Nurses as Leaders in System Transformation

N4440a

Course Professor:

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Online Course

Fall 2023

Nurses as Leaders in System Transformation – N4440a

Calendar description:

This course focuses on contemporary issues in nursing, health care and health policy. Students will explore the role of nursing in shaping and influencing future directions incorporating program concepts such as social justice, empowerment, and change and transformative theory.

Expanded description:

This course focuses on a variety of contemporary issues in nursing, health care, and health policy. As part of this course, students will explore the role of nursing in shaping and influencing future directions in health (care), including discussion related to economics, technology innovation, personalized healthcare, violence, power, and policy. Two current texts, written by Canadian authors help anchor course material. Students will gain important knowledge specific to the Canadian healthcare context and current issues that will affect their nursing practice.

Course Goals:

1. To explore the Canadian healthcare system and the role of nurses in the future.
2. To examine emerging models of service delivery and how nurses can advocate for a system that is just and equitable.
3. To prepare for the transition from student nurse to a Registered Nurse in the various domains of practice where nurses work.
4. To analyze selected issues for healthcare and the profession of nursing from political, social and economic perspectives.
5. To critically examine theories of change and leadership, and the nurse as a leader in the healthcare system.
6. To analyze the barriers and facilitators to policy changes and consider how nurses can be involved at a policy level.
7. To explore the priorities related to continuous quality improvement and the role of the nurse to influence and produce quality care for clients.
8. To examine strategic intersectoral partnerships that can be used by nurses to influence and produce change.

Major Concepts in the course:

- Clients
- Health system/healthcare system navigation
- Health and healthcare policy
- Political influences
- Social justice
- Globalization

- Interprofessional collaborative practice
- Leadership
- Continuous quality improvement
- Safety/Adverse events
- Professionalism: accountability, self-regulation
- Advocacy

Competencies for entry-level Registered Nurse practice (CNO, 2019) addressed in the course:

- Professional: 2.1, 2.2, 2.5, 2.12
- Communicator: 3.6
- Collaborator: 4.1
- Leader: 6.2, 6.4, 6.5 6.6, 6.7, 6.9, 6.10
- Advocate: 7.4, 7.5, 7.6, 7.8, 7.11, 7.14
- Scholar: 9.1, 9.5, 9.6, 9.8

Interprofessional Competencies (CIHC, 2010) addressed in the course:

- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning

Nursing Informatics Competencies (CASN, 2012) addressed in the course:

- Uses relevant information and knowledge to support the delivery of evidence- informed patient care
- Uses ICTs in accordance with professional and regulatory standards and workplace policies

How this course will contribute to your development as a professional nurse:

This course will contribute to students' development as professional nurses by introducing students to the emerging importance of future directions in the health(care) system, that typically exist with and within complex situations. Similarly, this course will provide students with the basis from which to explore wicked problems at the micro, meso, and macro levels, and generate various recommendations and solutions to address systemic health (care) issues. Through engagement with course learning activities, students will begin to build their knowledge and vocabulary to describe future areas of exploration in the nursing and healthcare profession, along with building efficacy and knowledge surrounding the deconstruction of complex and non-linear issues.

How this course will contribute to your development as an interprofessional team member

This course will provide students with the basis to begin exploring complex issues faced locally, nationally, and internationally in relation to health (care). Through active engagement with course learning activities, students will begin to understand how health and healthcare actions are both processes and products of larger translations that arise from various political, economic, and societal factors. Given the interdisciplinary nature of healthcare, students will acquire a deeper understanding of the importance of working in intersectoral teams, not only within healthcare, but also across industries (e.g., private sector) and government.

How we will work together:

In this online course, learning and teaching are a shared responsibility. The instructor's role is to guide, facilitate and support learning. As a learner, it is expected that you will be prepared to actively engage in the course material while grounded in reflective and critical thought. The course and accompanying learning activities are designed to foster discussion, debate, and critical examination of concepts relevant to various future directions in nursing. Weekly presence and visits in the course site are expected since messages and updates are posted by the course instructor regularly. Group discussions will facilitate learning, and your active participation will support collaboration and sharing knowledge together. In order to create an interactive learning environment in the course site, learners will be asked to share within groups, their understanding of course material, their experiences, and to engage in reflection on their learning.

Textbooks and other resources:

Required reading materials in the form of journal articles can be located electronically through the Western library system. Other material that we can share electronically (e.g., podcasts, videos, images) will typically be hyperlinked from the weekly learning activities or housed online in the appropriate Sakai folder.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required textbooks:

Martin, D. (2017). *Better now. Six big ideas to improve the health care for all Canadians.* Penguin Random House.

Villeneuve, M. (2017). *Public policy and Canadian nursing. Lessons from the field.* Canadian Scholars.

Weekly Schedule

Weeks start on Mondays at 12:00 am and finish on Sundays at 11:55 pm.

