

Syllabus

Course Overview

The nursing care coordination process is guided by principles such as beneficence (to do good) and nonmaleficence (to do no harm). In this course, you will explore ethical and legal considerations that support beneficence and nonmaleficence. As a care coordinator, you must learn to implement best practices such as assuring patient confidentiality, privacy, and team collaboration while balancing patient advocacy with organizational resources. This course will help you gain valuable exposure to how the care coordinator practices ethical care with respect for autonomy, fairness, and truthfulness in any health care setting.

Kaltura Activities

As a part of this course, you are required to record an audiovisual presentation using Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool.

You will have the option of either recording a voice-over track for your presentation or creating a video of you speaking about your presentation to the audience. To record audio, you will need a built-in or external microphone. To record video, you will need a built-in or external webcam. Make sure you set up and test your equipment ahead of time.

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

Course Competencies

(Read Only)

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

- 1 Analyze the use of ethics to enhance coordinated care.
- 2 Evaluate the legal implications in care coordination.
- 3 Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- 4 Recommend care coordination standards of practice for working with stakeholders.
- 5 Determine components of an effective, culturally competent, diversity-aware care coordination environment.
- 6 Assess data outcomes for care coordination processes.
- 7 Communicate effectively with diverse audiences, in an appropriate form and style, consistent with applicable organizational, professional, and scholarly standards.

Course Prerequisites

Prerequisite(s): MSN6610.

Syllabus >> Course Materials

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.

Book

American Nurses Association. (2018). *Care coordination: A blueprint for action for RNs*. Silver Spring, MD: Author. ISBN: 9781558107038.

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.
- Andrews, M.-M., Storm, D. S., Burr, C. K., Aaron, E., Hoyt, M. J., Statton, A., & Weber, S. (2018). *Perinatal HIV service coordination: Closing gaps in the HIV care continuum for pregnant women and eliminating perinatal HIV transmission in the United States*. *Public Health Reports*, 133(5), 532–542.
- Das, P., Benneyan, J., Powers, L., Carmody, M., Kerwin, J., & Singer, S. (2018). *Engineering safer care coordination from hospital to home: Lessons from the USA*. *Future Healthcare Journal*, 5(3), 164–170.
- Erber-lapierre, N. (2018). *Care coordination of services for people living with HIV: A case study of a rural clinic*. *Journal of LGBT Issues in Counseling*, 12(4), 265–278.
- Falconer, E., Kho, D., & Docherty, J. P. (2018). *Use of technology for care coordination initiatives for patients with mental health issues: A systematic literature review*. *Neuropsychiatric Disease and Treatment*, 14, 2337–2349.
- Fernandez, J., McGuire, A., & Raikou, M. (2018). *Hospital coordination and integration with social care in England: The effect on post-operative length of stay*. *Journal of Health Economics*, 61, 233–243.

- 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.
- Ghaffari, A., Wells, R., Creel, L., & Siañez, M. (2020). A relational perspective on care coordination [PDF]. *Health Care Management Review*, 45(2), 96–105.
- HIMSS comments on HIPAA RFI on improving coordinated care. (2019, February 20). *Targeted News Service*.
- Jacobi, E., Stolee, P., Boscart, V., Giangregorio, L., & Heckman, G. (2018). Coordinating care for older adults in primary care settings: Understanding the current context [PDF]. *BMC Family Practice*, 19(137), 1–10.
- Kramlich, D., Kronk, R., Marcellus, L., Colbert, A., & Jakub, K. (2018). Rural postpartum women with substance use disorders. *Qualitative Research*, 28(9), 1449–1461.
- Moreno, M. A. (2019). Pediatric care coordination. *JAMA Pediatrics*, 173(1), 112.
- Nursing – Oncology nursing: findings on oncology nursing reported by investigators at Vidant Medical Center (care coordination overcoming barriers to improve outcomes for patients with hematologic malignancies in rural settings). (2019, March 26). *Cancerweekly Plus*, 1893
- Parker, S. H., Schmutz, J. B., & Manse, T. (2018). Training needs for adaptive coordination: Utilizing task analysis to identify coordination requirements in three different clinical settings. *Group & Organization Management*, 43(3), 504–527.
- Rea, C. J., Wenren, L. M., Tran, K. D., Zwemer, E., Mallon, D., Bernson-Leung, M., . . . Toomey, S. L. (2018). Shared care: Using an electronic consult form to facilitate primary care provider–specialty care coordination. *Academic Pediatrics*, 18(7), 797–804.
- Schmidt, A. K., Lilleeng, B., Baste, V., Mildestvedt, T., & Ruths, S. (2018). First four years of operation of a municipal acute bed unit in rural Norway [PDF]. *Scandinavian Journal of Primary Health Care*, 36(4), 390–396.
- Schor, E. L. (2019). Ten essential characteristics of care coordination. *JAMA Pediatrics*, 173(1), 5.
- Sweeney, P., Hoyte, T., Mulatu, M.S., Bickham, J., Brantley, A. D., Hicks, C., . . . Wendell, D. (2018). Implementing a data to care strategy to improve health outcomes for people with HIV: A report from the care and prevention in the United States Demonstration Project. *Public Health Reports*, 133(Supplement 2), 60S–74S.
- Velasquez, D. (2019). Care coordination for the outpatient total knee arthroplasty patient. *Medsurg Nursing*, 28(2), 128–129.
- Watterson, J. L., Rodriguez, H. P., Aguilera, A., & Shortell, S. M. (2018). Ease of use of electronic health records and relational coordination among primary care team members [PDF]. *Health Care Management Review*, 44(4).

