



CARDIOVASCULAR NURSE SPECIALTY EDUCATIONAL PROGRAM

BEGINNING SPRING

2018

Mission and Goals

The Cardiovascular Nurse Specialty program embodies the Foundation's mission:
To Care, To Teach, To Pioneer.

Program Goal

The goal of this program is to prepare nurses with the knowledge, skills, and attitudes to demonstrate competent clinical performance/expertise in the cardiovascular specialty and improve patient care outcomes.

Program Pertinence:

The Cardiovascular Nurse Specialty Program provides a workforce pipeline for the cardiovascular specialty line of service. The anticipated challenges of the changing demographics of registered nurses, aging population, and health care system reform indicate a critical need for educational programs that support lifelong learning and organizational transformation that meet and/or exceed safe quality care outcomes. The Cardiovascular Nurse Specialty Program is a blended- learning approach to advance the nurse from novice to expert with the intentional outcome of passing the certification exam for the cardiovascular specialty area. In addition, programmatic evaluation and nursing research will define the linkage between the Cardiovascular Nurse Specialty Program and optimal patient care outcomes.

Program Learning Outcomes:

1. Provide safe quality patient care for patients with cardiovascular disease
2. Use evidence for clinical decision making
3. Advance professional confidence and competence as evidenced by passing National Certification

Program Description:

The Cardiovascular Nurse Specialty Program is a unique interdisciplinary program that combines didactic material and in-depth clinical experience. Using a blended-learning approach, this program includes three phases to transition nurses to the cardiovascular specialty practice arena.

Phase I-Length dependent on academic program:

This phase is intended for emerging novice nurses that would like to experience the cardiovascular arena optimizing the clinical preceptorship experience of their academic program. Through practice-academic collaboration the participant is intentionally placed in the cardiovascular specialty area for socialization to organizational culture and the complex practice arena. This phase provides support from practice, academia, regulation and the Arizona Heart Foundation Program leadership.

Eligibility Criteria: In good standing with accredited nursing program and current GPA of 3.5 or above.



Phase II- Length 12 weeks

This phase is intended for emerging nurses who are pending licensure, newly licensed, or experienced nurses who strive for elevated professional performance in the cardiovascular practice arena. This blended learning approach will include 12 weeks of content with a 12-hour commitment each week to learning outcomes. Eligibility Criteria: Graduated from an accredited nursing program with active unencumbered RN License or Recent graduate with a GPA of 3.5 or above and eligible to sit for the National Council Licensure Examination (NCLEX).

Each week the participant will be **required** to complete:

1. 4 hours of Didactic Sessions. 2 hours self-directed online learning, and 2 hours' classroom instruction. The participant will engage in self-directed online learning modules to prepare for robust, interactive discussion during didactic sessions. Didactic instruction is held every Monday from 1245-1445 at the Arizona College Campus located at 163 N Dobson Rd, Mesa, AZ 85201. **48** Continuing Education (CE) Hours:
2. 2 hours of simulation scenarios immediately following didactic instruction. The participant will demonstrate application of knowledge through experiential learning via low and high-fidelity simulation scenarios. Simulation is held every Monday 1500-1700 at the Arizona College Campus located at 163 N Dobson Rd, Mesa, AZ 85201. **21** Continuing Education (CE) Hours:
3. 6 hours of practicum each week in the core areas of: Cardiovascular Intensive Care Unit (CVICU), High-Acuity Telemetry, Cardiac Rehab, Physician Collaboration, Cardiovascular Surgery, Diagnostic testing, Electrophysiology Lab, Cardiac catheterization lab, Post Anesthesia Care Unit (PACU), Outpatient Clinics (murmur clinic, Heart Failure Clinic). Arrangements for the practicum experience will be coordinated for each student individually, using and individualized learning plan, in collaboration with the AZ Heart Foundation programmatic leadership. Please note: Practicum experiences may be completed at place of employment with completion of learning objectives signed by unit Manager/Director. **60** Continuing Education (CE) Hours:

This continuing nursing education activity was approved by the Western Multi-State Division, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.
Arizona, Colorado, Idaho, and Utah Nurses Associations are members of the Western Multi-State Division.

