Hitchins, M. (2015). [New challenges in a global healthcare environment](#). *Australian Nursing and Midwifery Journal*, 23(1), 14.
- Kraft, M., Kästel, A., Eriksson, H., & Hedman, A. R. (2017). [Global nursing—A literature review in the field of education and practice](#). *Nursing Open*, 4(3), 122–133. doi:10.1002/nop2.79
- National League for Nursing. (2016). [NLN releases a vision for achieving diversity and meaningful inclusion in nursing education](#). *Nursing Education Perspectives*, 37(3), 186. doi:10.1097/01.NEP.0000000000000018
- Visovsky, C., McGhee, S., Jordan, E., Dominic, S., & Morrison-Beedy, D. (2016). [Planning and executing a global health experience for undergraduate nursing students: A comprehensive guide to creating global citizens](#). *Nurse Education Today*, 40, 29–32. doi:10.1016/j.nedt.2016.01.008
- Wong, F. K. Y., Liu, H., Wang, H., Anderson, D., Seib, C., & Molasiotis, A. (2015). [Global nursing issues and development: Analysis of world health organization documents](#). *Journal of Nursing Scholarship*, 47(6), 574–583. doi:10.1111/jnu.12174

Optional – Readings

You may choose to review the following:

- American Association of College of Nurses. (2015). [Enhancing diversity in the workforce](#). Retrieved from <http://www.aacnnursing.org/News-Information/Fact-Sheets/Enhancing-Diversity>

u03s1 - Learning Components

- Evaluate personal assumptions and beliefs about culture and diversity.
- Discuss the personal conflicts you have noted in your interactions with others regarding culture and diversity.

u03s2 - Assignment Preparation

In Unit 4, you will complete the Autoethnography of Culture and Diversity Presentation assignment.

In preparation for this assignment, take time this week to create an idea map. Since the assignment is a presentation that is a visual representation of your thoughts, the map will help you see how your thoughts connect and how you can sort through your ideas. This process will enhance the structure and focus of your presentation as you begin organizing it next week.

In the center of your idea map, write your topic and draw a circle around it. When you come up with a new thought, jot it down, draw a circle around it, and draw a line to show how it connects to the topic in the center or the other ideas you have written down. Examine your main ideas, and see if you can think of other ones that connect to them. Remember, at this stage, you do not have to worry about having too many ideas. In fact, an abundance of ideas is a good thing. You will not be using all of them in your presentation—just the best ones.

Review the Unit 4 assignment instructions for the elements and questions that should be included and answered in your idea map.

Also review the Autoethnography of Culture and Diversity Scoring Guide to understand the grading criteria for this assignment.

You will use Kaltura Media or similar software to record this presentation.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Disability Services](#)

[Using Kaltura \[PDF\]](#)

u03s2 - Learning Components

- Prepare to complete the Autoethnography of Culture and Diversity assignment.

u03d1 - Global Diversity in Health Care

With the increasing changes in health care, nursing is practicing in new and emerging transnational contexts in response to the global health issues that have emerged in today's health care environment. It is important that nursing understand these contexts and act proactively to the changes in globalization by applying advanced skills to help manage the complex issues. Think about global diversity in health care from an organizational, communications, state-level, or a national-level perspective.

In your post:

- Be sure to follow the discussion post guidelines in the FEM.
- Identify a gap in practice within a specific patient population, drawing on your readings or other academic literature. Provide and cite evidence to show this gap exists.
- Cite literature that explains the forces or existing systems that cause or maintain this gap in global diversity in health care.
- Discuss how the existing systems be could be changed, or what system could be developed to support a change in practice to close the gap? How might you address the gap? Provide and cite evidence to show that your suggested approach could be successful in addressing this gap.
- Include the potential problems you see with your suggested approach.
- Include additional information you would need to answer this question more thoroughly.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. As you contemplate your response, consider the following questions:

- What causes a gap in practice?
- How do we identify gaps in practice?
- How do we develop or sustain organizational systems that support, change, or enhance positive patient outcomes?
- What questionable assumptions can you uncover in your colleague's post? Cite evidence to support your questions.
- What additional suggestions would you propose, if you and your colleague were to work together to address this gap in practice? Provide and cite evidence to show that your suggestions could be successful in addressing this gap.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Discuss the personal assumptions and beliefs you have regarding other cultures and diverse population groups.
- Identify and discuss factors that influences how you view yourself and others.
- Apply the principles of effective composition.

Unit 4 >> Culture in Nursing Practice

Introduction

In this unit, you will begin a discussion on a complex issue called culture. Culture can be defined in many different ways. The definition being used for this unit is a dominant set of beliefs, assumptions, myths, values, tolerated behaviors, and learned responses that unite a group (American Nurse Today, n.d.). Depending on the context, culture can take on multiple meanings. It is important to be able to understand how the culture of nursing can be viewed by the internal and external stakeholders.

Nursing culture can be shaped by multiple internal and external factors such as barriers to communication between the organization and front-line nursing personnel. The leadership of the organization has a critical role in affecting the organizational culture as well influencing the culture of nursing within the organization (Strategies for Nurse Managers.com, n.d.).

References

Strategies for Nurse Managers.com. (n.d.). How can I improve the nursing culture on my unit?. Retrieved from http://www.strategiesfornursemanagers.com/expert_content/247289.cfm#

American Nurse Today. (n.d.). Nursing culture: Time for a paradigm shift. Retrieved from <https://www.americannursetoday.com/blog/nursing-culture-time-for-a-paradigm-shift/>

Learning Activities

u04s1 - Studies

Readings

Use the Capella library and the Internet to read the following. These articles will help you prepare for the discussion as well as the assignment in this unit:

- Allan, H. T., & Westwood, S. (2015). [White British researchers and internationally educated research participants: Insights from reflective practices on issues of language and culture in nursing contexts](#). *Journal of Research in Nursing*, 20(8), 640–652.
doi:10.1177/1744987115618236
- Halpern, K. J., McKinnon, R., Okolo, A. N., Sanzio, T. M., & Dolan, C. (2016). [A medication error and legislation designed to punish: The American Association of Nurse Attorneys defends just culture in nursing](#). *The Journal for Nurse Practitioners*, 12(2), 109–112.
doi:10.1016/j.nurpra.2015.10.018
- Henderson, E. M., & Fletcher, M. (2015). [Nursing culture: An enemy of evidence-based practice? A focus group exploration](#). *Journal of Child Health Care*, 19(4), 550–557.
doi:10.1177/1367493514530956
- Marzilli, C. (2014). [Concept analysis of culture applied to nursing](#). *Creative Nursing*, 20(4), 227–233. doi:10.1891/1078-4535.20.4.227
- Gonzalez, J. S., Ruiz, C. S., & Gutierrez, A. G. (2016). [International appraisal of nursing culture and curricula: A qualitative study of Erasmus students](#). *Scientifica*, 2016, 1–6. Retrieved from <https://www.hindawi.com/journals/scientifica/2016/6354045/>

u04s1 - Learning Components

- Examine various alternatives in health assessments delivering a culturally and ethnically holistic plan of care for specific individuals, groups and communities.
- Recognize the current gaps in practice using appropriate assessment tools.
- Assess the relevance and credibility of information sources.

u04a1 - Autoethnography of Culture and Diversity Presentation

Background and Instructions

In this assignment, you will develop a presentation that is a reflection and analysis of your personal knowledge, background, traditions, culture, perceptions, and beliefs regarding culture and diversity. You will develop a PowerPoint presentation and record it using Kaltura Media or similar software, using the qualitative research method called autoethnography.

Autoethnography is a qualitative research approach of self-reflection exploring your personal experience and helps link your autobiographical story to a wider cultural, political, and social meanings and understandings.

For this presentation:

- Include your ethnicity, cultural influences, traditions, beliefs, and values.
- Include the factors that influenced how you view yourself and others. For example:
 - Background.
 - Experiences.
 - Cultural traditions.
 - Belief systems.
 - Parental, family, relationship, or workplace factors.
 - Education.
 - Other beliefs.
- Address the following:
 - How do these factors influence how you view yourself and your interactions with others? Identify relevant culture and diversity issues related to this question.
 - What personal assumptions and beliefs do you have regarding other cultures and diverse population groups?
 - Do you feel they have they affected your nursing practice? Explain.
- Discuss the personal conflicts you have noted in your interactions with others regarding culture and diversity.
- Identify at least one real or potential conflict that may influence how you deliver care to a group. If you cannot identify any personal conflicts, choose one you have observed.
- Discuss how this conflict might affect the application of truly competent care for a specific cultural group, or all groups.
- Propose at least one solution for the identified conflict that can be applied to an assessment and plan of care for a specific population. Circle and highlight this solution. You will be using it in upcoming assignments.

Grading Criteria

The numbered items below correspond to the grading criteria in this assignment's scoring guide. The sub-bullets are there as a guide for how you can work to ensure that you meet each scoring guide criterion.

1. Assess personal assumptions and beliefs regarding culture and diversity (Competency 2).
 - Evaluate personal assumptions and beliefs about culture and diversity.
 - Describe you own ethnicity, cultural influences, traditions, beliefs, and values.
 - Identify and discuss factors that influences how you view yourself and others.
 - Discuss the personal assumptions and beliefs you have regarding other cultures and diverse population groups.

2. Explain potential personal conflicts of interest that may impact culturally competent care (Competency 2).
 - Consider and describe how these factors have affected how you view yourself and your interactions with others, paying particular attention to culture and diversity issues.
 - Discuss the personal conflicts you have noted in your interactions with others regarding culture and diversity.
 - Identify at least one real or potential conflict that may influence how you deliver care to a group.
3. Apply nursing theories and models to professional practice, contributing to the effective use of assessments that help build a foundation for decision making (Competency 3).
 - Examine various alternatives in health assessments delivering a culturally and ethnically holistic plan of care for specific individuals, groups, and communities.
 - Propose at least one solution for the identified conflict that can be applied to an assessment and plan of care for a specific population.
4. Integrate current and emerging knowledge of disease management to provide patient-centered, evidence-based care to individuals, families, and communities (Competency 3).
 - Recognize the current gaps in practice using appropriate assessment tools.
 - Determine how specific practice changes will be legal and ethically beneficial for quality patient outcomes.
 - Evaluate options for closing specific gaps in care.
5. Write following APA style for in-text citations, quotes, and references.
 - Determine the proper application of APA formatting requirements and scholarly writing standards.
 - Apply the principles of effective composition.
6. Write clearly and logically with correct use of spelling, grammar, punctuation, and mechanics.
 - Determine the proper application of the rules of grammar and mechanics.
 - Assess the relevance and credibility of information sources.

Submission Requirements

Present the topic to your Capella colleagues in a short Kaltura (or similar software) presentation that is no longer than 5 minutes in length. The presentation should consist of no more than 10 PowerPoint slides, which should include the following:

- A narrated Kaltura presentation of your PowerPoint slides.
- The full PowerPoint presentation as a separate .ppt or .pptx file, including speaker's notes in the slides.
 - The speaker's notes will act as a transcript for your presentation.

When finished, paste the Kaltura link to your presentation in the assignment comment box, and include the full PowerPoint presentation (with speaker's notes for the slides) as an attachment. You may submit the assignment only once, so make sure all the components are present before submitting.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Resources

[APA Style Paper Tutorial \[DOCX\]](#)

[Using Kaltura \[PDF\]](#)

[Disability Services](#)

[APA Style Paper Template \[DOCX\]](#)

[Nursing Masters \(MSN\) Research Guide](#)

[APA Style and Format](#)

u04d1 - Evidence-Based Practice in Worldwide Health Care Systems

Improving the quality of health care is completed by understanding the evidence behind nursing activities by questioning the aspects of current care practices and improving the quality of care based on new evidence. The use of evidence-based practice to enhance the quality of care is an industry standard. There are barriers to implementing this practice. Time is one of the key elements to why front-line nurses do not seek evidence to support their patient-care practices. A lack of incentives and an inadequate infrastructure have also been cited as barriers to implementation. Nursing leadership has the chance to be practice change agents and develop an evidence-based practice culture in the organization.

Following the guidelines for discussion posts in the FEM, reflect upon the best evidence-based practices used in health care systems worldwide. In your post, identify the health care systems that

you consider to be the best systems worldwide for changing the culture to an evidence-based practice environment, citing evidence that supports that claim.

