

C493: Leadership and Professional Image

Task 2

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C493 Task 2

A: Professional mission statement and summary

A1: Creating a professional mission statement

To be a compassionate nurse who strives to grow and learn every day to make health care for her patients and the medical professionals better and more efficient.

A1a: How the mission will guide my nursing career

My personal mission statement will help me go towards the direction of continuing my education. This also means that I utilize my time reading evidence based research and help my facility implement better practices that help both the staff and the patients. My mission will also help and motivate me when I am feeling stressed and burned out from work. It will help pick me up and motivate me to get back in the field.

A2: Professional summary

A2a: How artifacts represent me as a learner and a healthcare professional

There are many artifacts I completed during this course that represent me as a learner and healthcare professional. In C349 (Health Assessment), I was a learner because I learned some assessment skills that I did not learn properly before and some skills that were not required at my work. By learning those new assessment skills, I broadened my education to help me go forward in my job. It represents me as a healthcare professional as well because when I was doing the head to toe health assessment on my simulated patient Tina, I showed my professional skills and applied my knowledge of the systems to ask her the right questions to understand all her health problems.

In the course C820 (Professional Leadership and Communication for Healthcare), I learned about bio-reactions. I also self-reflected and observed my own bio-reactions and

emotions I feel when I go through those bio-reactions. This represented me as a learner because becoming aware of oneself is also learning about oneself. Task 2 of C820 asked us to write about an instance where I had a disagreement which caused a bio-reaction. This task represented me as a health care professional because I had the disagreement at work and I handled the situation as a health care professional.

A2b: How artifacts represent my professional strengths

In course C361 (Evidence Based Practice and Applied Nursing Research), I identified the PICO components of a clinical problem and then developed an Evidence Based Practice question on it. I then conducted an evidence appraisal through research based and non-research based articles. The ability to do that represents my professional strengths. In course C304 (Professional Roles and Values), I applied my clinical and professional experiences to the sections, quality and safety, evidence-based practice, applied leadership, and community and population health, in my professional portfolio.

A2c: Challenges I encountered during the program

I encountered many challenges throughout my program. In the beginning, I expected myself to graduate a semester earlier, however, I did not calculate the hindrances caused by work and family life into my expectations. The first challenge was that I was newly married and was facing some personal problems with family at the time. It delayed my course progression a lot and I could barely give any time to my courses. The second challenge I faced was my work hours. I was working a lot of hours and could not spend enough time on my courses as I felt extremely exhausted after work. Third challenge I faced was my pregnancy. My pregnancy was not pleasant and pregnancy and working at the same time took a toll on my physical and mental health.

A2ci: How I overcame the challenges

I overcame my challenges by learning how to balance work and personal life. I also learned how to balance my health and work as well. I learned to set some time aside for myself everyday where I am able to do something I like. This refreshes my mind and helps me take on any other challenges I might face. I also started looking at my life as a cup that's half full instead of half empty. By tackling all these challenges, I became more resilient and I learned to always attribute my strength and perseverance as my progress.

A2d: How my coursework helped me to meet the nine nursing program outcomes**Effective communication**

In the course C820 (Professional Leadership and Communication for Healthcare), I learned how to communicate effectively by learning about bio reactions. By being aware of my emotions and feelings and what is happening in my body, I can understand that I am having a bio-reaction and thus learn to control my reactions. This helped me understand that instead of automatically responding to a tough situation, I can be aware that my body is exhibiting a bio-reaction and therefore, think before responding to the tough situation.

Clinical reasoning

In the course C361 (Evidence Based Practice and Applied Nursing Research), I learned to create an evidence based practice question based on the PICO components of a clinical problem. This course brushed on my clinical reasoning skills by helping me learn to approach a problem by first creating an EBP question and then finding similar research on the problem to find solutions.

Professional accountability

In the course C304 (Professional Roles and Values), I learned my accountability by discussing the roles of the State Board of Nursing and by learning about the provisions from the American Nurses Association's code of ethics. Through task 2 of this course, I learned professional accountability by putting myself through a scenario where I had to decide what the right thing to do was and what my role as a professional nurse requires me to do. This helped me self-reflect as well and helped me understand that sometimes my job as a professional nurse may require something and my patient something else. The right thing to do at that time for me would always have to be to fulfil my responsibility as a professional nurse.

Synthesis of knowledge

I synthesized my knowledge of C349 (health assessment) into my practice. I learned many new ways of interviewing my patients and many other health assessment skills that I practically applied in my practice.

