Your competence will be assessed as you complete the RAC2 objective assessment and the DCT2/DDT2 performance assessment for this course of study. This course of study may take up to 12 weeks to complete.

Introduction

Overview
How is the role of the nurse today similar to and different from the nurse in Florence Nightingale's time? More than ever, we see the nurse needing the same qualities of scientist, detective, and leader of the healing environment. Healthcare has placed the nurse in a unique position to affect the wellbeing of patients, families, and whole communities. Nurses are thrust into the global healthcare scene, as communicable diseases can spread around the world in a matter of weeks. So who are the nurses of today? Where do they work? And what are the new challenges? In this course you will gain an understanding of what various nurse leader roles are within an organization.

You are earning your master's degree and will be engaged in an advanced nursing role. You will study about ethics and values, reflecting upon your own values and what you bring to the profession. Cultural aspects and epidemiology will be explored within global and community health. The course will end with healthcare planning.

Nursing Dispositions Statement
Please review the Statement of Nursing Dispositions.

Outcomes and Evaluation
There are 11 competencies covered by this course of study; they are listed in the "Competencies for Network Security Fundamentals (DCT2/DDT2/RAC2)" page.

Students are evaluated on two sets of performance tasks in TaskStream (DCT2 and DDT2). At the end of sections one and three you will have tasks to submit to TaskStream. The instructions for these tasks are found at the end of this course of study.

Also, at the end of your course work, you will take a proctored comprehensive objective exam for RAC2 which is a scheduled proctored objective exam at a secure testing center. Please note that you need a minimum of two weeks to schedule this exam, so please plan ahead.

You will complete the following assessments as you work through the course of study.

Objective Assessment
You will complete the following objective assessment:

- RAC2

For specific information about this assessment, select this course under the "Course Details" section of your Degree Plan.

**Performance Assessment**
You will complete the following performance assessment in [TaskStream](#):

- DCT2
- DDT2

Previews of task instructions and rubrics for this assessment are available in via the 'Assessment Preparation' box in the online course of study.

**Preparing for Success**

The information in this section is provided to help you complete this course of study. As you proceed, you will need to be organized in your studies, competent in the indicated areas, and ready to pass the final assessments.

**Your Learning Resources**

Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

**Automatically Enrolled Learning Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

The following e-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

**Cengage E-Texts**

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


**CourseSmart E-Texts**

The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.

**Enroll in Learning Resources**

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

*Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.*

**MyNursingLab**

The following is available to you for free as an e-text through MyNursingLab. Access this textbooks by enrolling through your Learning Resources tab.


*Note: If you wish to purchase a hardcopy of this text, you may do so at your own expense. Please make sure to use the ISBN number to ensure you acquire the correct edition.*

*Note: Due to recent upgrades, some browser updates may be required in order to utilize MyNursingLab. If you have browser issues when attempting to log in, see the "Browser Tune-Up" section of the MyNursingLab System Requirements page.*

**Other Learning Resources**

You will use the following learning resources for this course of study.

**WGU Library E-Reserves**

This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve materials will be used in this course of study:

Additional Preparation
There are many different learning tools available to you within your course of study in addition to the learning resources discussed above. Some or all of them may be very useful to you as your progress through this course of study. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

The following activities and information will help you as you work through this course of study.
Message Boards, Learning Communities, Study Notes, FAQs

Message boards, learning communities, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" document to review these tools.

Course Mentor Assistance

Course mentors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Concept Maps

Throughout this course of study you will be asked to make concept maps. The initial concept map is intended to help you see what you already know before you begin any activities. This will help you focus your learning and concentrate on those topics where you need the most work. It will also serve as a way to see how far you have progressed.

You will be surprised how much you learn and how much more depth your understanding increases. So don't skip the concept maps. They are very important and will be excellent resources when you are studying for the final assessment.

Nursing Role Development

Nursing leaders need to have knowledge about roles and responsibilities and professional values in order to contribute to the visibility, growth, and quality of the nursing profession. This subject section will introduce the major concepts and issues
related to nursing roles within organizations, the nursing profession, and nursing values.
Competencies covered by this subject
713.1.1 - Nursing Roles Within Organizations
The graduate can effectively function within an organization.
713.1.2 - Nursing Roles Within the Profession
The graduate can contribute to the visibility, growth, and quality of the nursing profession.

**Nursing Roles in the Profession/Organization**

There are nurses with advanced education who are "advance practice nurses." The role of these "advanced practice nurses" is a protected title under the state law. Although a nurse might be performing in a nurse leader role, the nurse is not considered an "advanced practice nurse" unless meeting the criteria for such title protection under the law.