- What makes these health care systems so important to overall the uses of evidence-based practice to influence a new culture in nursing?
- What lessons can be learned from other health systems with the most effective programs, and how might other health systems apply these lessons?
- What are the barriers to the health systems applying those lessons?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. As you contemplate your response, consider the following questions:

- What might be the positive consequences, locally and globally, if the health care system applies the lessons learned as suggested by your colleague?
- Are there possible negative consequences, if a health care organization applies these lessons, as suggested by your colleague? What are they?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u04d1 - Learning Components

- Discuss the personal assumptions and beliefs you have regarding other cultures and diverse population groups.
- Consider and describe how personal conflicts and assumptions have affected how you view yourself and your interactions with others, paying particular attention to culture and diversity issues.
- Propose at least one solution for the identified conflict that can be applied to an assessment and plan of care for a specific population.
- Apply the principles of effective composition.

Unit 5 >> Exploring Cultural Competencies in Nursing

Introduction

In this unit, you will explore cultural competency and its application to nursing practice. You will analyze your own ideas about cultural competency, as well as how you might apply cultural competency skills in your practice. Nurses take care of patients with various backgrounds and cultures. To provide culturally competent care, nurses must relate to the patients.

Knowing about the clients' culture can help nurses plan their care appropriately. In this unit, you will also investigate the ethical and legal issues that are involved with cultural competency and patient care. In addition, you will evaluate your own strategies for becoming culturally competent.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion in this unit, as well as the Unit 6 assignment:

- DeWilde, C., & Burton, C. W. (2017). [Cultural distress: An emerging paradigm](#). *Journal of Transcultural Nursing*, 28(4), 334–341. doi:10.1177/1043659616682594
- Garneau, A. B., & Pepin, J. (2015). [Cultural competence: A constructivist definition](#). *Journal of Transcultural Nursing*, 26(1), 9–15. doi:10.1177/1043659614541294
- Mennenga, H. A. (2016). [In our own "campus-yard": A creative approach to learning about culture](#). *Nurse Educator*, 41(4), 169–170.
- Milton, C. L. (2016). [Ethics and defining cultural competence: An alternative view](#). *Nursing Science Quarterly*, 29(1), 21–23. doi:10.1177/0894318415614624
- Repo, H., Vahlberg, T., Salminen, L., Papadopoulos, I., & Leino-Kilpi, H. (2017). [The cultural competence of graduating nursing students](#). *Journal of Transcultural Nursing*, 28(1), 98–107. doi:10.1177/1043659616632046
- Rittle, C. (2015). [Multicultural nursing: Providing better employee care](#). *Workplace Health & Safety*, 63(12), 532–538. doi:10.1177/2165079915590503

Optional – Readings

You may choose to review the following:

- American Association of College of Nurses. (2011). [Tool kit for cultural competence in master's and doctoral nursing education \[PDF\]](#). Retrieved from

u05s1 - Learning Components

- Describe how you would apply and integrate external ethical standards to your own decision making as you contemplate your strategy.
- Understand the importance of linking theory, research, and practice.
- Understand the translation of evidence into practice.

u05s2 - Assignment Preparation

In Unit 6, you will complete the Ethical Analysis assignment. For this, you will need to develop a scholarly paper presenting an ethical analysis of an issue that demonstrates your ability to understand the ethical and leadership complexities that exist for nursing leaders in a health care setting.

Review the Ethical Analysis assignment instructions and scoring guide to understand the requirements and grading criteria for this assignment.

u05s2 - Learning Components

- Prepare to complete the Ethical Analysis assignment.

u05d1 - A Vision of Culturally Competent Care

Today, providing patient-centered, culturally competent care is a common goal across the health care setting. To be culturally competent is important for nurses to critically evaluate their personal and culturally based beliefs to improve health disparities and relationships.

Resources are among the many components that must be considered when contemplating a new vision of culturally competent patient care within a health care organization. For this discussion, develop a vision for culturally competent care within a health care organization to help improve the quality of care, being sure to follow the guidelines for discussion posts in the FEM.

- What are the most critical resource issues with respect to your vision of culturally competent care?
- How might you represent them as opportunities to support how we change and deliver care, if you are going to explain these issues to a legislator or another policy maker?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. As you contemplate your response, consider the following questions:

- What would be the positive consequences, if your colleague's vision for culturally competent care were put into place?
- What would be the negative consequences?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u05d1 - Learning Components

- Clarify personal and professional values and beliefs that impact decision making and professional behaviors.
- Assess the relevance and credibility of information sources.
- Apply leadership skills to facilitate and foster group consensus to promote optimal care outcomes.

Unit 6 >> Ethical Considerations in Nursing Practice

Introduction

Ethics plays an integral role in nursing practice. Nurses are responsible for providing nursing services and health care that are appropriate and responsive to the public's trust and patients' rights. For instance, the principles of ethics are used to guide nursing practice in patient privacy, treatment, research, informed consent, and decision making. In this unit, you will explore basic ethical principles.

As a graduate nurse, when ethical dilemmas arise, you should be prepared to function within your scope of practice and allocate appropriate resources to the patient. In this unit, you will explore how ethical principles are incorporated into your nursing practice. You will also analyze ethical theories and best practices.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion as well as the assignment in this unit:

- Grace, S., Innes, E., Patton, N., & Stockhausen, L. (2017). [Ethical experiential learning in medical, nursing and allied health education: A narrative review](#). *Nurse Education Today*, 51, 23–33. doi:10.1016/j.nedt.2016.12.024
- Jang, H. J., Allerton, M., & Scruth, E. A. (2017). [Ethical considerations in caring for persons living with human immunodeficiency virus](#). *Clinical Nurse Specialist*, 31(1), 8–11. doi:10.1097/NUR.0000000000000262
- Lachman, V. D. (2016). [Ethical concerns in medical-surgical nursing](#). *MedSurg Nursing*, 25(6), 429–432.
- Milliken, A., & Grace, P. (2017). [Nurse ethical awareness: Understanding the nature of everyday practice](#). *Nursing Ethics*, 24(5), 517–524. doi:10.1177/0969733015615172
- Momennasab, M., Koshkaki, A. R., Torabizadeh, C., & Tabei, S. Z. (2016). [Nurses' adherence to ethical codes: The viewpoints of patients, nurses, and managers](#). *Nursing Ethics*, 23(7), 794–803. doi:10.1177/0969733015583927
- Numminen, O., Leino-Kilpi, H., Isoaho, H., & Meretoja, R. (2015). [Ethical climate and nurse competence – Newly graduated nurses' perceptions \[PDF\]](#). *Nursing Ethics*, 22(8), 845–859. doi:10.1177/0969733014557137
- Winland-Brown, J., Lachman, V. D., & Swanson, E. O. (2015). [The new 'code of ethics for nurses with interpretive statements' \(2015\): Practical clinical application, Part I](#). *MedSurg Nursing*, 24(4), 268–271.
- Lachman, V. D., Swanson, E. O., & Winland-Brown, J. (2015). [The new 'code of ethics for nurses with interpretive statements' \(2015\): Practical clinical application, Part II](#). *MedSurg Nursing*, 24(5), 363–366, 368.

Optional – Readings

You may choose to review the following:

- Benjamin, M., & Curtis, J. (1992). *Ethics in nursing* (3rd ed.). New York, NY: Oxford University Press.
- Lachman, V. D. (Ed.). (2006). *Applied ethics in nursing*. New York, NY: Springer.

u06s1 - Learning Components

- Clarify personal and professional values and beliefs that impact decision making and professional behaviors.
- Understand how ethical perspectives are developed and integrated into nursing practice.
- Understand how you would apply and integrate external ethical standards to your own decision making as you contemplate your strategy.
- Identify how theoretical perspectives may influence health care for diverse populations.

u06a1 - Ethical Analysis

Background and Instructions

In this assignment, you will present an ethical analysis, based upon your course readings and other sources of scholarly evidence, of an issue that demonstrates your ability to understand the ethical and leadership complexities that exist for nursing leaders in a health care setting.

You will describe a situation you might face as a nurse leader and analyze its ethical implications. While you are free to choose the situation you will analyze, the following are examples of situations appropriate for this assignment:

1. A hospital leaves it up to individual nurses to initiate palliative care decisions.
2. An increase in hostility and horizontal violence among staff.
3. ER staff is experiencing moral distress related to administrative decisions involving staffing levels and experience.
4. Hospital management is urging nursing staff to be more proactive in encouraging the use of advance directives.

For this assignment, construct a scholarly paper in which you:

- Describe the situation you will address.
- Analyze the ethical challenge presented by this situation.
- Analyze implications for patient outcomes and safety.

- Analyze the stakeholders that have an interest in this issue and discuss each stakeholder's frame of reference. Be aware of the politics or sociodynamics of diverse groups with their own sets of needs and agendas.
- Analyze other theories and models from biopsychosocial, public health, and other disciplines other than nursing to address the ethical question.
- Review the literature for sources that can help illuminate this issue for you, and incorporate these insights into your analysis. Cite at least five sources, current within the last 5 years.

Be sure to write clearly, accurately, and professionally, incorporating sources appropriately according to current APA style guidelines.

Grading Criteria

The numbered items below correspond to the grading criteria in this assignment's scoring guide. The sub-bullets are there as a guide for how you can work to ensure that you meet each scoring guide criterion.

1. Analyze the ethical challenges presented by the selected situation (Competency 3).
 - Describe how you would apply and integrate external ethical standards to your own decision making as you contemplate your strategy.
 - Clarify personal and professional values and beliefs that impact decision making and professional behaviors.
2. Analyze implications for patient outcomes and safety in the selected situation (Competency 3).
 - Discuss ethical issues related to access to care allocation of resources, and global inequity in health care.
 - Analyze the implications of ethical issues for patient outcomes and safety.
 - Analyze how ethical perspectives are developed and integrated into nursing practice.
 - Apply leadership skills to facilitate and foster group consensus to promote optimal care outcomes.
3. Apply scientific findings from biopsychosocial and public health science to nursing practice. (Competency 1).
 - Determine theories and models most applicable to current nursing practice.
 - Understand the translation of evidence into practice.
 - Explain how theoretical perspectives may influence health care for diverse populations.
 - Explore major theories and frameworks for translating research into clinical practice.
4. Explain how scientific findings from other disciplines can be integrated into nursing practice. (Competency 1).
 - Examine the connection of models, theories, and research from alternative disciplines.
 - Articulate the importance of linking theory, research, and practice.
 - Apply theoretical frameworks to clinical application.

5. Write following APA style for in-text citations, quotes, and references.
 - Determine the proper application of APA formatting requirements and scholarly writing standards.
 - Apply the principles of effective composition.
6. Write clearly and logically with correct use of spelling, grammar, punctuation, and mechanics.
 - Determine the proper application of the rules of grammar and mechanics.
 - Assess the relevance and credibility of information sources.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Effectively integrate research into your submission, with correct format, grammar, punctuation, and mechanics. Ensure submission is free of errors that detract from the overall message.
- **Length of paper:** Your ethical analysis must be 3–5 pages long, double spaced, excluding the cover page and references.
- **References:** Include at least five scholarly sources to support your opinions and ideas with correct in-text citations, and a reference list.
- **Formatting:** Format resources and citations according to current APA style and formatting guidelines.
 - Write in third person.
 - Include cover page, introduction, body, conclusion, and reference page.
 - Use APA level 1, 2, and 3 headings as needed.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[Nursing Masters \(MSN\) Research Guide](#)

[APA Style and Format](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Style Paper Template \[DOCX\]](#)

u06d1 - Cultural and Ethical Considerations of Improvement

As a professional nurse leader, you are tasked with applying current standards, obtaining key stakeholder buy-in to process change, and applying evidence-based strategies to maximize patient safety and improve outcomes in an ethical and culturally competent manner.

In your post, thoroughly describe an ethical situation or dilemma that you have experienced or are experiencing in your workplace. Be sure to follow the FEM guidelines as you develop your post.

- What is the nature of the ethical issue?
- Who are the stakeholders?
- What are the facts of the case?
 - Impartially present two or more distinct perspectives on this ethical situation or dilemma, with sufficient detail, support, and justification for each perspective such that the reader cannot determine what your own perspective might be.
- What are your knowledge gaps, unknowns, missing information, unanswered questions, or areas of uncertainty?
- What are the actual or potential impacts to patient safety and outcomes?

