Future Directions for Nursing and Healthcare

N4440a/b

Course Professor:

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Future directions for nursing and healthcare – N4440a/b

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. Through the use of wicked problem scenarios, students will gain knowledge and background exploring and providing recommendations related to developing pragmatic recommendations to address complex, dynamic, and non-linear health(care) issues.

Course Goals:

1. To analyze selected wicked problems facing nursing that currently exist/are emerging within healthcare from political, social, and economic perspectives
2. To critically examine theories of change and the nurse’s role as a change agent within the healthcare system
3. To explore different strategies to support transformative change (i.e., strengths-based, evidence-informed, change leadership, etc.), related to selected existing and emergent issues within health(care)
4. To explore strategies to increase nursing’s capacity to influence policy and healthcare system change at the micro, meso, and macro levels
5. To examine strategic intersectoral partnerships that can be used by nurses to influence and produce change
6. To explore the influences that nurses can share with others in the development of health technology applications and its impact on future health systems
7. To explore emerging nursing and healthcare delivery models to reach diverse and hard-to-reach populations
8. To discuss the trends in health care financing and their impact of the practice of nursing

Major Concepts in the course:

- Health / health system
- Health promotion/disease prevention
- Technology/informatics
- Interprofessional collaborative practice
- Social justice
- Globalization
• Political influences

Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:

• Professional Responsibility and Accountability: 2, 8, 9, 10, 13, 18, 23
• Knowledge-Based Practice: 27, 31, 32, 34, 35, 51, 54, 55, 56
• Ethical Practice: 80, 85, 86, 87, 88, 89, 90, 93
• Self-Regulation: 99

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

• Interprofessional communication
• Role clarification
• Patient/Client/Family/Community-centred 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 course, learning and teaching are a shared responsibility. The instructor’s role is to guide, facilitate and support your learning. As a student, it is expected that you will be prepared to actively engage in weekly dialogue and reflective, 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 attendance is expected since small group and class discussions will facilitate learning, and your active participation will support not only your own but your colleagues’ learning. In order to create an interactive learning environment, students will be asked to share within groups, and at times with the larger class, their understanding of course material, their experiences and to engage in reflection on their learning.

Textbooks and other resources:

There is no required textbook for this course. Required reading materials in the form of journal articles can be located electronically through the Western library systems. 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.

Recommended Resource:

## Weekly Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CONCEPTS</th>
<th>COURSE GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>The Canadian healthcare system</td>
<td>1,2,5,7</td>
<td>2, 3, 8</td>
</tr>
<tr>
<td>Sept 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Economics of healthcare</td>
<td>1,3,4,5,7</td>
<td>2,4,8</td>
</tr>
<tr>
<td>Sept 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>The policy process</td>
<td>1,2,4,5,7</td>
<td>1,2,3,4,8</td>
</tr>
<tr>
<td>Sept 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Untangling complex and wicked issues within healthcare</td>
<td>1,3,4,6,7</td>
<td>1,2,5,6,7</td>
</tr>
<tr>
<td>Oct 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Case studies – wicked problems</td>
<td>1,2,3,6,7</td>
<td>1,3,7,8</td>
</tr>
<tr>
<td>Oct 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Case study – super wicked problem</td>
<td>1,2,3,6</td>
<td>1,2,3,4,7</td>
</tr>
<tr>
<td>Oct 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Structural violence and transformative change</td>
<td>1,2,4,5,7</td>
<td>1,3,5</td>
</tr>
<tr>
<td>Oct 26</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 8</td>
<td>No Class</td>
<td></td>
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<tr>
<td>Nov 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Nursing’s role in continuous quality improvement (CQI)</td>
<td>1,2, 4</td>
<td>2,3,4,6</td>
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<tr>
<td>Nov 9</td>
<td></td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Healthcare reform and priorities</td>
<td>1,2,3,4,6,7</td>
<td>1,4,7,8</td>
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<tr>
<td>Nov 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Healthcare in the not too distant future - nursing’s evolved role</td>
<td>1,2,3,4,6,7</td>
<td>1,4,5,7,8</td>
</tr>
<tr>
<td>Nov 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Developing nurses’ future role in health and healthcare</td>
<td>1,5,6,7</td>
<td>1,5,6,7,8</td>
</tr>
<tr>
<td>Nov 30</td>
<td></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Developing your role as a nurse</td>
<td>3, 6</td>
<td>3, 6</td>
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<tr>
<td>Dec 7</td>
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</table>
Opportunities to Demonstrate Learning

1) Cover Letter, Resume, Career Map, and Preceptor Module - 20% (due Mon Oct 3, 0800h)

The purposes of this assignment is to set you up for success as you transition into your role as a Registered Nurse. This assignment involves four components: a cover letter; a resume; a career map; and completion of the “Optimizing Learning” Preceptor module.

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 new graduate into your first nursing position. Online job search sites provide a plethora of advice and examples of cover letters. This should not be more than a single page. Format is to be APA.

b) Resume: The purpose of a resume is to succinctly present educational and employment experiences, any key achievements, skills pertinent to the position, and references. In addition to websites suggested above, human resource webpages from large healthcare agencies can be a place to find tips on what to include in a resume. It must include the following information:

- Your name and contact information
- Education & Certifications
- Relevant clinical experiences
- Related past employment (if applicable)
- Related volunteer positions (if applicable)
- Related professional memberships & involvement (if applicable)

This should not be more than two pages max. Format does not have to be APA, rather you want to find a format that is as visually appealing and readable as possible.

