

## Syllabus

### Course Overview

Learners in this course gain and demonstrate knowledge of the scope and standards of practice for care coordination. The standards include knowledge of assessments, nursing diagnosis, outcomes identifications, planning, implementation, evaluation, ethics, education, research, and evidence-based practice, performance improvement, communications, leadership, collaboration, professional practice evaluation, resource utilization, and awareness of the multiple factors in the environment. In addition, you will develop an understanding of the importance of interprofessional teams in care coordination process.

### Audiovisual Recording Activity

In this course, you will be required to record an audio or video presentation, using Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool. To record your presentation, you will need a built-in or external webcam and microphone. See Unit 3 for more information about this activity, and make sure you set up and test your equipment before beginning the assignment.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### APA Style Resources

Capella uses the current edition of the *Publication Manual of the American Psychological Association* (commonly referred to as the APA manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. Please see Capella's [APA Module](#) for more information.

### MSN Practicum and Capstone

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN6030 – MSN Practicum and Capstone. In preparation for MSN6030, review the [MSN Practicum](#) page and begin the application process. Your site and preceptor should be approved well before you start your practicum course (at least 2–3 months).

The review process may take up to two weeks, so please ensure your program progression is not delayed by submitting all requirements as soon as possible for review and approval.

During your MSN Practicum and Capstone course, you will be required to submit multiple artifacts and documents for successful course completion. This may include items such as time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

Capella partners with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practicum or internship. CORE ELMS, hereafter referred to as CORE, provides a safe and secure repository to house forms and other course work that requires visibility and input from third parties (such as preceptors).

While you will still be submitting assessments to faculty via the MSN courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignment carefully for directions and contact faculty with any questions.

### Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

#### Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

#### Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

### Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

### Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

### Course Competencies

(Read Only)

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

- 1 Analyze clinical priorities for a specific population that can influence health outcomes in the care coordination process.
- 2 Evaluate potential services and resources available for specific populations that are a part of the care coordination process.
- 3 Create an effective interprofessional collaboration strategy for improving population health care outcomes as a care coordination process.
- 4 Propose a care coordination process for a specific population using the scope and standards of practice for care coordination.
- 5 Communicate effectively as a scholar-practitioner to inform best practice.

### Course Prerequisites

Prerequisite(s): MSN6610.

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## Syllabus >> Course Materials

### Required

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

### 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.

- American Academy of Ambulatory Care Nursing. (2016). [\*Scope and standards of practice for registered nurses in care coordination and transition management\*](#). Pitman, NJ: Author.
- Arthur, K. C., Mangione-Smith, R., Burkhart, Q., Parast, L., Hangsheng Liu, Elliott, M. N., ... Schneider, E. C. (2018). [Quality of care for children with medical complexity: An analysis of continuity of care as a potential quality indicator](#). *Academic Pediatrics*, 18(6), 670–676.
- Cramm, J. M., & Nieboer, A. P. (2018). [Validation of an instrument for the assessment of patient-centred care among patients with multimorbidity in the primary care setting: The 36-item patient-centred primary care instrument](#). *BMC Family Practice*, 19(143), 1–10.
- Figueroa, J. F., Feyman, Y., Zhou, X., & Maddox, K., J. (2018). [Hospital-level care coordination strategies associated with better patient experience](#). *BMJ Quality & Safety*, 27(10), 844–851.
- Gombolay, M., Yang, X. J., Hayes, B., Seo, N., Liu, Z., Wadhwanian, S., ... Shah, J. (2018). [Robotic assistance in the coordination of patient care](#). *International Journal of Robotics Research*, 37(10), 1300–1316.
- Greenblatt, J. (2018). [Collaborative care for adolescent depression in pediatric mental health care \[Supplement, Pt. 8.2\]](#). *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(10S), S12–S13.
- Izquierdo, A., Ong, M., Jones, F., Jones, L., Ganz, D., & Rubenstein, L. (2018). [Engaging African American veterans with health care access challenges in a community partnered care coordination initiative: A qualitative needs assessment](#). *Ethnicity & Disease*, 28(Suppl. 2), 475–484.
- Khayat-zadeh-Mahani, A., Nolte, E., Sutherland, J., & Forest, P-G. (2018). [International experiments with different models of allocating funds to facilitate integrated care: A scoping review protocol](#). *BMJ Open*, 8(11), 1–7.
- Kinchin, I., Jacups, S., Mann, J., Quigley, R., Harvey, D., Doran, C. M., & Strivens, E. (2018). [Efficacy and cost-effectiveness of a community-based model of care for older patients with complex needs: A study protocol for a multicentre randomised controlled trial using a stepped wedge cluster design](#). *Trials*, 19(668), 1–10.
- Kurosaka, A. (2018). [Care coordination between the nephrology nurse and the payor: Working together to bridge the gaps in care for patients with kidney disease](#). *Nephrology Nursing Journal*, 45(5), 451–454.
- Marrone, S. R. (2018). [Perioperative accountable care teams: Improving surgical team efficiency and work satisfaction through interprofessional collaboration](#). *Journal of Perioperative Practice*, 28(9), 223–230.
- Martin, M. A., Perry-Bell, K., Minier, M., Glasgow, A. E., & Van Voorhees, B. W. (2018). [A real-world community health worker care coordination model for high-risk children](#). *Health Promotion Practice*, 20(3), 409–418.
- Melan, K., Amant, F., Veronique-Baudin, J., Joachim, C., & Janky, E. (2018). [Fertility preservation healthcare circuit and networks in cancer patients worldwide: What are the issues?](#) *BMC Cancer*, 18(192), 1–9.
- NAICS. (2019). [Care transition bundle outlines seven strategies](#). *Hospital Case Management*, 27(4).