Conflict of interest: No individuals in a position to control content for this activity have any relevant financial relationships to declare.

Total Continuing Education (CE) Hours for Phase II=**129 CE's** awarded by the Western Multi-State Division of the American Nurses Credentialing Center.



Phase III- Length 6 months

This phase is intended for ongoing support and guidance to implement knowledge gained, develop and test an Evidence-Based Practice Project, and continue content review for National Certification. The participant will be required to attend a monthly continuing education activity event for 2 hours. Pending approval for **12** Continuing Education (CE) Hours:

Eligibility Criteria: Active RN License and recommendation from organizational leadership.

Evidence-based Practice (EBP) Project

The goal of EBP is the integration of:

- (a) **clinical expertise**
- (b) **best current evidence**
- (c) **client/patient perspectives**

The EBP project promotes the “spirit of inquiry” and empowers frontline nursing to make clinical decisions based on evidence versus traditional norms. The EBP projects are designed to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve.

Conflict of interest: No individuals in a position to control content for this activity have any relevant financial relationships to declare.

This continuing nursing education activity was approved by the Western Multi-State Division, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Arizona, Colorado, Idaho, and Utah Nurses Associations are members of the Western Multi-State Division.

Program Cost: \$5,000.00 includes: printed materials, required text(s), simulation supplies and one attempt at the national certification.

Start Dates:

September 10, 2018
January 07, 2019
May 6, 2019
September 9, 2019

Application Deadline Dates:

August 13, 2018
December 14, 2018
April 15, 2019
August 12, 2019

Program Setup

Classroom lecture and discussions
Case Studies



Skills lab
Simulation
Online Learning
Interdisciplinary Practicum
Evidence Based-Practice

Required Text(s) Included:

1. American Nurses Association. (2015). *Cardiovascular nursing: Scope and standards of practice*. (2nd ed.). Silver Spring, MD: Nursesbooks.org. Cost: \$27.95
2. Christensen, C., Lewis, P.A., et al. *Core curriculum for vascular nursing*. (2014). (2nd ed.). Salem, MA: Society for Vascular Nursing. Cost: \$132.99

Resources:

1. American Association of Cardiovascular and Pulmonary Rehabilitation. *Guidelines for Cardiac Rehabilitation and Secondary Prevention Programs*. 5th ed. Champaign, IL: Human Kinetics Publishers; 2013.
2. American Nurses Association. (2015). *Guide to the code of ethics for nurses with Interpretive Statements: Development, interpretation, and application*. Silver Spring, MD Nursesbooks.org.
3. Bastable, S.B., et al. *Nurse as educator: Principles of teaching and learning for nursing practice*. 4th ed. Sudbury, MA: Jones & Bartlett Publishers; 2014.
4. Bickley, L.S. (2016). *Bates' guide to physical examination and history-taking*. (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
5. Gulanick, M., & Myers, J.L. (2014). *Nursing care plans: Diagnoses, intervention, and outcomes*. (8th ed.). St Louis, MO: Elsevier Mosby.
6. Ignatavicius, D.D., & Workman, M.L. (2013). *Medical-surgical nursing: Patient-centered collaborative care*. (7th ed.). St Louis, MO: Elsevier Saunders.
7. Wilson, B.A., Shannon, M.T., & Shields, K. (2017). *Pearson's nurse's drug guide*. New York, NY: Pearson Education.

Simulation Sessions:

Goal: Develop and apply the standards of care and professional practice as defined by the American Nurses Association *Cardiovascular Nursing: Scope and Standards of Practice*, (2015, 2nd ed). During simulation and debriefing sessions, participants will also demonstrate a set of core competencies (Massachusetts Department of Higher Education Nurse of the Future Competencies Committee, 2016) to prepare for the future role of professional nurse in a value-based purchasing care delivery system.