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.

- Agency for Healthcare Research and Quality. (n.d.). Health information technology: Care coordination. Retrieved from <https://healthit.ahrq.gov/health-care-theme/care-coordination>
- Agency for Healthcare Research and Quality. (n.d.). TeamSTEPPS helps St. Louis Hospital keep C-section rate low. Retrieved from <https://www.ahrq.gov/news/newsroom/case-studies/201904.html>
- Agency for Healthcare Research and Quality. (n.d.). TeamSTEPPS: Team strategies & tools to enhance performance & patient safety. Retrieved from <https://www.ahrq.gov/teamstepps/index.html>
- Agency for Healthcare Research and Quality. (n.d.). Topics: Care coordination. Retrieved from <https://www.ahrq.gov/topics/care-coordination.html>
- Chang, L., Wanner, K. J., Kovalsky, D., Smith, K. L., & Rhod, K. V. (2018). It's really overwhelming: Patient perspectives on care coordination. *Journal of the American Board of Family Medicine*, 31(5), 682–690. Retrieved from <https://www.jabfm.org/content/31/5/682>

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 >> Assessments and Needs

Introduction

The care coordination process begins with assessing community needs and developing evidence-based interventions. To ensure ongoing improvement, the care coordinator must also have an understanding of data-driven outcomes relevant to diverse populations. Care coordination is about creating actions to affect patient or community care with interprofessional teams. Often, you will have to create a new path to enhance patient outcomes by developing interprofessional relationship that support collaborative efforts. In addition, you need to access resources and use evidence-based information to determine what actions are actually needed.

Click [MSN Program Journey](#) to view the multimedia presentation.

Course Resources

MSN Program Journey

Learning Activities

u01s1 - Studies

Readings

Use your *Care Coordination* text to read the following:

- Read Part 1: Chapter 1, pages 3–14.

Use the Capella University Library to read the following:

- Moreno, M. A. (2019). [Pediatric care coordination](#). *JAMA Pediatrics*, 173(1), 112.

Use the Internet to read the following:

- Agency for Healthcare Research and Quality. (n.d.). [Topics: Care coordination](https://www.ahrq.gov/topics/care-coordination.html). Retrieved from <https://www.ahrq.gov/topics/care-coordination.html>
- Agency for Healthcare Research and Quality. (n.d.). [Health information technology: Care coordination](https://healthit.ahrq.gov/health-care-theme/care-coordination). Retrieved from <https://healthit.ahrq.gov/health-care-theme/care-coordination>

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.
- Competency 6: Assess data outcomes for care coordination processes.

u01s2 - Using Your 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 assignments 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 to store your assignments for you 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.

u01s3 - Using Kaltura

For the Unit 3 assignment, you will create a presentation and then record either a voice-over track or video of you presenting it to an audience. In preparation for the assignment, complete the following:

- If you have not already done so, set up and test your microphone or webcam, using the installation instructions provided by the manufacturer.
- Practice using the microphone or webcam to ensure the audio and visual quality is sufficient.
- Refer to [Using Kaltura](#) 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 DisabilityServices@Capella.edu to request accommodations.

u01d1 - Assessing Community Need

Please note: You are expected to follow the guidelines in the School of Nursing and Health Sciences Faculty Expectations Message (FEM) for all course discussions.

How do you start to assess the needs of a community related to care coordination when you think about outcomes?