**Initial Concept Map**

Construct a concept map to describe what you know about advanced practice nursing and advanced practice nurses.

**Advanced Practice Nursing Roles**

Access your state nursing laws and describe what are considered advanced practice nurses.

- Is the title "advanced practice nurse" protected in your state? Which advanced practice roles are protected, if any are (e.g., certified nurse-midwife, etc.)?

Now differentiate between the APN and other nurses who are practicing in leadership roles who might have advanced nursing education but are not protected under the title protection as an APN.

- What are they doing that would be considered advanced nursing practice?

Interview an APN and a nursing practicing in advanced nursing practice with at least a BSN. Discuss your findings in the message board.

- What is the role of the APN?
- Advanced Practice Roles: CNS or NP?
- What's in a name?

Access the following website:

- "American Association of Critical Care Nurses"

Add this information to your concept map.
Advanced Nursing Roles in Clinical Practice and Nursing Organizations

There are many roles that nurses have that we may not think about. Use the Internet to investigate some of these roles. Find other roles. Add to your concept map. Differentiate between advanced generalist nursing roles and the advanced practice nurses' role.

Research the following items:

- advanced practice nurse's role as a collaborator
- advanced practice nurse's role as a clinician
- advanced practice nurse's role as a consumer advocate
- advanced practice nurse's role as a manager of systems.
- advanced practice nurse's role as a consultant
- advance practice nurse's role as a change agent
- advanced practice nurse's role in improving healthcare delivery and outcomes

Find information about the following:

- nurse educator
- nurse executive
- genetic nurse specialist
- certified nurse midwife
- nurse anesthetist

**Improving Nursing's Image**

Choose one strategy that you can implement to improve nursing's image, implement it, and share the results in the message board.

Investigate these other roles for the advance practice nurse:

- role model
- advocate
- member of a professional organization
- leader
- continued competence

How are they different for the advance practice nurse than for the advanced generalist? Discuss your findings in the message board.

**Final Concept Map and Reflection**

Modify your initial concept map to reflect your perceptions of the role of advanced practice nursing and differentiate between the roles of:

- certified nurse-midwife
Consider the following:

- Why are these roles important in our society?
- How can they best be utilized?
- How does the preparation of the advance practice nurse differ from the other roles of the MSN-prepared nurse?
- What are effective communication strategies for interacting with other healthcare professionals?
- What strategies work to improve collaborative interdependent relationships?

**Ethical Decision Making**

The culture of a healthcare setting can often lead to situations where unethical practices continue over years. New employees come in and old, tolerated practices persist. For example, in some hospitals it may be the unwritten rule to simply allow terminally ill patients to die rather than attempt heroic measures, whether or not there is a "do not resuscitate" order. What about something simpler, like notifying a family member when an unconscious patient has been given the wrong medication or treatment that did not cause harm? Do we ignore it because it didn't hurt the patient?

This subject section will introduce the major concepts and issues related to ethical decision making and ethics in healthcare, including decision making models, ethics in patient care, and ethics in caring for vulnerable populations. Advanced practice nurses need to have knowledge about ethical models in decision making in healthcare.

**Competencies covered by this subject**

713.2.3 - Ethical Decision Making
The graduate uses a decision-making process to resolve ethical dilemmas.
713.2.4 - Ethics and Healthcare
The graduate applies ethical principles to healthcare delivery systems.

**Ethical Decision Making**

Ethical decision making can be difficult. There are processes in place to help the nurse and others who are struggling with an ethical issue. An awareness of ethical principles is necessary to proceed in reaching the best possible outcome.

**Initial Concept Map**

Write down steps you think would be necessary to work through an ethical dilemma.

**Decision Making Models**

There are different ethical decision making models used to address common ethical
dilemmas in healthcare. As you review the various case studies consider ways which dilemmas impact patient care, a process for making thoughtful decisions, the various decision making models and appropriate actions for resolving conflicts of interest.

- Are there specific roles the ethics committee has within healthcare organizations or delivery systems?

Read the following in *Ethics and Issues in Contemporary Nursing*:

- chapter 6 ("Ethical Decision Making")
- chapter 10 ("Practice Issues Related to Technology")
- page 57, the case study "Noncompliance versus Autonomy" in chapter 3 ("Ethical Principles")
- page 64, the case study presentation "Beneficence versus Nonmaleficence" in chapter 3 ("Ethical Principles")

Answer the questions.

