

Syllabus

Course Overview

In this course, you will examine theoretical concepts and leadership competencies for nursing practice. You will also consider evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. You will also explore concepts and principles of health care policy, both legal and regulatory, as well as quality control in the health care environment and nursing profession.

Course Competencies

(Read Only)

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

- 1 Evaluate theories and practices of leadership and management for professional nursing practice.
- 2 Analyze how organizational goals, models of patient care delivery, and systems models affect health care service delivery.
- 3 Analyze the impact of health care policy, legal and regulatory, and quality control on health care delivery and patient outcomes.
- 4 Communicate effectively across disciplines, demonstrating respect for self and others.

Course Prerequisites

Prerequisite(s): Completion of or concurrent registration in MSN5005.

Syllabus >> Course Materials

Required

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

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.

- Abraham, M., & Moretz, J. (2012). [Implementing patient- and family-centered care: Part I—Understanding the challenges](#). *Pediatric Nursing*, 38(1), 44–47.
- Allen, T. T., Shih-Hsien, T., Swanson, K., & McClay, M. A. (2010). [Improving the hospital discharge process with Six Sigma methods](#). *Quality Engineering*, 22(1), 13-20.
- American Nurses Association. (2015). [Code of ethics for nurses with interpretive statements](#). Silver Spring, MD: Author.
- Asiri, S. A., Rohrer, W. W., Al-Surimi, K., Daar, O. O., & Anwar, A. (2016). [The association of leadership styles and empowerment with nurses organizational commitment in an acute health care setting: A cross-sectional study](#). *BMC Nursing*, 15(38). doi:10.1186/s12912-016-0161-7
- Bahadori, M., Salesi, M., Ravangard, R., Hosseini, S. M., Raadabadi, M., Dana, A. H., & Ameryoun, A. (2015). [Prioritization of factors affecting time management among health managers](#). *International Journal of Travel Medicine & Global Health*, 3(4), 169–174.
- Barley, E., & Lawson, V. (2016). [Using health psychology to help patients: Theories of behaviour change](#). *British Journal of Nursing*, 25(16), 924–927.
- Batras, D., Duff, C., & Smith, B. J. (2016). [Organizational change theory: Implications for health promotion practice](#). *Health Promotion International*, 31(1), 231–241.
- Blake, N. (2017). [The importance of a balanced life for nurses](#). *AACN Advanced Critical Care*, 28(1), 21–22.
- Bomba, P. (2017). [Supporting the patient voice: Building the foundation of shared decision-making](#). *Generations*, 41(1), 21–30.
- Bonebrake, C. C., & Ratchford, W. P. (2017). [One system's approach to a consistent patient experience](#). *Journal of Healthcare Management*, 62(2), 85–87.
- Chiochio, F., Rabbat, F., & Lebel, P. (2015). [Multi-level efficacy evidence of a combined interprofessional collaboration and project management training program for healthcare project teams](#). *Project Management Journal*, 46(4), 20–34.
- Claret, P., Bobbia, X., Olive, S., Demattei, C., Yan, J., Cohendy, R., . . . de la Coussay, J. E. (2016). [The impact of emergency department segmentation and nursing staffing increase on inpatient mortality and management times](#). *BMC Health Services Research*, 16(279), 2–7.
- Collyer, S. (2016). [Culture, communication, and leadership for projects in dynamic environments](#). *Project Management Journal*, 47(6), 111–125.
- Committee on Quality of Health Care in America and Institute of Medicine Staff. (2001). [Crossing the quality chasm: A new health care system for the 21st century](#). Washington, DC: National Academies Press.

- Deschamps, C., Rinfret, N., Lagacé, M. C., & Privé, C. (2016). [Transformational leadership and change: How leaders influence their followers' motivation through organizational justice](#). *Journal of Healthcare Management*, 61(3), 194–214.
- Dodge, B., Johnson, L., & Morris, S. (2010). [Communicating quality via "road shows"](#). *Journal of Nursing Care Quality*, 25(1), 13–16.
- Dubree, M., Kapu, A., Terrell, M., Pichert, J. W., Cooper, W. O., & Hickson, G. B. (2017). [Nurses' essential role in supporting professionalism](#). *American Nurse Today*, 12(4), 6–8.
- Elwell, S. M., & Elikofer, A. N. (2015). [Defining Leadership in a changing time](#). *Journal of Trauma Nursing*, 22(6), 312–314.
- Getha-Taylor, H., Fowles, J., Silvia, C., & Merritt, C. C. (2015). [Considering the effects of time on leadership development: A local government training evaluation](#). *Public Personnel Management*, 44(3), 295–316.
- Glymph, D. C., Olenick, M., Barbera, S., Brown, E. L., Prestianni, L., & Miller, C. (2015). [Healthcare utilizing deliberate discussion linking events \(HUDDLE\): A systematic review](#). *AANA Journal*, 83(3), 183–188.
- Hall, W. J., Chapman, M. V., Lee, K. M., Merino, Y. M., Thomas, T. W., Payne, B. K., . . . Coyne-Beasley, T. (2015). [Implicit racial/ethnic bias among health care professionals and its influence on health care outcomes: A systematic review](#). *American Journal of Public Health*, 105(12), E60–E76.
- Hartgerink, J., Cramm, J., Bakker, T., Eijdsden, A., Mackenbach, J., & Nieboer, A. (2014). [The importance of multidisciplinary teamwork and team climate for relational coordination among teams delivering care to older patients](#). *Journal of Advanced Nursing*, 70(4), 791–799.
- Hartweg, D., & Pickens, J. (2016). [A concept analysis of normalcy within Orem's self-care deficit nursing theory](#). *Self-Care, Dependent-Care & Nursing*, 22(1), 4–13.
- Hunter, S. (2017). [In your corner: Setting the leadership calendar](#). *Tar Heel Nurse*, 79(1), 16.
- Jarrett, M. P. (2017). [Patient safety and leadership: Do you walk the walk?](#) *Journal of Healthcare Management*, 62(2), 88–91.
- Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., . . . Wade, M. E. (2017). [New concepts in the 2014 ACA Code of Ethics](#). *Journal of Counseling & Development*, 95(1), 110–120. doi:10.1002/jcad.12122
- Karimi, B., Mills, J., Calvert, E., & Ryckman, M. (2017). [Transformational leadership at point of care: Approaches and outcomes in a long-term care setting](#). *Canadian Nursing Home*, 28(1), 4–6.
- Keeley, P., Wolf, Z., Regul, L., & Jadwin, A. (2015). [Effectiveness of standard of care protocol on patient satisfaction and perceived staff caring](#). *Clinical Journal of Oncology Nursing*, 19(3), 352–360.
- Kumar, S., Kumar, N., Deshmukh, V. & Adhish, V. S. (2015). [Change management skills](#). *Indian Journal of Community Medicine*, 40(2), 85–90.
- Loch, C., Mähring, M., & Sommer, S. (2017). [Supervising projects you don't \(fully\) understand: Lessons for effective project governance by steering committees](#). *California Management Review* 59(2), 45–67.
- Mallari, M. G. D., & Tariman, J. D. (2017). [Ethical frameworks for decision-making in nursing practice and research: An integrative literature review](#). *Journal of Nursing Practice Applications & Reviews of Research*, 7(1), 50-57. doi:10.13178/jnparr.2017.0701.0707
- McKibben, L. (2017). [Conflict management: Importance and implications](#). *British Journal of Nursing*, 26(2), 100–103.
- Moosey, M. (2015). [Communicating difficult and taboo information: A how-to guide for commanders](#). *Military Medicine*, 181(40), 40–43.
- Moretz, J., & Abraham, M. (2012). [Implementing patient- and family-centered care: Part II—Strategies and resources for success](#). *Pediatric Nursing*, 38(2), 106–171.
- Morrison, J. (2016). [Nursing leadership in ACO payment reform](#). *Nursing Economic\$,* 34(5), 230–235.
- Muls, A., Dougherty, L., Doyle, N., Shaw, C., Soanes, L., & Stevens, A. (2015). [Influencing organisational culture: A leadership challenge](#). *British Journal of Nursing*, 24(12), 633–638.
- Murphy Enright, S. (2015). [Lean back, listen, and own up](#). *American Journal of Health-System Pharmacy*, 72(16), 393–402.
- Padula, W. V., Mishra, M. K., Makic, M. F., Wald, H. L., Campbell, J. D., Nair, K. V., & Valuck, R. J. (2015). [Increased adoption of quality improvement interventions to implement evidence-based practices for pressure ulcer prevention in U.S. academic medical centers](#). *Worldviews on Evidence-Based Nursing*, 12(6), 328–336.
- Pettit, A. M., Duffy, J. J. (2015). [Patient safety: Creating a culture change to support communication and teamwork](#). *Journal of Legal Nurse Consulting*, 26(4) 23–26.
- Phillips, M. (2016). [Embracing the multigenerational nursing team](#). *Medsurg Nursing*, 25(3), 197–199.
- Pidgeon, K. (2015). [The genesis of a trauma performance improvement plan](#). *Journal of Trauma Nursing*, 22(6), 315–320.
- Rahim, L. (2016). [Comparison between two nursing theories: Rogers and Leddy](#). *i-Manager's Journal on Nursing*, 6(1), 1–5.
- Rose, M., & Newman, S. (2016). [Factors influencing patient safety during postoperative handover](#). *AANA Journal*, 84(5), 329–338.
- Shearer, J., (2015). [Critique of Nursing as Caring Theory: Aesthetic Knowing and Caring in Online Learning](#). *International Journal for Human Caring*, 9(2), 45–49.

