

Syllabus

Course Overview

Effective nursing leaders develop and maintain awareness of issues that emerge at many levels within and outside their organizations. In addition to developing self-assessment of competencies required for their roles, nurse leaders must also acquire organizational and systems leadership skill sets. In order to promote safe, caring, patient-centered environments, nurse leaders must both conceptually understand and be proficient at performing a wide variety of leadership skills.

The American Organization of Nurse Executives (AONE) published a model in 2005 that describes four major competency clusters, which are associated with leadership (AONE, 2005). This model was developed by the Healthcare Leadership Alliance (HLA) in 2004. It serves as the basis on which nurse executive competencies are re-evaluated and updated (AONE, 2005). The major competency categories include communication and relationship management, knowledge of the health care environment, business skills and principles, and professionalism. These competencies will be addressed within our systems-based approach to leadership.

In this course, you explore specific facets of leadership competencies for the nursing practice. These competencies have been grouped into the following themes:

- Organizational structure and behavior.
- Organizational systems.
- Systems leadership.
- Quality improvement.
- Patient safety.
- Communication.
- Use of power.
- Impact of multiculturalism and diversity in the health care workplace.

You review historical perspectives and seminal literature and visit current professional association and government websites for new developments. Effective leaders maintain constant awareness of emerging external environmental events that may affect their organizations and practice because these events may result in the need for the development of new skill sets.

The culmination of the examination of nursing leadership competencies includes the development of an organizational and individual leadership plan, which integrates competencies within one's area of professional practice with larger organizational and system-based imperatives.

Reference

American Organization of Nurse Executives. (2005). *AONE nurse executive competencies*. Retrieved from <http://www.aone.org>

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the impact of organizational structure and behavior on health care delivery.
- 2 Analyze different types of organizational systems and their effect on health care service delivery.
- 3 Use systems theory and leadership to analyze organizational impact in the current health care environment.
- 4 Evaluate the impact of multiculturalism and diversity on organizational and systems structure and leadership.
- 5 Communicate in a manner that is consistent with the expectations of a nursing professional.
- 6 Evaluate theoretical ideas and practices of power in relation to health care organizational structure, behavior, and systems leadership.
- 7 Evaluate basic concepts, principles, and practices that contribute to organizational system quality improvement and patient safety.

Course Prerequisites

Prerequisite(s): BSN4001.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Huber, D. L. (2014). *Leadership and nursing care management* (5th ed.). St. Louis, MO: Elsevier. ISBN: 9781455740710.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Alghamdi, M. G. (2016). Nursing workload: A concept analysis. *Journal of Nursing Management*, 24(4), 449–457.
- Azaare, J., & Gross, J. (2011). The nature of leadership style in nursing management. *British Journal of Nursing*, 20(11), 672–680.
- Brull, S. (2015). Successful shared governance through education. *Nursing Economics*, 33(6), 314.
- Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing*, 13(3), 181–184.
- Chang, S. J., Kwak, E. Y., Hahm, B., Seo, S. H., Lee, D. W., & Jang, S. J. (2016). Effects of a meditation program on nurses' power and quality of life. *Nursing Science Quarterly*, 29(3), 227–234.
- Cook, W. A., Morrison, M. L., Eaton, L. H., Theodore, B. R., & Doorenbos, A. Z. (2017). Quantity and quality of economic evaluations in U.S. nursing research, 1997–2015: A systematic review. *Nursing Research*, 66(1), 28–39.
- Douglas, M. K., Rosenkoetter, M., Pacquiao, D. F., Callister, L. C., Hattar-Pollara, M., Lauderdale, J., . . . Purnell, L. (2014). Guidelines for implementing culturally competent nursing care. *Journal of Transcultural Nursing*, 25(2), 109–121.
- Drenkard, K. N. (2015). The power of alignment: Educating nurses in quality and safety. *Nursing Administration Quarterly*, 39(3), 272–277.
- Driscoll, M., & Gurka, D. (2015). Using the electronic medical record to enhance physician-nurse communication regarding patients' discharge status. *Nursing Administration Quarterly*, 39(4), E31–E37.
- Eddy, L. L., Doutrich, D., Higgs, Z. R., Spuck, J., Olson, M., & Weinberg, S. (2009). Relevant nursing leadership: An evidence-based programmatic response. *International Journal of Nursing Education Scholarship*, 6(1), 1–15.
- Fackler, C., Chambers, A., & Bourbonniere, M. (2015). Hospital nurses' lived experience of power. *Journal of Nursing Scholarship*, 47(3), 267–274.
- Gagnon, M., Desmartis, M., Labrecque, M., Car, J., Pagliari, C., Pluye, P., . . . Légaré, F. (2012). Systematic review of factors influencing the adoption of information and communication technologies by healthcare professionals. *Journal of Medical Systems*, 36(1), 241–277.
- Giuliano, K. K. (2017). Improving patient safety through the use of nursing surveillance. *Biomedical Instrumentation & Technology*, 5134–5143.
- Henneman, E. A. (2017). Recognizing the ordinary as extraordinary: Insight into the "way we work" to improve patient safety outcomes. *American Journal of Critical Care*, 26(4), 272–277.
- Joint Commission issues sentinel event alert about leadership's role and safety culture. (2017). *Same-Day Surgery*, 41(5), 54–56.
- Kim, D. H., & Senge, P. M. (1994). Putting systems thinking into practice. *System Dynamics Review (Wiley)*, 10(2–3), 277–290.
- Lyle-Edrosolo, G., & Waxman, K. (2016). Aligning healthcare safety and quality competencies: Quality and safety education for nurses (QSEN), The Joint Commission, and American Nurses Credentialing Center (ANCC) Magnet standards crosswalk. *Nurse Leader*, 14(1), 70–75.
- Martin, E., & Warshawsky, N. (2017). Guiding principles for creating value and meaning for the next generation of nurse leaders. *JONA: The Journal of Nursing Administration*, 47(9), 418–420.
- McLaughlin, C. P. (2003). Integrated delivery system. In *Encyclopedia of Health Care Management*. Thousand Oaks, CA: Sage Publications.
- Middaugh, D. J. (2016). Nursing management. Do security flaws put your patients' health at risk? *MEDSURG Nursing*, 25(2), 131–132.
- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management*, 20(1), 32–37.
- Nelson-Brantley, H. V., & Ford, D. J. (2017). Leading change: A concept analysis. *Journal of Advanced Nursing*, 73(4), 834–846.
- Phillips, J. M., Stalter, A. M., Dolansky, M. A., & Lopez, G. M. (2016). Fostering future leadership in quality and safety in health care through systems thinking. *Journal of Professional Nursing: Official Journal of the American Association of Colleges of Nursing*, 32(1), 15–24.
- Pritts, K. E., & Hiller, L. G. (2014). Implementation of physician and nurse patient rounding on a 42-bed medical unit. *Medsurg Nursing: Official Journal of the Academy of Medical-Surgical Nurses*, 23(6), 408.
- Rao, A. (2012). The contemporary construction of nurse empowerment. *Journal of Nursing Scholarship*, 44(4), 396–402.
- Rooney, M., & Arbaje, A. I. (2012). Changing the culture of practice to support care transitions-Why now? *Generations*, 36(4), 63–70.
- Rowan, M. (2012). Radical changes demand new skills. *Health Progress*, 93(4), 14–19.
- Safety innovations: Healthcare alarm safety—What we can learn from military alarm management strategies. (2014). *Biomedical Instrumentation & Technology*, 48(3), 180–184.
- Shirey, M. R. (2015). Strategic agility for nursing leadership. *JONA: The Journal of Nursing Administration*, 45(6), 305–308.
- Tomlinson, J. (2012). Exploration of transformational and distributed leadership. *Nursing Management*, 19(4), 30–34.
- Warren, J. I., McLaughlin, M., Bardsley, J., Eich, J., Esche, C. A., Kropkowski, L., & Risch, S. (2016). The strengths and challenges of implementing EBP in healthcare systems. *Worldviews on Evidence-Based Nursing*, 13(1), 15–24.
- Wessel, S. (2016). Impact: Quality, safety, and satisfaction. *Nursing Management (Springhouse)*, 47(9), 17–19.
- Windle, M. (2017). Nurses impact quality of care: That's a good thing, right? *Med-Surg Matters*, 26(3), 8–9.
- Yarbrough, S., Martin, P., Alfred, D., & McNeill, C. (2017). Professional values, job satisfaction, career development, and intent to stay. *Nursing Ethics*, 24(6), 675–685.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Agency for Healthcare Research and Quality. (n.d.). Quality and patient safety. Retrieved from <http://www.ahrq.gov/professionals/quality-patient-safety/index.html>
- American college of healthcare executives. (n.d.). Retrieved from <http://www.ache.org/>
- American nurses association. (2013). Retrieved from <http://nursingworld.org/>
- American nursing informatics association. (n.d.). Retrieved from <https://www.ania.org/>
- American Organization of Nurse Executives. (2012). Guiding principles for the role of the nurse in future health care delivery toolkit. Retrieved from <http://www.aone.org/resources/future-patient-care.pdf>