Be sure to cite standards or evidence-based strategies that could be applied in this situation. How might the dilemma be resolved?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. As you contemplate your response, consider the following questions:

- Was your colleague able to present the dilemma impartially (without favoring or discounting any of the different perspectives), or were you able to uncover their personal perspective?
- How do you think the dilemma should be resolved, based on the evidence presented by your colleague?

Suggest a resource that could be helpful in resolving the issue.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u06d1 - Learning Components

- Clarify personal and professional values and beliefs that impact decision making and professional behaviors.
- Discuss ethical issues related to access to care allocation of resources, and global inequity in health care.
- Analyze the implications of ethical issues for patient outcomes and safety.

Unit 7 >> Legal and Regulatory Principles in Nursing Practice

Introduction

One vital function for professional nurses to understand is how politics, policy making, and power relationships can influence the health care environment. Disconnects among these entities can cause a disruption in how health care is delivered, such as lack of access to care or the potential for patient safety concerns as a result of political or power maneuvering. It is important for graduate nurses to be aware of public policy and its influences on health outcomes.

In this unit, you will examine health and public policy as it relates to clinical practice and education at the local, state, and national levels. As a nurse, you should be familiar with health care reform and its impact on the health care environment. In this unit, you will explore socioeconomic forces that impact the way health care is delivered and received in our global environment. It is important to assess the cultural, economic, political, and societal expectations inherent in our current and future nursing and health care environment. In addition, you will explore avenues to strengthen nurses' legislative skills in their practice to change health policy.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion in this unit, as well as the Unit 9 assignment:

- Balestra, M. (2016). [The antivaccine movement: Legal implications for nurse practitioners](#). *The Nurse Practitioner*, 41(11), 12–14. doi:10.1097/01.NPR.0000476371.27491.20

- Brous, E. (2016). [Legal considerations in telehealth and telemedicine](#). *American Journal of Nursing*, 116(9), 64–67. doi:10.1097/01.NAJ.0000494700.78616.d3
- Dolan, C. (2017). [Moral, ethical, and legal decision-making in controversial NP practice situations](#). *The Journal for Nurse Practitioners*, 13(2), e57–e65. doi:10.1016/j.nurpra.2016.10.017
- Dols, J. D., Muñoz, L. R., Martinez, S. S., Mathers, N., Miller, P. S., Pomerleau, T. A., . . . White, S. (2017). [Developing policies and protocols in the age of evidence-based practice](#). *The Journal of Continuing Education in Nursing*, 48(2), 87–92. doi:10.3928/00220124-20170119-10
- [Ethical-legal issues and disruptive behavior](#). (2015). *The South Carolina Nurse*, 22(3), 14–15.
- Westrick, S. J., & Jacob, N. (2016). [Disclosure of errors and apology: Law and ethics](#). *The Journal for Nurse Practitioners*, 12(2), 120–126. doi:10.1016/j.nurpra.2015.10.007

u07s1 - Learning Components

- Examine evidence-based practice within the nursing profession.
- Assess the relevance and credibility of information sources.
- Examine evidence-based practices and evaluation designed appropriately for culturally diverse populations.

u07d1 - Policies and Evidence-Based Practice Guidelines

Nursing leaders have a vital function of understanding and implementing policies and procedures within their organizations. It is also important to have an understanding of political, legal, and regulatory policies at the national, state, and local levels and their impact on clinical practice and patient outcomes.

With the inclusion of evidence-based practice, policies, protocols, and procedures are now updated when new evidence is available to support a change in practice guidelines. In this discussion, examine a current policy, procedure, or protocol in your organization or an organization of interest. Address the following points in your discussion as you address this policy, procedure, or protocol and the evidence-based practice to support the current practice guidelines.

Following the FEM guidelines, for the policy, procedure, or protocol addressed in this discussion, present and cite references for two evidence-based strategies whereby a nurse leader obtains key stakeholder buy-in and proactively and collaboratively implements organizational change.

- What can make these changes enforceable and sustainable?

- What are the legal and regulatory considerations that influence change?
- What are the assumptions on which the strategies and considerations are based?
- What risks are associated with these strategies?
- How well do you think the evidence-based strategies that you cited would work in your organization?
- What are the challenges and opportunities facing the nurse leader implementing change?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. As you consider your response, consider the following questions:

- What has been your own experience with the issues and strategies that your colleague explained in his or her post?
- What factors or problems does it seem that your colleague may not have considered?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u07d1 - Learning Components

- Discuss the translation of evidence to enhance quality improvement in clinical settings.
- Integrate evidence-based practices and evaluation designed appropriately for culturally diverse populations.
- Discuss the literature regarding application of transcultural nursing theory in practice.
- Apply the principles of effective composition.

Unit 8 >> Evidence-Based Practice in Nursing

Introduction

In this unit, you will explore and define what evidence-based practice is and what it is not. You will gain knowledge needed to differentiate theory from evidence-based practice. This unit provides insight into the importance of evidence-based practice for organizations and graduate nurses. Nurses need to understand the tools that promote evidence-based practice.

In this unit, you will explore the different evidence-based practice models that are used to improve patient and health care outcomes in practice settings. In addition, you will identify strategies to implement evidence-based practice, as well as the barriers to using evidence-based practice in the clinical practice.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion in this unit, as well as the Unit 9 assignment:

- Crabtree, E., Brennan, E., Davis, A., & Coyle, A. (2016). [Improving patient care through nursing engagement in evidence-based practice](#). *Worldviews on Evidence-Based Nursing*, 13(2), 172–175. doi:10.1111/wvn.12126
- Leung, K., Trevena, L., & Waters, D. (2016). [Development of a competency framework for evidence-based practice in nursing](#). *Nurse Education Today*, 39, 189–196. doi:10.1016/j.nedt.2016.01.026
- Mackey, A., & Bassendowski, S. (2016). [The history of evidence-based practice in nursing education and practice](#). *Journal of Professional Nursing*, 33(1), 51–55. doi:10.1016/j.profnurs.2016.05.009
- Mick, J. (2017). [Call to action: How to implement evidence-based nursing practice](#). *Nursing*, 47(4), 36–43. doi:10.1097/01.NURSE.0000513603.03034.5c
- Neil, H. P. (2015). [Nursing liability and evidence-based practice](#). *MedSurg Nursing*, 24(5), S10–S11.
- Tahan, H. M., Rivera, R. R., Carter, E. J., Gallagher, K. A., Fitzpatrick, J. J., & Manzano, W. M. (2016). [Evidence-based nursing practice: The PEACE framework](#). *Nurse Leader*, 14(1), 57–61. doi:10.1016/j.mnl.2015.07.012

u08s1 - Learning Components

- Examine evidence-based practice within the nursing profession.
- Assess the relevance and credibility of information sources.
- Understand the translation of evidence to enhance quality improvement in clinical settings

u08s2 - Assignment Preparation

In Unit 9, you will develop a Cultural Competence In-Service Presentation assignment. This presentation will be geared to developing cultural competence for a multidisciplinary interprofessional collaboration between nursing and other health care providers.

There are three parts to this assignment. Review the Cultural Competence In-Service Presentation assignment instructions and scoring guide to understand the requirements and grading criteria for this assignment.

Some things you should start considering include:

- An appropriate population to apply a cultural competency framework of practice to work with.
 - Attitudes toward health care.
 - Health care needs.
 - Key characteristics.
 - Language.
 - Traditions.
 - Values.
- The practice setting that the in-service will be delivered in, as well as the context for your cultural competency framework.
 - Audience.
 - Culture of organization.
 - Staff demographics of organization.
 - Training needs.
 - Type of care organization.

You will use Kaltura Media or similar software to record this presentation.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Using Kaltura \[PDF\]](#)

[Disability Services](#)

- Prepare to complete the Cultural In-Service Presentation assignment,

u08d1 - Integrating Evidence-Based Practice in Health Care Delivery Systems

Evidence-based practices have been proven to assist clinicians in providing optimal and improved patient care outcomes. Translating research to practice is a key component of developing evidence-based practice. This translation is a combination of the competencies of knowledge, skills, and attributes to make the necessary professional judgments to transform evidence into clinical practice.

If there were no resource limitations within your clinical organization, what is your vision for the integration of evidence-based practice into the health care delivery system?

Following the FEM guidelines, provide a general outline of your vision and then:

- Use evidence to show that your integration of evidence-based practice into the health system would improve patient outcomes.
- Use evidence to show the incorporation of evidence-based practices within the health system would increase coverage and population health to bring the ultimate in wellness and disease prevention.
- Use evidence to explain how your system would maximize the benefits of evidence-based practices with interprofessional collaboration, and how that would benefit health outcomes.
- State the assumptions (things that you are taking for granted) underlying your vision for the best possible health care system.
 - Include national policies and regulations that might need to be changed or amended to fully institute your vision of evidence-based practice within your health care system.
- Identify your own knowledge gaps and areas of uncertainty that make it difficult for you to propose an improved health care system using evidence-based practices.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. In your response, take the role of a critic who would not approve your colleague's proposed change to using evidence-based practice to translate research into practice within your organization:

- State the role you are playing in your response, including the job title of your persona.
- Provide evidence that suggests that your colleague's proposed changes within the organization would not improve coverage, patient outcomes, or population outcomes.
- Note any additional national or regulations that stand in the way of your colleague's proposed changes.

- Use evidence to question your colleague's assumptions or uncover unstated assumptions.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u08d1 - Learning Components

- Identify the importance of linking theory, research, and practice.
- Recognize how cultural and generational perspectives may vary across the life span.
- Apply the principles of effective composition.

Unit 9 >> Integrating Nursing Models, Theories, and Research in Graduate Practice

Introduction

Nursing knowledge is fundamental to the mission of the profession, and is predicated on conceptual models and theories. The use and integration of models and theories provides a systematic approach to nursing practice, research, and education. The challenge for nursing leaders is to put models and theories into practice (Nilsen, 2015).

Nursing theories and models have been taught in all aspects of nursing education for many years, there is still a poor integration of theories and models into practice to help increase the quality of care and improve patient outcomes (Ahtisham & Jacoline, 2015). In this unit, you will discover approaches for closing the gap for the integration of theories and models into practice.

References

Ahtisham, Y., & Jacoline, S. (2015). Integrating nursing theory and process into practice; Virginia's Henderson need theory. *International Journal of Caring Services*, 8(2), 443–450.

Nilsen, P. (2015). Making sense of implementation theories, models and frameworks. *Implementation Science*, 10, 53.

Learning Activities

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion as well as the assignment in this unit:

- Bender, M., Williams, M., Su, W., & Hites, L. (2017). [Refining and validating a conceptual model of clinical nurse leader integrated care delivery \[PDF\]](#). *Journal of Advanced Nursing*, 73(2), 448–464. doi:10.1111/jan.13113
- Canada, A. N. (2016). [Probing the relationship between evidence-based practice implementation models and critical thinking in applied nursing practice](#). *The Journal of Continuing Education in Nursing*, 47(4), 161–168. doi:10.3928/00220124-20160322-05
- Glassman, K. S. (2016). [Developing and implementing a professional practice model](#). *Nursing Science Quarterly*, 29(4), 336–339. doi:10.1177/0894318416662928
- Nilsen, P. (2015). [Making sense of implementation theories, models and frameworks](#). *Implementation Science*, 10, 53. <http://doi.org/10.1186/s13012-015-0242-0>
- Nielsen, A. (2016). [Concept-based learning in clinical experiences: Bringing theory to clinical education for deep learning](#). *Journal of Nursing Education*, 55(7), 365–371. doi:10.3928/01484834-20160615-02
- Norman, V., Rossillo, K., & Skelton, K. (2016). [Creating healing environments through the theory of caring \[PDF\]](#). *AORN Journal*, 104(5), 401–409. doi:10.1016/j.aorn.2016.09.006
- Slatyer, S., Coventry, L. L., Twigg, D., & Davis, S. (2016). [Professional practice models for nursing: A review of the literature and synthesis of key components](#). *Journal of Nursing Management*, 24(2), 139–150. doi:10.1111/jonm.12309
- Lee, S. E., Vincent, C., & Finnegan, L. (2017). [An analysis and evaluation of the theory of unpleasant symptoms](#). *Advances in Nursing Science*, 40(1), E16–E39. doi:10.1097/ANS.000000000000141

u09s1 - Learning Components

- Examine how health care service delivery and nursing care may differ among diverse populations.
- Identify how cultural roles impact health care delivery among diverse populations and caregivers.
- Apply theory to a particular multicultural situation.
- Examine solutions for personal conflicts of interest that can be applied to an assessment and a plan of care for specific population groups.

u09a1 - Cultural Competence In-Service Presentation

Background and Instructions

Cultural competency is a fundamental process that nurses use to gather information, assess needs, and plan actions. For this assignment, you will build upon some of your previous coursework by designing an in-service program for nurses and other health care workers, in the form a PowerPoint presentation and present it your fellow learners using Kaltura Media or similar software.