- Nash, D., Robertson, M. M., Penrose, K., Chamberlin, S., Robbins, R. S., Braunstein, S. L., . . . Irvine, M. K. (2018). Short-term effectiveness of HIV care coordination among persons with recent HIV diagnosis or history of poor HIV outcomes. *PloS One*, 13(9), 1–14.
- Norman, G. J., Wade, A. J., Morris, A. M., & Slaboda, J. C. (2018). Home and community-based services coordination for homebound older adults in home-based primary care. *BMC Geriatrics*, 18(1), 1–9.
- Parast, L., Burkhart, Q., Gidengil, C., Schneider, E. C., Mangione-Smith, R., Lion, C., . . . Elliott, M. N. (2018). Validation of new care coordination quality measures for children with medical complexity. *Academic Pediatrics*, 18(5), 581–588.
- Ross, A., Arnold, J., Gormley, A., Locke, S., Shanske, S., & Tardiff, C. (2019). Care coordination in pediatric health care settings: The critical role of social work. *Social Work in Health Care*, 58(1), 1–13.
- Schneider, J., Goddard, K. A. B., Muessig, K. R., Davis, J. V., Rope, A. F., Hunter, J. E., . . . Reiss, J. A. (2018). Patient and provider perspectives on adherence to and care coordination of Lynch syndrome surveillance recommendations: Findings from qualitative interviews. *Hereditary Cancer in Clinical Practice*, 16(1), 1–10.
- Schommer, J. C., Brown, L. M., Bortz, R., Cernasev, A., Gomaa, B. T., Hager, K. D., . . . Ranelli, P. L. (2018). An opportunity for pharmacists to help improve coordination and continuity of patient health care. *Pharmacy*, 6(3), 1–10.
- Sheaff, R. (2018). Achieving integrated care for older people: What kind of ship? [Comment on “Achieving integrated care for older people: Shuffling the deckchairs or making the system watertight for the future?”]. *International Journal of Health Policy and Management*, 7(9), 870–873.
- Soto, G. E., Huenefeldt, E. A., Hengst, M. N., Reimer, A. J., Samuel, S. K., Samuel, S. K., & Utts, S. J. (2018). Implementation and impact analysis of a transitional care pathway for patients presenting to the emergency department with cardiac-related complaints. *BMC Health Services Research*, 18(672), 1–10.
- Thomas, D. J., & Schoonover, H. (2019). Reducing readmission rates: A data-driven, multidisciplinary approach. *Healthcare Financial Management*, 73(4), 44–47.
- van Melle, M. A., van Stel, H. F., Poldervaart, J. M., de Wit, N. J., & Zwart, D. L. M. (2018). Measurement tools and outcome measures used in transitional patient safety: A systematic review. *PLoS One*, 13(6).
- West, A., Duggan, A. K., Gruss, K., & Minkovitz, C. S. (2018). Creating a measurement framework for service coordination in maternal and early childhood home visiting: An evidence-informed, expert process. *Children and Youth Services Review*, 89, 289–297.
- Williams, M. D., Asiedu, G. B., Finnie, D., Neely, C., Egginton, J., Finney Rutten, L. J., & Jacobson, R. M. (2019). Sustainable care coordination: A qualitative study of primary care provider, administrator, and insurer perspectives. *BMC Health Services Research*, 19(92), 1–10.
- Zazworsky, D., & Bower, K. (2016). Care coordination: Using the present to transform the future. *Nurse Leader*, 14(5), 324–328.

#### 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.

- Microsoft. (n.d.). Record a slide show with narration and slide timings. Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US>
- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (n.d.). Care management: Implications for medical practice, health policy, and health services research. Retrieved from <https://www.ahrq.gov/professionals/prevention-chronic-care/improve/coordination/caremanagement/index.html>
- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (n.d.). Crossing the global quality chasm: Improving health care worldwide. Retrieved from <https://psnet.ahrq.gov/resources/resource/32350>
- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (n.d.). Research tools and data. Retrieved from <https://www.ahrq.gov/research/index.html>

#### 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.

#### 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.

- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)*. <https://www.ed.gov/>
- U.S. Department of Health & Human Services. (n.d.). *Summary of the HIPAA privacy rule*. <https://www.hhs.gov/>

## Unit 1 >> Assessment of the Situation: Standards 1 and 2

### Introduction

Care coordination is considered the key to improving the health care system in the United States by promoting and integrating tools and methods to increase performance, quality, and patient safety. As care coordination professional, you know that well-designed, targeted care coordination delivered to the right people can improve outcomes for everyone: patients, providers, and payers. So while the need for care coordination is apparent, how do you manage the roadblocks within the U.S. health care system that must be overcome to provide safe, effective care? Where do we start? How do we move forward?

In this first unit, you will explore the importance of systematically determining how to assess the needs of individuals for care coordination. In addition, you learn about the analysis of data to determine diagnosis of issues you need to consider for care coordination.

### Learning Activities

#### u01s1 - Studies

### Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

The resources below relate to health needs assessments and nursing diagnoses to facilitate care of a patient, group, or population. They support the following course competency:

- Competency 1: Analyze clinical priorities for a specific population that can influence health outcomes in the care coordination process.

Read the following:

- American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.
  - Standard 1: Assessment.
  - Standard 2: Nursing Diagnoses.
- Izquierdo, A., Ong, M., Jones, F., Jones, L., Ganz, D., & Rubenstein, L. (2018). *Engaging African American veterans with health care access challenges in a community partnered care coordination initiative: A qualitative needs assessment*. *Ethnicity & Disease*, 28(Supp. 2), 475–484.
- Cramm, J. M., & Nieboer, A. P. (2018). *Validation of an instrument for the assessment of patient-centred care among patients with multimorbidity in the primary care setting: The 36-item patient-centred primary care instrument*. *BMC Family Practice*, 19(143), 1–10.

The Agency for Healthcare Research and Quality (AHRQ) is part of the U.S. Department of Health and Human Services (HHS), supporting research to help improve the quality of health care. The agency website hosts multiple studies and research articles on a wide range of current care coordination topics. Use the search function to locate one or two resources related to your practice specialty or area of interest that will enrich your understanding of care coordination.

- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (n.d.). *Research tools and data*. Retrieved from <https://www.ahrq.gov/research/index.html>

### Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [Academic Honesty and APA Style and Formatting](#).
- [APA Style and Format](#).
- [Introduction to the Writing Center](#).

