2018

750 Nursing Perspectives III

Barbara Harland
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COURSE NUMBER AND TITLE:	NURS 750	Nursing Perspectives III
Location:	Room 187	10:00-12:30 Tuesday

Number of Credits: 3 Semester credits/ 45 Theory Hours

Faculty: Barb Harland, MSN, M.Ed., RN

Pre-Requisites: NURS 650 Nursing Perspectives II

Co- Requisites: NURS 752 Community Nursing and Public Health Policy, NURS 753 Community Nursing and Public Health Policy Practicum, NURS 754 Leadership and Management Concepts and NURS 503 Epidemiologic Methods in Healthcare

Course Description: This course focuses on theories, concepts, and strategies vital to the successful practice of the professional nurse and clinical nurse leader (CNL) in caring for diverse populations in complex healthcare systems. Strategies to enhance interprofessional communication, holistic collaborative practice, and career and professional development are addressed.

Course Objectives:

1. Analyze various theories related to systems thinking including micro, meso, and macro systems, chaos theory and complexity theory.
2. Explore strategies to enhance interprofessional communication and collaborative nursing practice including TeamStepps™ and Crucial Conversations™.
3. Explore strategies for career development and continued personal and professional growth.
4. Examine strategies to advocate for self, the role of professional nurse, and the CNL.

Time & Location
Cohen Room 187
10:00-12:30

Faculty:
Barbara Harland MSN, MEd, RN,
Office: Cohen 130-A
Office Hours – Tuesday 1:30-2:30 or by appointment;
745-3045 (Office)

513-659-8649 (Cell)
harlandbs@xavier.edu

Text:
Edmonson, A. (2012) Teaming: How organizations learn, innovate, and compete in the knowledge
economy. San Francisco, CA: Jossey-Bass.

Buresh, B. & Gordon, S. (2006).   From silence to voice: What nurses know and must
communicate to the public (2nd ed.). Ithaca, NY: Cornell University Press.

Patterson, K., Grenny, J., McMillan, R., and Switzler, A. (2002). *Crucial conversations:*

Tools for talking when stakes are high. New York, NY: McGraw-Hill.

Harris,J. , Roussel. L. Initiating and sustaining the clinical Nurse Leader Role. (3rd edition) Sudbury,
MA. : Jones and Bartlett.

Nelson, E.C., Batalden, P.B. , Godfrey, M.M. (2007) Quality by Design Jossey-Bass, San Francisco.

Additional Resources:
Articles on Canvas

Attendance Policy
Reasonable attendance at all class meetings is expected. If a student is unable to attend a class the
responsibility of missed class content is the sole responsibility of the student. The students are
expected to e-mail the faculty to inform of absence. Tests and written assignments may include
content covered in class or in assigned readings While in class professional behavior is expected.
Distracting behaviors are not only detrimental to your learning but to the learning of others.

Evaluation Strategies:
Group Crucial Conversation: See Rubric

Group Teaching	5%
Group Presentation	15%
CNL as Advocate	20%
CNL as Team Manager/Lateral Integration of Care	20%
CNL in the Community: Letter of support	20%
Share Individual CNL : Elevator Speech	10%
HESI Exam	10%
Total	100%

Grading Scale:

100 – 94	A
93 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 76	C+
70 – 75	C
Below 70	F

HESI EXAM:

All students are required to take the Health Education Systems, Inc. (HESI) exam as part of the course requirements and this exam will count for 10% of the course. This exam is a computerized test that serves as preparation for the licensing examination and will be administered during final exam week. The exam provides both a HESI score and a conversion score. The HESI score will be used to determine your grade. The following scale will be used to determine your HESI exam grade for the course and will count for 10% of the course grade.

HESI Score:	Percent
900+	100%
850-899	90%
800-849	80%
750-799	75%
700-749	70%
650-699	65%
600-649	60%
Below 600	50%

Students must achieve a minimum HESI score of 900. Any student who does not achieve a minimum 900 HESI score must participate in remediation. The student will receive an "M" (incomplete) for the course until remediation is successfully completed, as determined by the course faculty (generally faculty select several HESI case studies to be completed). If remediation is not successful in the allotted time, the "M" will convert to an F for the course grade.

Caveat: The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact course faculty as soon as possible. If you haven't already, you must also contact the Learning Assistance Center at 513-745-3280 on the fifth floor of the Conaton Learning Commons, Room 514 or e-mail Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations.