The in-service program will focus on the provision of culturally competent health care for your chosen population. The purpose of this assignment is to design a professional development in-service program for nurses and other health care workers. The program will focus on the provision of culturally competent health care, based on the identified health care need for your chosen population. Your professional development program will discuss three parts:

- **Part 1** – Provides a review and summary of your chosen cultural population group.
- **Part 2** – Applies cultural competence framework as a framework for your in-service presentation for nurses and other health care workers.
- **Part 3** – Provides plan for implementation of a cultural competence program for nurses and other health care workers.

For this assignment, create a PowerPoint presentation (not more than seven slides) that includes the three parts given below.

Part 1: Overview and Cultural Background of Population Group

In this part:

- Examine your chosen cultural population group, including its key characteristics, language, cultural traditions, beliefs and values, and attitudes toward health care. This section of your assignment should emphasize the importance of cultural competence for this particular population.
- Discuss identified health care needs and concerns specific to your chosen population, including predispositions toward any diseases or health care issues.
- Define the health care need or concern you have chosen to base your professional development program on, and discuss the implications of each area to this need.

Part 2: Application of Cultural Competence Framework

In this part:

- Explain how you will use a culturally competent framework for your professional development program.
- Evaluate how the identified health care need is being met by current health care system.
- Assess what cultural and traditional needs are not currently being met by the health care system.
- Assess how culturally competent communication and collaboration can be promoted among health care workers.

Part 3: Plan for Implementation of Cultural Diversity and Inclusion In-Service Presentation

In this part:

- Discuss how you would implement this professional development program, including a time frame.
- Identify resources needed, including personnel if needed.
- Analyze influences of support and challenges for implementation of this program in this practice setting.
- Strategize how you can overcome obstacles and challenges and maximize strengths and opportunities.
- Discuss a plan for evaluation of your program.

Grading Criteria

The numbered items below correspond to the grading criteria in this assignment's scoring guide. The sub-bullets are there as a guide for how you can work to ensure that you meet each scoring guide criterion.

1. Examine the chosen cultural population group, including its key characteristics, language, cultural traditions, beliefs and values, and attitudes toward health care (Competency 2).
 - Apply a cultural theory to a select population.
 - Examine the interrelationships between nursing culture and cultural norms, traditions, and beliefs of others.
 - Recognize how cultural and generational perspectives may vary across the lifespan.
2. Apply scientific findings as a framework for a cultural competence presentation for nurses and other health care professionals (Competency 1).
 - Examine a culturally competent health care model or plan for specific individuals, groups, or communities.
 - Discuss how health care service delivery and nursing care may differ among diverse populations.

3. Create a plan for implementation of a cultural competence presentation for nurses and other health care workers (Competency 1).
 - a. Analyze personal assumptions and beliefs regarding culture and diversity.
 - b. Propose solutions for personal conflicts of interest that can be applied to an assessment and a plan of care for specific population groups.
4. Assess what cultural and traditional needs are not currently being met by the health care system (Competency 2).
 - o Apply theory to a particular multicultural situation.
 - o Recognize key factors regarding cultural competency.
5. Assess how culturally competent communication and collaboration can be promoted among health care workers (Competency 2).
 - o Integrate evidence-based practices and evaluation designed appropriately for culturally diverse populations.
 - o Discuss how cultural roles impact health care delivery among diverse populations and caregivers.
6. Analyze influences of support and challenges for implementation of this program in this practice setting (Competency 3).
 - o Discuss the translation of evidence to enhance quality improvement in clinical settings.
 - o Identify the importance of linking theory, research, and practice.
 - o Discuss the literature regarding application of transcultural nursing theory in practice.
7. Identify resources needed, including personnel if needed (Competency 3).
 - o Examine evidence-based practice within the nursing profession.
 - o Assess the health care needs and characteristics of a chosen population to create key guidelines for culturally competent health care.
8. Write following APA style for in-text citations, quotes, and references (Competency 4).
 - o Determine the proper application of APA formatting requirements and scholarly writing standards.
 - o Apply the principles of effective composition.
9. Write clearly and logically with correct use of spelling, grammar, punctuation, and mechanics (Competency 4).
 - o Determine the proper application of the rules of grammar and mechanics.
 - o Assess the relevance and credibility of information sources.

Submission Requirements

Present the topic to your Capella colleagues in a short Kaltura presentation (or similar software) that is no longer than 15 minutes in length. Your PowerPoint presentation should consist of 15–20 slides.

You will want to include the following in in your assignment submission:

- A narrated Kaltura presentation of your PowerPoint slides.
- The full PowerPoint presentation as a separate .ppt or .pptx file, including speaker's notes in the slides.
 - The speaker's notes will act as a transcript for your presentation.

When finished, paste the Kaltura link to your presentation in the assignment comment box, and include the full PowerPoint presentation (with speaker's notes for the slides) as an attachment. You may submit the assignment only once, so make sure all the components are present before submitting.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Resources

[APA Style Paper Tutorial \[DOCX\]](#)

[Nursing Masters \(MSN\) Research Guide](#)

[Using Kaltura \[PDF\]](#)

[Disability Services](#)

[APA Style and Format](#)

[APA Style Paper Template \[DOCX\]](#)

u09d1 - Nursing Theory and Pragmatic Adequacy

Nursing knowledge spans such areas as nursing models and theories, as well as relevant research and case studies related to those models and theories. Both research and case studies can help to guide practice implementation of nursing knowledge. Using the resources, select a nursing theory of your choice. Evaluate whether or not your chosen theory meets the pragmatic adequacy criterion in

Lee, Vincent, and Finnegan's 2017 article, "An Analysis and Evaluation of the Theory of Unpleasant Symptoms." Follow the guidelines in the FEM and use the questions below to help guide your evaluation.