For your initial discussion post, complete the following:

- Define the roles, responsibilities, and expectations of the care coordinator within the context of community needs.
- Provide two examples of how you have assessed (or could assess) ethical care coordination and resources for a community and/or population in your practice setting.

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 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u01d2 - Evidence-Based Community Care

For your initial discussion post, address the following, keeping the FEM in mind:

- As you think about care coordination in your community, or a specific population, what is an issue that needs to be addressed from an evidence-based care delivery perspective?

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

APA Style and Format

Unit 2 >> Resources and Actions

Introduction

To develop care coordination, you have to engage stakeholders, understand what care is needed, assess an interprofessional team's readiness for care delivery, optimize resources, and be able to measure outcomes. The care coordination leader needs to have a comprehensive overview of the situation and the steps it will take to positively impact outcomes.

Learning Activities

u02s1 - Studies

Readings

Use your *Care Coordination* text to read the following:

- Read Part I: Chapter 2, pages 15–27.

Use the Capella library to read the following:

- Schor, E. L. (2019). Ten essential characteristics of care coordination. *JAMA Pediatrics*, 173(1), 5.

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.

u02d1 - Identifying Community Resources

For your initial discussion post, address the following:

- Using a specific example, what types of resources are needed in your community to enhance care coordination?

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 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u02d2 - The Leadership Role

For your initial discussion post, address the following:

- As you think about actionable items that can be improved in your community, what is the first strategic step you would take a leader of care coordination team?

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 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Unit 3 >> Ethical and Legal Issues

Introduction

A large part of developing comprehensive coordinated care involves stakeholder engagement and understanding the environment for care delivery. So, first you need to identify the stakeholders. Then you have to define what they need to help support outcomes. An important factor is to engage patients in the process of care. Next, you need to understand the legal and ethical issues that you might find as you develop care coordination within that environment.

Learning Activities

u03s1 - Studies

Readings

Use your *Care Coordination* text to complete the following:

- Read Part II: Action Issue 1, pages 31–42.

Use the Capella library to read the following:

- Velasquez, D. (2019). [Care coordination for the outpatient total knee arthroplasty patient](#). *Medsurg Nursing*, 28(2), 128–129.
- Jacobi, E., Stolee, P., Boscart, V., Giangregorio, L., & Heckman, G. (2018). [Coordinating care for older adults in primary care settings: Understanding the current context \[PDF\]](#). *BMC Family Practice*, 19(137), 1–10.
- [HIMSS comments on HIPAA RFI on improving coordinated care](#). (2019, February 20). *Targeted News Service*.

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 1: Analyze the use of ethics to enhance coordinate care.
- Competency 2: Evaluate the legal implications in care coordination.
- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 6: Assess data outcomes for care coordination processes.
- Competency 7: Communicate effectively with diverse audiences, in an appropriate form and style, consistent with applicable organizational, professional, and scholarly standards.

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](#) 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 well before you start your practicum course (at least 2–3 months). If your site requires a formal affiliation agreement (please see the "Affiliation Agreements" tab on the MSN Practicum page), please initiate this process as soon as possible. If your site requests an additional background check, drug screen, trainings, immunization status confirmations, or other requirements, we will notify you and help you through this process.

All of 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/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 that requires 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 - Community Resources and Best Practices

Preparation

This assignment requires you to create a presentation and record a voice-over track or video of you presenting it to an audience. For tips on creating a PowerPoint presentation, refer to the PowerPoint Presentations library guide and Guidelines for Effective PowerPoint Presentations document provided in the resources. Refer to the Using Kaltura tutorials to learn how to use Kaltura to record your presentation.

Note: Remember that you can submit all, or a portion of, your draft care plan to Smarthinking for feedback, before you submit the final version for this assignment. However, be mindful of the turnaround time of 24–48 hours for receiving feedback, if you plan on using this free service.

Context

Using health care information systems to effect change is critical to creating quality outcomes. A leader in practice for care coordination needs to be able to measure and evaluate change using data.

Requirements

You will develop a presentation for the leaders of a health care organization or community-based care delivery service in which you explore current organizational or community resources for a specific situation related to care delivery. Your presentation will include either voice-over or video of you speaking about your presentation to the audience.

Presentation Format and Length

At a minimum, your presentation must include the following slides:

- Title.
- Purpose (the reasons for your presentation).
- A specific situation related to care delivery and current organizational or community resources.
- The legal and ethical issues that can occur due to the current practice.
- Recommendations for improvement and a comparison to current practice.
- An evidence-based intervention.
- Explanation of data use and interprofessional support.
- References (at the end of your presentation).

