



Faculty of Nursing Undergraduate Programs  
BScN AFTER DEGREE PROGRAM  
BScN BILINGUAL PROGRAM  
BScN COLLABORATIVE PROGRAM  
Grande Prairie Regional College, Keyano College,  
Red Deer College, University of Alberta  
BScN HONOURS PROGRAM  
RPN TO BScN PROGRAM

## DEPARTMENT of NURSING EDUCATION & HEALTH STUDIES

### COURSE OUTLINE – FALL 2021

#### **NS3005 (A2/B2): Health Policy, Health Care Organizations, Change Management 3 (3-0-0) 45 Hours/15 Weeks**

#### **Instructors:**

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Office hours: By appointment only

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

**Note:** Students are expected to familiarize themselves with this course outline, the GPRC Nursing Student Handbook, and the MyClass learning platform.

#### **CALENDAR DESCRIPTION:**

The course builds upon the personal leadership foundations of NS2005. It explores the organization of healthcare systems, concepts of healthcare management and care delivery models. The course provides an overview of healthcare policy and the roles of the nurse in influencing health policy, and facilitating change within healthcare systems. Note: Available only to nursing students in the Collaborative Nursing Program.

## **PREREQUISITE(S): NS2005**

### **REQUIRED TEXT/RESOURCE MATERIALS:**

(Note: Foundations textbooks will be used as references throughout the program. Please retain your copies, as they will be required resources in future courses).

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

Canadian Nurses Association. (2017). Code of ethics for registered nurses. Retrieved from <https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive.pdf?la=en>

College and Association of Registered Nurses of Alberta. (2011). Primary health care: Vision, roles, and opportunities. Edmonton, AB: Author. Retrieved from [https://www.nurses.ab.ca/docs/default-source/document-library/position-statements/primary-care-vision-roles-opportunities.pdf?sfvrsn=319160d5\\_14](https://www.nurses.ab.ca/docs/default-source/document-library/position-statements/primary-care-vision-roles-opportunities.pdf?sfvrsn=319160d5_14)

College and Association of Registered Nurses of Alberta (2010). Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations. Edmonton: Author. Retrieved from [https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f\\_10](https://www.nurses.ab.ca/docs/default-source/document-library/guidelines/rn-ethical-decisions-making.pdf?sfvrsn=d714472f_10)

College and Association of Registered Nurses of Alberta. (2011). Professional boundaries for registered nurses: Guidelines for the nurse-client relationship. Edmonton, AB: Author. Retrieved from [http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN\\_ProfessionalBoundaries\\_May2011.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Guidelines/RN_ProfessionalBoundaries_May2011.pdf)

College and Association of Registered Nurses of Alberta. (2013). Practice standards for regulated members with The Canadian Nurses Association code of ethics for registered nurses. Edmonton: Author. Retrieved from [http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards\\_Jan2013.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_Jan2013.pdf)

College and Association of Registered Nurses of Alberta. (2019). Entry-Level Competencies for the Practice of Registered Nurses. Edmonton, AB: Author. Retrieved from [https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a\\_12](https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a_12)

Waddell, J & Walton, N. (2019). *Leading and Managing in Canadian Nursing* (2<sup>nd</sup> ed). Elsevier.

### **FALL 2021 DELIVERY:**

In person (classroom) – This type of course will be delivered on campus in a specific classroom which will be indicated on your timetable. Students are expected to fully attend in person.

### **DELIVERY MODE(S): Lecture**

### **LEARNING OUTCOMES:**

1. Understand and recognize nurse leaders' responsibility, individually and collectively, in advancing nursing as a profession.

2. Understand the policy development process and nurses' role in influencing policy agendas within a healthcare organization and the health system at large.
3. Understand different models for organizing, financing, delivering and managing healthcare in Canada.
4. Examine how digital health and informatics are transforming care delivery and management from the perspectives of healthcare providers and recipients of care.
5. Examine various traditional and contemporary theoretical foundations and models informing leadership and management practice in nursing.
6. Appreciate the complexity of the changing healthcare environment and identify best practices for facilitating and managing change within a healthcare organization and/or system.
7. Examine the role of nursing leadership in fostering an organizational culture that is responsive to change and innovation.
8. Critically examine trends and issues relevant to leadership and management and their impact on patient care and nursing practice within different healthcare contexts.