**Ethics in Healthcare**

Go to the message board and complete the following:

- Introduce an ethical dilemma that has impacted patient care.
- Describe an ethical decision making model to the dilemma including the process used to arrive at the decision.
- Discuss strategies to resolve conflict of interest.

Describe the health care organization's ethics committee role in addressing your ethical dilemma.

**Ethics and Vulnerable Populations**

Have you ever considered the issue of distribution of scarce resources to be an ethical issue? What about the role ethics has in policy making and principles of beneficence and nonmaleficence to the care of vulnerable populations as you advocate for their care?

Read the following in *Ethics and Issues in Contemporary Nursing*:

- chapter 14 ("Health Policy Issues")
- chapter 16 ("Social Issues")

**Final Concept Map and Reflection**

Revisit your concept map.

- How might you change your model for ethical decision-making?
- Why is it important to have a decision-making model.
Human Diversity, Social Issues

Some of the major challenges that healthcare faces today include: unsafe practices in the hospitals due to understaffing, an aging population, rising chronic-care costs, and immigration and migration.

- How can the nurse address the many issues that affect the health of communities?

This subject section will introduce the major concepts and issues related to health disparities from political, cultural, and aging perspectives.

Competencies covered by this subject

713.3.1 - Health Variants

The graduate can design and implement culturally competent healthcare services based on identification and evaluation of potential variants in health in a wide range of groups with diverse characteristics/backgrounds.

Health Variants

Historically, differences in the frequency, treatments, and availability of treatments for diseases have been found across the United States. Many explanations for such health variances have been argued, including socioeconomic factors, lifestyle behaviors, social environment, and access to preventive health care services as well as treatment and lack of insurance, to name just a few.

Health Disparities

Make a concept map on health disparities.

- What are they?
- How do they affect a community's well being?

Political Astuteness Inventory

Complete the following in the Community Assessment Reference Guide:

- pages 1-2, the "Political Astuteness Inventory"

Consider the following:

- What did you find out about yourself?
- What effect might this have on your function in community nursing?
- Why does it matter that you have an understanding of the community
needs, resources services, and population?
- Why does it matter if you are politically astute as a nurse?

**Environmental Justice**

Read the following in *Community Health Nursing: Advocacy for Population Health*:

- chapter 10 ("The Environmental Context")
- chapter 29 ("Chronic Physical Health Problems")

Consider the following:

- What adverse environmental conditions have an impact on health?
- What is the federal government's role in environmental health policy?
- Identify the role that the nurse plays in promoting a healthy environment.

Post your discussion to the message board

**Transcultural vs. Multicultural Nursing**

Read the following in *Community Health Nursing: Advocacy for Population Health*:

- chapter 1 ("Community Health Nursing as Advocacy")
- chapter 9 ("The Cultural Context")

Consider the following:

- What is the difference between Transcultural vs. Multicultural Nursing?
- What are some common health problems in selected minority, ethnic, and cultural groups?
- What are culturally relevant healthcare delivery systems that meet the needs of different populations?

Post your discussion to the message board.

**Cultural Competency**

Access the following website:

- "[Nursing Through the Lens of Culture](#)"

Go to "[Transcultural Nursing](#)". Click on "Cultural Competence" in the left-hand column and read the article. Then go to "Case Studies" in the left-hand column.

First read and understand the difference between stereotype and generalization.

Next, go to each of the following case studies and complete all of them:

- Hispanic
Consider the following:

- Describe the theoretical framework for addressing cultural competence.
- What does cultural sensitivity mean?
- What are some shared cultural characteristics among most cultures?

Choose one of the cases you have completed to discuss in the message board. You could ask the message board facilitator to begin a discussion on one specific case.

**Vulnerable Populations**

Health disparities are nowhere more evident than in vulnerable populations. This may take the form of lack of access to community resources, lack of supply, or inability to understand the system. The community health nurse is a vital link between vulnerable populations and the healthcare system.

**Who are Vulnerable Populations?**

Investigate health disparities in the US healthcare system in the following website:

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"National Healthcare Disparities Report"
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Answer the following questions:

- What are factors that have an impact on vulnerable populations' access to healthcare, including the influence of social, cultural, political and economic factors, and public policy on health and healthcare?
- Analyze the data provided in the website as it relates to various vulnerable populations. Investigate the impact of lifestyle and life experiences on vulnerability of a given vulnerable group.

**Advocating for the Vulnerable**

Examine advocacy issues as they affect the healthcare of individuals of vulnerable populations. What therapeutic communication strategies are important to use with persons from vulnerable populations?

