

Leadership Connection 2018 (15-18 September)

The Trifecta: The Integration of Policy, Financial, and Legal Literacy to Prepare Nurse Executives

Kimberly A. Cleveland, JD, MSN, RN, C-MBC

Yvonne M. Smith, PhD, APRN-CNS

College of Nursing, Kent State University, Kent, OH, USA

Faculty teaching in a graduate level nursing and health care management program in a Midwest university identified that students responded well to financial literacy introduction in the budget and fiscal management curriculum. The course built upon the Competencies of the American Organization of Nurse Executives (AONE) and the Essentials of Master's Education in Nursing presented by the American Association of Colleges of Nursing (AACN). Faculty review of the American Association of Colleges of Nursing (AACN) Standards for Graduate Education (2016), student evaluations, student feedback and faculty experience in the current health policy and legal environment. Additional health management concentration revisions were made to include bright line integration of policy concepts in the budget course and the addition of a three credit hour health law for nurse managers course. Students identified high levels of satisfaction with the ability to integrate financial, legal and policy literacy. Faculty recognized increased student ability to link policy initiatives to economic and legal concepts through various writing assignments and online presentations.

"To lead change and innovation in healthcare, nurses need to be active and competent in assessing and redesigning/reshaping the policy environment that impacts safe, effective, patient-centered, timely, efficient and equitable care of individuals within health systems" (Staebler, Campbell, Cornelius, Fallin-Bennett, Fry-Bowers, Kung, LaFevers & Miller, 2017, p. 351). Author 1 & Author 2 (2016) identified that a budget course built upon the competencies identified by the AONE and the Essentials of Master's Education in Nursing by AACN was beneficial to students when providing real world experiences in the development of a business case and proficiency with spreadsheet preparation and interpretation for presentation of financial data. The course assisted graduate students in developing competence in discussing the financial aspects of health care. This presentation expands the discussion of preparation of nurse leaders to explore the benefits of including health law and integrating health policy directly into the course. The integration of health policy, finance and law provides emerging nurse leaders with a strong curricular foundation that encourages sustained involvement of nurse leaders at the health policy table while ensuring executive competence in finance, regulatory affairs and legal implications of administrative practice.

AACN is the national force influencing the direction of nursing education and the nursing profession by setting educational standards and policy agendas for baccalaureate and graduate nursing education (Staebler, Campbell, Cornelius, Fallin-Bennett, Fry-Bowers, Kung, LaFevers & Miller, 2017; AACN, 2016). The AACN supports and has been a catalyst for the addition of health policy to nursing curriculum (Staebler et al, 2017). Despite the identified importance of developing nurse leaders to become strong and sustained participants in the policy process, public policy advocacy is not integrated into nursing culture in academic and workplace environments and (Taylor, 2016) and students perceive lack of time, interest and relevance (Staebler et al, 2017). As such, significant barriers to sustained nurse engagement with policy initiatives and lack of application of financial, legal and policy literacy remain challenges that can be addressed through the integration of these courses in preparing nurses leaders.

The health care law course addressed three skills related to laws impacting nurses as health leaders: the regulatory requirements, applications of criminal, civil and statutory law and policy implications of healthcare law. The course design encouraged group interaction using the language and tools of the current health care executive through web-based discussions, presentations and development of an organizational policy based on case study analysis. Content was presented online using videos, PowerPoint, discussions, web resources, literature reviews, and self-assessments.

In section one, students were introduced to the regulatory requirements of professional licensure and health system licensure. Students visited state resources for state based laws and used the Code of Federal Regulations and United States Code for sources of federal law. Students applied this information in case studies and discussed various situations where liability potentially arose for organizations and personnel through discussion boards. Students became proficient in the use of policy and legal language through self-paced quizzes and individually created lexicons.

In section two, students acquired introduction of legal theory in criminal, civil and statutory law via reading, case study analysis, and completion of policy analysis, discussion of the elements of law and corresponding organizational climates. Students became proficient with the elements of legal analysis and application of problem solving frameworks.