Compassion for patients

Through C228 (Community Health and Population Focused Nursing), I learned that my role as a nurse is not limited to my individual patients, but expands to my community. I learned, that by knowing which illnesses the communities are tackling, I can help more people than just one patient. This teaches me compassion for my patients and different communities they come from.

Becoming a leader and educator

Through C493 (Leadership and Professional Image), I learned how to initiate an investigation of a problem in my own facility I work in. I analyzed the problem, found evidence of the problem and proposed a solution as well as a cost benefit analysis. I proposed a plan for

educating my staff on how we can fix the problem. This course, therefore, helped me show my leadership skills and my potential as an educator as a nurse.

Inter-professional collaboration

Through C489 (Organizational Systems and Quality Leadership), I learned inter-professional collaboration in task 1 by analyzing ethical issues in a given situation and proposing solutions to those ethical issues with the help of other disciplines.

Knowledge of genomics and genetics

Through C785 (Biochemistry), I learned about genetics and genomics by learning about the functions of DNA and RNA and coding.

Utilization of information technology

Through C468 (Information Management and the Application of Technology), I learned that Electronic Medical Records is the present and the future of technology along with many other technological innovations. Learning how to utilize this new technology will continue throughout our careers as new inventions and ideas emerge.

A2e: Roles of a scientist, detective, and manager of the healing environment

Scientist

I fulfilled the role of a scientist by gathering data to test out hypotheses. I gathered data to support my Evidence Based Practice Question and researched various articles to collect evidence. As a scientist I also studied genetics and how DNA and RNA works. I also gathered data in the simulated community to understand the health issues in that community.

Detective

I played the role of the detective in this program especially in C493 (Leadership and Professional Image), task 2, by investigating a real problem in the facility I work in. I observed

staff to see where the mistakes happened and spoke to them to understand why the gap in care existed. I analyzed the problem and its evidence and proposed a solution for it as well. I played a detective in C228 (Community Health and Population Focused Nursing) as well by going around sentinel city, conducting interviews of the residents, doing site visits of different stores and city halls.

Manager of the healing environment

I played the role of the manager of the healing environment in many ways. In C493 (Leadership and Professional Image) task 1, I took leadership and found out about a health care problem that existed in our facility and investigated the problem. I, then, with the help of other disciplines, proposed a solution as well. I played the role of the healing manager in C489 (Organizational Systems and Quality Leadership), as well. In task 1, I proposed a resolution to the ethical issue, in the situation given, ensuring that I maintain a healing environment in any way possible for my patient and my unit.

A2f: How I have grown professionally

This program has given me an opportunity to grow in my field because with a BSN, I can now get a job in a hospital where I've always wanted to be. Through this program I am also closer to achieving my goal of being a nurse practitioner. I have learned professionalism and leadership that I will be able to apply in the field. I have learned communication skills that I will use with my staff. I have learned how to use evidence based practice in my profession to help my patients and fellow staff. Lastly, and most importantly, I have grown to appreciate myself and what I do. I have become resilient and have learned ways to cope with the stressors of life.

B. Quality and safety

B1: Reflection of the development of my definition of quality and safety

If we ask a nurse about the definition of quality and safety, each will have their own because we bring our experiences into our definition. Similarly, for me, my work influenced my understanding of it as well. Earlier in the program, quality and safety for me were the fundamentals of nursing and I believed that when quality existed, safety was assured. I now believe that quality and safety are ensured when a nurse follows a set of rules and displays a professional responsibility towards her patients and fellow staff. I understand that there are regulations to be followed that ensure safety and quality care for our patients and those regulations are set by regulatory bodies like state board of nursing. When we go to work, we follow those regulations and work accordingly. However, how vast and patient centered those regulations are, is something I realized after my course C304. I also understand that sometimes the regulations we have to follow may not go along with the values we hold.

B1a: How the program helped me in developing my professional definition

After this program, I realized that every day I go to work, I am entering a world where I am surrounded by regulations that promote and ensure quality patient care. Sometimes we may come across situations that questions what we believe and what the regulations want us to do. This program helped me reflect on my definition of quality and safety and gave it more meaning. I know that if put into difficult situations, where a patient may ask for something that may not go along the regulations, I have a professional responsibility to make a decision that is beneficial for both my patient and my organization.

B1b: Artifacts that support my definition

My C304 artifact task 2 supports my definition.