Week/Starts	TOPIC	COURSE GOALS	ASSIGNMENTS
Week 1 Sep 11	Launching your professional career	1-8	
Week 2 Sep 18	The Canadian healthcare system	1, 2,8	
Week 3 Sep 25	Economics of healthcare	1, 2	
Week 4 Oct 2	The policy process	1,2,3,6,8	
Week 5 Oct 9	Healthcare reform and priorities	1-3, 5-6, 8	Cover letter, resume, and career map, (Oct. 13)
Week 6 Oct 16	Setting the stage for improving quality and patient safety in nursing practice	3,5,6,7	
Week 7 Oct 23	Nursing's role in quality improvement processes	1-8	Quiz #1 Weeks 2, 3, 4 (Oct. 18 – 22)
Oct 30 – Nov 5	FALL READING WEEK	NO CLASS	
Week 8 Nov 6	Untangling complex and wicked issues within healthcare	2-6, 8	
Week 9 Nov 13	Structural violence and transformative change	1-3, 5-8	Quiz #2 Weeks 5, 6, 7 (Nov. 8 – 12)
Week 10 Nov 20	Leadership in nursing practice	1-3, 5-6	
Week 11 Nov 27	Healthcare in the not too distant future	1-8	Group presentation (Dec. 1)
Week 12 Dec 4	Course wrap up		

Opportunities to Demonstrate Learning

1) **Career Assignment - (25%)**
   Due October 13, 2023 at 11:55 pm (Can be handed in any time prior to the due date)

The purpose of this assignment is to set you up for success as you transition into your role as a Registered Nurse. This assignment involves three components: a cover letter; a resume; and a career map. A good resource to assist you with this assignment can be found at:
http://career.uwo.ca/prepare/resume_cv/index.html

a) **Cover Letter:** The purpose of a cover letter is to present your interests in a position, highlight any key attributes, and distinguish yourself to the employer. This cover letter should be written in the context of applying as a soon-to-be new graduate into your first nursing position. You may choose to target it to a particular employer, a hypothetical employer, or a non-specified employer (E.g. Dear Sir/Madam). However, it is best to at least target it to a particular area of practice. This should not be more than a single page and follow business letter format.

b) **Resume:** The purpose of a resume is to succinctly present educational and employment experiences, any key achievements, and skills pertinent to the position. The current resume should include the following information:

   - Your name and contact information
   - Education
   - Certifications
   - All professional practice placements including your preferred integrative practicum placement
   - Past employment
   - Volunteer positions
   - Professional memberships & involvement

   This should not be more than two pages max and **does not** require APA format.

c) **Career Map:** For this part of the assignment you will think about your career aspirations and develop a roadmap to help you begin on your journey. Identify specific short-term and long-term career goals as well as key milestones along the way and a timeline. For example, if your long-term goal is to be an advanced practice nurse in pediatrics, perhaps one of your short-term goals would be to get clinical experience working in pediatrics. Then you might consider finding opportunities for courses and workshops to improve your knowledge and skills. Maybe you will also find a mentor. There is no 'correct' pathway, but rather we are looking for quality of thought in outlining goals and processes

to achieve these goals. Refer to the rubric and use the template provided on the course site. The career map should not be more than 2 pages in length.

The three components are to be submitted to the course site in OWL. These components must be submitted as a **single file**, MS Word document in the following order: cover letter, resume, and career map. There is no requirement for a cover page. The file extension for an uploaded assignment must include the surname, initial of the student and name of assignment: i.e. BeethovenL_Assignment 1.

2) Quiz #1 (10%) online via OWL test and quizzes
Date: Open October 18, 2023 at 8:00 am and closes on October 22 at 11:55 pm

The purpose of this assessment is for students to demonstrate their understanding and ability to apply their knowledge of healthcare systems, healthcare economics, and policy process. This online quiz will be based on readings and activities from weeks 2, 3 and 4. The quiz will be time limited with only one submission allowed and can be taken anytime from the time it opens until it closes.

3) Quiz #2 (10%) online via OWL test and quizzes
Date: Open November 8, 2023 at 8:00 am and closes on November 12 at 11:55 pm

The purpose of this assessment is for students to demonstrate their understanding and ability to apply their knowledge of healthcare reform and the use of quality improvement processes in healthcare. This online quiz will be based on readings and activities from weeks 5, 6, and 7. The quiz will be time limited with only one submission allowed and can be taken anytime from the time it opens until it closes.

4) Group Presentation: Analysis of a Canadian Healthcare Issue (25%)
Due: December 1, 2023 at 11:55 pm.

There is a unique opportunity to explore and reflect on the role of nursing since the global pandemic. The COVID-19 pandemic highlighted both strengths and opportunities in the nursing profession and the healthcare system.