- [American organization of nurse executives](http://www.aone.org/). (2012). Retrieved from <http://www.aone.org/>
- Aspden, P., Corrigan, J. M., Wolcott, J., & Erickson, S. M. (Eds.). (2004). [Patient safety: Achieving a new standard of care](#). Retrieved from http://www.nap.edu/catalog.php?record_id=10863
- Chao, S., Anderson, K., & Hernandez, I. (2009). [Toward health equity and patient-centeredness: Integrating health literacy, disparities reduction, and quality improvement: Workshop summary \(2009\)](#). The National Academies Press. Retrieved from http://www.nap.edu/catalog.php?record_id=12502
- Conway, J. B., & Weingart, S. N. (2005). [Organizational change in the face of highly public errors: The Dana-Farber Cancer Institute experience](#). Retrieved from <http://www.webmm.ahrq.gov/perspective.aspx?perspectiveID=3>
- Free Management Library. (n.d.). [Work-Life balance - Balancing your work and personal life](#). Retrieved from http://managementhelp.org/prsn_wll/wrk_life.htm
- Healthcare Information and Management Systems Society (HIMSS). (2013). [Nursing informatics](#). Retrieved from http://www.himss.org/ASP/topics_nursingInformatics.asp
- [Institute for healthcare improvement](#). (2013). Retrieved from <http://www.ihl.org/ihl>
- Kaiser Permanente of Colorado. (2013). [SBAR: Situation, Background, Assessment, Recommendation](#). *Institute of Healthcare Improvement*. Retrieved from <http://www.ihl.org/explore/sbarcommunicationtechnique/Pages/default.aspx>
- [National Academies: Health and Medicine Division](#). (2016). Retrieved from <http://www.nationalacademies.org/hmd/>
- [National committee for quality assurance](#). (n.d.). Retrieved from <http://www.ncqa.org/>
- [National institutes of health \(NIH\)](#). (n.d.) Retrieved from <http://www.nih.gov/>
- [National society for Hispanic professionals](#). (2013). Retrieved from <http://network.nshp.org/>
- Nurse.org. (2003). [Nursing organizations links](#). Retrieved from <http://www.nurse.org/orgs.shtml>
- [Quality and safety education for nurses](#). (2013). Retrieved from www.qsen.org/
- The Joint Commission (2013). [National patient safety goals](#). Retrieved from <http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/>
- [The joint commission](#). (2013). Retrieved from <http://www.jointcommission.org/>
- [U.S. Department of Health & Human Services](#) (n.d.). Retrieved from <http://www.hhs.gov/>
- U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. (2014). [Hospital survey on patient safety culture: 2014 user comparative database report](#). (AHRQ Publication No. 14-0019-EF). Retrieved from <http://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/patientsafetyculture/hospital/2014/hsops14pt1.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (2015). [Family Educational Rights and Privacy Act \(FERPA\)](#) Retrieved from <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](#) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Organizational and Personal Leadership Plan

Project Overview

The goal of this project is to demonstrate understanding of systems, organizations, and leadership and apply them to the real world in order to create personal and organizational value. Your completed course project will be shared in your ePortfolio. It will also be used as a performance evaluation tool in your workplace (if you select your organization as the one in which to evaluate issues and propose leadership strategies, resources, or tools).