B1bi: How the artifacts support my definition

In task 2, I was given a situation where my patient wanted me to do something that goes against my own values. However, with the help of the patient principles of beneficence and non-maleficence, I made a decision that ensures quality and safety for my patient and my organization.

B2: Importance of IHI certificate for my future role as a professional nurse

The Institution for Healthcare Improvement (IHI) course has helped me learn many skills that my coursework alone may not have helped me learn. I learned leadership, communications skills, quality improvement, teamwork, etc. I learned them by reading about them, watching videos, and then finally applying those skills in the real world scenarios given in the questions. The certificate may not stay with me, but what I learned in that course will stay with me throughout my career. It will help me when I need to communicate with my staff; when I need to solve a problem in my unit; when I want to present an idea to my organization.

C. Evidence-based practice

C1: Reflection on my definition of evidence-based practice

Evidence Based Practice (EBP) for me was, that it was important for nurses to continually educate themselves about new research by reading peer reviewed research articles on new practice ideas to keep up to date with quality care. After this program, I have expanded my knowledge of evidence based practice and learned that it goes beyond than just reading research articles. I learned that I, myself, can actually help improve practice in my own facility using evidence based research. Therefore, my new definition of EBP expands on to the old one that with the help of peer reviewed research articles, we can help improve practice in our own organizations we work for.

C1a: How the program assisted me in developing my definition

Through this program I learned that I can take on leadership and develop a solution to a clinical problem if I follow a few steps. I can tackle many problems in health care with the help of these research articles and support my idea of a new practice change with the evidence collected through those research articles.

C1b: Artifacts that support my definition

The artifacts from C361 supports my definition.

C1bi: How the artifacts support my definition

My C361 artifacts support my definition because I chose a clinical problem that I encountered and created an EBP question. I, then, collected evidence through research and non-research articles to answer my EBP question. This way we can find solutions to many other clinical problems as well.

C2: Reflection on my understanding of EBP

C2a: Research is only good if it is helpful for us. If nobody was benefiting from current research, there would be no need for it. Through this program I have learned how to evaluate current research for evidence based practice.

Relevancy and believability of data

I evaluate relevancy and believability of data by thoroughly reviewing the research to see if it contains information I am looking for. I also look at the sample size and the method of choosing their sample because if the sample size is small, the relevancy as well as the believability of the result goes down as the results of a smaller sample may show outliers that would probably be part of the data if the sample size were bigger. For example, in the C361 artifact, my evidence based practice question was regarding skin to skin and how important it is to provide education on it to pregnant women. If I had chosen a research article that only used 10

women in their sample, we would not be able to conclude if providing education on skin to skin actually helps or the results are caused by pure chance.

Differences between quality improvement and research

According to the institute of medicine, quality improvement is defined as a direct relationship between the level of improved health practices and the desired health outcome of a patient/community. The journal articles can be quality improvement articles or research articles. When we look at research articles, we see hypotheses, randomized testing trials, etc, but when we look at quality improvement, they usually talk about how they can redesign or reconstruct a practice and improve it for better patient outcomes. (Institute of Medicine, 2001). It is important to be able to see a difference between quality improvement and research because when proposing an idea to our organization for improvement, we need to be able to use appropriate evidence.

- Difference between primary and secondary research**

Primary research is written by the person who performs the study. It usually has randomized clinical trials, hypotheses, field work, statistical data, interviews, etc. Secondary research is a review and/or investigation of other studies and its purpose is to find evidence and data on a specific topic (Nursing Resources, n.d.). Primary research is important in nursing practice when we need first-hand information and data on a topic. Secondary research is important when we need to filter out bias from a certain subject.

C2b: How my experience in the program helped me to achieve excellence in EBP

My experience in the program helped me understand how important EBP is in nursing practice. By writing papers based on evidence based practice and by creating my own EBP question and collecting evidence through research and non-research articles to answer the EBP question, I learned that as nurses we have access to a lot of information and if we know how to

use that information, we are capable of changing old practices and help improve patient outcomes.

D. Applied Leadership

D1: Reflection on my definition of applied leadership

Applied leadership for me meant that nurses are required to show leadership by being assigned the roles of charge nurses so they can learn how to manage difficult situations. Applied leadership also meant advocating for our patients and that nurses use the principle of autonomy and be able to make decisions based on their clinical judgement. After this program my definition remained the same with the addition that applied leadership also means that as nurses, we can show leadership in many other aspects of our practice. We can show leadership by communicating effectively with staff, by being aware of our actions, by investigating why harm occurred, by preventing future harm, and by introducing ideas to our organizations on how to improve a certain practice.