The content of your presentation should consist of 8–10 slides, not including the title, purpose, and references slides. **Do not exceed 10 slides as this could create problems for submitting your work to SafeAssign.**

Note: You may vary from the suggestion above, but you must meet all the criteria listed below. Please read the full instructions carefully.

Supporting Evidence

In your presentation:

- Cite 5–7 sources of credible, scholarly, or professional evidence to support your analysis and recommendations.
- List your sources on the references slide.

Developing the Presentation

Presentation Tools

You may use Microsoft PowerPoint or any 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.

Use the speaker's notes section of each slide to develop your talking points and cite your sources, as appropriate. If you need help designing your presentation, you are encouraged to review the various presentation resources provided for this assignment. These resources will help you to design an effective presentation, whether you choose to use PowerPoint or other presentation software.

You have the option of either recording a voice-over track for your presentation or creating a video of you speaking about your presentation to the audience. In the latter, the presentation will be in the background and you will be on camera. In either case, you may use Kaltura or similar software for your audio or video recording. If using Kaltura, refer to the Using Kaltura tutorials for directions on recording and uploading your media in the course room.

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.

Instructions

Note: The requirements outlined below correspond to the grading criteria in the scoring guide. Be sure that your presentation addresses each point, at a minimum. You may also want to read the Community Resources and Best Practices Scoring Guide to better understand how each criterion will be assessed.

For this assignment, create a presentation for the leaders of a health care organization or community-based care delivery service to explore current organizational or community resources for a specific situation related to care delivery. Following these instructions will help ensure you meet the scoring guide criteria:

- Begin your presentation with a description or summary of a specific situation related to care delivery and current practices. Analyze the legal and ethical issues that can occur due to the current practice.
- Recommend best practices (interventions) and compare against current practice outcomes or data. Include the positive effects of the intervention for the support of ethical and legal practices.
- Identify an effective evidence-based intervention from existing research applicable to your situation. Define stakeholders, including organizations, settings, and populations affected. Be inclusive when considering the range of stakeholders.
- Define interprofessional support for the intervention. Explain not only if this includes stakeholders, but also who is responsible in collaboration with care coordination leader for developing, implementing, and sustaining the intervention.
- Explain how you will measure baseline data. (What data are currently in place? Does current data show if practices are effective? Are benchmarks being met? Is there a gap in practice?) Define the scheduled evaluation periods you will use to monitor and measure data outcomes (for example, systematic evaluations or other).
- Conclude by developing recommendations to sustain the intervention outcomes for improved practice.

Scoring Guide Criteria

Your assignment should meet the following scoring guide criteria:

1. Analyze the ethical issues pertaining to using health care information systems for care coordination.
2. Analyze the legal issues of current practices and potential changes.
3. Compare current outcomes to outcomes seen with best practices.
4. Identify an appropriate evidence-based intervention.
5. Define role of stakeholders and interprofessional teams in an intervention.
6. Explain the use of data-driven outcomes, including data measures and evaluation periods.
7. Recommend ongoing practices to sustain outcomes.
8. Communicate effectively with stakeholders, in an appropriate presentation form and style, consistent with professional and scholarly standards.

Assignment Requirements

Your assignment should also meet the following requirements:

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work and critical thinking are required regarding your assignment and scholarly writing. Your writing must be free of errors that detract from the overall message.
- **Media presentation:** Include 8–10 slides, with notes or a transcript to ensure accessibility to everyone. Upload the presentation.
- **Resources:** Include 5–7 scholarly resources, other than the course text or assigned journal articles. Include citations at the end of the presentation.
- **APA guidelines:** Resources and citations are formatted according to current APA style and format. When appropriate, use APA-formatted headings.
- **Font and font size:** Use a professional-looking font of appropriate size and weight for the presentation, generally 24–28 points for headings and no smaller than 18 points for bullet-point text. For PowerPoint tips, refer to the PowerPoint Presentation library guide and Guidelines for Effective PowerPoint Presentations document linked in the resources.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library: PowerPoint Presentations](#)

DisabilityServices@Capella.edu

[ePortfolio](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[MSN Program Library Research Guide](#)

[Smarthinking](#)

[Using Kaltura](#)

u03d1 - Legal and Ethical Considerations of Interprofessional Coordination

The care coordinator communicates with multiple stakeholders. While implementing best practices, the care coordinator must also maintain an awareness of laws, policies, and standards related to such collaborations.