## u01s2 - Using Kaltura

In preparation for recording your narrated presentation for the Unit 9 assignment, complete the following:

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

*Note:* If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

## u01d1 - Assessing Health in Patients and Populations

*Note:* For all discussions throughout the course, you are expected to follow the guidelines in the School of Nursing and Health Sciences Faculty Expectations Message (FEM).

For your initial discussion post, address the following:

- As you think about the assessment of any patient or population needs, where do you start and why?
  - Identify the top three needs you would initially assess in a selected patient or population.
  - Justify your choices and the order of priority.

Support your argument with specific details from your workplace or a health care setting with which you are familiar. Strengthen your post with references to academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u01d2 - Achieving Quality Patient Care Coordination

For this discussion, reflect on this unit's readings on patient assessment and respond to the following:

- What are important concepts to consider when developing a diagnosis and how does this support care coordination with the interprofessional care coordination team?
- Provide two examples of ways interdisciplinary communication and collaboration help the patient and the family achieve desired health goals.

Remember to refer to the guidelines in the FEM as you prepare your post. Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 2 >> Defining the Gap in Practice: Standards 3 and 4

### Introduction

Care coordination professionals are tasked with caring for people and populations in a myriad of health care scenarios. Along with providing direct care, you also teach and communicate about illness prevention, general health principles, and self-care. Your role is paramount in promoting higher standards of health and patient safety. Care coordination professionals are expected to identify outcomes specific to patients, groups, and populations across the care continuum. A key component of this work is developing a patient or population-centered care plan that identifies options and strategies designed to meet expected outcomes. In this unit, you will explore the use of care coordination measures and strategies designed to achieve expected outcomes in care coordination for patients, groups, and populations.

### Learning Activities

#### u02s1 - Studies

## Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

These resources provide additional context to the practice standards on outcome identification and planning. The readings support your mastery of this course competency:

- Competency 1: Analyze clinical priorities for a specific population that can influence health outcomes in the care coordination process.

Read the following:

- American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.
  - Standard 3: Outcomes Identification.
  - Standard 4: Planning.
- Arthur, K. C., Mangione-Smith, R., Burkhart, Q., Parast, L., Hangsheng Liu, Elliott, M. N., ... Schneider, E. C. (2018). *Quality of care for children with medical complexity: An analysis of continuity of care as a potential quality indicator*. *Academic Pediatrics*, 18(6), 670–676.
- Parast, L., Burkhart, Q., Gidengil, C., Schneider, E. C., Mangione-Smith, R., Lion, C., ... Elliott, M. N. (2018). *Validation of new care coordination quality measures for children with medical complexity*. *Academic Pediatrics*, 18(5), 581–588.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [Academic Honesty and APA Style and Formatting](#).
- [APA Style and Format](#).
- [Introduction to the Writing Center](#).

## u02s2 - Assignment Preparation

Your first assignment is due at the end of the next unit. You will develop a PICOT question that defines a gap in practice and write a 2–3 page executive summary presenting the key elements decision makers will need to make decisions.

This Capella library resource covers some of the basics of developing a PICOT question.

- [Evidence-Based Practice in Nursing & Health Sciences: PICOT Question Process](#).

You are encouraged to take time this week to prepare for the assignment by reviewing the guidelines and the scoring guide to ensure you understand the criteria and grading requirements. Contact your instructor with any questions or concerns.

## u02d1 - Importance of Outcome Identification

*Note:* The discussion questions in this unit are related.

### Part 1:

Standards 3 and 4 in the *Scope and Standards* text outline the requirements for expected health outcomes and patient and population-centered plan of care. Consider these standards along with the readings in this unit and respond to the following:

- What makes outcome identification central to being able to coordinate care?
- Discuss the requirements that must be met when writing outcome criteria.

Remember to follow the guidelines in the FEM as you prepare your post.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u02d2 - Strategies for Quality Outcomes



## Part 2:

Expand on the previous discussion questions by responding to the following:

- When planning care coordination what are strategies that can help the patient or population attain quality outcomes?
- To gain stakeholder support with care strategy development, how do you define a PICOT question that will show your stakeholders (including the interprofessional team and administrators) in one sentence what you want to achieve for enhanced care delivery?

Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 3 >> Creating Change: Standards 5a and 5b

### Introduction

Standards 5a and 5b from the *Scope and Standards of Practice for Registered Nurses in Care Coordination and Transition Management* address the delivery of care in the health care setting, along with educational strategies that promote individual, community, and population wellness. These kinds of strategies are needed to make sure patients and families experience seamless care from interprofessional teams across the health care spectrum.

In this unit, you will learn how to identify a plan and use selected educational strategies to affect outcomes in care coordination. You will also submit your first assignment: a precise narrative in the form of an executive summary in which you will define your ideas clearly and precisely to help develop and sustain stakeholder buy-in on a project designed to improve outcomes. The executive summary provides a brief and precise narrative of what you want to expedite for your improvement project.

### Learning Activities

#### u03s1 - Studies

## Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

This week's readings highlight AACN standards on coordination of care, health teaching, and health promotion. They also help support your understanding of two course competencies:

- Competency 1: Analyze clinical priorities for a specific population that can influence health outcomes in the care coordination process.
- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.

Read the following:

- American Academy of Ambulatory Care Nursing. (2016). [Scope and standards of practice for registered nurses in care coordination and transition management](#). Pitman, NJ: Author.
  - Standard 5a: Coordination of Care.
  - Standard 5b: Health Teaching and Health Promotion.
- Norman, G. J., Wade, A. J., Morris, A. M., & Slaboda, J. C. (2018). [Home and community-based services coordination for homebound older adults in home-based primary care](#). *BMC Geriatrics*, 18(1), 1–9.
- Kurosaka, A. (2018). [Care coordination between the nephrology nurse and the payor: Working together to bridge the gaps in care for patients with kidney disease](#). *Nephrology Nursing Journal*, 45(5), 451–454.
- Soto, G. E., Huenefeldt, E. A., Hengst, M. N., Reimer, A. J., Samuel, S. K., Samuel, S. K., & Utts, S. J. (2018). [Implementation and impact analysis of a transitional care pathway for patients presenting to the emergency department with cardiac-related complaints](#). *BMC Health Services Research*, 18(672), 1–10.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [Academic Honesty and APA Style and Formatting](#).
- [APA Style and Format](#).
- [Introduction to the Writing Center](#).