- Sheridan, P. T., Watzlaf, V., & Fox, L. A. (2016, Spring). [Health information management leaders and the practice of leadership through the lens of Bowen theory](#). *Perspectives in Health Information Management*, 1–36.
- Sherman, R. (2015). [The importance of explaining why](#). *American Nurse Today*, 10(11), 12–13.
- Souza Costa, E. M., Peres, A. M., Bernardino, E., & Cunha Sade, P. M. (2015). [Leadership styles that act of nurses in family health strategy](#). *Ciencia, Cuidado e Saude*, 14(1), 962–969. doi:10.4025/ciencucuidsaude.v14i1.20756
- Speirs, J. A., Lo, E., Hofmeyer, A., & Cummings, G. G. (2016). [Nurse leaders' perceptions of influence of organizational restructuring on evidence-informed decision-making](#). *Nursing Leadership*, 29(2), 64–81.
- Stevans, J. M., Bise, C. G., McGee, J. C., Miller, D. L., Rockar, P., Jr., & Delitto, A. (2015). [Evidence-based practice implementation: Case report of the evolution of a quality improvement program in a multicenter physical therapy organization](#). *Physical Therapy*, 95(4), 588–599.
- Tinkham, M. (2015). [Transformational leaders in the perioperative setting](#). *AORN Journal of Nursing*, 101(3), 13–14.
- Walker, Janet S; (2015). [A theory of change for positive developmental approaches to improving outcomes among emerging adults with serious mental health conditions](#). *Journal of Behavioral Health Services & Research*, 42(2), 131–149.
- While, A. (2016). [Nurturing ethical leadership](#). *British Journal of Community Nursing*, 21(10), 534.
- Wojciechowski, E., Pearsall, T., Murphy, P., & French, E. (2016). [A case review: Integrating Lewin's theory with Lean's system approach for change](#). *Online Journal of Issues in Nursing*, 21(2), manuscript 4.
- Zeis, M. (2015). [Care coordination considerations](#). *Healthleaders Magazine*, 18(6), 28–30.
- Zikhani, R. (2016). [Seven-step pathway for preventing errors in healthcare](#). *Journal of Healthcare Management*, 61(4), 271–281.

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.

- Akhtar, M., Casha, J. N., Ronder, J., Sakel, M., Wight, C., & Manley, K. (2016). [Leading the health service into the future: Transforming the NHS through transforming ourselves](#). *International Practice Development Journal*, 6(2), 1–20. Retrieved from <https://doi.org/10.19043/ipdj.62.005>
- American Nurses Association. (2015). [Congress and federal agencies](#). Retrieved from <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/Federal>
- Cianelli, R., Clipper, B., Freeman, R., Goldstein, J., & Wyatt, T. H. (2016). [The innovation road map: A guide for nurse leaders \[PDF\]](#). Retrieved from <http://www.aone.org/resources/innovation-road-map-infographic.pdf>
- Foss, B., Nåden, D., & Eriksson, K., (2014). [Toward a new leadership model: To serve in responsibility and love](#). *International Journal for Human Caring*, 18(3), 43–50. Retrieved from https://www.researchgate.net/publication/281585417_Toward_a_New_Leadership_Model_To_Serve_in_Responsibility_and_Love
- [Institute for Healthcare Improvement](#). (2017). Retrieved from <http://www.ihl.org/>
- National Partnership for Women & Families. (2016). [Guide to the Family and Medical Leave Act \(FMLA\): Questions and answers \[PDF\]](#). Retrieved from <http://www.nationalpartnership.org/research-library/work-family/fmla/guide-to-fmla.pdf>
- Office of Minority Health. (2001). [National standards for culturally and linguistically appropriate services in health care \[PDF\]](#). Retrieved from <http://minorityhealth.hhs.gov/assets/pdf/checked/finalreport.pdf>
- U.S. Department of Labor. (n.d.). [FMLA \(family & medical leave\)](#). Retrieved from <https://www.dol.gov/general/topic/benefits-leave/fmla>

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.

- Agency for Healthcare Research and Quality. (2017). [About TeamSTEPPS](https://www.ahrq.gov/teamstepps/about-teamstepps/index.html). Retrieved from <https://www.ahrq.gov/teamstepps/about-teamstepps/index.html>
- American Nurses Association. (2017). [Nursing legislative issues and trends](http://www.nursingworld.org/StateLegislativeAgendaReports.aspx). Retrieved from <http://www.nursingworld.org/StateLegislativeAgendaReports.aspx>

Unit 1 >> Theories and Practices of Nursing Leadership

Introduction

In this unit, leadership is addressed with a unique perspective. Successful leadership strategies consider each leader's strengths, the situation at hand, the environment, and key stakeholders' involvement. Decision making, problem-solving skills, and critical thinking are learned skills and criteria on which expertise is judged. Therefore, the more tools in a nurse's toolbox, the better prepared he or she will be to address the wide array of leadership situations.

Learning Activities

u01s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.

Readings

Use the Internet and the Capella library to read the following:

- Akhtar, M., Casha, J. N., Ronder, J., Sakel, M., Wight, C., & Manley, K. (2016). [Leading the health service into the future: Transforming the NHS through transforming ourselves](https://doi.org/10.19043/ipdj.62.005). *International Practice Development Journal*, 6(2), 1–20. Retrieved from <https://doi.org/10.19043/ipdj.62.005>
- Hartweg, D., & Pickens, J. (2016). [A concept analysis of normalcy within Orem's self-care deficit nursing theory](#). *Self-Care, Dependent-Care & Nursing*, 22(1), 4–13.
- Kumar, S., Kumar, N., Deshmukh, V. & Adhish, V. S. (2015). [Change management skills](#). *Indian Journal of Community Medicine*, 40(2), 85–90.
- Moosey, M. (2015). [Communicating difficult and taboo information: A how-to guide for commanders](#). *Military Medicine*, 181(40), 40–43.
- Phillips, M. (2016). [Embracing the multigenerational nursing team](#). *Medsurg Nursing*, 25(3), 197–199.
- Rose, M., & Newman, S. (2016). [Factors influencing patient safety during postoperative handover](#). *AANA Journal*, 84(5), 329–338.
- Shearer, J., (2015). [Critique of Nursing as Caring Theory: Aesthetic Knowing and Caring in Online Learning](#). *International Journal for Human Caring*, 9(2), 45–49.
- Sherman, R. (2015). [The importance of explaining why](#). *American Nurse Today*, 10(11), 12–13.
- Tinkham, M. (2015). [Transformational leaders in the perioperative setting](#). *AORN Journal of Nursing*, 101(3), 13–14.

u01d1 - Communication Dynamics

Nurses use a variety of styles when communicating with the health care team.