D1a: How the program assisted me in developing my professional definition

The program helped me develop the definition of applied leadership by showing me different ways of how and where leadership can be used by nurses. The program taught me communication skills, teamwork, collaboration, how to respond to adverse events, and how to do a root cause analysis to find out why and where error occurred. The program also taught me how to be aware of our bio reactions and how we can control how we react to a difficult situation. These are all skills that I learned that helps me become an effective leader and it also makes me understand that applied leadership is much more than just being put into leadership situations.

D1b: Artifacts that support my definition

Artifacts that support my definition are from C489 task 2, C493 task 1, and C820 task 1.

D1bi: How the artifacts support my definition

C489 artifacts required students to use their knowledge about nursing leadership to solve ethical issues and identify resources that organizations can use to improve care outcomes. Besides, the artifacts demonstrate how nurses can use tools such as the RCA and FMEA to actively take part in promoting quality care, improving patient outcomes, and influencing quality improvement activities. Besides, C304 artifacts show that nurses should play their roles as scientists, detectives, and managers of the healthcare environment to create a healthcare work environment that promotes healthcare outcomes.

D2: Summary of my learning leadership experience task**D2a: Importance of professional collaboration**

Professional collaboration is extremely important in health care. An error may occur in a facility but a lot of disciplines may have contributed to that error. Collaboration with all the disciplines can help provide different inputs and ideas on how to prevent that error in the future. Professional collaboration is also important because when there is effective communication between the staff, the health outcomes of our patients gets better too. Root Cause Analysis (RCA) and Failure Mode and Effect Analysis (FMEA) also incorporates different departments within the organization.

E. Community and population health**E1: Reflection of my definition of community and population health**

My definition of community and population before and after the program has been opposite of each other. I believed earlier that by treating one patient efficiently, we are treating a member of that community and that the person we treated can advocate for the other members of the community and refer them to the right treatment as well. While that is also somewhat true, it

is not always the case. My definition now is that by helping understand a prevalent problem in a community, we can help many patients at once. Being the leaders and professionals that we are, a lot of community problems can be prevented if we provide education and materials to that community. Sometimes all that people are lacking is information. By informing them about the ways to prevent a certain illness, we can help fix half of the problem.

E1a: How the program assisted me in developing my professional definition

The program provided me with the right tools and expanded my knowledge on how I can help my community. It taught me that to help a certain community tackle an illness we have to first find out what is prevalent in that community. We can do site visits and interview different people. We can collect a lot of information from the local hospitals to see what kind of problems patients come in with. We can design a plan to help the community by putting up information stalls in popular areas or through social media.

E1b: Artifacts that support my definition

Artifacts from C228 help support my definition of community and population health.

E1bi: How the artifacts support the definition

In C228, I performed my community health rounds through a simulation in “sentinel city”. I was able to visit the city hall, schools, hospitals and interview residents of the city to gather information on the different problems faced by the community. I also performed a community diagnosis where I found three most important problems that needed help. I was able to then list resources within the community that can help with those diagnoses.

E2: Summary**E2a: What I learned during community health nursing task**

During my community health nursing task, I learned that the rate of infection with covid-19 can be lowered if the right infection control protocols are followed by the people. I also learned that the way the virus affects the younger generation is often different than the way it affects the older generation however, the younger generation are less likely to follow the right safety protocols and may end up infecting the more vulnerable population.

E2b: What I learned that led to my community diagnosis

I came to this diagnosis through site visits to the local gyms and restaurants, through interviews with health care professionals, through my field hours in my long term care facility, and by reading research articles on how the virus affects the younger and older generation.

E2c: How my initial focus and diagnosis changed after working with my population

My initial diagnosis with my population was the same as the one right now. Due to my field hours I performed in the Covid-19 affected long term care facility, I understood from the beginning that it is affecting the older generation more and the mortality rate is much higher in the elderly than in any other age group. I found this out through many unfortunate events of many of my residents, affected by Covid-19, passing away.

E3: Importance of the AMNH certificate for my future role as a professional nurse

The American Museum of Natural History (AMNH) certificate is important for my role as a nurse as it provides me with the understanding of how genetics play into many of the illnesses. As a nurse I will be able to refer my patients to the right place if they present with a genetic illness or disease and will also be able to ask them the right health questions in my future health assessments.

References

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