1. **Patient Centered Care:** The participant will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.
2. **Teamwork and Collaboration:** The participant will actively engage colleagues in respectful, therapeutic clinical decision making in the care of a cardiac patient and his/her family.
 - a. Delegate to team members as needed.
 - b. Identify/assign team member roles in urgent/emergent situations.
 - c. Communicates patient status and interventions implemented, those needing to be implemented, and recommended follow up to ensure smooth transition



3. **Communication:** The participant will communicate effectively with a simulated patient, patient's family, and clinical colleagues.
 - a. *Reports to physician using SBAR format-ensuring all relevant details are included.*
4. **Evidence Based Practice:** The participant will utilize current evidence and clinical experience to decide when to modify nursing care and interventions.
5. **Safety:** The participant will use nursing interventions to provide safe patient care and zero adverse events.
6. **Professionalism:** The participant will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
7. **Leadership:** The participant will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.
8. **Informatics and Technology:** The participant will be able to use advanced technology and to analyze as well as synthesize information and collaborate to make critical decisions that optimize patient outcomes (National Academies of Sciences, Engineering, and Medicine, 2016).
9. **Quality Improvement:** The participant uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2014)
10. **Systems Based Practice:** The participant will demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).

Simulation Learning Outcomes:

1. Demonstrate complete history and physical exam as a part of an initial evaluation and during re-evaluation to assess changes in the patient's status.
2. Demonstrate appropriate investigation of potential etiology.
3. Recognize the findings on history and exam suggesting a diagnosis.
4. Demonstrate timely treatment while conducting a proper investigation of source(s).
5. Demonstrate appropriate management, including consideration for early goal directed therapy.
6. Demonstrate appropriate use of best-practice protocols and application of algorithms.

Simulation Critical Learner Actions:
Use AIDET when approaching patient – Identifies patient using 2 identifiers
Safely Perform Medication Administration
Perform appropriate assessment
Anticipate patient needs
Identify and collect patient specific information relevant to clinical decision making
Use tools based on best practices to identify patient cardiac risk factors
Appropriately delegate to team members
Effectively communicates patient status and interventions implemented
Report to physician using SBAR format-ensuring all pertinent data is included
Identify and initiate patient education related to procedures, medications, and discharge
Recognize signs and symptoms of change of condition and intervene appropriately
Recognize failure to respond to treatment and intervene
Obtain critical care consults



Module 1: Assessment & Diagnosis

Date: September 11, 2017

Topic: Assessment of the Cardiovascular System

Assessment: The cardiovascular registered nurse collects comprehensive data pertinent to the patient's health and/or situation.

Diagnosis: The cardiovascular registered nurse analyzes the assessment data to determine the diagnosis or the issue (ANA, 2015).

Learning Outcomes:

1. Recognize developmental stages.
2. Identify and discuss the correlation between anatomy and pathophysiology with myocardial preload, afterload, and demand in various disease conditions including valvular, myocardial, ischemic and congenital heart disease.
3. Conduct a comprehensive clinical interview (e.g., patient history, chief complaint, psychosocial assessment, allergies).
4. Identify emergent, urgent, and crisis situations (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 1, 3, 24*

Bates' guide to physical examination and history-taking; Chapter 4, 5

Cardiovascular nursing: Scope and standards of practice; pgs. 1-13 (half page)

Simulation Scenario-Assessment of the Cardiac Patient

Recommended Clinical Immersion Areas:

- Cardiac Intensive Care Unit
- High Acuity Telemetry Unit



Module 2: Assessment & Diagnosis

Date: September 18, 2017

Topic: Assessment of the Cardiovascular System

Assessment: The cardiovascular registered nurse collects comprehensive data pertinent to the patient's health and/or situation.

Diagnosis: The cardiovascular registered nurse analyzes the assessment data to determine the diagnosis or the issue (ANA, 2015).

Learning Outcomes:

1. Perform a systematic cardiac-vascular assessment, using appropriate tools and techniques (e.g., Doppler, pulse oximeter, telemetry monitor).
2. Interpret collected data for individualized nursing diagnosis/care plan (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 4, 9, 10*

Bates' guide to physical examination and history-taking; Chapter 9

Cardiovascular nursing: Scope and standards of practice; pgs. 26-29

Simulation Scenario-Management of Acute Coronary Syndromes (ACS) with associated EKG changes

Recommended Clinical Immersion Areas:

- Cardiac Intensive Care Unit
- High Acuity Telemetry Unit

**Module 3: Planning & Implementation****Date: September 25, 2017****Topic: Evidence-based Tools & Pharmacological Management of Hemodynamics**

Planning: The cardiovascular registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Implementation: The cardiovascular registered nurse implements the identified plan (ANA, 2015).