In section three, students began preparation of an organizational policy of their choosing that was derived from a complex case study provided by the instructor. This capstone project provided for students to synthesize and integrate theory and concepts in health law, policy/regulatory integration, and organizational financial impact into a comprehensive organizational policy. Student feedback has been overwhelmingly positive with 100% of participants responding that they learned valuable information from this course. 100% of the students passed the course with a A or higher. 100% of students taking the Healthcare Law for Nurse Managers course concurrently with their Management Practicum utilized concepts of the course to reinforce professional journal writing for their management practicum. Students felt as though they were well prepared for current and future work experience. They provided strong positive comments on course evaluations as well as extemporaneous correspondence with the faculty coordinator regarding their satisfaction with the course.

The Institute of Medicine (IOM, 2011) affirms that nurses “must speak the language of policy, engage in the political process and work cohesively as a profession” if they are to lead change (pp.5-; Taylor, 2016, p. 236). The ability to integrate and speak to legal concepts and financial concepts is a part of the policymaking process. Through the introduction of a progressive graduate-level leadership curriculum that integrates policy, law and finance, students in our organization felt prepared to address entry into executive practice. Students remained 100% satisfied with the Budget Course. Students within the concentration of Health Management identified that the addition of the legal course provided an extension in their understanding of the fit between regulation, finance and policy.

Title:

The Trifecta: The Integration of Policy, Financial, and Legal Literacy to Prepare Nurse Executives

Keywords:

Executive outcomes, Financial literacy and Legal literacy

References:

References

American Association of Colleges of Nursing (2011) Essentials of master's

education in nursing. Retrieved from <http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf>

American Association of College of Nursing (2016). Government affairs: Federal policy agenda.

Retrieved from <http://www.aacn.nche.edu/government-affairs/legislative-goals>.

- American Organization of Nurse Executives (n.d.) *Nurse leader competencies*. Retrieved from <http://www.aone.org/resources/nurse-leader-competencies.shtml>
- Burke, S. A. (2016). Influence through policy: Nurses have a unique role. *Reflections On Nursing Leadership, 42*(2), 1-3.
- Author 1 & Author 2 (2016, September). [Reference omitted for blind review.]
- Dunham-Taylor, J., & Pinczuk, J.Z. (2015). *Financial management for nurse managers: Merging the heart with the dollar* (3rd ed.). Boston, MA: Jones and Bartlett Publishers.
- Institute of Medicine (2010). The future of nursing: Leading change, advancing health. Retrieved from <http://www.nationalacademics.org/hmd/Reports/2010/The-Futute-of-Nursing-Leading-Change-Advancing-Health.aspx.in>.
- McGuire, M., Goldstein, C., Claywell, L. & Patton, R. (2017). Analysis of Student Reflections of Experiential Learning in Nursing Health Policy Courses. *Nurse Educator, 42*(2):95-99. doi:10.1097/NNE.0000000000000321
- Author 2. (2012). [Reference omitted for blind review.]
- Staebler, S., Campbell, J., Cornelius, P., Fallin-Bennet, A., Fry-Bowers, E., Kung, Y.M., LeFevers, D., & Miller, J. (2017). Policy and political advocacy: Comparison study of nursing faculty to determine current practices, perceptions, and barriers to teaching. *Journal of Professional Nursing (33)*. pp. 350-355. doi:doi.org/10.1016/j.profnurs.2017.04.001
- Taylor, M.R.S. (2016). Impact of advocacy initiatives on nurses' motivation to sustain momentum in public policy advocacy. *Journal of Professional Nursing (33)*3. pp. 235-245. doi: doi.org/10/1016/jprofnurs.2015.10.010

Abstract Summary:

This presentation will discuss benefits of an integrated graduate-level nursing health care management curriculum. Benefits of a health law course in combination with a policy focused budget and fiscal management course will assist learners in identifying methods to enhance nurse executive competency in finance, legal and policy processes and lexicon.

