



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

Nurses as Leaders in System Transformation

N4440a

Course Professors:

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Online Course

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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 or embedded in the weekly lessons.

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 11:59 pm.

Week/Starts	TOPIC	COURSE GOALS	ASSIGNMENTS
Week 1 Sept 9	Launching your professional career	1-8	
Week 2 Sept 16	The Canadian healthcare system	1, 2,8	
Week 3 Sept 23	Economics of healthcare	1, 2	
Week 4 *September 30th National Truth & Reconciliation Day Oct.1	The policy process	1,2,3,6,8	
Week 5 Oct. 7	Healthcare reform and priorities	1-3, 5-6, 8	Career Assignment (Oct. 7)
Oct. 12-20	Fall Reading Week No course content released		
Week 6 Oct. 21	Setting the stage for improving quality and patient safety in nursing practice	3,5,6,7	
Week 7 Oct. 28	Nursing's role in quality improvement processes	1-8	Quiz #1 Weeks 2, 3, 4 (Oct. 30- Nov. 3)
Week 8 Nov. 4	Untangling complex and wicked issues within healthcare	2-6, 8	
Week 9 Nov. 11	Structural violence and transformative change	1-3, 5-8	Quiz #2 Weeks 5, 6, 7 (Nov. 13 - 17)
Week 10 Nov. 18	Leadership in nursing practice	1-3, 5-6	
Week 11 Nov. 25	Healthcare in the not too distant future	1-8	
Week 12 Dec. 2	Course wrap up		Group presentation (Dec. 2)

Opportunities to Demonstrate Learning

1) Career Assignment - (25%)

Due October 7, 2024 at 11:59 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 one page (single spaced) 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
 - All professional practice placements including your preferred integrative practicum placement
 - Past employment
 - Volunteer positions
 - Certifications
 - 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-Brightspace. 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_Career_Assignment.

2) Quiz #1 (10%) online via OWL Brightspace quizzes

Date: Open Oct. 30, 2024 at 8:00 am and closes on Nov. 3, 2024 at 11:59 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 Brightspace quizzes

Date: Open Nov. 13, 2024 at 8:00 am and closes on Nov. 17, 2024 at 11:59 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: Dec. 2, 2024 at 11:59 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 Brightspace 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 Brightspace 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. 7, 2024, at 11:59 pm
2. Quiz #1	1,2,3,6,8	10%	Quiz opens on OWL Oct.30, 2024 at 8:00 am and closes Nov.3, 2024 at 11:59pm
3. Quiz #2	1,2,3,5-8	10%	Quiz opens on OWL Nov.13, 2024 at 8:00 am and closes Nov. 17, 2024 at 11:59pm
4. Group Presentation: Analysis of a Canadian Healthcare Issue	1 - 8	25%	Dec. 2, 2024 at 11:59 pm
5. Final Exam	1 – 8	30%	TBD by Registrar's office

Policies

All policies related to assignments are in the Undergraduate BScN Programs Manual on the [Undergraduate Student Information site](#).

Assignments and Exams

Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at [School of Nursing Policies](#)

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Academic Offences

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 website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_under_grad.pdf.

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 university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University 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 and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#)

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) other than the device on which you are completing your assessment (e.g. laptop, desktop computer) during ANY online tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST NOT be accessible during the test/exam. Any student found with a prohibited device will receive an automatic grade of zero on the test or exam.**

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.