Learning Outcomes:

1. Review Pharmacologic, nonpharmacologic, and complementary therapies (e.g., cardioprotective, antiarrhythmics, and positive inotropic drug agents).
2. Determine the current state of cardiovascular disease risk and apply the appropriate evidenced based assessment tools.
3. Evidence-based assessment tools (e.g., risk factors, risk stratification, quality of life surveys, National Institute of Health [NIH] stroke scale, dietary evaluations, ankle brachial index, pain scale, Borg scale, six-minute walk test, depression screenings).
4. Identify plan of care strategies (e.g., health promotion, disease management, targeted goals).
5. Prioritize nursing diagnoses or problems.
6. Develop expected outcomes.
7. Coordinate care across the continuum (e.g., interdisciplinary teams, discharge planning, resources, economic impact of care) (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 2, 6*

Cardiovascular nursing: Scope and standards of practice; pgs. 31-34

Simulation Scenario-Postoperative Complications of Cardiac Surgery with associated EKG Changes

Recommended Clinical Immersion Areas:

- Operating Room

**Module 4: Planning & Implementation****Date: October 2, 2017****Topic: Individualized Plan of Care for the Cardiac Patient**

Planning: The cardiovascular registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Implementation: The cardiovascular registered nurse implements the identified plan (ANA, 2015).

Learning Outcomes:

1. Provide a safe, therapeutic environment within varied settings (e.g., rehabilitation, surgical, procedural).
2. Recognize potential interactions of medications, food, and/or treatment modalities.
3. Discuss invasive and non-invasive cardiac diagnostic tests including limitations of each method of testing, and nursing considerations (cardiac monitoring, doppler, radial and femoral pressure and closure devices, unna boot).
4. Implement safety and risk reduction measures (e.g., cardiac monitoring, Venous Thromboembolism prophylaxis).
5. Apply appropriate evidence-based interventions for acute cardiovascular emergencies including Blunt Cardiac Injury, Sudden Cardiac Arrest and Death Cardiac Tamponade, Hemorrhage, Infection, PE, Lethal dysrhythmias (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 5, 19, 20*

Cardiovascular nursing: Scope and standards of practice; pgs. 46

Simulation Scenario-Retroperitoneal Bleed Post Cardiac Stenting with associated EKG changes

Recommended Clinical Immersion Areas:

- Cath Lab
- Operating Room
- PACU



Module 5: Outcomes Identification (Evaluation)

Date: October 9, 2017

Topic: Individualized Plan of Care for the Cardiac Patient

Outcome Identification: The cardiovascular registered nurse identifies expected outcomes for a plan individualized to the patient and situation (ANA, 2015).

Learning Outcomes:

1. Determine expected and unexpected physiologic and nonphysiologic responses to interventions.
2. Interpret patterns and variances in response to treatments/interventions.
3. Modify the plan of care, based on patient response (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 15*

Cardiovascular nursing: Scope and standards of practice; pgs. 30 & 40

Simulation Scenario-Post-Op Cardiac Care & Pharmacological Interventions with associated EKG changes.

Recommended Clinical Immersion Areas:

- Cath Lab
- PACU/CATH LAB
- Cardiac Intensive Care Unit
- High Acuity Telemetry Unit
- EP Lab



Module 6: Coordination of Care

Date: October 16, 2017

Topic: Safe and Effective Care Delivery for the Cardiac Patient

Care Coordination: The cardiovascular registered nurse coordinates care delivery (ANA, 2015).