Content Outline:

Content Outline Step

1. Introduction
2. Background
 1. Driving forces for curriculum revision
 2. Standards and competencies
3. Financial literacy
 1. Overview of budget and fiscal management course
 1. Course description
 2. Learning objectives
 2. Key assignments
 1. Business case
 2. Spreadsheet proficiency
 3. Lexicon
4. Legal literacy
 1. Overview of legal and regulatory course
 1. Course description
 2. Learning objectives
 2. Key assignments
 1. Case Studies
 2. Quizzes
 3. Organizational Policy
5. Policy literacy
 1. Barriers to sustained engagement
 2. Core Health Policy course
 3. Integration of policy lexicon and practice
6. Practical application
 1. Practicum courses
 2. Practicum journals
 3. Enhanced executive level critical thinking
7. Summary and conclusion
 1. Student satisfaction
 2. Eased employment and promotion transitions
 3. Developing nurse leaders

First Primary Presenting Author

Primary Presenting Author

Kimberly A. Cleveland, JD, MSN, RN, C-MBC

Kent State University

College of Nursing

Lecturer

Henderson Hall

Kent OH

USA

Professional Experience: Education Date of degree completion Institution & City, State Degree Major
8/2000-5/2003 Cleveland-Marshall College of Law, Cleveland, OH Juris Doctor Law 8/1997-5/1998 Kent
State University, Kent, OH Post-graduate Nurse Practitioner Certificate Nursing 8/1989-5/1991 Case
Western Reserve, Cleveland, OH MSN Nursing 8/1983-5/1987 Ursuline College, Pepper Pike, OH BSN

Nursing

Professional Work Experience Dates of Employment Institution & Address Position 8/2014-present Kent State University College of Nursing, Kent, Oh Lecturer 3/2013-present 7/2012-8/2014 Law Offices of Kimberly A. Cleveland, Canal Fulton, OH Vibra Health Attorney/Health Care Administrative Consultant Regional CEO, LTAC Division Attorney 8/2008-7/2012 Select Specialty Hospitals of Akron, Akron, OH Chief Executive Officer 5/2000-5/2003 University Hospitals of Cleveland, Cleveland, OH Registered Nurse/PRN 1/1998-4/2000 Lakewood Hospital, Cleveland Clinic Health System, Cleveland, OH COO/CNO 1/1997-1/1998 Northeast Ohio Transitional Hospital, Cleveland Clinic Health System, Cleveland, OH Administrator 5/1986-8/1996 Cleveland Clinic Health System, Cleveland, OH Clinical Nurse Specialist, Nurse Manager, Staff Nurse, Nurse Intern

Author Summary: Kimberly Cleveland is a nurse-attorney admitted to practice law in the State of Ohio and the United States Supreme Court. Kimberly is a PhD student and lecturer at Kent State University where she assists faculty in formally responding to changes in nursing regulation, develops health policy and graduate level healthcare administration and legal curriculum. She speaks at the state, national and international level on various critical care, legal, regulatory, health care policy and administrative topics.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Yvonne M. Smith, PhD, APRN-CNS
Kent State University
College of Nursing
Assistant Professor
Henderson Hall
Kent OH
USA

Professional Experience: 2009 - present -- Faculty, Kent State University, College of Nursing, Kent OH 12/06-8/09--Assistant Dean, Nursing Operations, Kent State University, College of Nursing 05/99-8/05-- Program Coordinator, Kent State University, College of Nursing 11/92-5/99--Instructor, Aultman Hospital, School of Nursing 2001 - 2005 Served on the Ohio Board of Nursing (Gubernatorial appointment) Presentations: 20 podium presentations, 10 invited presentations and 10 poster presentations over the past 7 years Author or coauthor of 8 newsletter and journal publications Numerous awards and recognitions for leadership

Author Summary: Dr. Smith holds a BSN and MSN from the University of Akron and a PhD Kent State University. As a faculty member, she has taught graduate and undergraduate levels. Dr. has over 15 years of experience in nursing education, conducts research on education and policy issues, has presented at state national and international conferences on nursing education and research, and consulted on teaching with technology at Hung Kuang University in Taiwan.