- Identify two communication styles that you have used in your area of nursing practice while leading a team.
- Provide one example of how your communication style influenced patient safety and quality.
- Evaluate how you, as a nurse leader, modified your communication plan of care to achieve desired outcomes.
- Provide at least two references to support your position.

Response Guidelines

Refer to the Faculty Expectations Message for Response Guidelines and select at least one of the following: comment on the examples another learner has provided and suggest at least one other possible option that your peer might have considered at the time. Include another scenario where one of your peer's means of communication might be successfully used in nursing.

Use proper APA format for citations and references, where appropriate

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u01d2 - Leadership Theory

Describe an instance in which you were required to communicate a sensitive or difficult practice change decision in your nursing practice setting. (If appropriate, you may expand upon the example that you provided in the first discussion in this unit.) Identify key stakeholders who were impacted by the decision. In your opinion, what aspect of the communication process went well? What could have been improved? Explain how the situation could have been handled differently, citing one of the leadership theories, styles, or strategies you read about this week. Provide a rationale for your choice as to why this leadership theory is appropriate to support this situation.

Response Guidelines

Refer to the Faculty Expectations Message for Response Guidelines and select at least one of the following: comment on the examples another learner has provided and suggest at least one other possible option that your peer might have considered at the time. Include another scenario where one of your peer's means of communication might be successfully used in nursing.

Use proper APA format for citations and references, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Unit 2 >> Twenty-First Century Leadership and Management

Introduction

In order to assess where nursing is and where it might be evolving, it is important to look at the roots of the profession. With that in mind, this unit focuses on the history and emerging nursing theory as it impacts present-day activities. This knowledge will then be used to direct professional nurses as you explore appropriate interventions across health care services and the life span. The knowledge, skills, and judgment required in a leadership role will be explored as it applies to a variety of situations common to professional nurses. Focus will be placed on both nursing leadership and effective outcomes as they relate to both client and patient safety.

It is important to assess the end result and the road we must travel to get there. No one person is able to provide all of the necessary interventions in all situations; therefore, nurse leaders must be prepared to orchestrate such efforts for the good of all. Leaders focus on the necessary goals to accomplish and maintain maximum health; by looking at these tenets, he or she is able to put together a plan of action that leads to "buy in" by patients, clients, families, and others impacted by choices made.

Leadership and management are closely integrated roles, yet there are those who are in leadership roles who are not good managers and vice versa. In order to be successful, the two roles must be closely integrated, as both sound management and leadership skills are essential in today's health care organizations (Marquis & Huston, 2014).

References

Marquis, B. L. & Huston, C. J. (2014). *Leadership roles and management functions in nursing: Theory and application* (8th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Learning Activities

u02s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.

Readings

Use the Capella library to read the following:

- Deschamps, C., Rinfret, N., Lagacé, M. C., & Privé, C. (2016). [Transformational leadership and change: How leaders influence their followers' motivation through organizational justice](#). *Journal of Healthcare Management*, 61(3), 194–214.
- McKibben, L. (2017). [Conflict management: Importance and implications](#). *British Journal of Nursing*, 26(2), 100–103.
- Keeley, P., Wolf, Z., Regul, L., & Jadwin, A. (2015). [Effectiveness of standard of care protocol on patient satisfaction and perceived staff caring](#). *Clinical Journal of Oncology Nursing*, 19(3), 352–360.
- Rahim, L. (2016). [Comparison between two nursing theories: Rogers and Leddy](#). *i-Manager's Journal on Nursing*, 6(1), 1–5.
- Speirs, J. A., Lo, E., Hofmeyer, A., & Cummings, G. G. (2016). [Nurse leaders' perceptions of influence of organizational restructuring on evidence-informed decision-making](#). *Nursing Leadership*, 29(2), 64–81.
- Wojciechowski, E., Pearsall, T., Murphy, P., & French, E. (2016). [A case review: Integrating Lewin's theory with Lean's system approach for change](#). *Online Journal of Issues in Nursing*, 21(2).

u02d1 - Level 5 Leadership

Select one nursing leader from a current or past experience. Citing your readings or other literature, describe the leadership style and strategy exhibited by this leader, and identify how it positively or negatively impacted the team approach to nursing practice. How can dynamic leadership be implemented across the health care continuum? Provide specific examples to support your position.

Response Guidelines

Referring to the Faculty Expectations Message Guidelines, respond to the appropriate number of peers using information from the literature to support or critique the position taken in your peers' posts.

Use proper APA format for citations and references, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u02d2 - Leadership Characteristics

Health care is a field that encourages and, in the majority of situations, mandates continued education. Regardless of the health care setting, nurses who are in or are pursuing leadership positions are challenged with keeping up to date on leadership skills, knowledge, and judgments needed to be an effective nurse leader.

- Peruse peer-reviewed nursing journals for articles addressing nursing leadership and the skills, knowledge, and judgments needed to be an effective nurse leader.
- Select two articles from your review.
- Provide a short summary of each article.
- Identify and describe the characteristics noted in the article that apply to nursing leadership.
- Apply these characteristics to your specific work setting and nursing practice, providing specific details.
- Provide one example that exemplifies these characteristics for you as a nurse leader.
- Explain how effective use of the identified dynamics promotes patient safety and quality outcomes.

Response Guidelines

Using information from your readings, and the Faculty Expectations Message Guidelines, respond to the appropriate number of peers regarding their assessments of patient safety and quality outcomes in the main discussion post.

Use proper APA format for citations and references, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

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

Unit 3 >> Ethics, Legal, and Legislative Issues for Effective Leadership

Introduction

In this unit, you will explore the attributes linked to professionalism within the realm of professional nursing practice. In Unit 3, be mindful of topics such as moral, ethical, and legal conduct as they relate to a wide array of leadership practices. Specific attention will be directed toward your leadership style and strategies as they relate to leading a team and leadership practices.

Many readings have been provided for you in the study in this unit. Be sure to skim all of them, and read more completely the ones that particularly interest you, especially in relationship to the Unit 3 discussions. You can return to these reading as appropriate in later units.

Learning Activities

u03s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.

Readings

Textbook resource:

- American Nurses Association. (2015). [Code of ethics for nurses with interpretive statements](#). Silver Spring, MD: Author.

Use the Capella library to read the following:

- Zeis, M. (2015). [Care coordination considerations](#). *Healthleaders Magazine*, 18(6), 28–30.
- Bomba, P. (2017). [Supporting the patient voice: Building the foundation of shared decision-making](#). *Generations*, 41(1), 21–30.
- Dubree, M. Kapu, A., Terrell, M., Pichert, J. W., Cooper, W. O., & Hickson, G. B. (2017). [Nurses' essential role in supporting professionalism](#). *American Nurse Today*, 12(4), 6–8.
- Getha-Taylor, H., Fowles, J., Silvia, C., & Merritt, C. C. (2015). [Considering the effects of time on leadership development: A local government training evaluation](#). *Public Personnel Management*, 44(3), 295–316.
- Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., . . . Wade, M. E. (2017). [New concepts in the 2014 ACA Code of Ethics](#). *Journal of Counseling & Development*, 95(1), 110–120. doi:10.1002/jcad.12122
- Mallari, M. G. D., & Tariman, J. D. (2017). [Ethical frameworks for decision-making in nursing practice and research: An integrative literature review](#). *Journal of Nursing Practice Applications & Reviews of Research*, 7(1), 50-57. doi:10.13178/jnparr.2017.0701.0707
- Morrison, J. (2016). [Nursing leadership in ACO payment reform](#). *Nursing Economic\$,* 34(5), 230–235.
- While, A. (2016). [Nurturing ethical leadership](#). *British Journal of Community Nursing*, 21(10), 534.