Learning Outcomes:

1. Organize components of care.
2. Management of various surgical cardiovascular population including Coronary Artery Bypass Graft, valve repair or replacement, carotid artery stenting, carotid artery endarterectomy, transcatheter aortic valve replacement (TAVR or TAVI), thoracic aortic aneurysm repair, TCAR, EVAR, TVAR, CCRT.
3. Assists the patient to identify options for alternative care.
4. Communicates with care delivery team during transitions of care.
5. Advocates for dignified and ethical care (ANA, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 13*

Cardiovascular nursing: Scope and standards of practice; 35

Stone, N., et al. (2014). 2013 ACC/AHA Guideline on treatment of blood cholesterol to reduce atherosclerotic cardiovascular risk in adults. *Journal of the American College of Cardiology*, 63 (25), Elsevier: Retrieved from:

<http://circ.ahajournals.org/content/early/2013/11/11/01.cir.0000437738.63853.7a>

Simulation Scenario-Vendor Support (Hemodynamic Monitoring, Mechanical Ventilation, IABP).

Please Note: CE contact hours will not be awarded for vendor supported education related to conflict of interest with a commercial interest organization as defined by ANCC.

Recommended Clinical Immersion Areas:

- Physician Collaboration
- PACU/CATH LAB
- Cardiac Intensive Care Unit
- High Acuity Telemetry Unit

**Module 7: Health Teaching & Health Promotion****Date: October 23, 2017****Topic: Safe and Effective Care Delivery for the Cardiac Patient**

Health Teaching & Health Promotion: The cardiovascular registered nurse employs strategies to promote health and a safe environment (ANA, 2015).

Learning Outcomes:

1. Apply principles and concepts of teaching and learning (e.g., adult learning, motivation, readiness, barriers, measurable objectives, strategies, motivational interviewing).
2. Develop components of a cardiac-vascular focused education plan (e.g., procedural education, risk factors modification, disease management, discharge planning, health promotion, adherence to treatment plan).
3. Educate the patient on tools for self-management and home monitoring (e.g., remote telemetry, left ventricular assist devices [LVAD], medication monitoring, pacemakers/automatic implantable cardioverter defibrillators [AICD], congestive heart failure scales, life vest, exercise logs, wound care) (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 7, 21*

Cardiovascular nursing: Scope and standards of practice; pgs. 36-37

Simulation Scenario: Vendor Support Cardiomyopathy-Pacemakers and ICD's with associated EKG Changes. Please Note: CE contact hours will not be awarded for vendor supported education related to conflict of interest with a commercial interest organization as defined by ANCC.

Recommended Clinical Immersion Areas:

- Cardiac Rehab
- Murmur Clinic
- Heart Failure Clinic



Module 8: Health Teaching & Health Promotion

Date: October 30, 2017

Topic: Safe and Effective Care Delivery for the Cardiac Patient

Health Teaching & Health Promotion: The cardiovascular registered nurse employs strategies to promote health and a safe environment (ANA, 2015).

Learning Outcomes:

1. Identify and prioritize learning needs and goals (e.g., health literacy, self-care, functional status).
2. Adapt for factors that may influence learning (e.g., sensory impairment, cognitive deficits, environment, cultural differences).
3. Use and evaluate various methods and modes of education (e.g., teach-back, Webinar, social media, information technology).
4. Supports care system (e.g., volunteers, transportation, support group, medication assistance program).
2. Identifies and plans for factors that may influence care (e.g., family dynamics, cultural, religious, socio-economic factors, health practices of diverse groups).
3. Recognizes and responds to patient/support system's coping strategies and defense mechanisms during illness, hospitalization, grief, and loss (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; 11, 14*

*Cardiovascular nursing: Scope and standards of practice; pgs. 36-37 *same as module 7*

Simulation Scenario: ST Elevation MI (Anterior/Inferior) with associated EKG changes.

Recommended Clinical Immersion Area

- Diagnostics (Ultrasound, ECHO, XRay)
- Cardiac Rehabilitation
- Heart Failure Clinic
- Murmur Clinic



Module 9: Population Health

Date: November 6, 2017

Topic: Disease Prevention and Health Promotion for the Cardiovascular Patient Population

Population Health: The cardiovascular registered nurse recognizes the role of population health in disease prevention and health promotion (ANA, 2015).

Learning Outcome:

1. Recognize population-specific risk factors or behaviors (e.g., genetics, race/ethnicity, gender, cultural, prevalence, incidence).
2. Use health agencies and community resources (e.g., rehabilitation, mobile clinics, home health, telehealth, faith community nurse, transitional care, navigators).
3. Promote health and disease prevention strategies (e.g., health fairs, screenings, Healthy People 2020 initiatives).
4. Manage chronic disease.
5. Collaborate with health agencies and community resources to develop strategies for health promotion and disease management (ANCC, 2015).