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Your final paper should consist of the following components:

- An introduction to your paper in which you provide an overview of what you intend to accomplish in this project.
- A section for **each** of the nursing leadership priorities (2–3) that you are addressing. In each section:
 - List the priority or issue and explain why you chose it.
 - Analyze the issue and explain the various components that you will need to address, such as:
 - How does the structure of your organization contribute to the issues you are addressing?
 - Are there power dynamics that contribute to the issue?
 - What role do multiculturalism and diversity play?
 - Provide an explanation of how you intend to address this priority, including:
 - What things did you need to consider as you put your plan of action together?
 - How did the structure of your organization influence your decisions?
 - What leadership skills will be most important to you as you address your priorities? How do multiculturalism and diversity within your organization impact your plan?
 - How do theories and practices of power come into play when determining and implementing solutions?
 - Support your action plan with references to the literature that address the applicable theories, resources, and tools that guided you to this particular solution.
- A section in which you outline **either**:
 - Your performance evaluation plan for determining how well you implemented your priorities.
 - Your development plan for how you will develop the skills needed to implement your priorities. This section serves as a personal leadership plan and career programming tool for self-assessment, for developmental purposes, or prior to performance evaluations. The goal is to align oneself within the organization, assess organizational fit and desired career path(s), and identify competency gaps to reach personal and professional leadership goals.
- A summary of what you have learned in the process of doing this project.
- **Written communication:** Written communication is free of errors that detract from the overall message. Document is well organized, and writer has utilized major headings and subheadings.
- **APA formatting:** Resources and citations are formatted according to current [APA Style and Formatting](#).
- **Number of resources:** Minimum of eight resources.
- **Length of paper:** 10–20 pages plus any appendices, typed double-spaced pages.
- **Font and font size:** Arial or Times New Roman, 12 point.

Project Components

Activity	Grade Weight (%)
u03a1 - Identify Nursing Leadership Priorities	10
u04a1 - Literature Review and Annotated Bibliography	10
u06a1 - Project Outline	10
u08a1 - Project Draft	10
u10a1 - Organizational and Personal Leadership Plan	20

Unit 1 >> Organizational Structure and Behavior

Introduction

A successful nursing leadership practice includes an appreciation of one's role within specific types of health care organizations and systems. In this unit, you will do the following:

- Analyze the impact of organizational structure and behavior on health care delivery.
- Explore a historical perspective.

- Identify the subcomponents of organizations.
- Examine the effects of different structures upon leadership behaviors.
- Understand basic organizational structure, mission, vision, philosophy, and values that better prepare nurse leaders and consequently improve health care quality and patient outcomes.

References

Huber, D. (2014). *Leadership and nursing care management* (5th ed.). St. Louis, MO: W.B. Saunders.

Jones, R. A. P. (2007). *Nursing leadership and management: Theories, processes and practice*. Philadelphia, PA: F. A. Davis Company.

Learning Activities

u01s1 - Studies

Scheduling Your Weekly Workload

At the beginning of your degree program, it can be hard to adjust your busy schedule to make time for coursework. To help you structure your time and meet your coursework due dates, a workload schedule has been created for you. Your workload schedule will not be evaluated by your instructor. It is intended as a guide to help you get a successful start in your journey at Capella. You are encouraged to use your workload schedule as it best suits your individual needs. For example, you may find it helpful to print it and post it somewhere convenient.

At the start of this week, read the [Workload Schedule](#) for Unit 1 and use it to plan your tasks. You are also encouraged to refer to the Capella [Time Management](#) resources for additional support in planning your workload.

Readings

The directed readings provide a theoretical basis as well as a contemporary perspective on the facets of organizational structure and design and their effect upon decision-making for nursing leaders. Most importantly, they introduce the concepts of leadership versus followership. In addition, they present a succinct overview of leadership competencies.

Complete the following:

In the *Leadership and Nursing Care Management* text, read:

- Chapter 14, "Decentralization and Shared Governance," pages 246–255.
- Chapter 1, "Leadership and Management Principles," pages 1–36.
- Chapter 13, "Organizational Structure," pages 226–245.

In the Capella University Library, read:

- Martin and Warshawsky's 2017 article, "[Guiding Principles for Creating Value and Meaning for the Next Generation of Nurse Leaders](#)," from *JONA: The Journal of Nursing Administration*, volume 47, issue 9, pages 418–420.

Internet

Use the Internet to view:

- [American Organization of Nurse Executives](#).
- American Organization of Nurse Executives' 2012 Web page, [Guiding Principles for the Role of the Nurse in Future Health Care Delivery Toolkit](#).

Multimedia

Click **Riverbend City: Getting Started** to view the presentation. At several points in this course, you will be asked to visit this simulation. This media piece gives you an introduction to the simulation, both in terms of the narrative and the navigation.

Course Resources

Riverbend City: Getting Started

u01s2 - Project Preparation

Review the following course project components:

- Identify Nursing Leadership Priorities (Unit 3 brainstorming activity).
- Literature Review and Annotated Bibliography (Unit 4).
- Project Outline (Unit 6).
- Project Draft (Unit 8).
- Organizational and Personal Leadership Plan (Unit 10).

u01s3 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online e-Portfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Organizational Structure and Health Care Delivery

Read the Discussion Participation scoring guide as well as the Faculty Expectations message (FEM) to learn how the instructor will evaluate your discussion participation throughout this course. Consider the following:

- Describe the relationship between an organization's structure, mission, vision, philosophy, values, and policies and procedures.
- How might the relationship between these elements impact health care delivery either positively or negatively? Provide examples to augment your analysis.

Be sure to cite any references you use to support your post..

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines, providing comments and questions that encourage critical thinking and insight.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01d2 - Organizational Structure and the Nurse Leader

As a nurse leader, you will work within an organizational structure and influence changes to that structure. Following the requirements for discussion posts found in the FEM, address the following:

- Discuss the purpose organizational structure serves.
- Describe the types of organizations that are most conducive to transformational and transparent nursing leadership.
- How are changes made in organizational structure and when are they typically made?
- What strategies does your health care organization use to communicate changes in the organizational structure and design?
- How do you see the nurse leader participating in this process?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 2 >> Organizational Systems

Introduction

Nursing leaders should perform a historical review of organizational theories because it helps them understand the effect of structures and theories relevant to health care organizational systems. In this unit, you will be doing the following:

- Engage in a historical review of organizational theory.
- Examine the systems theory applied to the role of the nurse leader.
- Explore the differences between integrated and nonintegrated systems.
- Explore how these systems affect the role and scope of the nursing leadership practice.

Learning Activities

u02s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

In the readings for this unit, you will learn to differentiate between integrated and nonintegrated systems, gain historical perspective of organizational theory, and recognize the impact of a systems-based perspective on the role and scope of the nursing practice.

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 2, "Change and Innovation," pages 37–54.
- Chapter 3, "Organizational Climate and Culture," pages 55–63.