Student Support: Occasionally, students may experience personal problems or difficulties during the term that can be emotionally disturbing and may seriously interfere with learning. If this should happen to you, please meet with me to see what can be worked out. In addition, the University provides supportive services for students. For more information, go to: http://www.xavier.edu/sss/

Academic Honesty Policy: (from Xavier policy)
The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. **All work submitted for academic evaluation must be the student's own.** Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

MSN Essentials
CNL Essentials
See table below:

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COURSE OBJECTIVES	MASTER'S ESSENTIALS	CONTENT	CNL COMPETENCIES ADDRESSED
Analyze various theories related to systems thinking including micro, meso, and macro systems, chaos theory and complexity theory.	Essential I: Background for Practice from Sciences and Humanities	5 P Assessment Theory for Microsystem

HESI Exam | Complexity Theory

9.12 Advocate for patients within the healthcare delivery system to effect quality, safe, and value-based outcomes. |
| Explore strategies to enhance interprofessional communication and collaborative nursing practice including

TeamStepps™ and Crucial Conversations™. | Essential II: Organizational and System's Leadership

Essential VII: Interprofessional Collaboration for Improving Patient and Population | Crucial Conversation

Team STEPPs | Coaching

3.7 Demonstrate professional and effective communication skills, including verbal, non-verbal, writte

9.12 Advocate for patients within the healthcare delivery system to effect quality, safe, and value-based outcomes.n, and virtual abilities. |

	Health Outcomes		
Explore strategies for career development and continued personal and professional growth.	Essential VI: Health Policy and Advocacy Essential IX: Master's Level Nursing Practice	Resume Anectdotals: Lateral Integration Environment of Care	6.3 Advocate for policies that leverage social change, promote wellness, improve care outcomes, and reduce costs. 9.12 Advocate for patients within the healthcare delivery system to effect quality, safe, and value-based outcomes.
Examine strategies to advocate for self, the role of professional nurse, and the CNL.	Essential I: Background for Practice from Sciences and Humanities Essential II: Organizational and System's Leadership	Elevator Speech Letter to advocate for role of CNL related to improved health outcomes	1.4 Integrate knowledge about social, political, economic, environmental, and historical issues into the analysis of and potential solutions to professional and healthcare issues. 2.4 Demonstrate

| | Essential IX: Master's Level Nursing Practice | | business and economic principles and practices, including cost-benefit analysis, budgeting, strategic planning, human and other resource management, marketing, and value-based purchasing.

6.3 Advocate for policies that leverage social change, promote wellness, improve care outcomes, and reduce costs.

7.2 Advocate for the value and role of the Clinical Nurse Leader (CNL) as leader and member of interprofessional

9.12 Advocate for patients within the |
|---|---|---|---|

			healthcare delivery system to effect quality, safe, and value-based outcomes.

College of Professional Sciences
School of Nursing

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TOPICAL OUTLINE

DATE	TOPIC	READING	ACTIVITY
8/21	Introduction & Overview of Course Review/CNL documents AACN White Paper End of Program Competencies CNL/MSN Essentials	**Refer to canvas** **Web: AACN/CNL** **documents**	Formation of crucial conversation groups (5) Discussion and overview AACN CNL Essentials and competencies. **Guest speakers professor Reynolds & Bova** **Complete Immersion Request**
8/28	Leadership and Crucial Conversations CNL - Complexity Theory	**Read:** Chapters 1, 2, *Crucial conversations: Tools for talking when stakes are high.* Patterson, K, Grenny, J., McMillan, R. Switzler, A. **Read:** Edmonson Chapters 1 & 2 *Teaming: How organizations learn, innovate, and compete in the knowledge economy.*	**Complete** (Individually) *Style Under Stress Test* Be prepared for class discussion Guest Speaker: Dr. Moore
9/4	Leadership and Crucial Conversations CNL -Microsystem Thinking	**Read**: Chapters 3,4,5,6 & 7 *Crucial conversations: Tools for talking when stakes are high* by Patterson, K, Grenny, J., McMillan, R. Switzler, A. **See Canvas for additional reading**	**Group 1** Present/teach chapters 3 & 4 **Group 2** Present/teach chapter 5 **Group 3** Present/teach chapter 6

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9/11	Leadership and Crucial Conversations CNL – Nursing Leadership Advocacy/ Social Justice & Member of a Profession	**Read**: Chapters 8 & 9 Chapter 10 *Crucial conversations: Tools for talking when stakes are high* by Patterson, K, Grenny, J., McMillan, R. Switzler, A.	**Group 4** Present/teach chapter 7 **Group 5** Present/teach chapter 8 & 9 **See rubric** for **CC** scenario presentation guidelines **See Canvas for additional reading**
DATE	**TOPIC**	**READING**	**ACTIVITY**
9/18	Crucial Conversations Group "Putting it all together" Scenario/Presentations	**See rubric** for scenario presentation guidelines Each Group will present one final presentation combining all aspects of Crucial Conversations	**All discussion** **Why is it necessary for a CNL to engage Crucial Conversations?** **How do these concepts support safe environments?** **Give examples from your clinical experiences**
9/25	**Holistic Nursing Certification**	Web Exercise: AHNA 1. Specialty Organization 2. Certification 3. Endorsement 4. CAM 5. Therapies	Readings Research a CAM intervention that you are interested in. Informal discussion in class. 1.What are the challenges of CAM therapies in health care? 2. Identify cultural and or spiritual influences that a holistic nurse must consider.

