

Kate Woeber  
Nursing 503: Leadership and Ethics in Healthcare  
June 15, 2011

There have been so many times as a midwife when I have looked around after a birth and realized that there is a LOT of garbage generated by one delivery. And, working at the busiest maternity center in the country, it is staggering to extrapolate beyond my few birthing suites, and consider the amount of garbage created by the whole labor and delivery unit in just one day, or one week, or one year. So many times I have considered that we could do better on behalf of ourselves, and on behalf of the generation being born before our eyes.

During the spring 2011 semester, there was a “lunch and learn” at the School of Nursing sponsored by Peggy Bartlett and the Office of Sustainability. The topic was centered on bringing the topic of sustainability into the nursing classroom. The hour-long conversation highlighted some of the many ways to think about sustainability in nursing and healthcare: workforce issues, international service issues, patient/provider decision-making about sustainable health practices (like breastfeeding or elective procedures), and the obvious environmental, social, and economic impacts of our system. Subsequently, there was a full-day conference at the SON about sustainability in health care, highlighting the fundamental role of sustainability in the health of our families. About to co-coordinate the summer N503: Leadership and Ethics in Healthcare course for the first time, I knew that the topic of sustainability needed to be integrated into our classroom.

Together with a fellow faculty member, Corrine Abraham, a plan was made for a “sustainability project” to be carried out by the senior-level “accelerated BSN” students while at their clinical immersion sites, which are local and distant places where the students provide health care to the underserved for two straight weeks during the summer. As the ABSN program focuses significantly on community-based nursing care, and as the students involved have already completed didactic and clinical practice focused on community assessment, a plan was made for the students to earn credit for N503 by assessing some aspect of sustainability within their immersion course.

Participation with the Piedmont Project was instrumental in guiding the requirements for the project, not to mention my own approach to the topic. Spending time to reflect on the role of sustainability in nursing /health, in a vibrant, interdisciplinary context, helped me to see how nursing and sustainability are a natural fit. Nursing, by definition, is all about sustainability; nursing care is holistic, and it aims to address the person’s system in a way that makes the person’s life and health (however those are defined) more sustainable. This thought process is even more fluid when considering community health. Understanding nursing and sustainability in this way helped me to be more tolerant of the “fuzziness” of the topic’s practical applications for nursing. The application of sustainability does not have to be about mercury thermometers or latex gloves or building design, although those concerns are relevant. A leader in health care can utilize the framework of sustainability to facilitate sound clinical decision-making, to reduce waste of finite resources, or to help teach patients healthy habits. While initially I felt weighed down by some self-imposed pressure to provide a great deal of structure to the assignment, the Piedmont Project helped me to see that the topic is wide open for nurses—ready to be explored in whatever way our creative, driven students see fit. Furthermore, reflection upon the topic would be potentially as useful as more practical application.

Ultimately, my goals for the integration of the topic of sustainability into N503 became these:

- Provide a lens through which students may assess sustainability at their immersion sites, and therefore at future clinical sites.
- Provide an opportunity for students to self-assess personal habits via the Emory Sustainability Pledge.
- Ensure an interdisciplinary influence on students’ ways of thinking about sustainability—evaluation of systems, promotion of healthy design, and problem-solving.

- Present sustainability as an essential, core ethical process in healthcare, and one in which nurses can and should provide leadership.

Prior to the immersion experiences, one classroom period was dedicated to the topic of sustainability in nursing. The pre-class preparation assignment was this:

- Calculate your ecological footprint (link on Bb)
- Watch Dr. Howard Frumkin’s video presentation (about sustainable/health community design—a video borrowed from the Piedmont Project)
- Read article “Role of Nurses in Greening the Health System”
- Read article “A Model for Sustainable Short-Term International Medical Trips”
- The rest of the articles posted on Bb are to give you ideas of topics for your project, and they also may help to frame the subject of “sustainability in nursing” for you.

During class, Ciannat Howett, the Director of Emory’s Sustainability Initiatives, spoke to the students about Emory’s efforts towards sustainability, as well as the impact of the healthcare industry on the environment.