- Are education and special skill training required before applying the theory in practice?
- Has the theory been applied in the real world of nursing practice?
- Is it generally feasible to implement assessment tools and intervention protocols based on the theory?
- Does the practitioner have the legal ability to implement and measure the effectiveness of theory-based practical activities?
- Are the theory-based practical activities compatible with public and health care systems expectations for nursing practice?
- Do the theory-based practical activities lead to favorable outcomes?
- Is the application of theory-based practical activities designed so that comparisons can be made between outcomes of use of the theory and outcomes in the same situation when the theory was not used?
- Are outcomes measured in terms of problem-solving effects of the theory?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. As you develop your response, consider the following:

- What assumptions underlie your colleague's position on the theory addressed in his or her post?
- What sources can you cite that offer a different perspective on the theory or model?
- What additional sources can you cite that lend support to your colleague's position?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[An Analysis and Evaluation of the Theory of Unpleasant Symptoms](#)

u09d1 - Learning Components

- Discuss the translation of evidence to enhance quality improvement in clinical settings.
- Identify the importance of linking theory, research, and practice.

- Assess the relevance and credibility of information sources.
- Discuss the literature regarding application of transcultural nursing theory in practice.
- Apply the principles of effective composition.

Unit 10 >> Future of Competent Nursing Practice in Health Care Organizations

Introduction

In this unit, you will focus on the future of nursing practice within our health care organizations. Nurse educators, nursing students, and nurse leaders all have the same question on their minds: where is the professional of nursing heading in the years to come? In the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health*, it calls for nurses to:

- Be able to function to the full extent of their education.
- Include a revision of the education system to allow a seamless progression to be able to achieve higher education.
- Include interprofessional collaboration into patient-centered care.
- Increase and improve the analysis of data to influence health care policy and procedures.

In the United States, we have a chance to transform health care. It is important that nurses be at the forefront of pending legislative changes to our health care policy. This includes collaborating interprofessionally to develop policies and procedures that can help ensure accessible care and improved outcomes (Bleich, 2011).

Reference

Bleich, M. R. (2011). IOM report, The future of nursing: Leading change, advancing health: Milestones and challenges in expanding nursing science. *Research in Nursing & Health*, 34(3), 169–170.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to read the following. These articles will help you prepare for the discussion in this unit:

- Gray, A. (2016). [Advanced or advancing nursing practice: What is the future direction for nursing?](#) *British Journal of Nursing*, 25(1), 8–13. doi:10.12968/bjon.2016.25.1.8
- Hulatt, I. (2015). [Mindfulness for practice nursing: Fad, fantasy or the future?](#) *Practice Nursing*, 26(8), 408. doi:10.12968/pnur.2015.26.8.408
- Mazhindu, D. M., Griffiths, L., Pook, C., Erskine, A., Ellis, R., & Smith, F. (2016). [The nurse match instrument: Exploring professional nursing identity and professional nursing values for future nurse recruitment.](#) *Nurse Education in Practice*, 18, 36–45. doi:10.1016/j.nepr.2016.03.006
- Russell-Babin, K., & Wurmser, T. (2016). [Transforming care through top-of-license practice.](#) *Nursing Management*, 47(5), 24–28.
- Schuettner, K. A., Van Sell, S. L., & Sheriff, S. (2015). [Nursing administration degree as the foundation of practice for future nurse managers.](#) *Nurse Leader*, 13(4), 86–97. doi:10.1016/j.mnl.2014.12.004
- Speakman, E., & Arenson, C. (2015). [Going back to the future: What is all the buzz about interprofessional education and collaborative practice?](#) *Nurse Educator*, 40(1), 3–4. doi:10.1097/NNE.0000000000000104
- Young, J., Landstrom, G., Rosenberger, S., Guidroz, A. M., & Albu, A. (2015). [Leading nursing into the future: Development of a strategic nursing platform on a system level.](#) *Nursing Administration Quarterly*, 39(3), 239–246. doi:10.1097/NAQ.0000000000000107

Optional – Readings

You may choose to review the following:

- American Nurses Association. (n.d.). [Policy & advocacy](#). Retrieved from <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy>

u10s1 - Learning Components

- Examine how you would apply and integrate external ethical standards to your own decision making as you contemplate your strategy.
- Identify leadership skills to facilitate and foster group consensus to promote optimal care outcomes
- Identify personal assumptions and beliefs about culture and diversity.
- Identify the importance of linking theory, research, and practice.
- Understand the personal conflicts you have noted in your interactions with others regarding culture and diversity.

u10d1 - Self- and Course Reflection

There is power in self-reflection at all levels of nursing. In this discussion, integrate information from the unit readings about the future of advanced nursing practice as you explain how you have met and will use each of the course competencies:

1. Apply scientific findings from nursing, biopsychosocial fields, public health, quality improvement, and organizational science for the continuing improvement of nursing across diverse settings.
2. Evaluate the various factors that impact the delivery of culturally competent health care.
3. Evaluate practice-based and evidence-based interventions to improve health care outcomes for individuals, populations, and systems.
4. Communicate in a manner that is consistent with the expectations for a nursing professional.

Follow the FEM guidelines and provide examples of how the learning activities and assignments in this course helped you develop each of these competencies.

In addition, address the following questions:

- What insights have you gained that will help you better apply the scientific findings from nursing and other disciplines to improve patient outcomes within diverse settings?
- How can you apply what you have learned in your professional practice with regard to cultural competence and determining how to apply culturally competent patient care within your organization?
- What lessons learned from your experience to evaluate evidence-based and practice-based practices to improve patient outcomes?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. As you contemplate your response, consider the following questions:

- Were your colleague's experiences with this course similar to or different from, yours?
- Have you noticed any general themes or patterns emerge in your colleague's responses to the discussion questions?
- What suggestions might you offer regarding additional resources or support related to evidence-based practice and providing culturally competent patient care?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

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