## Capella Resources

- [Disability Services](#).
- [Smarthinking](#).
- [ePortfolio](#).
  - This resource provides information about ePortfolio, including how to use the different features of the product.

### u03s2 - MSN Practicum

After completing all specialization courses in your MSN program, you will be eligible to enroll in your MSN Practicum. To prepare for this experience, review the [MSN Practicum](#) Campus page and begin the application, which will be submitted through a cloud-based experiential learning management system (ELMS). Your site and preceptor should be approved at least 2–3 months before you start your practicum course. If your site requires a formal affiliation agreement (see Affiliation Agreements on the MSN Practicum page), initiate this process as soon as possible. If your site requires an additional background check, drug screen, trainings, immunization status confirmations, or other additional steps, we will notify you and help you through this process.

All these steps may take several weeks to months to complete, so please ensure your program progression is not delayed by submitting all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

Capella has partnered with CORE Higher Education Group, to provide a cloud-based ELMS to support learners during practicum. CORE ELMS, hereinafter referred to as CORE, provides a safe and secure repository to house forms and other coursework requiring visibility and input from third parties (such as preceptors).

While you will still be submitting assignments to your instructor via your practicum courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions and contact your instructor with any questions.

### u03a1 - Defining a Gap in Practice: Executive Summary

## Assignment Summary

Develop a PICOT question that defines a gap in practice related to a specific population at the organizational, regional, or national level for care coordination. Write a 2–3 page executive summary (not including the title and reference pages). Include 4–6 scholarly sources on the reference page.

You are encouraged to formulate a PICOT question based on a clinical question from your field of expertise or reflective of a specialization or strong area of career interest.

## Grading Criteria

The numbered assignment instructions outlined below correspond to the grading criteria in the Defining a Gap in Practice: Executive Summary Scoring Guide, so be sure to address each point. You may also want to review the performance-level descriptions for each criterion to see how your work will be assessed.

1. Analyze clinical priorities for a specific population to effectively influence health outcomes with a care coordination process.
2. Apply a PICOT question to a gap in practice at the organizational, regional, or national level for care coordination.
  - What is the PICOT question?
  - Provide an explanation of the selected gap.
3. Evaluate the potential services and resources for care coordination that are currently available for use with the selected population.
4. Assess the type of care coordination intervention that would best fit to enhance evidence-based practice.
5. Summarize the selected nursing diagnosis to support the strategy for collaborative care to present to the interprofessional team to develop stakeholder understanding.
  - Present an assessment of the issue to start the process.
6. Explain the planning of the intervention and expected outcomes you want to achieve for the care coordination process using the scope and standards of practice for care coordination.
  - What are the planning steps for the intervention?
  - What expected outcomes you want to achieve?
7. Write content clearly and logically, with correct use of grammar, punctuation, and mechanics.

The audience for this presentation is an interprofessional team (includes people in the care coordination process and leadership who are approving the process). Your objective is to develop stakeholder understanding and acceptance.

## Additional Requirements

- **Written communication:** Write clearly, accurately, and professionally, incorporating sources appropriately.
- **APA guidelines:** Resources and citations are formatted according to current APA style. When appropriate, use APA-formatted headings.
- **Length:** 2–3 pages, double-spaced.
- **Font and font size:** Times Roman, 12 point.

**Portfolio Prompt:** You may choose to save your gap analysis to your ePortfolio.

### u03d1 - Implementation Strategies

For your initial discussion post, address the following:

- What are three implementation strategies for a care intervention that can support the attainment of outcomes?
- Now develop a PICOT question with one intervention to improve care for one type of population.

Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.

- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

#### Course Resources

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#### Graduate Discussion Participation Scoring Guide

## Unit 4 >> Evaluation and Ethics: Standards 6, 7, and 8

### Introduction

Ethical dilemmas, both large and small, are a constant in the health care system. Standard 7 of *Scope and Standards of Practice* requires care coordination professionals to apply ethical principles to safeguard patient rights. In practice settings, you constantly encounter questions, problems, and patient needs that require good clinical decision making skills. Historically, the health care team applied their knowledge and skills acquired from their education, institutional policies, and personal choice. But in today's health care setting, decisions are becoming more complex. Care coordination professionals must be able to integrate evaluations of expected outcomes with current evidence-based practices while maintaining ethical practices. In this unit, you will learn about evaluating and communicating with the interprofessional team to support care coordination strategies while considering ethical and evidence-based practices.

### Learning Activities

#### u04s1 - Studies

### Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

This week's readings address three standards; education, ethics and evaluation, and examine measurement tools for coordinated care. They will also contribute to your understanding of the following course competency:

- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.

Read the following:

- American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.
  - Standard 6: Evaluation.
  - Standard 7: Ethics.
  - Standard 8: Education.
- van Melle, M. A., van Stel, H. F., Poldervaart, J. M., de Wit, N. J., & Zwart, D. L. M. (2018). *Measurement tools and outcome measures used in transitional patient safety: A systematic review*. *PLoS One*, 13(6).
- West, A., Duggan, A. K., Gruss, K., & Minkovitz, C. S. (2018). *Creating a measurement framework for service coordination in maternal and early childhood home visiting: An evidence-informed, expert process*. *Children and Youth Services Review*, 89, 289–297.

#### u04s2 - Audiovisual Equipment Setup and Testing

## Audiovisual Equipment Setup and Testing

The course's remaining assignments require the use of audiovisual equipment and presentation software. It is a good idea to make sure you are well prepared and familiar with both the equipment and software well in advance of your assignment due date.