The purpose of this assignment is to:

- Explore in detail either one of the health care system issues/'Big Ideas' presented in Martin's (2017) book or an issue magnified by the COVID-19 pandemic
- Consider the role of nurses as leaders in influencing the future direction of health and healthcare with consideration of social, political and economic factors

- Integrate learning from the course topics and the 'Big Ideas' presented in Martin's (2017) book with your analysis of the current/recent healthcare system issue
- Identify and discuss the system gaps and opportunities for improvement

Process:

- Choose an issue surfaced by the COVID-19 pandemic or an issue related to one of the 'Big Ideas' described in the book *Better now: Six big ideas to improve the health care of all Canadians* written by Danielle Martin (see Required textbooks)
- Provide some background by summarizing the issue and explain how it is related to course content/concepts. Explain why/how the issue is important to Canadians, which may include illustrative stories.
- Identify how and by whom the issue has been addressed to date (i.e., what actions have been taken?)
- What is the response (if any) by nursing to the issue? (e.g. response from RNAO, CNA, and/or CNO).
- What needs to change and what is your idea and plan for changing it? (Is it a policy implementation? A QI process?)
- What supports your plan? (Evidence-informed literature; theoretical frameworks)
- How can nurses and nursing be part of the action/solutions to the issue?
- Who needs to be involved? Identify a level of leadership at which the change could be addressed (i.e. professional organization, organizational leadership, governmental department, private sector)

Format:

- Prepare an audio/visual presentation (e.g. video, narrated slides) to summarize the group's analysis and plan to address the identified Canadian health care system issue. The presentation must have both audio and visual components and be a **maximum of 12 minutes in length.**
- There should be clear indication of balanced contribution among the group members.
- The group assignment is to be submitted to the assignment tool in the OWL course site and should include:
    - The presentation slides with speaker notes and audio
    - A group report summarizing individual group member's contributions and a list of references used (in APA format) in MS Word
    - Groups may also choose to create and submit a video file (e.g. mp4) of the presentation to support ease of viewing (for example, by exporting the narrated PowerPoint to mp4).

- The file extension for an uploaded assignment must include all students' surnames, initial and name of assignment:
  i.e. BeethovenLCaraADrakeASainte-MarieBStraussJ_Group Presentation
  . BeethovenLCaraADrakeASainte-MarieBStraussJ_Group Report

Criteria for evaluation:

A marking rubric will be available on the course site.

5) Final Exam (30%)

Date: During University Final Exam Period

The final exam will be based on all course content and will be administered in an online format using OWL tests and quizzes at a time to be determined during the final exam period.

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DUE DATE
1. Cover letter, resume, and career map.	3,6,7,8	25%	Oct. 13, 2023, at 11:55 pm
2. Quiz #1	1,2,3,6,8	10%	Quiz opens on OWL Oct. 18, 2023 at 8:00 am and closes Oct. 22, 2023 at 11:55pm
3. Quiz #2	1,2,3,5-8	10%	Quiz opens on OWL Nov.8, 2023 at 8:00 am and closes Nov. 12, 2023 at 11:55pm
4. Group Presentation: Analysis of a Canadian Healthcare Issue	1 - 8	25%	Dec. 1, 2023 at 11:55 pm
5. Final Exam	1 – 8	30%	TBD by Registrar's office

Policies

All policies related to assignments are in the Undergraduate Programs Manual on the Western web site at owl.uwo.ca Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the seventh edition of the Publication manual of the American Psychological Association (2020), which includes guidelines for both content and format. In addition, all other writing will follow APA (7th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to them. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University, Fanshawe College, and Turnitin.com (www.turnitin.com). For further information, please see the BScN Program Manual for the policy on plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site(s):

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

While use of AI-based content creating platforms (e.g., ChatGPT) can be useful to assist in information collection and problem-solving of complex scenarios, outputs generated from these platforms need to attributed in terms of direct citation/quote and referencing as per writing style (e.g., APA 7th), if used in assignments or course participation. In other words, AI-generated content, while interesting and potentially informative to assist in the refinement of ideas and insights, should not be used verbatim or suggested to be original content generated by student(s) for assignments in this course. If outputs from AI-based content creating platforms are used verbatim, they must be attributed and cited accordingly.

Assignments and Exams
Please refer to the Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams.

Mental Health
Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.

MentalHealth@Western http://uwo.ca/health/mental_wellbeing

Learning Skills Services
The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning

Review of Graded Assignments
After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment
Students who need assistance with their writing skills should contact on-campus resources for support.

Western Site: http://writing.uwo.ca

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

Western Site: Undergraduate Student Academic Appeal

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178

Western Site: https://www.uwo.ca/ombuds

Review of Graded Assignments

Further details about this process provided in 'expanded description'

Return of graded assignment

Reflect for a minimum of 48 hours on feedback

Need help interpreting feedback? Submit written request to meet with original marker

Resolution reached?

YES → No further action

NO → **Submit written request to meet with course professor**

Resolution Reached?

YES → No further action

NO → **Launch Formal Appeal**

Appeal granted

Appeal denied → No further action → **OR** → **Proceed to next level of formal appeal**

Grade may increase, stay the same, or decrease

Resolution Reached?

YES → **No further action**

NO → **Proceed to next level of formal appeal**

The Western-Fanshawe Collaborative & CTF BScN Program N4440 Nurses as Leaders in System Transformation 2023 -Online