Use the Internet to complete the following:

- Review: Office of Minority Health. (2001). [National standards for culturally and linguistically appropriate services in health care \[PDF\]](#). Retrieved from <http://minorityhealth.hhs.gov/assets/pdf/checked/finalreport.pdf>
- U.S. Department of Labor. (n.d.). [FMLA \(family & medical leave\)](#). Retrieved from <https://www.dol.gov/general/topic/benefits-leave/fmla>
- National Partnership for Women & Families. (2016). [Guide to the Family and Medical Leave Act \(FMLA\): Questions and answers \[PDF\]](#). Retrieved from <http://www.nationalpartnership.org/research-library/work-family/fmla/guide-to-fmla.pdf>

- Foss, B., Nåden, D., & Eriksson, K., (2014). [Toward a new leadership model: To serve in responsibility and love](https://www.researchgate.net/publication/281585417_Toward_a_New_Leadership_Model_To_Serve_in_Responsibility_and_Love). *International Journal for Human Caring*, 18(3), 43–50. Retrieved from https://www.researchgate.net/publication/281585417_Toward_a_New_Leadership_Model_To_Serve_in_Responsibility_and_Love

u03d1 - A Managerial Challenge

Nurse leaders are often tasked with unexpected challenges and must be ready to effectively lead a team—even during uncomfortable times. Unexpected challenges may encompass a variety of circumstances. Regardless of the situation or issue, leaders are expected to lead the health care team to create a safe workplace and optimal patient outcomes.

In this discussion, you will consider a realistic leadership and management scenario. Use the provided resources, and search for resources in the Capella library to help support your responses to the scenario.

Sleeping on the Job: A Managerial Challenge

Marty is an African American nurse who has worked in a major university hospital for over six years, evaluating patients' rehabilitation needs. She used to have an autonomous job making patient visits in area city hospitals; however, two years ago her role in the hospital changed, and she is now working Monday through Friday in an office. Three years ago Marty's mother was diagnosed with dementia and is now dependent in every aspect of care. In view of the fact that the health of both of Marty's parents has been declining, she decided to move them into a spare room in her home. She has hired caregivers to manage her parents' needs during the work day, but has no additional help or relief after work hours or on weekends.

Marty's officemates and supervisor have noticed that for well over a year now she has been coming into work late and leaving early every day. While she is "working" at her desk, her coworkers see she is sleeping and hear her snoring loudly multiple times daily. On multiple occasions the other nurses in the office have tried to speak with Marty to let her know that she is sleeping and that they are concerned for her health. She states that she had a sleep study done in the past, and was diagnosed with sleep apnea, and has a CPAP machine but does not like to use it. "It makes too much noise," she says. A couple of the nurses in the office gossip behind Marty's back, stating that they are tired of picking up the slack and doing her job while she is getting paid **not** to work.

The nurses perceive that Marty is lazy and taking advantage of her personal situation as her mother's caregiver. "We all have a life, kids, family, and other obligations, and I am here doing my job!" they complain. In addition to sleeping at work, Marty's supervisor has had multiple complaints from the hospital case managers asking for another nurse to assist them with discharges and patient placements, due to her lack of performance and communication.

There are other performance issues, as Marty calls in sick often, with one sick call lasting a week or more. Even though the hospital policy allows for three paid days, when her sister passed, she took off three weeks for bereavement. To make matters worse, when she returned to work she did not even thank her coworkers for covering her assignment. Six months after her sister passed away, Marty went on disability for over 12 weeks for complaints of back pain, only to return to work wearing high heels.

Marty's supervisor has been made aware multiple times that this negative behavior has created a hostile work environment but has not acted on complaints, as she understood that Marty had applied for available benefits as outlined in the Family Medical Leave Act.

In your discussion posting, describe the background and current nursing leadership problem. Consider the following questions:

- What are the facts of this case that make this an issue worth exploring?
- Define the nature of the organizational behavior problem identified in the scenario.
- Identify key stakeholders.
- Could the problem impact patient care, safety, or quality? How? (Provide examples.)
- Suggest possible approaches and solutions for this issue.
- What would be the challenges of implementing these solutions?
- How can this situation be managed while maintaining privacy, confidentiality, and caring?

Response Guidelines

According to the Faculty Expectations Message Guidelines, respond to the appropriate number of classmates. Consider challenging one of their decisions or providing an alternative solution.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Guide to the Family and Medical Leave Act \(FMLA\): Questions and Answers \[PDF\]](#)

[FMLA \(Family & Medical Leave\)](#)

[National Standards for Culturally and Linguistically Appropriate Services in Health Care \[PDF\]](#)

u03d2 - Ethical and Legal Factors

In this discussion, you will once again consider the scenario, “Sleeping on the Job: A Managerial Challenge.”

Reread the case scenario. Analyze how leadership handled the ethical and legal situation. If you were the leader in this situation, identify how your actions would differ or align with how the leadership team managed the issue. In your discussion, also answer the following:

- Based on what you have learned so far, including the course readings, define the roles, responsibilities, and expectations of the nurse leader within the context of nursing practice. Focus on interdisciplinary collaboration and communication as well as organizational policy, best practices, and standards.
- Provide two examples of how you have provided (or could provide) ethical and legal care and have managed resources for a patient, community and/or population in your practice setting. Refer to ANA’s Code of Ethics for Nurses. Chose two standards from the code that align with your current position.

Response Guidelines

Following the Faculty Expectations Message guidelines, respond to the appropriate number of classmates. Provide an alternative view or another perspective on how to effectively manage the scenario.

Course Resources

Graduate Discussion Participation Scoring Guide

[Code of Ethics for Nurses With Interpretive Statements](#)

Unit 4 >> Structure and Theories for Organizational Systems

Introduction

Successful nursing leadership practice includes an appreciation of one's role within specific types of health care organizations and systems. Nurse leaders should perform a review of structural, managerial, and leadership theories and models in an effort to implement best practices to positively influence their specific organizational expectations.

In this unit, you will examine organizational structure. Additionally, you will explore the roles of stakeholders, governance, and political and personal power in organizations. You will also explore how organizational systems affect the role and scope of the nursing leadership practice while discovering the impact of organizational structure and behavior on health care delivery.

Learning Activities

u04s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.
- Analyze how organizational goals, models of patient care delivery, and systems models affect health care service delivery.
- Communicate effectively across disciplines, demonstrating respect for self and others.