Learning Materials:

Read: *Core curriculum for vascular nursing; Chapter 8, 22, 25*

Cardiovascular nursing: Scope and standards of practice; (Ethics) -pg. 14-27

James, P., et. al. (2014). 2014 Evidence-based guideline for the management of high blood pressure in adult's report from the panel members appointed to the eighth joint national committee (JNC 8). JAMA, 11(5). Retrieved from:
<http://jamanetwork.com/pdfaccess.ashx?url=/data/journals/jama/929741/>

Review: Healthy People 2020 website: Heart Disease and Stroke at:

<https://www.healthypeople.gov/2020/topics-objectives/topic/heart-disease-and-stroke>

Simulation Scenarios: Heart Failure/Diabetes Management with associated EKG changes.

Recommended Clinical Immersion Areas

- Diagnostics (Ultrasound, ECHO, XRay)
- Cardiac Rehabilitation
- Heart Failure Clinic
- Murmur Clinic



Module 10 Standards of Professional Performance

Date: November 13, 2017

Topic: Effective Communication for Optimal Care Delivery

Standard 11: Communication-The cardiovascular registered nurse communicates effectively in a variety of formats in all areas of practice.

Learning Outcome:

1. Interpret verbal and nonverbal communication cues.
2. Use therapeutic communication in interactions with patients and their support systems (e.g., age, developmental level, and situation appropriate).
3. Use professional communication in interactions with other healthcare providers (e.g., SBAR, hand-off, interdisciplinary communication, conflict resolution).
4. Document patient condition and changes.

Standard 8: Education- The cardiovascular registered nurse attains knowledge and competence that reflect current nursing practice.

Learning Outcome:

1. Associate emerging trends in development of new cardiovascular technologies including therapeutic hypothermia, bioresorbable stents, leadless pacemakers, valve-in-valve procedures and protein patch for heart muscle growth.

Standard 12: Leadership- The cardiovascular registered nurse demonstrates leadership in the practice setting and the profession.

Learning Outcome:

1. Discuss leadership roles (e.g., preceptor, mentor, clinical resource, change agent).

Standard 7: Ethics- The cardiovascular registered nurse practices ethically.

Learning Outcome:

1. Discuss Legal, regulatory, and ethical considerations (e.g., scope of practice, Health Insurance Portability and Accountability Act [HIPAA], advance directives, informed consent, Centers for Medicare and Medicaid Services [CMS] guidelines, professional boundaries).
2. Advocate for patients.

Standard 10: Quality of Practice- The cardiovascular registered nurse contributes to quality nursing practice.

Learning Outcome:

1. Define quality improvement and risk management (ANA, 2015).

Learning Materials:

Read: *Cardiovascular nursing: Scope and standards of practice*; pgs. 42-46, & 48-52

Scott, E., & Miles, J. (2013). Advancing leadership capacity in nursing. *Nursing Administration Quarterly*, 37(1), 77-82 6p. doi:10.1097/NAQ.0b013e3182751998. Retrieved from:

http://journals.lww.com/naqjournal/Abstract/2013/01000/Advancing_Leadership_Capacity_in_Nursing.13.aspx

Watch: Professional Boundaries in Nursing located at: <https://www.ncsbn.org/464.htm>

Review: Arizona State Nurse Practice Act located at: <https://www.azbn.gov/laws-rules/nurse-practice-act/>

Complete the Nurse Practice Act Test located at : <https://www.azbn.gov/laws-rules/nurse-practice-act/>

Simulation Scenarios: Therapeutic Hypothermia/HD Monitoring/Balloon Pump/IMPELLA

Recommended Clinical Immersion Areas

- ☐ Physician Collaboration



Module 11 Standards of Professional Performance Date: November 20, 2017

Topic: Professional Nursing Performance for Improved Patient Outcomes

Standard 13: Collaboration- The cardiovascular registered nurse collaborates with patient, family, and others in the conduct of nursing practice.