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. 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 also find a mentor. There is not ‘correct’ pathway, but rather we are looking for quality of thought in outlining goals and processes to achieve these goals. For this portion we invite you to be as creative as you wish. If simply writing your map please use APA. However, if you would like to diagram, vlog, or present your ideas in any other alternative format we invite you to do so. Because of this flexibility, no specific page length is attached to this section. We anticipate written submissions to be no more than a single page.
d) ‘Optimizing Learning’ module (available on OWL): This module must be reviewed as part of this assignment. Please include the certificate of completion with your submission.

The four components are to be submitted in OWL (Sakai). Due to the nature of the assignment there is no minimum requirement for referencing, however if using non-original sources in your career map, please reference appropriately.

2) Synthesis report from wicked problem analysis (group) (30%)  Due: Mon Nov 14 at 0800

The purposes of this assignment are for you to:

• Deconstruct a specified wicked problem and generate recommendations related to the explored problem
• Write report in the form of a briefing note for a policy maker, at the specific level (i.e., local government, provincial government, World Health Organization).

Assignment Process:

Students will sign up in groups of 4 through a link in Sakai. The synthesis report stemming from analysis of a wicked problem is a group assignment, whereby student groups will generate a formal report in the style of a briefing note. Students are encouraged to use all necessary scholarly sources of evidence in their briefing note. The briefing report will be no more than 6 pages in length, excluding references and title page.

Wicked Problems:

Please select one of the following problems as the topic of your paper:

• Nursing leadership gap: Senior nurses with clinical experience are showing limited interest in leadership roles. On the other hand, non-nurses with extensive healthcare management education and experience are showing interest. How will we ensure quality nursing leadership in the future? Do managers of nursing have to be nurses? Why aren’t nurses rushing into leadership roles? Is clinical experience sufficient for leadership?
• Addictions: Should we legalize marijuana? All currently illegal drugs?
• Emergency Room times: Can we really achieve ER wait times of less than an hour?
• Mental Health: Mental health challenges appear to be having an increased impact on the economy and productivity, as well as educational attainment. Is there over-diagnosis? Or lack of supports? How do we address both symptoms and root issues?
• Medical Tourism: Should people be able to travel to whatever country they want to receive medical care? How does this contribute to inequities in healthcare?

Criteria for evaluation:
• A marking rubric is available on Sakai
• **Scholarly writing** and use APA (6th ed. rev) formatting and referencing
• Use of evidence-informed literature and other sources of knowledge to justify your deconstruction and recommendations. The briefing document will require the following elements:
  o Background and problem description
  o Analysis, deconstruction, and evidence
  o Options considered and related rationale
  o Final policy recommendation(s)

3) **Reading reflections (10%), Week 2 to 12, no week 8, Due: each week, at 1900 on the night before class**

**Assignment Process:**

The reading reflection component will require students to submit a meaningful, 5 sentence minimum paragraph reflection based on one of the week’s assigned readings. This paragraph will be submitted via Sakai in the appropriate forum prior to the start of class. Reflections will be required for Weeks 2 to 12, not including week 8.

For the purposes of this reflection, please use the following prompts to help generate your response (but not limited to):

• what did the reading make you think about?
• how can this concept/construct apply to nursing?
• what was the most challenging part of the reading?
• was/is there a new way to look at the information or ideas presented in the reading?
• how does the knowledge derived from the reading inform your current or future personal/professional activities?

**Criteria for evaluation:**

Each weekly reflection is worth 1% (1% x 10 weeks = 10%). The final reflection to be submitted for Week 12’s class will encompass a brief summary reflection of your learning and insights from the entire course.

You will receive either a full mark or a zero for the week, no part marks are given. To receive the mark the reflection must be:

• A minimum of five sentences;
• Submitted at 1900 hours the evening before class that week;
• Be on one of the readings for that week;
• Make sense;
• Not be plagiarized from other postings.
4) **Final exam (40%)**

The final exam evaluates all course material. The timing of the final exam will occur during the final examination period.

### Summary of Opportunities to Demonstrate Learning

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) ADDRESSED</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cover letter, resume, career map, preceptor module</td>
<td></td>
<td>20%</td>
<td>0800 on Mon Oct 3</td>
</tr>
<tr>
<td>2. Synthesis report from wicked problem analysis</td>
<td>1,2,3,4,5,6</td>
<td>30%</td>
<td>0800 on Mon Nov 14</td>
</tr>
<tr>
<td>3. Reading reflections</td>
<td>all</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td>4. Final exam</td>
<td>all</td>
<td>40%</td>
<td>Examination period</td>
</tr>
</tbody>
</table>

**Policies**

All policies related to assignments are in the Undergraduate Programs Manual on the Western web site at [owl.uwo.ca](http://owl.uwo.ca).

**Attendance**

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty.

**Scholarly Requirements**

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed., rev) 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 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 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 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):

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

http://www.fanshawec.ca/sites/default/files/assets/policies/pdf/2g04.pdf

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

Electronic devices
Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself.

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://www.uwo.ca/uwocom/mentalhealth/

Fanshawe College iCopeU http://icopeu.com/fanshawe/home.html
and Counseling Services http://www.fanshawec.ca/counselling/

Student Safety
Please refer to the Undergraduate Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs Site at owl.uwo.ca