Readings

Use the Capella Library to read the following:

- Bonebrake, C. C., & Ratchford, W. P. (2017). [One system's approach to a consistent patient experience](#). *Journal of Healthcare Management*, 62(2), 85–87.
- Elwell, S. M., & Elikofer, A. N. (2015). [Defining Leadership in a changing time](#). *Journal of Trauma Nursing*, 22(6), 312–314.
- Souza Costa, E. M., Peres, A. M., Bernardino, E., & Cunha Sade, P. M. (2015). [Leadership styles that act of nurses in family health strategy](#). *Ciencia, Cuidado e Saude*, 14(1), 962–969. doi:10.4025/ciencucuidsaude.v14i1.20756
- Hall, W. J., Chapman, M. V., Lee, K. M., Merino, Y. M., Thomas, T. W., Payne, B. K., . . . Coyne-Beasley, T. (2015). [Implicit racial/ethnic bias among health care professionals and its influence on health care outcomes: A systematic review](#). *American Journal of Public Health*, 105(12), E60–E76.
- Asiri, S. A., Rohrer, W. W., Al-Surimi, K., Daar, O. O., & Anwar, A. (2016). [The association of leadership styles and empowerment with nurses organizational commitment in an acute health care setting: A cross-sectional study](#). *BMC Nursing*, 15(38). doi:10.1186/s12912-016-0161-7
- Sheridan, P. T., Watzlaf, V., & Fox, L. A. (2016, Spring). [Health information management leaders and the practice of leadership through the lens of Bowen theory](#). *Perspectives in Health Information Management*, 1–36.

u04a1 - Leadership Styles Application

There are multiple leadership styles that nurses use to effectively manage the health care team. When we look at an appropriate leadership style, we must take into consideration personal style, key stakeholders, practice environment, and professional or personal biases (as discussed in Units 1 and 2). With this in mind, identify three leadership styles or challenges that could apply to the problem identified in the “Sleeping on the Job: A Managerial Challenge” scenario that was presented in Unit 3. Use your course readings and the Capella library to research and identify three leadership styles that could be applied to the scenario. After you have identified these, complete the following tasks:

- **Describe major tenets of leadership styles.** Your description should consist of 3–5 sentences and include the main characteristics of each leadership style. Also in your description, be sure to describe why you chose these leadership styles over

others.

- **Explain how leadership styles relate to a nursing leadership problem.** Now that you have described the major tenets of each leadership style, you should be able to explain how each leadership style might handle the problems identified in the scenario.
- **Offer a positive and a negative to using each leadership style.** In addition to relating the leadership style to the scenario, recognize that the leadership style could have negative aspects. Conversely, the leadership styles can also have positive implications. Offer at least one negative aspect and one positive implication.

Written Requirements

- **Length:** 3–5 double-spaced pages, excluding the cover page and references list. Include page numbers, headings, and running header.
- **References:** At least five peer-reviewed resources.
- **Formatting:** Use correct, current-edition APA style and formatting, paying particular attention to citations and references.
- **Font size and type:** 12-point Times New Roman.

Review the Leadership Styles Application Scoring Guide to ensure you understand the grading criteria for this assignment. Submit your Word document as an attachment in the assignment area.

Course Resources

[APA Style and Format](#)

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

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

u04d1 - Organizational Structure and Systems

Provide a brief summary of the systems approach and tools for nurses leading change. In reference to your current or former health care organization, do the following:

- Identify one organizational or system-wide issue where you could impact positive change.
- Analyze the issue using a systems-based approach.
- Define the issue from system, organizational, and nursing leadership perspectives.
- Discuss the roles of professional responsibility and accountability when attempting to facilitate change among parts of the system and organization, across departments, business units, or other structural entities.

Response Guidelines

Following the Faculty Expectations Message Guidelines, respond to the appropriate number of peers' posts. Given the information supplied about the organization selected, propose a solution that is incremental with respect to the need for change, but one that has high impact with respect to positive outcomes.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 5 >> The Big Picture: Moving from a Unit to an Organization and Systems Leadership Perspective

Introduction

Systems theory describes the relationship of the parts on the organization as a whole, and the effect that any single event or action can have on the whole. Leaders and managers at the unit or departmental level shape the organizational climate and organize patient care delivery. In Unit 5, you will learn the role of the leader or manager in organizing patient care within the organization and system.

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

Learning Activities

u05s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.
- Analyze how organizational goals, models of patient care delivery, and systems models affect health care service delivery.

Readings

Use the Capella library to read the following:

- Abraham, M., & Moretz, J. (2012). [Implementing patient- and family-centered care: Part I—Understanding the challenges](#). *Pediatric Nursing*, 38(1), 44–47.
- Moretz, J., & Abraham, M. (2012). [Implementing patient- and family-centered care: Part II—Strategies and resources for success](#). *Pediatric Nursing*, 38(2), 106–171.

Use the Internet to view the following:

- Cianelli, R., Clipper, B., Freeman, R., Goldstein, J., & Wyatt, T. H. (2016). [The innovation road map: A guide for nurse leaders \[PDF\]](#). Retrieved from <http://www.aone.org/resources/innovation-road-map-infographic.pdf>

u05d1 - Leadership Organizational Chart

Provide a synopsis of the leadership organizational chart, and explain if the decision-making is centralized or decentralized. Discuss the patient care delivery method used in the organization. Provide an example of how the described organizational type and structure might affect health care delivery in a specific situation.

Here is one example:

The state-owned, multispecialty, academic-affiliated health care organization MAAHCO is a large, integrated delivery system with decentralized decision-making. The patient care delivery model is [name the model]. Patients with multiple chronic illnesses find it difficult to physically navigate the facility and determine which service line coordinates their care. Fragmentation appears to occur as a result of [name the factor or root cause]. Due to the decentralized nature of decision making and the large size of the health care delivery system, it is challenging for nurse leaders from various service lines to promptly connect to problem solve when such events occur. Nurse leaders and

databases do not always interface due to the size and structure of the organization as well as the recent implementation of Electronic Medical Records. This results in [state a conclusion].

Response Guidelines

Following the Faculty Expectations Message Guidelines, respond to the appropriate number of peers' postings. Discuss how you think the identified structure might affect the health care delivery system.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Interprofessional Primary Health Care Teams

Team-based models of primary health care have been created to benefit the health care system, providers, patients, and families. Analyze one exemplary interdisciplinary interprofessional team experience that you have encountered and one experience that you would do differently based on your academic and scholarly learning.

- Describe the purpose and goals of the interdisciplinary team.
- Identify barriers and/or obstacles in leading an interdisciplinary team.
- Clearly differentiate team roles.
- How are the agreed-upon outcomes communicated?
- How are the outcomes measured?
- Specify benchmarks for evaluating outcomes, such as improved quality of life or the reduction of health care costs.

Response Guidelines

Following the Faculty Expectations Message Guidelines, post a response to the appropriate number of peers, commenting on the examples he or she provides and describing a possible organizational impact of the health care team.

Use proper APA format for citations and references, where appropriate.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Unit 6 >> Leading a Professional Team: Professionalism, Safety, and Leadership

Introduction

A nursing leader actively listens, responds honestly, and supports the mission, goals, and objectives of an organization. Whether you are in an official leadership position, or in a position to lead the health care team, it is essential to understand how a nurse in a leadership position supports the delivery of patient care while upholding organizational values.

In this unit, you will review a case study in which a nurse manager jeopardized the safety of staff and created an unstable patient care environment. From a chief nurse executive (CNO) or director of nursing (DON) perspective, you will create a performance improvement plan (PIP) with the purpose of organizational and systems-based change.

Learning Activities

u06s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.
- Analyze how organizational goals, models of patient care delivery, and systems models affect health care service delivery.
- Communicate effectively across disciplines, demonstrating respect for self and others.

Readings

Use the Capella library to read the following:

- Jarrett, M. P. (2017). [Patient safety and leadership: Do you walk the walk?](#) *Journal of Healthcare Management*, 62(2), 88–91.
- Karimi, B., Mills, J., Calvert, E., & Ryckman, M. (2017). [Transformational leadership at point of care: Approaches and outcomes in a long-term care setting.](#) *Canadian Nursing Home*, 28(1), 4–6.
- Pidgeon, K. (2015). [The genesis of a trauma performance improvement plan.](#) *Journal of Trauma Nursing*, 22(6), 315–320.
- Committee on Quality of Health Care in America and Institute of Medicine Staff. (2001). [Crossing the quality chasm: A new health care system for the 21st century.](#) Washington DC: National Academy Press.
 - You may use this e-book as a reference resource.