**Health Promotion and Disease Prevention**

Have you been inoculated with a flu shot? What if you do not believe in flu shots? The spread of disease was once controlled by keeping people at home and putting a quarantine sign on the front door. Today with rapid and global movement of people, it is almost impossible to prevent the spread of disease around the world within
weeks. This subject will introduce the major concepts and issues related to epidemiological, social, and environmental data. What is the nurse's responsibility to understand the epidemiology of disease? How can this help protect vulnerable populations? As a nurse, you are a first responder when pandemics strike. Are you prepared?

Have you been paying attention to the healthcare issues in our world? Who can help but hear about AIDS in Africa, the swine flu pandemic, and the avian flu scare as well? What about the needs of millions of people who are misplaced with global disaster? Nursing leaders often propel relief efforts, setting an example for others in their work environments and in their communities.

Competencies covered by this subject

713.4.1 - Epidemiological, Social, and Environmental Data
The graduate demonstrates the use of epidemiological, social, and environmental data to draw inferences regarding the health status of various client populations (i.e., individuals, families, groups, and communities).

**Epidemiology**

The use of data from epidemiological studies can help drive the care given to populations of people. The advanced practice nurse needs to have an understanding of epidemiology in order to make informed decisions and participate in policy-making decisions.

**Initial Concept Mapping**

Develop a concept map on your knowledge of epidemiology.

- What is Epidemiology?
- What role does the nurse play in epidemiological studies?
- What make up the parts of epidemiology?

**Epidemiology**

Read the following in *Community Health Nursing: Advocacy for Population Health*:

- chapter 4 ("Theoretical Foundations for Community Health Nursing")
- chapter 11 ("Health Promotion")

Consider the following:

- Conduct an internet search for Healthy People 2012. What are priority areas and modified risk factors identified in Healthy People 2012 initiatives?

**Epidemiological Triangle**

Consider the following questions:

- What is epidemiology?
- What is the definition of endemic, pandemic, and epidemic?
What role does the nurse play in epidemiology?

**Epidemiology of Infectious Diseases**

Access the following website:

- "Understanding the Epidemiologic Triangle through Infectious Disease"

Discuss the following questions in the message board:

- What is the Epidemiologic Triangle?
- How would you discuss it in relation to infectious diseases?

**Morbidity and Mortality**

Use the Internet to investigate the difference in morbidity and mortality. The Center for Disease Control and Prevention (CDC) and the World Health Organization (WHO) are excellent sites at which to start your search.

Consider the following questions:

- Why is it important to make this distinction?
- How does it affect nursing practice?

**Final Concept Map and Reflection**

Is there anything that you could do to change a particular health issue that you identified in your activities? Explain. Have your concepts, thoughts, and perceptions of communities changed as a result of your learning? Explain why or why not.

**Community Assessment**

Health disparities abound in our country. Oftentimes it is the nurses in advanced nursing practice who have the privilege of caring for the underserved. These nurses need to have knowledge about what disparities exist and how they might improve access to care in a respectful, knowledgeable, caring way.

**Competencies covered by this subject**

- 713.3.2 - Community Assessment
  The graduate can perform a community assessment, utilizing appropriate social and epidemiological principles.
- 713.4.3 - Community Health
  The graduate can develop and monitor comprehensive, holistic plans of advanced nursing care that address the health promotions and disease prevention needs of various client populations (i.e., individuals, families, groups, and communities).

**Assessing the Health of a Community**

A community is more than just a location. It is made up of individuals, families, and cultural groups. It also includes the environment, safety issues, resources, and support structures. When assessing a community, it is important to understand who the community is and what factors affect the community. In this section, you will
complete a thorough assessment of a community and begin to look at specific factors affecting that community.

**Community Health Assessments**

Read the following in the *Community Assessment Reference Guide*:

- pages 42-49 (*Population Health Assessment and Intervention Guide*)

Begin your assessment by completing a windshield assessment of your selected community. Then perform a thorough community assessment using the tools provided in the workbook. Analyze your findings based on the identified needs of the community.

Thoughts to consider as you analyze your information:

- What are the characteristics of a healthy community?
- Identify principal elements of specified community needs assessment framework of models.
- Identify the needs assessment methods.
- Identify sources of data commonly used for community assessments.
- Identify data analysis processes used for given problems.
- Identify expected outcomes based on data analysis and problem identification.
- Identify actions that will lead to achievement of expected outcomes in a given situation.
- Compare expected outcomes to actual outcomes in a given situation.

**Developing a Community Health Diagnosis**

Previously you completed a community health assessment. The next step is developing a diagnosis. This will allow you to then develop a plan of care.

**Develop a Community Health Diagnosis for the Community Assessed**

Look back at your community assessment.