- To record the audio portion of your presentation, you will need a built-in or external microphone. If you choose to record a video of your presentation, you will need a webcam or other video camera.
- You may use Microsoft PowerPoint or other suitable presentation software to create your slides. If you elect to use an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.
- If you need help designing your presentation, you are encouraged to review the presentation resources provided for this assignment in the unit studies. These resources will help you to design an effective presentation, whether you choose to use PowerPoint or other presentation software.

If you have not already done so, set up and test your audiovisual equipment (microphone, webcam, and video camera) using the installation instructions provided by the manufacturer, to ensure the audio and video quality is sufficient. You have the option of either recording a voiceover track for your presentation or creating a video. In either case, you may use Kaltura Media or another technology of your choice for your audio or video recording.

If using Kaltura, refer to the [Using Kaltura](#) tutorial for directions on recording and uploading your video in the courseroom.

*Note:* If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### u04d1 - Evidence-Based Practice and Teamwork

For this discussion, answer the following question with the FEM guidelines in mind:

- What makes an evaluation of patient or population outcomes crucial when working with a care coordination interprofessional team?

Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u04d2 - Ethics in Health Care Delivery

As we all know, ethical practice should always be at the forefront of all decision making for care delivery. Standard 7 in the *Scope and Standards* text addresses the principles of professional codes of ethics that ensure individual rights in all areas of practice. However, it is important that care coordination professionals are aware that ethical ideas sometimes vary with culture and diversity. In this discussion, reflect on the competencies of Standard 7 and address the following:

- How might you encourage and guide the interprofessional team to stay focused on new evidence-based strategies within the content of culture and diversity?
- What communication strategies would you employ to ensure that information is conveyed in ways that diverse populations are able to comprehend?

Remember to refer to the guidelines in the FEM as you prepare your post. Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 5 >> Evidence-Based Performance: Standards 9 and 10

### Introduction

This unit addresses two very distinct standards practice standards: research and evidence-based practice, and performance improvement. Standard 9 emphasizes the integration of evidence based out comes to define effective best practice for all patients.

Standard 10 goes a step further, urging care coordination professionals to enhance current practice by using professional knowledge, systems thinking, and outcome driven care. Both standards take a global perspective of the care coordination and transition management (CCTM) practice, by promoting the integration of research and evidence-based practice interventions along with data analysis and performance improvement initiatives.

### Learning Activities

#### u05s1 - Studies

## Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

This week's readings focus on research and evidence-based practice and performance improvement. They also support the following course competency:

- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.

Read the following:

- American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.
  - Standard 9: Research and Evidence-Based Practice.
  - Standard 10: Performance Improvement.
- NAICS. (2019). *Care transition bundle outlines seven strategies*. *Hospital Case Management*, 27(4).

- Kinchin, I., Jacups, S., Mann, J., Quigley, R., Harvey, D., Doran, C. M., & Strivens, E. (2018). Efficacy and cost-effectiveness of a community-based model of care for older patients with complex needs: A study protocol for a multicentre randomised controlled trial using a stepped wedge cluster design. *Trials*, 19(668), 1–10.
- Schommer, J. C., Brown, L. M., Bortz, R., Cernasev, A., Gomaa, B. T., Hager, K. D., . . . Ranelli, P. L. (2018). An opportunity for pharmacists to help improve coordination and continuity of patient health care. *Pharmacy*, 6(3), 1–10.

## u05s2 - Assignment Preparation

Your second assignment is due at the end of the next unit. For this assignment, you will use your gap analysis and develop a 10-12 slide recorded PowerPoint presentation on the critical importance of interprofessional collaboration for the provision of safe, high-quality coordinated care. You are encouraged to take time this week to prepare for the assignment by reviewing the guidelines and the scoring guide to ensure you understand the criteria and grading requirements. Contact your instructor with any questions or concerns.

## Audiovisual Equipment Setup and Testing

Once again, be sure that you have set up and have tested your audiovisual equipment (microphone, webcam, and video camera). You have the option of either recording a voiceover track for your presentation or creating a video. In either case, you may use Kaltura Media or other technology of your choice for your audio or video recording.

- If using Kaltura, refer to the [Using Kaltura](#) tutorial for directions on recording and uploading your video in the courseroom.

*Note:* If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [disabilityservices@capella.edu](mailto:disabilityservices@capella.edu) to request accommodations.

## u05d1 - Outcomes Management and Patient Safety

Standard 9 in the *Scope and Standards* text emphasizes the need for RNs practicing CCTM to integrate "relevant research findings into practice in order to optimize standards of care and best practice for diverse individuals/populations, to promote continuous improvement" (AACN, 2016, p. 24). Reflect on your career and work experience to answer the following question:

- What is one evidence-based strategy that you can show came from research that was translated into practice?

Remember to follow the FEM guidelines as you prepare your post. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Reference

American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.

## Graduate Discussion Participation Scoring Guide

### u05d2 - Evidence-Based Practice Experience

Continuing the discussion on evidence-based practice, expand on the previous discussion question by answering the following question. Again, support your comments with specific details from your workplace or a health care setting with which you are familiar:

- Describe one practice that has evolved due to enhanced research to improve quality outcomes?
- Discuss your experiences before and after. What improved? What didn't? What did you learn from the transition?

Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style. Remember to follow the FEM guidelines as you prepare your post.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

## Graduate Discussion Participation Scoring Guide

### Unit 6 >> Collaborative Leading: Standards 11, 12, 13, and 14

#### Introduction

This unit covers multiple standards that address some important interpersonal themes:

- Communication is at the heart of all initiatives. Knowing how to promote and disseminate information using methods that enhance learning and understanding are critical skills to learn and embrace.
- Developing and practicing leadership behaviors will help you both personally and professionally and help you advance in your career.
- Partnering and collaborating with health care professionals, as well as patients, families, and caregivers, elevates your position as a trusted and valued member of the interprofessional team.
- Being able to critically evaluate your own practice in relation to patient outcomes and other clinical and administrative measures will help you identify strengths and opportunities for growth.