For your initial discussion post, address the following:

- As you think about improving care in the community with enhanced interprofessional coordination, what types of ethical and legal issues come to mind if care coordination does not improve?

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 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

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

Unit 4 >> Coordination, Strategy, and Technology

Introduction

As you contemplate care coordination, you need to define your strategy and the use of technology within that strategy. Today, we have many ways to use technology that help the interprofessional team collaborate for care delivery. Communication is a key factor in being able to assess the competence of the team members and to optimize teamwork.

Learning Activities

u04s1 - Studies

Readings

Use your *Care Coordination* text to read the following:

- Part II: Action Issue 2, pages 43–56.
- Part II: Action Issue 3, pages 57–68.

Use the Capella library to read the following:

- Rea, C. J., Wenren, L. M., Tran, K. D., Zwemer, E., Mallon, D., Bernson-Leung, M., . . . Toomey, S. L. (2018). Shared care: Using an electronic consult form to facilitate primary care provider–specialty care coordination. *Academic Pediatrics, 18*(7), 797–804.
- Fernandez, J., McGuire, A., & Raikou, M. (2018). Hospital coordination and integration with social care in England: The effect on post-operative length of stay. *Journal of Health Economics, 61*, 233–243.

Use the Internet to read the following:

- Chang, L., Wanner, K. J., Kovalsky, D., Smith, K. L., & Rhod, K. V. (2018). It's really overwhelming: Patient perspectives on care coordination. *Journal of the American Board of Family Medicine, 31*(5), 682–690. Retrieved from <https://www.jabfm.org/content/31/5/682>

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 1: Analyze the use of ethics to enhance coordinated care.
- Competency 2: Evaluate the legal implications in care coordination.
- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.
- Competency 6: Assess data outcomes for care coordination processes.

u04d1 - Utilizing Communications and Information Technology

For your initial discussion post, address the following:

- As you think about rural areas and care coordination efforts, what type of strategy would you consider to enhance collaborative efforts with interprofessional team members with technology?

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 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.

APA Style and Format

u04d2 - Interprofessional Coordination

For your initial discussion post, address the following:

- How can you help the interprofessional team prepare to be a competent care delivery evidence-based care?

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 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.

Unit 5 >> Communication and Cultural Competence

Introduction

Cultural competence supports the interprofessional team's ability to engage with patients and communities. Once the team develops an understanding of what is expected as a culture, then the team can develop strategy to affect change with care delivery to diverse populations.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following:

- Ghaffari, A., Wells, R., Creel, L., & Siañez, M. (2018, March). [A relational perspective on care coordination \[PDE\]](#). *Health Care Management Review*, 1–10.

Use the Internet to explore the following:

- Agency for Healthcare Research and Quality. (n.d.). [TeamSTEPPS: Team strategies & tools to enhance performance & patient safety](https://www.ahrq.gov/teamstepps/index.html). Retrieved from <https://www.ahrq.gov/teamstepps/index.html>

- This web page offers information and toolkits about cohesive team building.
- Agency for Healthcare Research and Quality. (n.d.). [TeamSTEPPS helps St. Louis Hospital keep C-section rate low](https://www.ahrq.gov/news/newsroom/case-studies/201904.html). Retrieved from <https://www.ahrq.gov/news/newsroom/case-studies/201904.html>
 - This case study is an example of successful interdisciplinary communication.

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignments

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 1: Analyze the use of ethics to enhance coordinated care.
- Competency 2: Evaluate the legal implications in care coordination.
- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.

u05d1 - Communication strategies

Communication is a vital part of patient care. Without interdisciplinary communication, the health care team cannot manage the needs of the patient and family effectively.

For your initial discussion post, address the following:

- As a care coordination team leader of interprofessionals, what types of communication strategies would you consider to enhance collaborative understanding and respectful partnerships?

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 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

Graduate Discussion Participation Scoring Guide

u05d2 - Culturally Competent Ethical Care

For your initial discussion post, address the following:

- What is most important when you consider cultural competence for the care coordination team within the context of legal and ethical 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 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Unit 6 >> Enhancing Care With Technology

Introduction

Using technology is a large part of helping an interprofessional team to clearly communicate for care coordination. When using technology, there are many factors to consider to improve care related to the technology itself as a resource, standardization of information, and data use.

Learning Activities

u06s1 - Studies

Readings

Use your *Care Coordination* text to read the following:

- Part II: Action Issue 4, pages 69–80.