DATE	TOPIC	READING	ACTIVITY
10/2	CNL –Leadership Care Environment Management - Lateral Integration/Team Manager	**Refer to Canvas** **Team STEPPS Pocket** **Guide**	Apply team STEPPS and Crucial Conversations to a clinical situation.
10/9	CNL Finding voice for vulnerable populations. Guest Speaker: Brad Fritz	**AACN CNL End of** **Program Competencies** **Client-centered Care**	
10/16	Self-advocacy Employment Information Guest Speaker 10:00 am Lisa Blank, MS, BSN, RN, PHR Director, Recruitment/Employee Relations Human Resources	**Read:** Chapters 1, 2, 3, & 4, 10 Buresh & Gordon	Be prepared to ask questions regarding your future job applications and interviews. Bring rough draft of current resume.

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10/23	CNL: Risk Anticipator		Bring article to class to support role of CNL Risk Anticipator Outcomes Manager Small group discussion& presentation of articles.
10/30	The CNL: Finding voice for self and community.	**Read:** Chapter 5, 6 and from Buresh & Gordon Prepare a letter written to a poitical/social agency to support initiation of CNL role.	Be prepared to discuss concepts From Silence to Voice as it might relate to the CNL in the community In-class small group work review letters to a political agency support the CNL role. Present to large group.
11/6	CNL – Clinical Outcomes Management Value based-purchasing	**Read:** *Clinical Nurse Leader Impact on Clinical Microsystems Outcomes* Hix, C., McKeon, L., Walters, S. Prepare elevator speech Use your elevator speech in the group presentations **See Canvas** for additional reading	Groups: Present scenario to support case for hiring CNL cite current quality measures related to nursing and outcome measurement.
11/13	CNL – Clinical Outcomes Management continued	**Refer to Canvas**	**Speaker**

11/20	CNL CNL collaboration	**Read**: the CNL sample job description, CNL/Nurse Manager/CNS comparisons/on Canvas	Discuss key points regarding the CNL role and the interface with the Nurse Manager and the CNS. **All** group members to participate "Keep in mind how you might discuss the CNL role with a nurse manager or a CNS"
11/27	Share CNL Anecdotal	**Evaluation Reminder Immersion Updates**	Individual CNL Anecdotal Due
12/4	HESI	**TBA**	Hailstones
Week of 12/9-12/14	Exam week		**Please remember to check e-mails often over break for immersion site and preceptor information!** **Complete any health or CPR requirements that are due prior to the start of next semester**

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Examine strategies to advocate for self, the role of professional nurse, and the CNL. | Essential I: Background for Practice from Sciences and Humanities

Essential II: Organizational and System's Leadership

Essential IX: Master's Level Nursing Practice | Elevator Speech

Letter to advocate for role of CNL related to improved health outcomes | 1.4 Integrate knowledge about social, political, economic, environmental, and historical issues into the analysis of and potential solutions to professional and healthcare issues.

2.4 Demonstrate business and economic principles and practices, including cost-benefit analysis, budgeting, strategic planning, human and other resource management, marketing, and value-based purchasing.

6.3 Advocate for policies that leverage social | | |

			change, promote wellness, improve care outcomes, and reduce costs. 7.2 Advocate for the value and role of the Clinical Nurse Leader (CNL) as leader and member of interprofessional 9.12 Advocate for patients within the healthcare delivery system to effect quality, safe, and value-based outcomes.		

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Explore strategies to enhance interprofessional communication and collaborative nursing practice including TeamStepps™ and Crucial Conversations™.	Essential II: Organizational and System's Leadership Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	Crucial Conversation Team STEPPs	Coaching 3.7 Demonstrate professional and effective communication skills, including verbal, non-verbal, writte 9.12 Advocate for patients within the healthcare delivery system to effect quality, safe, and value-based outcomes.n, and virtual abilities.

Explore strategies for career development and continued personal and professional growth.	Essential VI: Health Policy and Advocacy Essential IX: Master's Level Nursing Practice	Resume Anectdotals: Lateral Integration Environment of Care	6.3 Advocate for policies that leverage social change, promote wellness, improve care outcomes, and reduce costs. 9.12 Advocate for patients within the healthcare delivery system to effect quality, safe, and value-based outcomes.
Examine strategies to advocate for self, the role of professional nurse, and the CNL.	Essential I: Background for Practice from Sciences and Humanities Essential II: Organizational and System's Leadership Essential IX:	Elevator Speech Letter to advocate for role of CNL related to improved health outcomes	1.4 Integrate knowledge about social, political, economic, environmental, and historical issues into the analysis of and potential solutions to professional and healthcare issues. 2.4 Demonstrate business and economic

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	Master's Level Nursing Practice		principles and practices, including cost-benefit analysis, budgeting, strategic planning, human and other resource management, marketing, and value-based purchasing.
			6.3 Advocate for policies that leverage social change, promote wellness, improve care outcomes, and reduce costs.
			7.2 Advocate for the value and role of the Clinical Nurse Leader (CNL) as leader and member of interprofessional
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			effect quality, safe, and value-based outcomes.