Although students have yet to present their projects, their immersion sites provided great opportunities to examine community health through the lens of sustainability.

**EMORY UNIVERISTY  
NELL HODGSON WOODRUFF SCHOOL OF NURSING**

<b><u>TITLE:</u></b>	<b>NRSG 503 Advanced Practice Nursing: Ethical, Legal and Leadership Issues</b>
<b><u>PRE- OR CO-REQUISITES:</u></b>	Successful completion of first 3 semesters ABSN program, or permission of Instructor

<b><u>CREDIT ALLOCATION:</u></b>	3 semester hours: 45 hours didactic
<b><u>PLACEMENT:</u></b>	Summer, 2011
<b><u>FACULTY:</u></b>	<p>George Grant MDiv, PhD, DAPA Office 222 Phone: 404-712-7255 Email: <a href="mailto:ghgrant@emory.edu">ghgrant@emory.edu</a></p> <p>Kate Woeber CNM, MPH Office 335 Phone: 678-358-8254 Email: <a href="mailto:kfranze@emory.edu">kfranze@emory.edu</a></p>

**COURSE DESCRIPTION:**

The purpose of this course is to develop ethical leadership skills in the multiple roles of advanced practice nursing. The course will focus on professional integrity, ethical decision-making, and cultural openness. Students will examine the ethical and legal leadership responsibilities of the advanced practice nurse for influencing debate on issues of access, quality, and resource allocation in the current and emerging health system.

**COURSE OBJECTIVES:**

1. Demonstrate characteristics of professional integrity, ethical decision-making and cultural openness in implementing advanced practice roles.
2. Reflect morally upon selected bioethical issues as they arise in an interdisciplinary health care environment.
3. Analyze and model ethical leadership behavior in the environment of advanced practice nursing.
4. Apply moral imagination and critical reasoning to the identification and discussion of leadership, ethical, and legal issues in health care.
5. Provide leadership in the identification and resolution of ethical, legal and leadership dilemmas affecting advanced practice.

**CLASS SCHEDULE:**

<b>Date and Time</b>	<b>Speaker</b>	<b>Topic</b>	<b>Due</b>
May 17 9am-12pm	Susan Grant	Principles of Leadership	
May 19* 9am-12pm	George Grant	Moral theories and ethical principles in health care	
May 24 9am-12pm	Anne Adams	Ethical dilemmas in the clinical setting I: Systems and policies	Plan for professional success

May 26 9am-12pm	Kate Woeber	Ethical dilemmas in the clinical setting II: Problem-solving	
May 31 9am-12pm	Ciannat Howett	Sustainability in health care	Advance directive
June 2*	OFF	Plan sustainability project	
June 7* **1pm-4pm**	George Grant	Fair and just culture overview	
June 28 9am-12pm	Kate Woeber	Innovation in health care	
July 5 9am-12pm	Jane Jordan	Legal and business influences on health care	
July 19 9am-12pm	Nate Spell	Errors and Error Disclosure	Position paper
July 26 9am-12pm	Robin Brown-Haithco	Cultural influences on health care	
August 2 9am-12pm	Students	Sustainability presentations	Group projects

**RECOMMENDED REFERENCES (not required):**

Beauchamp, T.L. & Childress, J.F. (2002). *Principles of biomedical ethics* (5<sup>th</sup> ed.). NY: Oxford University Press.

Brannigan, M.C. & Boss, J.A. (2001). *Healthcare ethics in a diverse society*. Mountain View, CA: Mayfield.

Marquis BL. & Huston C.J. (2006). *Leadership roles and management functions in nursing: Theory and application*. Lippincott, Williams & Wilkins.

Pierce, J. & Randel, G. (2010). *Contemporary Bioethics: A reader with Cases*. The Oxford University Press.

Finkel, AW. (2006). *Leadership and Management in Nursing*. New Jersey: Prentice Hall.

Grossman, S.C., Valiga, T.M. (2005). *The new leadership challenge: Creating the future of nursing*. Philadelphia: F.A. Davis Company.