Use the Capella library to read the following:

- Erber-lapierre, N. (2018). [Care coordination of services for people living with HIV: A case study of a rural clinic](#). *Journal of LGBT Issues in Counseling*, 12(4), 265–278.
- Kramlich, D., Kronk, R., Marcellus, L., Colbert, A., & Jakub, K. (2018). [Rural postpartum women with substance use disorders](#). *Qualitative Research*, 28(9), 1449–1461.
- [Nursing – Oncology nursing: findings on oncology nursing reported by investigators at Vidant Medical Center \(care coordination overcoming barriers to improve outcomes for patients with hematologic malignancies in rural settings\)](#). (2019, March 26). *Cancerweekly Plus*, 1893
- Falconer, E., Kho, D., & Docherty, J. P. (2018). [Use of technology for care coordination initiatives for patients with mental health issues: A systematic literature review](#). *Neuropsychiatric Disease and Treatment*, 14, 2337–2349.
- Watterson, J. L., Rodriguez, H. P., Aguilera, A., & Shortell, S. M. (2018). [Ease of use of electronic health records and relational coordination among primary care team members \[PDF\]](#). *Health Care Management Review*, 44(4).

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Competency 1: Analyze the use of ethics to enhance coordinated care.
- Competency 2: Evaluate the legal implications in care coordination.
- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.
- Competency 6: Assess data outcomes for care coordination processes.
- Competency 7: Communicate effectively with diverse audiences, in an appropriate form and style, consistent with applicable organizational, professional, and scholarly standards.

u06a1 - Summary Report on Rural Health Care and Affordable Solutions

Preparation

For this assignment, you will prepare a summary report for improved rural health in the form of a scholarly document.

Review the unit readings and conduct your own research in the Capella library to develop and support your ideas.

Note: Remember that you can submit all, or a portion of, your draft care plan to Smarthinking for feedback, before you submit the final version for this assignment. However, be mindful of the turnaround time of 24–48 hours for receiving feedback, if you plan on using this free service.

Requirements

Prepare a 4–5-page summary report of a rural health care problem and potential solutions.

Supporting Evidence

Cite 5–7 sources of credible, scholarly, or professional evidence to support your claims and solutions.

Instructions

There are many opportunities to turn barriers to bridges when working with limited resources. Imagine you are working as a care coordination consultant in a rural area and you need to find affordable solutions to many complex patient issues. You have decided to start with one type of patient population to design a path for care coordination using the resources in the community in conjunction with telehealth with regional outreach partners.

Following these instructions will help ensure you meet the scoring guide criteria for this assignment:

- Identify and describe a rural community, the patient issues they face, and one specific population you can assist with this plan. Address any cultural- or diversity-aware responsibilities the care coordinator should consider.
- Identify the interprofessional team providers currently available in the rural community. Analyze how they can be assisted by telehealth partners in the region, and any other stakeholders that may be involved.
- Describe the nuances for this population related to cultural competence for the interprofessional team, and how this affects care coordination and collaboration.
- Recommend technology-based outreach strategies supported by evidence-based research. Incorporate proven educational and evidence-based strategies, and how they might be modified using the outreach partners to enhance care in this rural community. Also, do consider the legal issues with telehealth and how this new strategy provides a clear path to ethical practice into the future.
- Support main points, claims, and conclusions with relevant and credible evidence, correctly formatting citations and references using APA style.

Scoring Guide Criteria

Your assignment should meet the following scoring guide criteria:

1. Describe a specific population need and the community.
2. Analyze current available interprofessional team providers and resources.
3. Identify areas of cultural competency the team must address.
4. Recommend technology-based outreach strategies supported by evidence-based research.
5. Identify possible legal issues.
6. Explain the continuation of ethical care in the updated system.
7. Communicate effectively in an appropriate form and style, consistent with applicable professional and scholarly standards.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Your paper should demonstrate current APA style and formatting.
- **Number of resources:** Include 5–7 resources, appropriately cited throughout your paper and in your reference list.
- **Length:** 4–5 pages, typed and double-spaced, not including the title page and reference list.
- **Font and font size:** Times New Roman, 12 point.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[ePortfolio](#)

[MSN Program Library Research Guide](#)

[Smarthinking](#)

u06d1 - Enhancing Care Through Technology

For your initial discussion post, address the following:

- How does technology alter the care coordination efforts when used effectively?
- What types of legal and ethical issues do you need to keep at the forefront when using technology to enhance communication and care?