Use the Capella University Library to read:

- Cook, Morrison, Eaton, Theodore, and Doorenbos' 2017 article, "[Quantity and Quality of Economic Evaluations in U.S. Nursing Research, 1997–2015: A Systematic Review](#)," from *Nursing Research*, volume 66, issue 1, 28–39.
- McLaughlin's 2004 article, "[Integrated Delivery System](#)," from *Encyclopedia of Health Care Management*.
- Mitchell's 2013 article, "[Selecting the Best Theory to Implement Planned Change](#)," from *Nursing Management*, volume 20, issue 1, pages 32–37.

Internet

Search the Internet for examples of health care organizations as systems and explore your findings.

u02d1 - Strategic Management and Patient Outcomes

Following the requirements for discussion posts found in the FEM:

- Provide a summary of the organizational structure, mission, vision, philosophy, and values for your current organization. If you are currently not working, choose any organization of your choice from the Internet.
- Indicate whether this system is integrated or nonintegrated.
- Describe how the organizational structure, mission, vision, philosophy, and values are translated into practice at the macro and micro systems level.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d2 - Leadership and Alignment

Within your organization, as a nurse leader, consider the following:

- How must you be in alignment with the organizational structure, mission, vision, philosophy, and values?
- How would you counsel or work with a staff member who was not in alignment with the organizational structure, mission, vision, philosophy, and values?

Be sure to follow the requirements for discussion posts found in the FEM.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 3 >> Systems Theory and Leadership

Introduction

Systems theory came into use within the business sector following a publication on the subject by Peter Senge. As time progressed, health care leaders adapted principles from systems theory and applied them to health care organizations and systems. "Systems theory indicates that all parts of the whole affect each other and at many different levels, with interactions so complex that any single event or action can have multiple effects across the entire whole" (Senge, 1990).

A related concept within the systems leadership realm, systems thinking, represents one of five disciplines which "when combined produce an organization capable of expanding its capacity to create its future" (Senge, 1990). Systems thinking, personal mastery, mental models, shared vision, and team learning are the five hallmarks of learning organizations (Patronis Jones, 2007, & Shortell & Kaluzney, 2006).

Shortell & Kaluzney (2006) summarize systems thinking as, "the discipline of seeing wholes, perceiving the structures that underlie dynamically complex systems, and identifying high leverage change opportunities. Systems thinking involves not only the recognition of the properties of complex systems, but also the skilled application of systems archetypes to illuminate the deeper structures that shape everyday organizational behavior and performance" (p. 389).

Embedded within the American Organization of Nurse Executives (AONE) competencies for nursing leaders are various components of systems thinking and systems leadership. In this unit, you explore nursing leadership within health care organizations from a systems theory and systems thinking perspective and apply them within the workplace.

References

- Jones, R. A. P. (2007). *Nursing leadership and management: Theories, processes and practice*. Philadelphia, PA: F.A. Davis Company.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Currency Doubleday.
- Shortell, S., & Kaluzney, A. (2006). *Healthcare management: Organization design and behavior* (5th ed.). Clifton Park, NY: Delmar.

Learning Activities

u03s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 1, "Leadership and Management Principles," pages 1–36.

In the Capella University Library, read the following:

- Shirey's 2015 article, "[Strategic Agility for Nursing Leadership](#)," from *JONA: The Journal of Nursing Administration*, volume 45, issue 6, pages 305–308.
- Kim and Senge's 1994 article, "[Putting Systems Thinking Into Practice](#)," from *System Dynamics Review*, volume 10, issue 2–3, pages 277–290.

- Alghamdi's 2016 article, "[Nursing Workload: A Concept Analysis](#)," from the *Journal of Nursing Management*, volume 24, issue 4, pages 449–457.
- Brull's 2015 article, "[Successful Shared Governance Through Education](#)," from *Nursing Economics*, volume 33, issue 6, page 314.
- Azaare and Gross's 2011 article, "[The Nature of Leadership Style in Nursing Management](#)," from *British Journal of Nursing*, volume 20, issue 11, pages 672–680.
- Tomlinson's 2012 article, "[Exploration of Transformational and Distributed Leadership](#)," from *Nursing Management*, volume 19, issue 4, pages 30–34.

Writing Center Resources

Use the Writing Center to access the following:

- [Capella Writing Center](#).
- Capella Writing Center's [APA Style and Formatting](#).

Multimedia

Click **Riverbend City: Decision Mission** to view the presentation. Consider the elements that needed to be taken into consideration as the nurse leader made her decision. You will use this mission in this unit's discussion.

Course Resources

[Riverbend City: Decision Mission](#)

u03a1 - Identify Nursing Leadership Priorities

The goal of your course project is to showcase your understanding of systems, organizations, and leadership and demonstrate your ability to apply this knowledge to real-world situations and practices in ways that create both personal and organizational value.

The most useful way to approach this project is to set it into the context of your current workplace situation. You should evaluate issues that are immediate to your experience, and you will be able to propose leadership strategies, resources, or tools to address those particular issues. Structured in this way, the project may also be used as a performance evaluation tool for your workplace.

If your current work situation is not applicable, you may simply choose to evaluate issues and propose leadership strategies, resources, or tools that are of interest to you. Rather than a performance evaluation, you might choose to use this project as a personal development plan.

For this assignment, you will begin to identify the content of your course project. You will:

- Identify 3–5 nursing leadership priorities and related leadership resources that you would like to explore as a part of your Organizational Systems and Professional Leadership project.
- Validate the existence of each identified priority with at least one reference from the literature.
- List any related leadership resources that you would like to explore as a part of this project.
- Visit the Capella Writing Center, to aid you in your task, and review brainstorming and mind mapping techniques.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[Capella Online Writing Center Handouts](#)

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[Identify Nursing Leadership Priorities Examples \[PDF\]](#)

u03d1 - Riverbend City: Decision Mission

After viewing the *Riverbend City: Decision Mission*, complete the following with the requirements for discussion posts found in the FEM in mind:

1. Identify at least one nursing leadership style and explain how it applies to the nurse leader's role.
2. Evaluate the challenges the nurse leader experienced in making critical decisions.
3. Identify what elements of the internal and external environment of the organizational setting did the nurse leader have to take into consideration?
4. Offer at least one insight about how this information can apply to you as a nurse leader.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 4 >> Quality Improvement

Introduction

Quality improvement and patient safety are central to the nursing leadership role. They are analyzed from many perspectives. Types of quality improvement and patient safety programs may range from internal, organization-based quality improvement team reports to external benchmarks from The Joint Commission, the Agency for Healthcare Research, Quality (AHRQ), MAGNET, and numerous other organizations.