Use the Internet to explore the following:

- [Institute for Healthcare Improvement.](#) (2017). Retrieved from <http://www.ihl.org/>
 - This site features articles and new evidence-based research and studies. It is a good place to find out more about specific topics that may be of interest to you.

Optional Resources

You may wish to use the following for your assignment in this unit:

- Agency for Healthcare Research and Quality. (2017). [About TeamSTEPPS.](#) Retrieved from <https://www.ahrq.gov/teamsteps/about-teamsteps/index.html>
- [Nursing Practice Organizational Chart \[PPTX\].](#)
 - An organizational chart may be useful in the decision-making process for resolving issues.

u06a1 - Managing the Toxic Leader

Use the following case scenario to complete this assignment:

Scenario

Kyle is a BSN-prepared psychiatric nurse who has two years of nursing experience and is viewed by peers as being a senior nurse. Currently, he attends a graduate program part-time to earn his MSN, with hopes to be a manager of an inpatient psychiatric unit. Whenever

Kyle is on duty, he is always in charge of the 12-bed, inner-city psychiatric unit. He works on 3 West, caring for young adult patients who suffer from developmental disabilities.

Every Tuesday and Thursday afternoon, the unit participates in patient care conferences. The purpose of the conference is to discuss patients who represent a challenge for staff, or someone who has behaviors that require interdisciplinary collaboration in order to provide a safe and therapeutic milieu. In order to maintain compliance with the Joint Commission, the psychiatrist, nurse manager, pharmacist, psychologist, and representatives of nursing, social work, and recreational therapy are expected to attend. Jackie, the nurse manager, is the chair of the patient care conferences.

The psychiatric unit follows a primary care nursing model, and Kyle is the primary nurse for K. C. Kyle reflected that just two days prior to the scheduled care conference, K. C. was verbally threatening to staff and patients. Additionally, he stopped eating and was banging his head on the wall. On the day of the patient care conference, K. C. had physically assaulted another patient. Kyle, having just two years of nursing experience, was having difficulty managing K. C.'s disturbing behavior. Kyle acknowledged that K. C. was a danger to himself and others, and Kyle was looking for guidance and support from the health care team.

Thursday at 2 p.m., Kyle entered the conference room as expected, only to find that he and the recreational therapist were the only staff present. This was not unusual, because when Jackie, the unit manager, sporadically attended rounds, she was often late. Ten minutes after the meeting was supposed to start, Jackie passed by the conference room while talking on the phone, and asked the person she was speaking with to hold on for a minute. As she hurriedly walked away, Jackie told Kyle and the recreational therapist the meeting was cancelled and asked, "Didn't you get my email?" Kyle was speechless. He had not received an email from Jackie, and was disappointed as yet another patient care conference went unattended by the management team.

In the meantime, Kyle was at a loss for how to positively manage the care for K. C. The unit was getting out of control, as K. C. was becoming more aggressive with other patients. On the afternoon of the cancelled meeting, Kyle saw Jackie and asked for a moment of her time. Jackie stated that she was late for an appointment as she briskly walked toward the door. She asked Kyle to email her so they could set up an appointment for a more convenient time. Immediately, Kyle sent an email to Jackie stating that he was accessible anytime, even on his days off. Days went by and Kyle never received a reply.

On Kyle's next shift, he patiently waited for his unit manager to arrive. He needed to discuss the care of K. C. with her. When Jackie finally arrived at work, she was wearing a too-short sequined dress, large gold hoop earrings, and three-inch heels. As she had barely entered the psychiatric unit, Kyle noticed that she was hanging on Martin's arm and giggling flirtatiously. Kyle remembered that Martin was complaining earlier that morning that he had scheduled a meeting with Jackie to discuss a staff squabble. To make matters worse, Martin, who was a younger and less senior nurse, followed Jackie into her office and slouched comfortably into the leather chair across from her desk. Jackie hurriedly ran into her office and closed the door.

Review the case scenario from the perspective of the chief nurse officer (or director of nursing) who supervises 3 West. Using the template provided, design a performance improvement plan for Jackie. The audience for the PIP is Jackie and your organization's human resources department. Key components of the PIP should include documentation of performance issues and development of an action plan.

Note: The requirements outlined below correspond to the grading criteria in the Managing the Toxic Leader Scoring Guide, so be sure to address each point. You may also want to review the performance level descriptions for each criterion to see how your work will be assessed.

- Evaluate leadership practices.
 - Evaluate Jackie's performance as a leader, providing examples from the scenario.
 - Identify at least two standards of professional performance that are being violated.
 - For the purposes of the performance improvement plan, document the performance issues.
- Analyze employee behavior in relationship to organizational mission, vision, and goals.
 - Review the organizational mission, vision, and goals. You may use the mission, vision, and goals of your own organization, or locate the mission, vision, and goals of another health care organization.
 - Connect your expectations to the goals of the organization.
 - Explain how Jackie's behavior affects the organization's ability to achieve its mission, vision, and goals.
- Develop an action plan to improve leader performance.
 - Clearly identify professional performance expectations.
 - Explain how improvements in Jackie's performance can improve health care delivery and patient outcomes.

- You may wish to refer to the About TeamSTEPPS resources to connect the action plan to more effective teamwork and improved outcomes.
- Write clearly and concisely, using correct grammar and mechanics.
- Integrate relevant and credible sources of evidence to support your assertions, correctly formatting citations and references using current APA style.

Written Requirements

- **Length:** 4–7 double-spaced pages, excluding the cover page and references list. Include page numbers, headings, and running header.
- **References:** A minimum of five peer-reviewed resources.
- **Formatting:** Use current APA style and formatting, paying particular attention to citations and references.
- **Font size and type:** 12-point Times New Roman.

Submit your Word document as an attachment in the assignment area.

Course Resources

[APA Style and Format](#)

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

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

[About TeamSTEPPS](#)

[Nursing Practice Organizational Chart \[PPTX\]](#)

u06d1 - Patient Safety and Delegation

Describe concepts, practices, and effective decision-making strategies to promote safety and quality improvement in the health care organization you selected. What is the role of delegation in your organization? Please identify one or two facets of decision-making strategies (concepts, practices, et cetera) in your discussion.

Response Guidelines

Following the Faculty Expectations Message Guidelines, respond to the appropriate number of peers. Be sure to include examples of effective clinical knowledge, skills, and judgment of the nurse leader in direct and indirect clinical practices in your answer that demonstrate concern for patient safety and quality outcomes.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Introduction

Regardless of the health care setting, nurses in all positions must understand and embrace current practices, policies, standards, and regulatory legislation that influence nursing practice. Knowing the legislative process helps nurse advocates and professional nurse organizations inform legislators on key concerns in health care, and to improve policy choices.

One aspect of nursing policy practice is the ability to analyze a policy or a system of care from a perspective that reflects the values and mission of the nursing profession. Building on an ethical framework, exercise your policy skills by applying an ethical analysis to a proposed health care bill in your state. This preliminary analysis will help to assess the bill's potential for improving health care access, quality of care, and reducing health disparities.

Important questions to consider when assessing health care from an ethic of care perspective include questions that cover all elements of care. For example, consider the following elements of care and the related policy analysis questions as put forth by Cummins, Byers, and Pedrick (2011) and others (Sevenhuijsen 2003; Tronto, 1995, 1998, 1999) below.

Attentiveness

- Who is in need of care? Identify the population.
- What care is required to meet their needs?
- Does the need response consider the physical needs, emotional needs, psychological needs, and political needs of individuals, families, and communities?

Responsibility

- Who determines who is responsible for providing care to those in need?
- What is the balance of responsibility and the appropriateness of the distribution of responsibility across those connected to the ones in need of care?
- Who is overly-responsible?
- Who is left out of the responsibility of care that could, and ethically should, be included? (Cummins, et al.)