In this unit, you also will submit your second assignment where you will guide the stakeholders through all the steps in the performance enhancement process. You will be tasked with providing the interprofessional team with a detailed cohesive presentation to enhance their understanding of the proposed changes.

#### Learning Activities

### u06s1 - Studies



## Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

The readings this week are focused on key elements of care coordination such as communication, leadership, collaboration, and professional practice evaluation. This week's readings support these course competencies:

- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.
- Competency 3: Create an effective interprofessional collaboration strategy for improving population health care outcomes as a care coordination process.

Read the following:

- American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.
  - Standard 11: Communication.
  - Standard 12: Leadership.
  - Standard 13: Collaboration.
  - Standard 14: Professional Practice Evaluation.
- Greenblatt, J. (2018). Collaborative care for adolescent depression in pediatric mental health care [Supplement, Pt. 8.2]. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(10S), S12–S13.
- Ross, A., Arnold, J., Gormley, A., Locke, S., Shanske, S., & Tardiff, C. (2019). Care coordination in pediatric health care settings: The critical role of social work. *Social Work in Health Care*, 58(1), 1–13.
- Schneider, J., Goddard, K. A. B., Muessig, K. R., Davis, J. V., Rope, A. F., Hunter, J. E., ... Reiss, J. A. (2018). Patient and provider perspectives on adherence to and care coordination of Lynch syndrome surveillance recommendations: Findings from qualitative interviews. *Hereditary Cancer in Clinical Practice*, 16(1), 1–10.

## PowerPoint Resources

You are encouraged to explore the following PowerPoint resources. These may be of help as you prepare for the assignment in this unit.

- [Capella University Library: PowerPoint Presentations](#).
- [Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design](#).
- [Creating a Presentation: A Guide to Writing and Speaking](#).
- Microsoft. (n.d.). [Record a slide show with narration and slide timings](#). Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US>

## Kaltura Resources

To use Kaltura, you may want to complete the tutorials and review these helpful instructions:

- [Kaltura Basics Tutorial](#).
- [Using Kaltura](#).

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [Academic Honesty and APA Style and Formatting](#).
- [APA Style and Format](#).
- [Introduction to the Writing Center](#).

## Assignment Summary

Now that you defined a gap in practice and started to involve your stakeholders, it is time to do a presentation on the critical importance of interprofessional collaboration for the provision of safe, high-quality coordinated care. As a leader in practice, you will use your gap analysis to provide a 10–12 slide recorded PowerPoint presentation.

## Grading Criteria

The numbered assignment instructions outlined below correspond to the grading criteria in the Enhancing Performance as Collaborators in Care Presentation Scoring Guide, so be sure to address each point. You may also want to review the performance-level descriptions for each criterion to see how your work will be assessed.

1. Analyze steps to improve interprofessional collaboration in an evidence-based practice for population care.
  - Provide an overview of what needs to happen to enhance evidence-based practice.
  - Provide an explanation of the planning stages.
2. Explain the educational services and resources selected for the population receiving care.
  - What are the education strategies you plan to use with the population receiving the care?
3. Summarize plans to collaborate and partner with interprofessional team members.
  - What is the implementation process for the improved care coordination process?
  - What are your plans to collaborate and partner with the interprofessional team members?
4. Propose the outcomes of the new process for improved interprofessional collaboration.
  - How you will evaluate the outcomes of the new process change?
  - Provide scholarly evidence that validates the needed change.
5. Use the scope and standards of practice for care coordination to describe any ethical considerations that support the need for change related to services and resources for the specific population.
  - Include information about the ethics that support the process change.
6. Create a professional presentation that can be used to run a working session of an interprofessional team meeting.
  - Include a minimum of 5–7 scholarly sources.
7. Write content clearly and logically, with correct use of grammar, punctuation, and mechanics.

## Additional Requirements

- **Written communication:** Write clearly, accurately, and professionally, incorporating sources appropriately.
- **Length:** 10–12 slides.
- **Academic resources:** 5–7 scholarly resources.
- **APA guidelines:** Resources and citations are formatted according to current APA style. When appropriate, use APA-formatted headings.

**Portfolio Prompt:** You may choose to save your gap analysis to your ePortfolio.

### u06d1 - Leading Communicating Strategies

For this discussion, respond to the following:

- As you think about evidence-based strategies, evaluation of outcomes, and quality improvement, what tenets should you consider as a leader in practice when communicating, leading, and collaborating with the interprofessional care coordination team?

Remember to refer to the FEM and support your post with specific details from your workplace or a familiar health care setting. Strengthen your response with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.

- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

#### Course Resources

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#### Graduate Discussion Participation Scoring Guide

## Unit 7 >> Responsible and Accountable Care: Standards 15 and 16

### Introduction

The final two standards in the *Scope and Standards of Practice* center on resource management and how to assess an effective care coordination environment by applying responsible and accountable leadership skills.

As a care coordination professional, you will be tasked with finding and recommending resources that are evidence-based. Today, health care organizations feel pressure from all sides: insurers, regulators, market forces, and so on. To address these challenges, you may be tasked with evaluating economic practices and finding resources to improve health outcomes. These actions may include overseeing organizational efforts that create an environment that create a safe and effective environment.

### Learning Activities

#### u07s1 - Studies

## Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

This week's articles focus on resource utilization as it applies to integrated care. The readings also support these course competencies:

- Competency 1: Analyze clinical priorities for a specific population that can influence health outcomes in the care coordination process.
- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.

Read the following:

- American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.
  - Standard 15: Resource Utilization.
  - Standard 16: Environment.
- Khayat-zadeh-Mahani, A., Nolte, E., Sutherland, J., & Forest, P-G. (2018). *International experiments with different models of allocating funds to facilitate integrated care: A scoping review protocol*. *BMJ Open*, 8(11), 1–7.
- Marrone, S. R. (2018). *Perioperative accountable care teams: Improving surgical team efficiency and work satisfaction through interprofessional collaboration*. *Journal of Perioperative Practice*, 28(9), 223–230.
- Melan, K., Amant, F., Veronique-Baudin, J., Joachim, C., & Janky, E. (2018). *Fertility preservation healthcare circuit and networks in cancer patients worldwide: What are the issues?* *BMC Cancer*, 18(192), 1–9.