A landmark publication by the Institute of Medicine (IOM, 2001) identified the imperative to focus on quality care and patient safety. The initiative to create cultures of patient safety and quality care remain at the forefront of the health care leadership landscape. Nursing leadership sub competencies include the understanding of components and use of effective tools for successful quality improvement programs within one's practice setting.

In this unit, you explore concepts, practices, and strategies that promote effective nursing leadership of quality improvement and patient safety systems-based programs. Unit 4 emphasizes quality improvement, and Unit 5 integrates patient safety into the discussion.

Reference

Institute of Medicine's Committee on Quality of Health Care in America. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, D.C.: National Academy Press.

Learning Activities

u04s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 17, "Quality and Safety," pages 291–321.
- Chapter 18, "Measuring and Managing Outcomes," pages 322–328.

Use the Capella University Library to read:

- Wessel's 2016 article, "[Impact: Quality, Safety, and Satisfaction](#)," from *Nursing Management (Springhouse)*, volume 47, issue 9, pages 17–19.
- Lyle-Edrosolo and Waxman's 2016 article, "[Aligning Healthcare Safety and Quality Competencies: Quality and Safety Education for Nurses \(QSEN\), the Joint Commission, and American Nurses Credentialing Center \(ANCC\) Magnet Standards Crosswalk](#)," from *Nurse Leader*, volume 14, issue 1, pages 70-75.
- Drenkard's 2015 article, "[The Power of Alignment: Educating Nurses in Quality and Safety](#)," from *Nursing Administration Quarterly*, volume 39, issue 3, pages 272–277.

Internet

Use the Internet to review the following:

- [The Joint Commission](#).
- The Joint Commission's [National Patient Safety Goals \(NPSGs\)](#).
- Agency for Healthcare Research and Quality's [Quality and Patient Safety](#).
- Aspden, Corrigan, Wolcott, and Erickson's [Patient Safety: Achieving a New Standard of Care](#), from *The National Academies Press*. **Note:** You can read this online for free. You do not have to purchase this reading.
- [American Nurses Association](#).
- [American Organization of Nurse Executives](#).
- National Academies: Health and Medicine Division. (2016).
- [American College of Healthcare Executives](#).
- [U.S. Department of Health and Human Services](#).
- [National Institutes of Health](#).
- [National Committee for Quality Assurance](#).
- [Quality and Safety Education for Nurses](#).
- [Institute for Healthcare Improvement](#).

u04a1 - Literature Review and Annotated Bibliography

For this assignment, select one leadership priority from the priorities you identified in the Unit 3 assignment. Begin to research journal articles, Web resources, and other tools that address your chosen priority.

Peruse professional organization and government websites for ideas, themes, and current information relating to systems, organizational, and nursing leadership with which to address your issue of priority for the course project. Links to organizations with information related to course topics are provided in the Resources for this assignment. To complete this assignment:

- Assemble an APA-formatted annotated bibliography, which includes sources from 3–6 assigned readings from the courseroom as well as 3–6 additional sources outside of your assigned courseroom readings. These outside sources need to be peer-reviewed journals, or professional organization or association websites.
- Describe how each of the selected sources will support the nursing leadership priority you selected.

Turn in this component as an assignment under Unit 4.

You need not type this assignment into the final course project because it constitutes a preparatory activity. However, the bibliography is useful in the development of your outline and construction of the reference section of your paper.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[American Organization of Nurse Executives](#)

[APA Style Paper Template \[DOCX\]](#)

[National Institutes of Health \(NIH\)](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[Writing Feedback Tool](#)

[U.S. Department of Health & Human Services](#)

[National Committee for Quality Assurance](#)

[American College of Healthcare Executives](#)

[Annotated Bibliography](#)

[American Nurses Association](#)

[The Joint Commission](#)

[What Is the Literature Review?](#)

[National Academies: Health and Medicine Division](#)

[Agency for Healthcare Research and Quality](#)

u04d1 - Quality Improvement Principles and Practices

Health care quality standards and best practice guidelines from the literature are critical to nursing practice and provide a baseline against which measurement and evaluation are assessed. There are common performance measurements selection criteria for determining the standards.

For this discussion, complete the following, referring to the FEM guidelines:

- Choose one common performance measurement selection criteria or best practice guidelines from the literature that you have used in your work setting.
- Explain how it can be or was used to influence quality improvement.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

Unit 5 >> Patient Safety

Introduction

Quality improvement and patient safety are health care industry imperatives (IOM, 2001). Effective quality improvement results in system and organizational change. This ultimately contributes to the creation of a patient safety culture.

In this unit, you synthesize patient safety and quality improvement into the nursing leadership role for systems-based change. Specifically, you review a case study in which patient safety sentinel events resulted in system-wide changes at a complex organization (Conway & Weingart, 2005). This case study underscores the importance of clinical leadership toward the improvement of quality outcomes and patient safety.

For a more recent snapshot of progress in the arena of patient safety, you review a recent executive summary database report on safety cultures from the U.S. Department of Health and Human Services (2014). Lessons learned and tools presented within the directed readings provide a rich set of resources from which to draw for improved nurse leadership in the area of patient safety.

References

Conway, J. B., & Weingart, S. N. (2005). *Organizational change in the face of highly public errors: The Dana-Farber Cancer Institute experience*. Retrieved from <https://psnet.ahrq.gov/perspectives/perspective/3/organizational-change-in-the-face-of-highly-public-error-the-dana-farber-cancer-institute-experience>

Institute of Medicine's Committee on Quality of Health Care in America. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, D.C.: National Academy Press.

Learning Activities

u05s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

These readings help you gain awareness and knowledge of patient safety issues, regulatory and accreditation organizations, and contemporary tools with which to impact change and create a culture of patient safety. The Dana Farber Cancer Institute summary represents a landmark study, where a systems-leadership approach was successfully implemented and whereby a best practice for creation of patient safety was implemented. The readings provide resources to systems leaders for patient safety.

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 24, "Prevention of Workplace Violence," pages 410–422.
- Chapter 26, "Data Management and Clinical Informatics," pages 441–454.

