



**Western**  
Arthur Labatt Family  
School of Nursing



**FANSHAWE**  
School of Nursing

# **Future Directions for Nursing and Healthcare**

## **N4440a**

Course Professors:

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## **Future directions for nursing and healthcare – 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, 2014) addressed in the course:**

- Professional Responsibility and Accountability: 2, 8, 9, 10, 13, 17 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-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 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:**

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. (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed. rev). Washington, DC: Author. **NOTE: We will use the 6<sup>th</sup> edition throughout this course.**

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

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

### Weekly Schedule

DATE	TOPIC	COURSE GOALS	ASSIGNMENTS
<b>Week 1</b> <b>Sept 11</b>	Launching your professional career	1-8	
<b>Week 2</b> <b>Sept 18</b>	The Canadian healthcare system	1, 2,8	
<b>Week 3</b> <b>Sept 25</b>	Economics of healthcare	1, 2	
<b>Week 4</b> <b>Oct 2</b>	Setting the stage for improving quality and patient safety in nursing practice <b>NO CLASS</b> <i>Complete online learning modules as outlined in Learning Activities in preparation for the in-class assignment in week 5</i>	3,5,6,7	Cover letter, resume, career map, and preceptor module assignment
<b>Week 5</b> <b>Oct 9</b>	Nursing's role in quality improvement processes	1-8	In-class group QI charter assignment
<b>Week 6</b> <b>Oct 16</b>	The policy process	1,2,3,6,8	
<b>Week 7</b> <b>Oct 23</b>	Healthcare reform and priorities	1-3, 5-6, 8	
<b>Week 8</b> <b>Oct 30</b>	Untangling complex and wicked issues within healthcare Case studies	2-6, 8	
<b>Nov 6</b>	<b>READING WEEK – NO CLASS</b>		
<b>Week 9</b> <b>Nov 13</b>	Leadership in nursing practice and change management	1-3, 5-8	
<b>Week 10</b> <b>Nov 20</b>	Class presentations	1-8	In-class group presentation <i>Addressing the Health of the Canadian Health Care System</i>

<b>Week 11</b> <b>Nov 27</b>	Class presentations	1-8	In-class group presentation <i>Addressing the Health of the Canadian Health Care System</i>
<b>Week 12</b> <b>Dec 4</b>	Healthcare in the not too distant future	1-8	

### Opportunities to Demonstrate Learning

#### 1) Cover Letter, Resume, Career Map, and Preceptor Module - (25%)

**Due Wednesday, October 2, 2019 at 0800h**

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 four components: a cover letter; a resume; a career map; and completion of the “Optimizing Learning” Preceptor module. A good resource to assist you with this assignment can be found at: [http://career.uwo.ca/prepare/resume\\_cv/index.html](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. Format is to be APA for letters (see page 232 of the APA manual). 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.
- 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. Format **does not** have to be APA, refer to [http://career.uwo.ca/prepare/resume\\_cv/index.html](http://career.uwo.ca/prepare/resume_cv/index.html)

- 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 template provided on the course site.
- d) **‘Optimizing Learning’ module** (available at [www.preceptor.ca](http://www.preceptor.ca)): This module must be reviewed as part of this assignment. Please include a screen shot of the certificate on the last page of your submission.

The four 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, career map, PEP certificate of completion (screen shot is acceptable). 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) **Quality Improvement Charter Assignment (10%)**

**Due: Wednesday, October 9, 2019 at 1200h**

The purpose of this assignment is to increase your understanding of quality improvement methods and tools that are used in healthcare settings by applying the concepts learned in **QI Methods and Tools for Nurses Module 3: Quality Improvement Processes: PDSA & DMAIC**.

**Process: (This assignment will be completed in class in groups of 5 - 6)**

- Review and discuss the case scenario provided during class
  - Using the Quality Improvement Charter template, complete each section
- The file extension for an uploaded assignment must include the surname, initial of all students in the group and name of assignment:  
i.e.. BeethovenLCaraADrakeASainte-MarieBStraussJ\_QICharter
- The assignment will be uploaded into the assignment tab by the end of class

- A marking rubric will be available on the course site in OWL
- You must be present in class for this assignment as there will be no make up.

**3) Group presentation: ‘Addressing the Health of the Canadian Health Care System’ (25%)**

**Due: In-class presentation on either Wednesday, November 20 or November 27, 2019. Presentation slides, references and Pitch Letter due at 0800 on November 20.**

This assignment will be completed in the same groups as for the QI Charter assignment.

The purposes of this assignment are to:

- Explore in detail either one of the health care system issues/’Big Ideas’ presented in Martin’s (2017) book or another health care system issue you have identified
- Consider how nurses and nursing can be part of the action/solutions to the issue

**Process:**

- Choose one of the health care system issues/’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) **or** another Canadian health care system issue you have identified.
- Summarize the issue(s). Illustrative stories to explain why/how the issue is important to Canadians may be included
- Identify how the issue has been addressed to date
- What is the response (if any) by nursing to the issue?
- 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)
- Write a ‘pitch letter’ to the identified leadership level. The Pitch Letter should be one page, business letter style (see APA p. 232 for letters)
- Prepare an in-class presentation to summarize the group’s analysis and plan to address the identified Canadian health care system issue
- Each group will select a 15-minute presentation time slot, which will include 12 minutes for the actual presentation and 3 minutes for preparation and transition between groups. Strict time keeping will be in place. There should be clear indication of balanced contribution among the group members.



- The group assignment, to consist of the presentation slides, a list of references used (in APA format) and the Pitch Letter, is to be **submitted electronically by 0800 on November 20**, to the assignment tab in the course site on OWL. The reference list and Pitch Letter must be in MS Word format and submitted as a **single document**. Slides are to be in PowerPoint format. A group report summarizing individual group member's contributions is also to be included.
- The file extension for an uploaded assignment must include all students' surnames, initial and name of assignment:  
i.e. BeethovenLCaraADrakeASainte-MarieBStraussJ\_References\_Letter

### Criteria for evaluation:

A marking rubric is available on the course site.

#### 4) Final exam (40%)

The final exam evaluates all course material. The final exam is scheduled by the Registrar's Office.

#### *Summary of Opportunities to Demonstrate Learning*

<b>OPPORTUNITIES TO DEMONSTRATE LEARNING</b>	<b>COURSE GOAL(S) ADDRESSED</b>	<b>VALUE</b>	<b>DUE DATE</b>
<b>1. Cover letter, resume, career map, and preceptor module.</b>	3,6,7,8	25%	Oct 2, 2019 by 0800
<b>2. In-class QI Charter assignment</b>	1 - 8	10%	Oct 9, 2019 by 1200
<b>3. In-class group presentation</b>	1-3, 5-8	25%	Either Nov 20 (Week 10) or Nov 27 (Week 11). <b>Presentation slides, references and Pitch Letter due by 0800 on the Nov. 20</b>
<b>4. Final exam</b>	1 - 8	40%	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](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 (6<sup>th</sup> 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](http://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.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 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.

**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://uwo.ca/health/mental\\_wellbeing](http://uwo.ca/health/mental_wellbeing)

Fanshawe College iCopeU <http://icopeu.com/fanshawe/home.html>  
and Counselling 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](http://owl.uwo.ca)