#### u07s2 - Assignment Preparation

Your final assignment is due at the end of Unit 9. For this assignment, you need to create a 5–8 minute scholarly video discussion for a prominent peer-reviewed nursing Web platform. You are encouraged to start preparing for this assignment this week. Contact your instructor with any questions or concerns.

#### u07d1 - Planning for Resource Utilization

Care coordination has undergone performance improvement changes through government initiatives and with evidence-based practice changes. The care coordinator must be mindful of and comply with regulations that support practice and protect patients. For this discussion, respond to the following:

- As a leader in practice, how would you plan for responsible and accountable resource utilization when trying to effect safe quality care? Where would you start?

Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style. Refer to the FEM as you prepare your post.

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u07d2 - Safety, Ergonomics, and Confidentiality

Standards 15 and 16 in the *Scope and Standards* text refer for resource utilization and safe environments. Now you must be mindful of maintaining an environment that is "safe, hazard-free, ergonomically correct, confidential, and comfortable for patients, visitors, and staff" (AACN, 2016, p. 31). For this discussion, respond to the following:

- Using a specific example, what type of monitoring might you do to comply with policies and regulations so that your interprofessional care coordination team can be functional, safe, and effective?
- If this involves a significant expenditure, how would you justify the cost?

Remember to refer to the FEM and support your post with specific details from your workplace or a familiar health care setting. Strengthen your response with references to unit readings or other academic literature and cite these in proper APA style.

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.

- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

#### Reference

American Academy of Ambulatory Care Nursing. (2016). *Scope and standards of practice for registered nurses in care coordination and transition management*. Pitman, NJ: Author.

#### Course Resources

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#### Graduate Discussion Participation Scoring Guide

## Unit 8 >> Recommendation and Dissemination

### Introduction

In Unit 8, you will learn how to determine and disseminate recommendations for care coordination. As a care coordination professional, this is your opportunity to take a leadership role in communicating the methods, tools, and data analyses used to identify successes and explore performance improvement initiatives to enhance outcomes. Keep in mind that your comprehensive care coordination recommendations may be the exact strategy needed to enhance care delivery models to improve the quality of care for patients or populations.

### Learning Activities

#### u08s1 - Studies

### Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

This week's readings are focused on care coordination and care management. The readings support the following course competencies:

- Competency 1: Analyze clinical priorities for a specific population that can influence health outcomes in the care coordination process.
- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.

Read the following:

- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (n.d.). [Care management: Implications for medical practice, health policy, and health services research](https://www.ahrq.gov/professionals/prevention-chronic-care/improve/coordination/caremanagement/index.html). Retrieved from <https://www.ahrq.gov/professionals/prevention-chronic-care/improve/coordination/caremanagement/index.html>
- Nash, D., Robertson, M. M., Penrose, K., Chamberlin, S., Robbins, R. S., Braunstein, S. L., . . . Irvine, M. K. (2018). [Short-term effectiveness of HIV care coordination among persons with recent HIV diagnosis or history of poor HIV outcomes](#). *PloS One*, 13(9), 1–14.

#### u08s2 - Assignment Preparation

Your final assignment is due at the end of the next unit. For this assignment, at the completion of your intervention you need to disseminate your findings in a 5–8 minute scholarly video discussion for a prominent peer-reviewed nursing Web platform. You are encouraged to take time this week to prepare for the assignment by reviewing the guidelines and the scoring guide to ensure you understand the criteria and grading requirements. You may also want to start preparing your presentation. Contact your instructor with any questions or concerns.

## u08d1 - Recommendations for Enhanced Care Delivery

After all the planning, implementation, evaluating, and strategizing for success, your care coordination team needs to make recommendation for a specific population of patients. As you think about this population, what types of recommendations might you make for enhanced care delivery?

Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style. Remember to follow the guidelines in the FEM.

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u08d2 - Communication in Care Coordination

Now that the team has defined the recommendations for the population. How will you guide the care coordination team to start to disseminate their ideas to improve practice and outcomes? Where would you start related to stakeholders and effecting change?

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 9 >> Supporting Your Ideas Using Evidence and Scholarship Readings

### Introduction

In Unit 9, you will learn to apply evidence and scholarship to support and validate your recommendations for enhanced care coordination. You will also submit your final assessment: a scholarly video for a prominent peer-reviewed nursing media platform.

As care coordination professional, it's likely that you will be asked to give a presentation at some point in your career. Now that you have completed this project, it's time to disseminate the outcomes in the form of a recorded professional presentation. A professional presentation style requires the confidence and ability to convey the right image that you want your audience to see. Unfortunately, it's easy to miss some of the opportunities available to help you present yourself in the best possible light and, as a result, enjoy the success you deserve. Remember to be forthright about what happened during the project, how data were collected and analyzed, and present the findings so stakeholders and external parties clearly understand the steps in the process. By completing this final activity, you can help others recreate this type of project and enhance outcomes in other patient care settings.

### Learning Activities

#### u09s1 - Studies

### Readings

The [MSN Program Library Research Guide - Care Coordination](#) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

This week's readings examine care coordination strategies in a hospital and community setting. The readings support the following course competencies:

- Competency 1: Analyze clinical priorities for a specific population that can influence health outcomes in the care coordination process.
- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.