Use the Capella University Library to read:

- Phillips, Stalter, Dolansky, and Lopez's 2016 article, "[Fostering Future Leadership in Quality and Safety in Health Care Through Systems Thinking](#)," from the *Journal of Professional Nursing: Official Journal of the American Association of Colleges of Nursing*, volume 32, issue 1, pages 15–24.
- 2014 article, "[Safety Innovations: Healthcare Alarm Safety—What We Can Learn From Military Alarm Management Strategies](#)," from *Biomedical Instrumentation & Technology*, volume 48, issue 3, pages 180–184.
- Middaugh's 2016 article, "[Nursing Management. Do Security Flaws Put Your Patients' Health at Risk?](#)" from *MEDSURG Nursing*, volume 25, issue 2, pages 131–132.
- 2017 article, "[Joint Commission Issues Sentinel Event Alert About Leadership's Role and Safety Culture](#)," from *Same-Day Surgery*, volume 41, issue 5, pages 54–56.
- Giuliano's 2017 article, "[Improving Patient Safety Through the Use of Nursing Surveillance](#)," from *Biomedical Instrumentation & Technology*, pages 5134–5143.
- Henneman's 2017 article, "[Recognizing the Ordinary as Extraordinary: Insight Into the "Way We Work" to Improve Patient Safety Outcomes](#)," from the *American Journal of Critical Care*, volume 26, issue 4, pages 272–277.
- Gagnon et al.'s 2012 article, "[Systematic Review of Factors Influencing the Adoption of Information and Communication Technologies by Healthcare Professionals](#)," from *Journal of Medical Systems*, volume 36, issue 1, pages 241–277.

Internet

Use the Internet to view:

- U.S. Department of Health and Human Service's 2014 report, "[Hospital Survey on Patient Safety Culture: 2014 User Comparative Database Report](#)." This report highlights concepts, practices, and outcomes associated with patient safety cultures.
- Conway and Weingart's Web article, "[Organizational Change in the Face of Highly Public Errors: The Dana-Farber Cancer Institute Experience](#)." This article includes culture data on patient safety and seven steps to improve action planning for the improvement of organizational results.

Also, view the following websites:

- [American Nursing Informatics Association](#).
- Healthcare Information and Management Systems Society's 2013 Web page, [Nursing Informatics](#).

u05s2 - Project Preparation

The outline for your project is due in Unit 6. You will also be submitting this to the discussion area for peer review. You may want to consider starting work on this assignment now.

u05d1 - Informatics and Decision Making

Nursing data needs in health care delivery fall into four domains:

1. Providing data about client care.
2. Provider staffing.
3. Administration of care and the organization.
4. Knowledge-based research for evidence-based practice.

Referring to the requirements for discussion posts found in the FEM, complete the following:

- Choose one of the above-mentioned four areas.
- Describe how you use nursing informatics in your current practice setting to achieve the goals of your organization in the area that you chose.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d2 - Informatics and Patient Safety

For this discussion, complete the following, taking care to adhere to the guidelines in the FEM:

- Read and discuss Conway and Weingart's 2005 case study (located in the Resources), "Organizational Change in the Face of Highly Public Errors: The Dana-Farber Cancer Institute Experience," in which patient safety sentinel events resulted in system-wide changes at a complex organization.
- Address application of concepts of patient safety and quality improvement at the micro and macro systems levels in health care delivery.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Organizational Change in the Face of Highly Public Errors: The Dana-Farber Cancer Institute Experience](#)

Unit 6 >> Application of Leadership Concepts

Introduction

In this unit, you begin to synthesize the systems and nursing leadership theory, industry initiatives, and contemporary concepts from your Internet searches in previous units into a cohesive whole. Using this, you can build the Organizational and Professional Leadership (OPL) project. Drawing from your brainstorming or mind-mapping document, literature search, annotated bibliography, course readings, activities, and discourse, you engage in a working session toward the development of your project outline.

This being a working unit, the deliverable is to be your project outline, which you can submit under the Unit 6 Project Outline activity. Remember to review the various related readings for resources.

Learning Activities

u06s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 27, "Marketing," pages 455–464.

Use the Capella University Library to read:

- Windle's 2017 article, "[Nurses Impact Quality of Care: That's a Good Thing, Right?](#)" from *Med-Surg Matters*, volume 26, issue 3, pages 8–9.
- Nelson-Brantley and Ford's 2017 article, "[Leading Change: A Concept Analysis](#)," from the *Journal of Advanced Nursing*, volume 73, issue 4, pages 834–846.

u06a1 - Project Outline

Use information from your current work situation and annotated bibliography to develop a detailed project outline. Your project outline should contain the following components:

- Introductory statement.
- Major topic headings (for example, nursing leadership issues or problems that you have selected).
- Subtopic headings (resources, proposed approaches, or tools with which to address issues).
- Statement regarding the selected format for the personal development plan.
- General statement of areas to be addressed in the conclusion.

You should turn in this component of your project as an assignment under Unit 6.

You need not submit this as a part of the final course project because it constitutes a preparatory activity.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[Project Outline Example \[PDF\]](#)

[Writing Feedback Tool](#)

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u06d1 - Project Outline

For this discussion, post the outline of your final course project for peer review. The thoughtful feedback you give your peers will help them improve their work and provide you with insights about your own project. In your post, include a list of items that you want others to focus on when they review your outline. In preparation for this peer-review process, follow these steps:

1. Post an outline of your course project in the discussion area.
2. Specify any particular items on which you would like feedback.
3. Read the [Guidelines for Effective Peer Review and Peer Review Feedback form documents](#).
4. Check the FEM guidelines for discussion posts to ensure that you meet all requirements.

Giving Feedback

While providing feedback to your peers, ensure that you:

- Identify the strengths of the work and the area(s) that would benefit from expansion or clarification.
- Comment on how clearly the writer describes the focus of the project. How well do you understand what the writers will be doing? Does it appear to be significant work?
- Comment on how comprehensively the key points of the outline address the topic of the project. Are there questions that remain outstanding for you?
- Comment on the sources used to support the outline? Are they scholarly?
- Comment on whether the recommendations are the best approaches for resolving the problem.
- Comment on the items the writer requested when he or she initially posted the draft.
- Ensure that as you respond to each of the items above, you provide specific examples of what works and does not work in the outline. The bulk of your feedback should focus on how well the outline addresses the course project objectives.

Receiving Feedback

When receiving feedback from other learners, be sure to:

- Thank them.
- Ask any follow-up questions you might have about their comments.
- Let them know which parts of their feedback are the most helpful to you in improving your project.