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 unit readings or other academic literature, and cite these in proper APA style. 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

Graduate Discussion Participation Scoring Guide

Unit 7 >> Ethical and Legal Considerations When Coordinating Care

Introduction

Quality care delivery is an ongoing focus for care coordination. To develop quality outcomes, leaders have to understand how to use information correctly within the context of being responsible and accountable. The consequences of collecting, analyzing, monitoring, and using information can change lives. an important part of using information is protecting the rights of patients. Ethical and legal concerns can be minimized through effective communication and collaboration while managing resources.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to complete 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.

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 1: Analyze the use of ethics to enhance coordinated care.
- Competency 2: Evaluate the legal implications in care coordination.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.
- Competency 6: Assess data outcomes for care coordination processes.

u07d1 - Measuring Quality Outcomes

For your initial discussion post, address the following:

- What are three key elements that leaders in care coordination should understand about measuring quality outcomes?

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 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u07d2 - Legal and Ethical Responsibility

For your initial discussion post, address the following:

- When leading a team for enhanced care, how would you define responsible and accountable care coordination?

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 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Unit 8 >> Stakeholders and Data

Introduction

Developing care coordination requires collaborating with many types of stakeholders, whether it be individuals, organizations, or other providers. Many stakeholders need to be engaged in the end-to-end process. This includes understanding and using information to take effective action for care delivery.

Learning Activities

u08s1 - Studies

Readings

Use your *Care Coordination* text to read the following:

- Part II: Action Issue 5, pages 81–94.

Use the Capella library to read the following:

- Andrews, M.-M., Storm, D. S., Burr, C. K., Aaron, E., Hoyt, M. J., Statton, A., & Weber, S. (2018). Perinatal HIV service coordination: Closing gaps in the HIV care continuum for pregnant women and eliminating perinatal HIV transmission in the United States. *Public Health Reports*, 133(5), 532–542.
- Sweeney, P., Hoyte, T., Mulatu, M.S., Bickham, J., Brantley, A. D., Hicks, C., . . . Wendell, D. (2018). Implementing a data to care strategy to improve health outcomes for people with HIV: A report from the care and prevention in the United States Demonstration Project. *Public Health Reports*, 133(Supplement 2), 60S–74S.

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 6: Assess data outcomes for care coordination processes.

u08s2 - Assignment Preparation

For the Unit 9 assignment, you will be required to design a care coordinator role description, interview questions, and narrative analysis.

Carefully read the Assessing the Best Candidate for the Role: A Toolkit for Success instructions and scoring guide to ensure you understand all of the requirements. Take time this week to begin to gather research needed for the assignment. To create your assessment tool, search for examples of toolkits online.

u08d1 - Stakeholder Engagement

As a leader in practice, you will have many stakeholders to consider with every care coordination effort.

For your initial discussion post, address the following using specific details from your workplace or a familiar health care setting:

- How do you define and build stakeholder engagement to create and sustain change with the care coordination team?

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 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u08d2 - Using Data to Monitor Change

For your initial discussion post, address the following:

- What type of data do you want any type of care coordination to monitor and evaluate when effecting change for care delivery?

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 unit readings or other academic literature, and cite these in proper APA style. 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Unit 9 >> Leading Care Coordination

Introduction

Being a leader in care coordination takes a skill set that encompasses knowledge of current trends and standards, a collaborative outlook, and an understanding of how to evaluate ideas. Having the ability to create a vision, bring stakeholders together, and use evidence-based information drives a leader's ability to implement positive care coordination plans.

Learning Activities

u09s1 - Studies

Readings

Use your *Care Coordination* text to read the following:

- Read Part II: Action Issue 6, pages 95–105.
- Read Part III, pages 107–115.

Use the Capella library to read the following:

- Schmidt, A. K., Lilleeng, B., Baste, V., Mildestvedt, T., & Ruths, S. (2018). [First four years of operation of a municipal acute bed unit in rural Norway \[PDF\]](#). *Scandinavian Journal of Primary Health Care*, 36(4), 390–396.
- Parker, S. H., Schmutz, J. B., & Manse, T. (2018). [Training needs for adaptive coordination: Utilizing task analysis to identify coordination requirements in three different clinical settings](#). *Group & Organization Management*, 43(3), 504–527.

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 1: Analyze the use of ethics to enhance coordinated care.
- Competency 2: Evaluate the legal implications in care coordination.
- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.
- Competency 6: Assess data outcomes for care coordination processes.
- Competency 7: Communicate effectively with diverse audiences, in an appropriate form and style, consistent with applicable organizational, professional, and scholarly standards.

u09a1 - Assessing the Best Candidate for the Role: A Toolkit for Success

Preparation

For this assignment, you will create a toolkit that includes a brief job description, interview questions, and a narrative overview in the form of a scholarly document.