Competence

- How competent are the informal and formal systems of care in meeting the physical, emotional, psychological, and political needs of those in need of care?
- How well do they meet the standards of care of the family, the community, the agency, and legal standards?
- Are there resources that caregivers need to more competently do their work that are currently not provided?

Responsiveness

- How do care receivers respond to the care that they are given physically, emotionally, psychologically, culturally?
- How well does the care process match the needs of the care receiver in terms of unique preferences?

Engaging in policy making and examining health policies help nurses to shape nursing practice and to assess the impact of policies on target populations. Knowledgeable action can go a long way to improve health care access and reduce health disparities in every state across the country when nurses collectively act.

References

Cummins, L. K., Byers, K. V., & Pedrick, L. (2011). *Policy practice for social workers: New strategies for a new era*. Boston, MA: Allyn & Bacon.

Sevenhuijsen, S. (2003). A place of care: The relevance of the feminist ethic of care for social policy. *Feminist Theory*, 4(2), 179–197.

Tronto, J. C. (1995). Care as a basis for radical political judgments. *Hypatia*, 10(2), 141–149.

Tronto, J. C. (1998). An ethic of care. *Generations*, 22(3), 15–21.

Tronto, J. C. (1999). Care ethics: Moving forward. *Hypatia*, 14(1), 113–119.

Learning Activities

u07s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Analyze the impact of health care policy, legal and regulatory, and quality control on health care delivery and patient outcomes.

Readings

Use the Capella library to read the following:

- Hartgerink, J., Cramm, J., Bakker, T., Eijdsen, A., Mackenbach, J., & Nieboer, A. (2014). [The importance of multidisciplinary teamwork and team climate for relational coordination among teams delivering care to older patients](#). *Journal of Advanced Nursing*, 70(4), 791–799.

Use the Internet to review the following:

- American Nurses Association. (2015). [Congress and federal agencies](#). Retrieved from <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/Federal>
 - Identify and review one area that would impact your nursing practice.

Optional Resource

- American Nurses Association. (2017). [Nursing legislative issues and trends](#). Retrieved from <http://www.nursingworld.org/StateLegislativeAgendaReports.aspx>
 - You might wish to use this in the first discussion in this unit.

u07d1 - Nursing Supported Legislation

Locate a bill from the American Nurses Association's Nursing Legislative Issues and Trends, your state, or another professional nursing association. Provide a summary of your selected current legislation bill, including:

- The bill's name and number.
- The bill's overall focus and goals.
- The bill's provisions.

Discuss what impact this bill would have on nursing practice, whether or not it passed. Be sure to cite and reference your discussion using one scholarly source and current APA style. Your post should follow the Faculty Expectations Message Guidelines.

Response Guidelines

Respond to the appropriate number of peers according to the Faculty Expectations Message Guidelines and discuss how you feel this bill would impact nursing practice.

[APA Style and Format](#)

[Nursing Legislative Issues and Trends](#)

u07d2 - Advocacy and Leadership

Registered nurses are largest single group of health professionals and can be a powerful force in the development of health care policy. Policy makers rely upon nurses' expertise as they develop laws and rules for implementation. Nurses are considered the most trusted profession and outrank all other professions in Gallup's annual honesty and ethics survey (Gallup, 2014). Nurse leaders are advocates for the profession, subordinates, colleagues, patients, families, and communities.

Considering your identified problem or issue, how could you create an environment which promotes advocacy as part of an intervention or solution? For this discussion, you will give two examples: the first in creating advocacy in the organization and the second in legislation and health care policy.

Response Guidelines

Following the Faculty Expectations Message Guidelines, post a response to the appropriate number of peers. Comment on the examples provided and suggest another example for promoting advocacy as part of an intervention or solution that was not mentioned.

References

Gallup. (2014). Annual honesty and ethics survey. Retrieved from <http://www.gallup.com/poll/180260/americans-rate-nurses-highest-honesty-ethical-standards.aspx>

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> 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 and Quality, MAGNET, and numerous other organizations.

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

In this unit, you will explore concepts, practices, and strategies that promote effective nursing leadership of quality improvement and patient safety systems-based programs.

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, DC: National Academy Press.

Learning Activities

u08s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.
- Analyze how organizational goals, models of patient care delivery, and systems models affect health care service delivery.

Readings

Use the Capella library to read the following:

- Glymph, D. C., Olenick, M., Barbera, S., Brown, E. L., Prestianni, L., & Miller, C. (2015). [Healthcare utilizing deliberate discussion linking events \(HUDDLE\): A systematic review](#). *AANA Journal*, 83(3), 183–188.
- Padula, W. V., Mishra, M. K., Makic, M. F., Wald, H. L., Campbell, J. D., Nair, K. V., & Valuck, R. J. (2015). [Increased adoption of quality improvement interventions to implement evidence-based practices for pressure ulcer prevention in U.S. academic medical centers](#). *Worldviews on Evidence-Based Nursing*, 12(6), 328–336.
- Pettit, A. M., Duffy, J. J. (2015). [Patient safety: Creating a culture change to support communication and teamwork](#). *Journal of Legal Nurse Consulting*, 26(4) 23–26.
- Stevans, J. M., Bise, C. G., McGee, J. C., Miller, D. L., Rockar, P., Jr., & Delitto, A. (2015). [Evidence-based practice implementation: Case report of the evolution of a quality improvement program in a multicenter physical therapy organization](#). *Physical Therapy*, 95(4), 588–599.
- Dodge, B., Johnson, L., & Morris, S. (2010). [Communicating quality via "road shows"](#). *Journal of Nursing Care Quality*, 25(1), 13–16.
- Allen, T. T., Shih-Hsien, T., Swanson, K., & McClay, M. A. (2010). [Improving the hospital discharge process with Six Sigma methods](#). *Quality Engineering*, 22(1), 13-20.

u08d1 - Quality Improvement Practice and Principles

Integrate the nursing leadership concepts, principles, and practices of performance improvement by applying them to a performance improvement issue identified within your current or former health care organization. Select one priority quality improvement problem, and propose a systems-based approach that you, as a nurse leader, might implement.

Response Guidelines

Following the Faculty Expectations Message Guidelines, respond to the appropriate number of peers. Address their quality improvement problems and any systems-based approach you might implement.

u08d2 - Patient Safety and Quality Improvement

Describe concepts, practices, and effective decision-making strategies to promote patient safety and quality improvement in your current or former health care organization.

Response Guidelines

Following the Faculty Expectations Message Guidelines, respond to the appropriate number of peers' posts, considering an in-depth question, suggestion for improvement, or elements they may have not considered regarding patient safety.

Course Resources

Graduate Discussion Participation Scoring Guide

u08s2 - Assignment Preparation: Intervention Strategy

By the end of Unit 9, you will turn in your Intervention Strategy assignment. To help prepare yourself for successfully completing the Unit 9 assignment, consider doing the following this week:

- Read the Unit 9 Intervention Strategy assignment description and scoring guide to ensure you understand the work you will need to complete.
- Ask your instructor any questions you have about the assignment at this time.
- Locate the resources that you will reference in your assignment.
- Write your first draft of your Intervention Strategy assignment.

Unit 9 >> Leadership and Organizational Structure

Introduction

In previous units, patient safety and coordination of services were addressed. Concern for quality care that flows from evidence-based practice generates a desired outcome. Without these factors, a nurse cannot be an effective leader. It is important to lead not only from position but also from knowledge and expertise.

In this unit, the previous tenets will be expanded upon and integrated as you explore health care coordination and the delivery of high quality nursing care. Accountability for care delivery will be considered as it relates to delegation of nursing services within a wide array of settings. Effective change is the goal, and this will be examined in relation to cost-effective and innovative strategies utilized through solid nursing leadership.