The objectivity that comes from another point of view can add the clarity you need to complete your own work. Remember, all written work is in draft form. It can be revised and strengthened. This is an important element of the self-reflection process.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Guidelines for Effective Peer Review \[PDF\]](#)

u06d2 - Leadership Theory

The U.S. health care delivery system is quite complex and fragmented, resulting in an often-chaotic system and posing huge challenges for nurse leaders.

For this discussion, answer the following according to the guidelines in the FEM:

- What do you see as a major challenge for nurse leaders in the U.S. health care delivery system?
- Which theory of leadership do you see as best being able to address this challenge, and why?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 7 >> Synthesis of Leadership Concepts

Introduction

In this unit, you explore nursing leadership concepts toward integration into the OPL course project. This is a working unit in which you are encouraged to synthesize theory, concepts, and tools to address nursing leadership priorities identified within your OPL plan.

Learning Activities

u07s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 20, "Confronting Nursing Shortage," pages 339–366.
- Chapter 21, "Staffing and Scheduling," pages 367–386.
- Chapter 23, "Performance Appraisal," pages 399–409.

Use the Capella University Library to read:

- Warren et al.'s 2016 article, "[The Strengths and Challenges of Implementing EBP in Healthcare Systems](#)," from *Worldviews On Evidence-Based Nursing*, volume 13, issue 1, pages 15–24.
- Yarbrough, Martin, Alfred, and McNeill's 2017 article, "[Professional Values, Job Satisfaction, Career Development, and Intent to Stay](#)," from *Nursing Ethics*, volume 24, issue 6, pages 675–685.

Internet

Use the Internet to read:

- Free Management Library's Web page, [Work-Life Balance - Balancing Your Work and Personal Life](#).

u07s2 - Project Preparation

You will submit a draft of your project in Unit 8. You should begin preparing for this assignment now.

u07d1 - A Twenty-First Century Skill Set

For this discussion, complete the following, being sure to adhere to the guidelines in the FEM:

- Describe and discuss which skills and competencies you believe are essential for contemporary nurse leaders in the twenty-first century.
- Identify what you perceive are the greatest challenges or opportunities for effectively assessing your skills and competencies in these areas.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d2 - Balancing Constituency Needs

The U.S. health care delivery system comprises many key constituents including providers, hospitals, and third-party payers. For this discussion, answer the following per the guidelines in the FEM:

- What role do nurse leaders play in decreasing fragmentation in health care delivery and balancing the competing demands of these key constituents?

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Practices of Power in Health Care

Introduction

In this unit, you explore theoretical ideas and practices of power in relation to health care organizational structure, behavior, and systems leadership. You also examine the effect of power on health care disparities.

Learning Activities

u08s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 4, "Critical Thinking and Decision-Making Skills," pages 65–82.
- Chapter 10, "Power and Conflict," pages 159–185.

Use the Capella University Library to read:

- Fackler, Chambers, and Bourbonniere's 2015 article, "Hospital Nurses' Lived Experience of Power," from the *Journal of Nursing Scholarship*, volume 47, issue 3, pages 267–274.
- Eddy et al.'s 2009 article, "Relevant Nursing Leadership: An Evidence-Based Programmatic Response," from *International Journal of Nursing Education Scholarship*, volume 6, issue 1, pages 1–15.
- Chang et al.'s 2016 article, "Effects of a Meditation Program on Nurses' Power and Quality of Life," from *Nursing Science Quarterly*, volume 29, issue 3, pages 227–234.
- Rao's 2012 article, "The Contemporary Construction of Nurse Empowerment," from *Journal of Nursing Scholarship*, volume 44, issue 4, pages 396–402.

Internet

Use the Internet to read:

- Chao et al.'s Web page, *Toward Health Equity and Patient-Centeredness: Integrating Health Literacy, Disparities Reduction, and Quality Improvement*, from The National Academies Press website. This comprehensive workshop summary provides up-to-date identification of health care disparity–related issues and proposed approaches for quality improvements. This is a free download. Scroll down to the Table of Contents, and click **Skim** to read each selected section.

Multimedia

Click **Riverbend City: Team Dynamics Mission** to view the presentation. Consider the power dynamics within the team as well as the types of decisions that were made. You will use this mission in this unit's discussion.

Course Resources

Riverbend City: Team Dynamics Mission

u08a1 - Project Draft

Create a draft of your course project and submit it as an assignment under Unit 8. You will incorporate feedback from this draft into your revised final course project.

Your paper should consist of the following components:

- An introduction to your paper in which you provide an overview of what you intend to accomplish in this project.
- A section which thoroughly discusses the nursing leadership priority that you are addressing. In each section:
 - List the priority or issue and explain why you chose it.
 - Analyze the issue and explain the various components that you will need to address, such as:
 - How does the structure of your organization contribute to the issues you are addressing?
 - Are there power dynamics that contribute to the issue?
 - What role do multiculturalism and diversity play?
 - Provide an explanation of how you intend to address this priority, including:
 - What things did you need to consider as you put your plan of action together?
 - How did the structure of your organization influence your decision?
 - What leadership skills will be most important to you as you address your priority?
 - How do multiculturalism and diversity within your organization impact your plan?
 - How do theories and practices of power come into play when determining and implementing solutions?
 - Support your action plan with references to the literature that address the applicable theories, resources, and tools that guided you to this particular solution.
- A section in which you outline **either**:
 - Your performance evaluation plan for determining how well you implemented your priority.

- Your development plan for how you will develop the skills needed to implement your priority. This section serves as a personal leadership plan and career programming tool for self-assessment, for developmental purposes or prior to performance evaluations. The goal is to align oneself within the organization, assess organizational fit and desired career path(s), and identify competency gaps to reach personal and professional leadership goals.
- A summary of what you have learned in the process of doing this project.

Use appropriate headings and subheadings as developed within your content outline to demonstrate logic, flow of ideas, and organization. It is helpful to add your sources into the document in the appropriate format while you are in this stage. Refer to the Capella Writing Center for resources.

Additional Requirements

- **Written communication:** Written communication is free of errors that detract from the overall message. Document is well organized, and writer has utilized major headings and subheadings.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 8 resources.
- **Length of paper:** 8–12 pages plus any appendices, typed double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Optional Activity

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[Capella Writing Center](#)

Project Draft Example [DOCX]

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u08d1 - Riverbend City: Team Dynamics Mission

Decision making is a key aspect of leadership and management, requiring problem-solving and critical-thinking skills. An essential nursing leadership skill and competency, it involves the act of choosing and implementing a course of action from among alternatives.