## **EVALUATION:**

<b>Assignments</b>		<b>Due</b>
Plan for professional success	10%	<b>5/24 9am</b>
Advance directive	5%	<b>5/31 9am</b>
Position paper: Health care reform	25%	<b>7/19 9am</b>
Sustainability evaluation	30%	<b>8/2 in class</b>
Class participation/ Case studies/ Innovation exemplar	30%	<b>ongoing</b>

## **APA Format**

For all papers you are expected to follow APA format. You can refer to this website for detailed information about use of APA format:

<http://owl.english.purdue.edu/owl/resource/560/01/>

## **Due Dates**

Your assignments are to be on time and five percentage points can be deducted for each day the assignment is late.

### **Grading of Class Assignments and Participation (see rubrics for further criteria)**

- 3/3= 95: clear, accurate, strong analysis with active participation and initiative towards leadership
- 2/3= 85: good analysis, moderate level of participation within smaller group, no leadership behaviors observed within larger group
- 1/3= 75: little effort or insight demonstrated, minimal participation within smaller group, no leadership behaviors observed within larger group
- 0/3: assignment not done, class not attended
- Position paper has other grading scale 0-100 (see rubric).

## **ACADEMIC INTEGRITY**

In order to guide implementation and strengthen understanding of the School of Nursing Policies related to academic integrity, the following guidelines have been reproduced from the Student Handbook.

### **Academic Misconduct**

Academic misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of the members of the academic community. This offense includes, but is not limited to, the following:

- a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized:
- b) Plagiarizing: Definition of plagiarism

Plagiarism is essentially a false representation of authorship and consists of the reproduction, in whole or in part, of a manifestation of intellectual endeavor by someone who by statement or implication holds himself/herself out as its creator.

- c) Seeking, using, giving or obtaining unauthorized assistance or information in any academic assignment or examination;

**INCLEMENT WEATHER POLICY:**

The University has established policy and procedures in the event of inclement weather, or other events affecting the operations of the University. If the Provost determines that weather conditions necessitate canceling classes, a message will be placed on the University information number at 404 727-1234. This course will follow the direction of the University and will be cancelled anytime the University is closed.

**N503: Sustainability Project**

**Goals/ Objectives**

- Groups will evaluate any aspect of sustainability within the context of the Summer Immersion Course, and determine possible role(s) that nursing can play in increasing sustainability within that context. Recommendations for future interventions will be presented.
- In the process of this evaluation, groups will meet the 7 guiding principles outlined in the article “A Model for Sustainable Short-Term International Medical Trips” (see article posted on Bb for 5/31).
- Groups will present findings in class on August 2. Presentation design is determined by the group.
- 5 points extra will be awarded for each student who takes Emory’s sustainability pledge.

<b>Criteria</b>	<b>Total Points</b>	<b>Points Earned</b>
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<ul style="list-style-type: none"> <li>• Sustainability issue is identified clearly and described comprehensively in terms of problem scope and effect(s) on health.</li> <li>• The history of the issue, according to locals, is outlined coherently.</li> </ul>	3	
<ul style="list-style-type: none"> <li>• Sociopolitical context of the partner community is described in terms of its effect on sustainability and health.</li> <li>• Nursing’s role in the sociopolitical context is described in detail.</li> </ul>	3	
<ul style="list-style-type: none"> <li>• There is evidence of the group’s partnership with the community site:</li> <li>• The community site is involved in determining the sustainability topic of special interest, and in determining the best/proper means of sustainability assessment within the site.</li> <li>• Data collected is shared with the community site.</li> </ul>	3	
<ul style="list-style-type: none"> <li>• At least 2 possible interventions for improving sustainability are presented—in theory, not necessarily in practice.</li> </ul>	3	
<ul style="list-style-type: none"> <li>• Presentation is clear and interesting.</li> </ul>	3	
<ul style="list-style-type: none"> <li>• Reference list is presented in APA format.</li> <li>• Citations are in APA format.</li> </ul>	3	
<ul style="list-style-type: none"> <li>• Group members’ peer evaluations are completed and returned on time. (Points will be deducted individually if there is evidence of slacking.)</li> </ul>	3	
<b>Total Score</b>	3	