**TRANSFERABILITY:**

UA NURS300; UC NURS405; UL HLSC3100; AU HADM33X; MacEwan HLST320; MRU HLTH3XXX

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineresearch.html?SearchMode=S&step=2>

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**EVALUATIONS:**

Assignment	Weight	Due Date
In-Class Policy Development	10%	October 5/8 In Class
Care Delivery Model Assignment	30%	November 5 @ 2359
Position Statement Paper	20%	December 3 @ 2359
Final Exam (Must attend in-person)	40%	During GPRC exam week Dec 13-20

## ASSIGNMENT DESCRIPTIONS:

### 1. In-Class Policy Development

Choose an area of nursing practice where you have identified a specific safety or practice concern. In your assigned group, utilize *The Eight Steps to Developing a Healthy Public Policy* to address the identified issue. Submit a 12-slide maximum PowerPoint that describes the policy development actions your group chose. You will have two class sessions to work in your groups for this assignment.

### 2. Create a new care delivery model

In a group, develop a new care model to implement on one of the following departments:

- Medical
- Surgical
- Labour and Delivery
- Emergency department
- Mental Health
- Palliative/Hospice

Please include the following:

- Explanation of the problem you are addressing
- Staff mix (UC, HCA, LPN, RN, etc)
- Is there utilization of health professional's full scope of practice?
- Workload/patient allocation
- Expected outcomes for patients (Health Care Quality) and staff
- What is the effect on budget?
- Is there utilization of electronic health records, robotics, telehealth, or artificial intelligence?
- How you plan to increase staff buy-in to your new care delivery model?
- How would implementation occur?

Each group's new care delivery model will be presented in class. Please use a presentation software of your choosing such as PowerPoint or Prezi to make your presentation both attractive and informative. Students will be graded on content and presentation.

### 3. Position statement paper (maximum 3-pages excluding title page and references):

This assignment builds on previous learning, course lectures and discussions to expand thinking and analysis of issues and trends impacting health care and the profession of nursing, and the impact of policy. Position statements as a form of health policy are developed to increase public awareness and knowledge, to promote a unified approach on an issue among stakeholders, and to encourage new directions in health care outcomes. For this assignment, you will select a position statement published by CARNA, CNA, ICN, CCRNr, or CASN.

Formatting of the paper must follow APA 7<sup>th</sup> edition. Analyze the selected position statement by discussing the following:

- Summarize the position statement and describe what position the association/council is taking.
- Do you agree that the association should take this position? Why or why not?
- How could this position statement be useful for informing your practice?

#### 4. Final Exam:

This exam will consist of multiple-choice questions based on lectures, discussions, textbook and supplementary readings, concepts, and topics addressed over the full term. Questions will address higher-level synthesis and application of knowledge gained throughout the course. **This exam must be completed in-person during GPRC exam week, date TBA.**

#### LATE ASSIGNMENT POLICY:

It is expected that **ALL** assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions. A penalty of an alpha grade for each calendar day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked a B+ would receive an adjusted grade of B if handed in one day late. When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

#### COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1 – September 1-3	No Class
Week 2 – September 6-10	Organizing Care – Health Care System <ul style="list-style-type: none"> <li>• Health Policy</li> <li>• Basic Health Economics</li> </ul>
Week 3 – September 13-17	Organizing Care – Health Care Organizations <ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Organizational Structure</li> <li>• Organizational Culture</li> </ul>
Week 4 – September 20-24	Organizing Nursing Care <ul style="list-style-type: none"> <li>• Power &amp; Empowerment</li> <li>• Care Delivery Models</li> </ul>
Week 5 – 27-October 1	Politics & Advocacy <ul style="list-style-type: none"> <li>• Policy development &amp; analysis</li> <li>• Social Justice</li> </ul>
Week 6 – October 4-8	Change and Change Management
Week 7 – October 11-15	No Class – Fall Break

Week 8 – October 18-22	Budgeting
Week 9 – October 25-29	Quality Assurance and Improvement <ul style="list-style-type: none"> <li>• Risk Management</li> <li>• Outcomes Monitoring</li> </ul>
Week 10 – November 1-5	Patient Safety/Patient Centered Care
Week 11 – November 8-12	No Class – Remembrance Day
Week 12 – November 15-19	Digital Health and the Changing Landscape of Healthcare
Week 13 – November 22-26	Nursing Informatics Competencies & Application <ul style="list-style-type: none"> <li>• Information and Knowledge Management</li> <li>• Professional Responsibility and Accountability for digital health</li> <li>• Use of ICT in Care Delivery</li> </ul>
Week 14 – November 29-December 3	Collective Bargaining/ UNA
Week 15 – December 6-10	Transitioning to Practice

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

**STUDENT RESPONSIBILITIES:**

Refer to the College Policy on Student Rights and Responsibilities at:

[www.gprc.ab.ca/d/STUDENTRESPONSIBILITIES](http://www.gprc.ab.ca/d/STUDENTRESPONSIBILITIES)

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the GPRC Department of Nursing Education & Health Studies Student Handbook.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College

Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

**\*\*Note:** all Academic and Administrative policies are available on the same page.