- What problems did you identify?

Develop a diagnosis for each problem identified.

- How do community health diagnoses differ from individual nursing diagnoses?

**Developing a Community Healthcare Plan**

Now that you have developed a community health diagnosis, you will propose a plan of care for the community. To do this, you need to understand health promotion such as that proposed in Healthy Communities 2012 and other reports that describe health promotion and care planning.
Thoughts to consider as you develop your plan of care:

- Describe an interdisciplinary approach and activities for health promotion and disease prevention.
- Identify the benefits of client empowerment.
- Provide strategies that influence regulatory, legislative and public policy for private and public arenas that will promote and preserve health communities of diverse populations.
- Recognize the impact of ever-changing health issues within diverse populations.
- What are some strategies for improving community awareness to decrease/prevent unhealthy behaviors/accidents?
- Identify the characteristics of health programs targeting specific age groups.

Community Care Plan

Go to your message board and address each of the areas noted as thoughts to consider regarding your community health assessment exercise. Discuss and give feedback to others.

Global Health - Transmission and Spread

A business traveler is exposed to a communicable disease while on a business trip to Singapore. While on the flight home he begins to feel very ill over time and exhibits flu-like symptoms. By the time he is home, he is quite ill and requires hospitalization. Disease has now traveled half way around the world. How many others were exposed in Singapore, in the airport, on the plane, and since he arrived home? How does the healthcare industry and international health community react to this situation? Can it be prevented? Is it inevitable today that a disease in one country will automatically become a pandemic?

Nurses need to have knowledge about global and community health as they provide care to people in other countries, if given opportunities, or to people from other countries who live in the United States. Why do we need to know about where they come from, what gifts and challenges they bring, and what they need from us?

Competencies covered by this subject

713.4.2 - Global Health
The graduate understands global health issues and identifies world organizations working toward healthy populations.

Global Health
International healthcare opportunities and concerns are addressed by nurses throughout the country as nurses have to practice within a healthcare delivery system where culture meets culture; disease travels the globe; and the significance of international values, standards, and competencies are appreciated. In this section you will investigate what is meant by global health and how global issues can affect the nurse working in this country.

Initial Concept Map - Global Health
Make a concept map on what you now know about global health. Describe what is meant by global health.

- What areas of the world do you think are at risk for the most untreated health problems, and why?
- What is meant by global burden of disease?

**World Health Organization**

Consider the following:

- What are the major functions of the World Health Organization (WHO)?
- What is the stated position of the World Health Organization regarding human rights and healthcare?
- What are the effects of a global economy on international health?
- What are the goals of the International council of Nurses (ICN)?

Access the official [WHO](https://www.who.int) and International Council of Nurses websites to help answer the questions above. Review health issues in different countries.

- What projects or programs are being carried out to address these issues, if any?

On the Home page, scroll to the bottom and investigate the "Outbreaks" and "Crises" sections.

- What were the major concerns on the day you investigated?
- What are the latest disease outbreaks and where are they occurring?
- What are the major emergencies and disasters and where have they occurred?

**Global Issues - H1N1**

Avian flu, swine flu, and other communicable diseases quickly move around the world causing pandemics. They present special concerns for healthcare agencies because they have to prepare to treat large numbers of patients in addition to their normal load. This puts an additional stress on the healthcare system. Nurses are particularly needed to help cope with pandemic situations.

**H1N1 Tutorial**

Complete the following tutorial:

- [H1N1 tutorial](https://www.who.int)

How does this help you in your role as a nurse leader?

**WHO**

Visit the following WHO site:
• "Pandemic Preparedness"

Investigate how the H1N1 pandemic has moved around the world.

• What do they recommend for prevention and treatment of H1N1?

**Final Steps**

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

**Assessment Information**

The activities in this course of study have prepared you to complete the RAC2 objective assessment and the DCT2/DDT2 performance assessment. The following activities will guide you through the assessment process if you have not already completed the assessment.

**Accessing Performance Assessments**

You should have completed the following tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- Task: 713.1.1-01-08.11
- Task: 713.1.2-01-05
- Task: 713.2.1-02, 06, 09, 2.2-02, 2.3-01

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

**Accessing Pre-Assessments**

For directions on how to receive access to pre-assessments, see the "Accessing Pre-Assessments" page.

**Accessing Objective Assessments**

For directions on how to receive access to objective assessments, see the "Accessing Objective Assessments" page.

**Feedback**

To provide feedback on this or any other course of study, please use the Course of Study Feedback form.

**ADA Requirements**

Please review the University ADA policy.