Learning Outcome:

1. Appropriately delegate to licensed and unlicensed personnel.

Standard 14: Professional Practice Evaluation- The cardiovascular registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

Learning Outcome:

1. Advocate for advancements of nursing practice.

Standard 15: Resource Utilization- The cardiovascular registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

Learning Outcome:

1. Advocate for resources, including technology, that enhance nursing practice.

Standard 16: Environmental Health- The cardiovascular registered nurse practices in an environmentally safe and healthy manner.

Learning Outcome:

1. Promotes a healthy work environment in cardiac-vascular situations (e.g., professional relationships, workplace civility, team building, diversity, shared governance) (ANA, 2015).

Learning Materials:

Read: *Cardiovascular nursing: Scope and standards of practice*; pgs. 53-58

Volleys, D. Hill, E., Roberts, C., Dambaugh, L. & Brenner, Z. (2009). AACN's healthy work environment standards an empowering nurse advancement system. *Critical Care Nurse* 29 (6), American Association of Critical Care Nurses. Retrieved from:
<http://ccn.aacnjournals.org/content/29/6/20.full.pdf+html>

National Council State Boards of Nursing (2016). National guidelines for nursing delegation. *Journal of Nursing Regulation*, 7 (1): Author. Retrieved from:
https://www.ncsbn.org/NCSBN_Delegation_Guidelines.pdf

Simulation Scenarios: Workplace Civility (low fidelity)

Recommended Clinical Immersion Area

- ☐ Make up Week

**Module 12 Test Taking Strategies****Date: November 27, 2017****Topic: Measurements of Successful Professional Practice****Learning Outcome:**

1. Recognize specific test taking strategies for National Certification
2. Participate in practice test questions
3. Practice ethically

Learning Materials:

Read: Boyle, D., et al. (2014). The relationship between direct-care RN specialty certification and surgical patient outcomes. *AORN Journal*, 100 (5) pg. 511-528.

<http://dx.doi.org/10.1016/j.aorn.2014.04.018>.

Lachman, V.D., O'Connor Swanson, E., & Winland-Brown, J. (2015). The new 'code of ethics for nurses with interpretive statements' (2015): Practical clinical application, part I.

MedSurg Nursing 24 (4). Retrieved from:

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-2015-Part-1.pdf>

Lachman, V.D., O'Connor Swanson, E., & Winland-Brown, J. (2015). The new 'code of ethics for nurses with interpretive statements' (2015): Practical clinical application, part II.

MedSurg Nursing 24 (5). Retrieved from:

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-2015-Part-1.pdf>

Simulation Scenarios-Ethical Considerations (low fidelity)

Recommended Clinical Immersion Areas

- ☐ Make up Week



References:

Accreditation Council for Graduate Medical Education. (n.d.). ACGME Outcome Project. Retrieved from http://cores33webs.mede.uic.edu/GMEmilestone/ui/portal/external/gc_about.aspx

American Nurses Credentialing Center. (2015). Test Content Outline. Retrieved from: <http://nursecredentialing.org/CardiacVascular-TCO2015>

American Nurses Association. (2015). *Cardiovascular Nursing: Scope and Standards of Practice*. (2nd ed.). Silver Spring, MD: Nursesbooks.org.

Bickley, L.S. (2016). *Bates' guide to physical examination and history-taking*. (12th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Christensen, C., Lewis, P.A., et al. *Core curriculum for vascular nursing*. (2014). (2nd ed.). Salem, MA: Society for Vascular Nursing.

Massachusetts Department of Higher Education Nurse of the Future Competencies Committee. (2016). Nurse of the Future Nursing Core Competencies, version 2. Boston: Massachusetts Department of Higher Education. Retrieved from: <http://www.mass.edu/currentinit/currentinitNursingNurseFutureComp.asp>.

National Academies of Sciences, Engineering, and Medicine. (2016) *Assessing Progress on the Institute of Medicine Report The Future of Nursing*. Washington, DC: The National Academies Press, doi:10.17226/21838

Quality and Safety Education for Nursing. (2014). *Quality and safety competencies*. Retrieved from <http://www.qsen.org/competencies.php>.