Review the unit readings and conduct your own research in the Capella library to develop and support your ideas.

Note: Remember that you can submit all, or a portion of, your draft care plan to Smarthinking for feedback, before you submit the final version for this assignment. However, be mindful of the turnaround time of 24–48 hours for receiving feedback, if you plan on using this free service.

Requirements

Prepare a job description, 4–6 interview questions, and a 2–3-page narrative overview.

Supporting Evidence

Cite 5–7 sources of credible, scholarly, or professional evidence to support your claims and solutions.

Instructions

Your community is in need of a new care coordination role to assist with care in an organization or on larger scope in the region. For this assignment, you, as a care coordination leader, design the role of a care coordinator by creating a job description and describing the attributes that you are looking for in a candidate to fill this position.

Following these instructions will help ensure you meet the scoring guide criteria:

- Describe the care coordinator role need specific to your chosen community or region. This description should include the attributes you deem essential to the role, related to standards of practice.
- Provide 4–6 interview questions that demonstrate the qualities of an effective, ethical, and culturally aware nurse leader. Think about the standards of practice for care coordination and transition management, leading the interprofessional team in collaborative change, and the candidate's ability to be a visionary for change in the organization or community.
- Analyze the ideal candidate's knowledge related to legal and ethical considerations, stakeholder and interprofessional teams, cultural competence, and data use to improve care coordination in a 2–3-page narrative. In other words, explain what knowledge and skills a care coordinator should demonstrate for this role. such as knowledge of legal and ethical considerations as well as stakeholder and interprofessional team collaboration, being culturally competent, and knowing how to assess and use data to enhance care.

The result will be a toolkit to assist the interview team in understanding how to choose the best candidate.

Scoring Guide Criteria

Your assignment should meet the following scoring guide criteria:

1. Create a job description and interview questions for a care coordination leadership position.
2. Analyze the candidate's knowledge related to ethical guidelines and practices to improve care coordination.
3. Analyze the candidate's knowledge of laws and policies within care coordination.
4. Analyzes the candidate's knowledge related to stakeholder and interprofessional teams to implement care coordination.
5. Analyze the candidate's knowledge related to data outcomes use to enhance care.
6. Communicate effectively in an appropriate form and style, consistent with applicable professional and scholarly standards.

Additional Requirements

Your assignment should also meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Your paper should demonstrate current APA style and formatting.
- **Number of resources:** Include 5–7 resources, appropriately cited throughout your paper and in your reference list.
- **Length:** 2–3 pages, typed and double-spaced, not including the title page and reference list.
- **Font and font size:** Times New Roman, 12 point.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[ePortfolio](#)

[Smarthinking](#)

u09d1 - Care Coordination Advocacy

For your initial discussion post, address the following:

- What type of characteristics does a care coordination team leader need to embody to be an advocate for continual care improvements?

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 unit readings or other academic literature, and cite these in proper APA style. 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Unit 10 >> Future of Care Coordination

Introduction

The future will bring many opportunities for care coordination related to utilization of resources, understanding the dynamic needs of communities, and the ability to collaborate across boundaries. Using knowledge of current legal and ethical standards, issues, and ideas can help us to plan for the future by using a structure based on evidence for care coordination.

Click [MSN Program Journey](#) to review the multimedia presentation.

Course Resources

MSN Program Journey

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to read the following:

- Das, P., Benneyan, J., Powers, L., Carmody, M., Kerwin, J., & Singer, S. (2018). [Engineering safer care coordination from hospital to home: Lessons from the USA](#). *Future Healthcare Journal*, 5(3), 164–170.

Standards of Practice

Throughout the course, you should make use of 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.

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Competency 1: Analyze the use of ethics to enhance coordinated care.
- Competency 2: Evaluate the legal implications in care coordination.
- Competency 3: Critically appraise collaborative and interprofessional relationships with care coordination stakeholders.
- Competency 4: Recommend care coordination standards of practice for working with stakeholders.
- Competency 5: Determine components of an effective, culturally competent, diversity-aware care coordination environment.

u10d1 - Improving Care for the Future

What can you envision for the future of care coordination to enhance care in the United States?

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 unit readings or other academic literature, and cite these in proper APA style. 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

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u10d2 - Course Wrap-Up

For your initial discussion post, address the following:

- Take this time to reflect upon all of your ideas about care coordination. What needs to change moving forward in your communities?

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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