Read the following:

- Figueroa, J. F., Feyman, Y., Zhou, X., & Maddox, K., J. (2018). [Hospital-level care coordination strategies associated with better patient experience](#). *BMJ Quality & Safety*, 27(10), 844–851.
- Martin, M. A., Perry-Bell, K., Minier, M., Glasgow, A. E., & Van Voorhees, B. W. (2018). [A real-world community health worker care coordination model for high-risk children](#). *Health Promotion Practice*, 20(3), 409–418.
- Thomas, D. J., & Schoonover, H. (2019). [Reducing readmission rates: A data-driven, multidisciplinary approach](#). *Healthcare Financial Management*, 73(4), 44–47.
- Williams, M. D., Asiedu, G. B., Finnie, D., Neely, C., Egginton, J., Finney Rutten, L. J., & Jacobson, R. M. (2019). [Sustainable care coordination: A qualitative study of primary care provider, administrator, and insurer perspectives](#). *BMC Health Services Research*, 19(92), 1–10.

### PowerPoint Resources

You are encouraged to explore the following PowerPoint resources. These may be of help as you prepare for the assignment in this unit.

- [Capella University Library: PowerPoint Presentations](#).
- [Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design](#).
- [Creating a Presentation: A Guide to Writing and Speaking](#).
- Microsoft. (n.d.). [Record a slide show with narration and slide timings](#). Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US>

### Kaltura Resources

To use Kaltura, you may want to complete the tutorials and review these helpful instructions:

- [Kaltura Basics Tutorial](#).
- [Using Kaltura](#).

### Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [Academic Honesty and APA Style and Formatting](#).
- [APA Style and Format](#).

- [Introduction to the Writing Center](#).

## u09a1 - Disseminating the Evidence Scholarly Video Media Submission

In this assignment, you will build on the work you completed in your Unit 3 and Unit 6 assignments.

### Assignment Summary

This assignment requires you to prepare a 5-minute video discussion of your care coordination intervention. *Note:* If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations. If you are unable to record a video, please contact your faculty member as soon as possible to explore options for completing the assignment.

You have completed the intervention and achieved enhanced outcomes. Now you need to disseminate your findings and provide recommendations to sustain the results of your intervention.

You have also been asked by nursing leadership to produce a scholarly video for a prominent peer-reviewed nursing media platform. The video will include 5–8 minutes of scholarly discussion covering the topics listed below.

### Grading Criteria

The numbered assignment instructions outlined below correspond to the grading criteria in the Disseminating the Evidence Scholarly Video Media Submission Scoring Guide, so be sure to address each point. You may also want to review the performance-level descriptions for each criterion to see how your work will be assessed.

1. Analyze care coordination efforts related to clinical priorities based on a PICOT question.
  - Provide the PICOT question and a brief introduction of the issues.
2. Describe the change in practice related to services and resources that will be available for the interprofessional care coordination team.
  - Describe the key care coordination efforts.
3. Explain efforts to build stakeholder engagement within the interprofessional team.
  - How did you lead the change in practice?
  - Summarize how you encouraged and built stakeholder engagement.
4. Recommend next steps that support thoughtful resource utilization and a safe environment in care coordination.
  - Propose how you will sustain the current outcomes with the coordinated care interprofessional team.
  - Make recommendations on moving forward that support thoughtful resource utilization and a safe environment.
5. Produce a video that provides insight, understanding, and reflective thought about care coordination.
  - You may use PowerPoint slides in your video presentation.
6. Communicate audibly and professionally, using proper grammar and including a reference list formatted in current APA style.

**Important Note:** You do not need to submit the transcript of your video, but do address each scoring guide criterion in the video, including a discussion of authors in the literature who support the ideas presented. Submit a separate APA-formatted reference list for the resources discussed in your reflection.

### Additional Requirements

- **Written communication:** Write clearly, accurately, and professionally, incorporating sources appropriately.
- **APA guidelines:** Resources and citations are formatted according to current APA style. When appropriate, use APA-formatted headings.

**Portfolio Prompt:** You may choose to save your gap analysis to your ePortfolio.

Course Resources

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)



## u09d1 - Final Recommendations

As you think about the use of evidence and how it is supported with scholarship, now is the time to take the recommendation made by the team and to show how these ideas are supported by research, best practice, and improved outcomes. Construct a brief synopsis of how the care coordination team came to their recommendations using research, best practice, and improved outcome.

Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 10 >> Leading for the Future

### Introduction

When patients get care, they interact with multiple providers: clinics, doctors, nurses, medical assistants, and so on. If these entities fail to communicate and coordinate among one another, patients can suffer harm. But getting care coordination right fundamentally challenges much of the conventional health care delivery system.

In this unit, you have chance to envision what it will be like to lead care coordination in the future. Use this time to reflect upon your knowledge gained in this course and how to build on your ideas to enhance care coordination over the next decade.

### Learning Activities

#### u10s1 - Studies

## Readings

The final readings in this course are about the future of care coordination. They support the following course competency:

- Competency 2: Evaluate potential services and resources available for specific populations that are a part of the care coordination process.

Read the following:

- Gombolay, M., Yang, X. J., Hayes, B., Seo, N., Liu, Z., Wadhwania, S., ... Shah, J. (2018). Robotic assistance in the coordination of patient care. *International Journal of Robotics Research*, 37(10), 1300–1316.
- Sheaff, R. (2018). Achieving integrated care for older people: What kind of ship? [Comment on "Achieving integrated care for older people: Shuffling the deckchairs or making the system watertight for the future?"]. *International Journal of Health Policy and Management*, 7(9), 870–873.
- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (n.d.). Crossing the global quality chasm: Improving health care worldwide. Retrieved from <https://psnet.ahrq.gov/resources/resource/32350>
  - Chapter 1.
- Zazworsky, D., & Bower, K. (2016). Care coordination: Using the present to transform the future. *Nurse Leader*, 14(5), 324–328.

## u10d1 - The Future of Care Coordination

For this discussion, we look to the future. Respond to the following:

- What do you see for the future of care coordination and the standards of practice?
- What can you envision as a change for care coordination using a specific example over the next decade?

Support your argument with specific details from your workplace or a familiar health care setting. Strengthen your post with references to unit readings or other academic literature and cite these in proper APA style. Remember to follow the FEM guidelines.

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u10d2 - Course Reflection

As you reflect upon all the material in this course, what was most valuable to you as leader in practice? Discuss what you have gained from this course and how you will use the newly learned information in your current or future workplace.

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

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