Learning Activities

u09s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.
- Analyze the impact of health care policy, legal and regulatory, and quality control on health care delivery and patient outcomes.
- Communicate effectively across disciplines, demonstrating respect for self and others.

Readings

Use the Capella library to read the following:

- Chiocchio, F., Rabbat, F., & Lebel, P. (2015). [Multi-level efficacy evidence of a combined interprofessional collaboration and project management training program for healthcare project teams](#). *Project Management Journal*, 46(4), 20–34.
- Collyer, S. (2016). [Culture, communication, and leadership for projects in dynamic environments](#). *Project Management Journal*, 47(6), 111–125.
- Loch, C., Mähring, M., & Sommer, S. (2017). [Supervising projects you don't \(fully\) understand: Lessons for effective project governance by steering committees](#). *California Management Review*, 59(2), 45–67.
- Zikhani, R. (2016). [Seven-step pathway for preventing errors in healthcare](#). *Journal of Healthcare Management*, 61(4), 271–281.

u09a1 - Intervention Strategy

You have explored the factors contributing to a nursing leadership problem and received instructor feedback on each of your previous assignments. Now, you are ready to explore an intervention strategy that would eliminate or mitigate the problem. For this assignment, include the following additional information:

- **Match a leadership theory or strategy most applicable to solving or managing a nursing leadership problem.** The theory or strategy you choose should attempt to solve or manage the nursing leadership problem you identified. You should research and analyze the theories and strategies you have read about in your text and other scholarly resources to choose the best strategy or theory for the problem. Consider the following questions:
 - What is the theory or strategy?
 - What are the characteristics of the theory or strategy? What does it involve?
 - Why did you choose the theory or strategy?
- **Explain how the leadership theory or strategy will solve or manage a problem.** After matching a theory or strategy for solving or managing the problem, you need to explain how it will solve or manage the problem. You should provide examples from your textbook and other research to support your explanation. Consider the following questions:
 - How will the theory or strategy solve the problem?
 - How will the theory or strategy manage the problem?
 - What were the results of the theory or strategy in similar situations?
- **Describe how legislation and health care policy may impact solving or managing a nursing leadership problem.** Legislation and health care policy may impact solving or managing the problem, so it is important that you also consider this aspect. Consider the following questions:
 - What are the legislation and health care policies?
 - Do you see legislation or health care policies impacting, solving, or managing the problem? How so?

Written Requirements

- **Length:** 4–7 double-spaced pages, excluding the cover page and references list. Include page numbers, headings, and running header, headings.
- **References:** At least three peer-reviewed resources.
- **Formatting:** Use correct 6th edition APA style and formatting, paying particular attention to citations and references.
- **Font size and type:** 12-point Times New Roman.

Review the Intervention Strategy Scoring Guide to ensure you understand the grading criteria for this assignment. Submit your Word document as an attachment in the assignment area.

Course Resources

[APA Style and Format](#)

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

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

u09d1 - Needs Assessment and Intervention Strategies

You are in charge of a specialty area in your organization. As part of working with other professional leaders, you are in charge of developing collaborative, cost-effective, and innovative strategies to facilitate positive change. Identify a situation that would be appropriate to address in your work setting. Determine how you will assess the needs and identify appropriate interventions for change. Develop a projected timeline. Explain how the intervention is cost-effective and speaks to the overall organizational culture.

Response Guidelines

Respond to the appropriate number of peers according to the Faculty Expectations Message Guidelines. Identify concerns about the assessment made and outcomes that might flow from this assessment. Ask additional questions that would help clarify the position taken. Compare these posts to what you found, as it relates to cost-effectiveness and organizational structure.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 10 >> Organizational Change and Leadership

Introduction

Integration of effective, evidence-based leadership and management practices and strategies will be explored as they relate specifically to each learner. Incorporation of professional nursing attributes into current practice will be presented as a means to define what nursing means to you as a professional and as a leader. Integration of standards of the professional nurse leader will be integrated into your

conceptualization of practice and leadership as a practice. Application of leadership theories and styles to specific nursing situations will serve as a demonstration of your range and understanding of leadership in practice.

Leadership is dynamic, as is nursing. A foundation is provided for the professional nurse in each of these areas. Each nurse is responsible for determining what works best with his or her style. In addition, adaptation of strategies to specific needs, environments, and populations is imperative. Impacting variables need to be considered in the overall plan of action.

Learning Activities

u10s1 - Studies

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate theories and practices of leadership and management for professional nursing practice.
- Analyze how organizational goals, models of patient care delivery, and systems models affect health care service delivery.
- Analyze the impact of health care policy, legal and regulatory, and quality control on health care delivery and patient outcomes.
- Communicate effectively across disciplines, demonstrating respect for self and others.

Readings

Use the Capella library to read the following:

- Bahadori, M., Salesi, M., Ravangard, R., Hosseini, S. M., Raadabadi, M., Dana, A. H., & Ameryoun, A. (2015). [Prioritization of factors affecting time management among health managers](#). *International Journal of Travel Medicine & Global Health*, 3(4), 169–174.
- Barley, E., & Lawson, V. (2016). [Using health psychology to help patients: Theories of behaviour change](#). *British Journal of Nursing*, 25(16), 924–927.
- Blake, N. (2017). [The importance of a balanced life for nurses](#). *AACN Advanced Critical Care*, 28(1), 21–22.
- Batras, D., Duff, C., & Smith, B. J. (2016). [Organizational change theory: Implications for health promotion practice](#). *Health Promotion International*, 31(1), 231–241.
- Murphy Enright, S. (2015). [Lean back, listen, and own up](#). *American Journal of Health-System Pharmacy*, 72(16), 393–402.
- Hunter, S. (2017). [In your corner: Setting the leadership calendar](#). *Tar Heel Nurse*, 79(1), 16.
- Muls, A., Dougherty, L., Doyle, N., Shaw, C., Soanes, L., & Stevens, A. (2015). [Influencing organisational culture: A leadership challenge](#). *British Journal of Nursing*, 24(12), 633–638.
- Claret, P., Bobbia, X., Olive, S., Demattei, C., Yan, J., Cohendy, R., . . . de la Coussay, J. E. (2016). [The impact of emergency department segmentation and nursing staffing increase on inpatient mortality and management times](#). *BMC Health Services Research*, 16(279), 2–7.
- Walker, Janet S; (2015). [A theory of change for positive developmental approaches to improving outcomes among emerging adults with serious mental health conditions](#). *Journal of Behavioral Health Services & Research*, 42(2), 131–149.

u10d1 - Leader-Manager Role in Change

Change is the foundation for the way care is delivered in an organization. The philosophical beliefs about how and under what circumstances care is offered, fits within the culture of an organization. With that in mind, consider a situation that you have experienced in your work setting that was influenced by organizational change. Identify the situation and explain why change theories and time management are appropriate to address this situation. Provide your rationale for this choice.

Response Guidelines

Post a response to the appropriate number of peers according to the Faculty Expectations Message Guidelines. Comment on the examples provided and suggest another reason not mentioned why change theories and time management are appropriate to address the situation.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Review and Reflect

For this discussion, write a brief evaluation of what you have learned in this course and how you will apply your new knowledge and skills to your professional career and development as a master's- prepared nursing professional. Address the following:

- Identify at least two areas of new knowledge you have acquired.
- Discuss how and where you might apply the new knowledge to your current or future nursing practice.
- As a result of this course, what have you learned about your own strengths and weaknesses in understanding leadership for nursing practice?
- What knowledge gaps still exist related to the content in this course? How will you fill those gaps?

Response Guidelines

Post a response to the appropriate number of peers based on the Faculty Expectations Message Guidelines, comparing how their experiences relate to some of your personal experiences.

Course Resources

Graduate Discussion Participation Scoring Guide