For this discussion, address the decision making that occurred in the Riverbend City simulation and answer the following according to the guidelines in the FEM:

- What were the issues?
- What was done well and what was not done well?
- Would you have handled things differently? Explain your thinking.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

u08d2 - Power

Power is a basic element in human relations and organizational behavior. It carries with it the capability to produce effects and allocate scarce resources.

For this discussion, consider the following:

- How you will gain power as a nurse leader? Describe and discuss the ways.
- When you are trying to gain control of a situation, what makes you feel powerful or powerless?
- What strategies will you use as a nurse leader to empower others to improve patient care and outcomes?

Be sure to refer to the FEM discussion guidelines before making your post.

Response Guidelines

Please choose posts that have had few responses thus far and refer to the Faculty Expectations Message for discussion response guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 >> Multiculturalism and Diversity for a Health Care Leader

Introduction

Due to constantly changing demographics, nursing leaders must remain vigilant when monitoring the impact of multiculturalism and diversity within their organizations. The multiple stakeholders affected by a multicultural and diverse workforce include patients, families, communities, and system partnerships. Nursing leaders must incorporate approaches that are inclusive and respectful of all stakeholders. In this unit, you explore the impact of culture and diversity on nursing leadership.

Learning Activities

u09s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Read Chapter 11, "Workplace Diversity," pages 186–195.
- Review Chapter 14, "Decentralization and Shared Governance," pages 246–255.

Use the Capella University Library to read:

- Campinha-Bacote's 2002 article, "[The Process of Cultural Competence in the Delivery of Healthcare Services: A Model of Care](#)," from the *Journal of Transcultural Nursing*, volume 13, issue 3, pages 181–184.
- Douglas et al.'s 2014 article, "[Guidelines for Implementing Culturally Competent Nursing Care](#)," from the *Journal of Transcultural Nursing*, volume 25, issue 22, pages 109–121.
- Rooney and Arbaje's 2012 article, "[Changing the Culture of Practice to Support Care Transitions-Why Now?](#)," from *Generations*, volume 36, issue 4, pages 63–70.
- Rowan's 2012 article, "[Radical Changes Demand New Skills](#)," from *Health Progress*, volume 93, issue 4, pages 14–19.

Internet

Use the Internet to view:

- [*National Society for Hispanic Professionals*](#).
- Nurse.org's Web page, [*Nursing Organization Links*](#).

u09d1 - Cultural Competence with Diversity of Opinion

One of the many roles of the nurse leader is to engage staff to provide diverse viewpoints on many issues. In this discussion, complete the following, taking the FEM guidelines into account:

- Discuss the challenges contemporary nurse leaders face in inviting diversity of opinion without conflict in a diverse interprofessional health care team.
- Discuss the elements the nursing leader must instill in the workplace to create and sustain cultural awareness and improve patient outcomes.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 >> Effective Communication for Health Care Leaders

Introduction

Communication is a key competency for nurse executives. It may involve verbal, nonverbal, written, electronic, and other communication modalities. Communication among members of teams, between departments and service lines, within large networks, with strategic business partners, and with patients, families, or support persons requires awareness of various facets of effective communication.

In this unit, you will complete the following:

- Identify the communication process.
- Describe communication perspectives.
- Explore the relationship of organizational structure to communication.
- Highlight the importance of organizational communication to patient safety and quality care.
- Distinguish between formal and informal channels of communication.

Because electronic information can be communicated and utilized by nurse leaders to positively impact patient safety and quality care, optional resources are provided for nursing informatics.

The unit provides an overview of organizational communication for nurse leaders and includes a variety of perspectives.

Learning Activities

u10s1 - Studies

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

Readings

Complete the following:

In your *Leadership and Nursing Care Management* text, read:

- Chapter 7 "Communication Leadership," pages 111–127.
- Chapter 8, "Team Building and Working with Effective Groups," pages 128–146.

Use the Capella University Library to read:

- Pritts and Hiller's 2014 article, "[Implementation of Physician and Nurse Patient Rounding on a 42-Bed Medical Unit](#)," from *Medsurg Nursing: Official Journal of the Academy of Medical-Surgical Nurses*, volume 23, issue 6, page 408.
- Driscoll and Gurka's 2015 article, "[Using the Electronic Medical Record to Enhance Physician-Nurse Communication Regarding Patients' Discharge Status](#)," from *Nursing Administration Quarterly*, volume 39, issue 4, pages E31–E37.

Use the Internet to explore:

- Kaiser Permanente of Colorado's 2013 Web article, "[SBAR: Situation, Background, Assessment, Recommendation](#)," from Institute for Healthcare Improvement website.

Multimedia

Click **Riverbend City: Communication (Privacy) Mission** to view the presentation. Consider the responsibility of the nurse leader for developing nursing staff. You will use this mission in this unit's discussion.

Course Resources

[Riverbend City: Communication \(Privacy\) Mission](#)

u10a1 - Organizational and Personal Leadership Plan

Incorporate feedback from your instructor and your peers and submit your integrated project (Organizational and Personal Leadership Plan) to your instructor as an assignment.

- **Written communication:** Written communication is free of errors that detract from the overall message. Document is well-organized, and writer has utilized major headings and subheadings.
- **APA formatting:** Resources and citations are formatted according to current APA Style and Formatting.
- **Number of resources:** Minimum of eight resources.
- **Length of paper:** 8–12 pages plus any appendices, typed double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[APA Style Paper Tutorial \[DOCX\]](#)

[Organizational and Personal Leadership Plan Example \[DOCX\]](#)

[Online e-Portfolio Guidelines \[PDF\]](#)

[APA Style and Format](#)

[Writing Feedback Tool](#)

u10d1 - Riverbend City: Communications Issue Mission

While the nurse leader may personally have excellent communication skills, they are still responsible to assist others to communicate responsibly and effectively. After viewing the *Riverbend City: Communication Issue Mission* discuss which steps should be taken by the nurse leader to address the communication missteps of Stacy Nixon's nurse.

Consider some of these aspects in your discussion post:

1. Identify linkages between professional communication and effective nursing leadership.
2. Identify strategies for the nursing leader to assist others to communicate safely and effectively.
3. Discuss the linkage between effective communication and patient safety in an interprofessional health care team.
4. Apply course content in personal nursing leadership roles.

Be sure to review the FEM discussion guidelines before making your initial post.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide