

Syllabus

Course Overview

In this course, you will explore the leadership skills necessary for nurse leaders to support organizational and systems change and to promote critical high-quality, safe care of people they serve. In today's health care environment, it is necessary to have leadership skills that emphasize ethical, legal, and critical decision making. Leaders must address the needs of diverse populations, quality improvement, resource management, team building, strategic planning, and interprofessional relationships. You will have the opportunity throughout the course to evaluate leadership styles vital to becoming a change agent and sustaining change in the rapidly evolving health care system.

Kaltura Media

In this course, you will be required to record a presentation in the Unit 9 assignment using Kaltura Media. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

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

- 1 Integrate evidence-based leadership concepts into the decision-making process required of nurse leaders.
- 2 Incorporate the strategies that promote quality improvement in nursing and health care.
- 3 Incorporate an interprofessional approach for strategic planning and resource allocation to improve health care outcomes.
- 4 Communicate in a manner that is consistent with the expectations for a nursing professional.

Course Prerequisites

MSN6013. BSN-to-DNP learners must have completed or be concurrently registered in MSN6013.

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.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Required Hardware

- Headset with microphone
- Broadband Internet connection

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.

- Aitamaa, E., Leino-Kilpi, H., Iltanen, S., & Suhonen, R. (2016). [Ethical problems in nursing management: The views of nurse managers](#). *Nursing Ethics*, 23(6), 646–658.
- American Nurses Association. (2015). [Code of ethics for nurses with interpretive statements](#). Silver Spring, MD: Author.
- Balbale, S. N., Locatelli, S. M., & LaVela, S. L. (2016). [Through their eyes: Lessons learned using participatory methods in health care quality improvement projects](#). *Qualitative Health Research*, 26(10), 1382–1392.
- Brazer, S. D., Kruse, S. D., & Conley, S. (2014). [Organizational theory and leadership navigation](#). *Journal of Research on Leadership Education*, 9(3), 254–272.
- Brown, C. S., & Finnell, D. S. (2015). [Provisions of the code of ethics for nurses: Interpretive statements for transplant nurses](#). *Nephrology Nursing Journal*, 42(1), 37–44.
- Büchner, V. A., Hinz, V., & Schreyögg, J. (2015). [Cooperation for a competitive position: The impact of hospital cooperation behavior on organizational performance](#). *Health Care Management Review*, 40(3), 214–224.

- Carlton, E. L., Powell, M. P., Dismuke, S. E., & Levy, M. C. (2015). [Our future's brightest: Developing interprofessional competencies through an interdisciplinary graduate student case competition \[PDF\]](#). *The Journal of Health Administration Education*, 32(1), 47–57.
- Cooper, A. F., & Farooq, A. B. (2015). [Stretching health diplomacy beyond 'global' problem solving: Bringing the regional normative dimension in](#). *Global Social Policy*, 15(3), 313–328.
- Dainty, K. N., & Sinclair, D. (2017). [A critical qualitative study of the position of middle managers in health care quality improvement](#). *Journal of Nursing Care Quality*, 32(2), 172–179.
- D'Alfonso, J., Zuniga, A., Weberg, D., & Orders, A. E. (2016). [Leading the future we envision: Nurturing a culture of innovation across the continuum of care](#). *Nursing Administration Quarterly*, 40(1), 68–75.
- Edwardson, N., Gregory, S., & Gamm, L. (2016). [The influence of organization tenure on nurses' perceptions of multiple work process improvement initiatives \[PDF\]](#). *Health Care Management Review*, 41(4), 344–355.
- Eide, T., van Dulmen, S., & Eide, H. (2016). [Educating for ethical leadership through Web-based coaching: A feasibility study](#). *Nursing Ethics*, 23(8), 851–865.
- Fischer, S. A. (2017). [Transformational leadership in nursing education: Making the case](#). *Nursing Science Quarterly*, 30(2), 124–128.
- FitzPatrick, K., Doucette, J. N., Cotton, A., Arnow, D., & Pipe, T. (2016). [The mindful nurse leader: Advancing executive nurse leadership skills through participation in action learning](#). *Nursing Management*, 47(10), 40–45.
- Francescato, D., & Aber, M. S. (2015). [Learning from organizational theory to build organizational empowerment](#). *Journal of Community Psychology*, 43(6), 717–738.
- Friend, M. L. (2015). [Group empowerment in nursing education](#). *Journal of Nursing Education*, 54(12), 689–695.
- Fry, A., & Baum, N. (2016). [A roadmap for strategic planning in the healthcare practice](#). *The Journal of Medical Practice Management*, 32(2), 146–149.
- Garrett, J. H. (2016). [Effective perioperative communication to enhance patient care \[PDF\]](#). *AORN Journal*, 104(2), 111–120.
- Gluyas, H. (2015). [Effective communication and teamwork promotes patient safety](#). *Nursing Standard*, 29(49), 50.
- Hassmiller, S. B., & Reinhard, S. C. (2015). [A bold new vision for America's health care system](#). *American Journal of Nursing*, 115(2), 49–55.
- Hussein, A. H. M., & Abou Hashish, E. A. (2016). [Work environment and its relationship to quality improvement: Health care providers' perspectives](#). *Journal of Nursing Care Quality*, 31(3), 290–298.
- Kanamori, S., Shibamura, A., & Jimba, M. (2016). [Applicability of the 5S management method for quality improvement in health-care facilities: A review](#). *Tropical Medicine and Health*, 44, 21.
- Kocoglu, D., Duygulu, S., Abaan, E. S., & Akin, B. (2016). [Problem solving training for first line nurse managers](#). *International Journal of Caring Sciences*, 9(3), 955–965.
- Körner, M., Wirtz, M. A., Bengel, J., & Göritz, A. S. (2015). [Relationship of organizational culture, teamwork and job satisfaction in interprofessional teams](#). *BMC Health Services Research*, 15(1), 243–254.
- Layton, H. (2015). [How district nurses can influence organisational effectiveness in the community](#). *Primary Health Care*, 25(10), 28.
- Lombard, K. (2016). [The Circle Way to authentic leadership](#). *Nursing Management*, 47(5), 13–16.
- Mache, S., Vitzthum, K., Wanke, E., Klapp, B. F., Danzer, G., & David A. (2014). [Exploring the impact of resilience, self-efficacy, optimism and organizational resources on work engagement](#). *Work*, 47(4), 491–500.
- Malik, N., Dhar, R. L., & Handa, S. C. (2016). [Authentic leadership and its impact on creativity of nursing staff: A cross sectional questionnaire survey of Indian nurses and their supervisors](#). *International Journal of Nursing Studies*, 63, 28–36.
- Mitchell, G. (2013). [Selecting the best theory to implement planned change](#). *Nursing Management*, 20(1), 32–37.
- Murphy, J. I., & Nimmagadda, J. (2015). [Partnering to provide simulated learning to address interprofessional education collaborative core competencies](#). *Journal of Interprofessional Care*, 29(3), 258–259.
- Pilon, B., Ketel, C., & Davidson, H. (2015). [Evidence-based development in nurse-led interprofessional teams](#). *Nursing Management*, 22(3), 35.
- Pittman, P., Bass, E., Hargraves, J., Herrera, C., & Thompson, P. (2015). [The future of nursing: Monitoring the progress of recommended change in hospitals, nurse-led clinics, and home health and hospice agencies](#). *JONA: The Journal of Nursing Administration*, 45(2), 93–99.
- Player, K. N., & Burns, S. (2015). [Leadership skills: New nurse to nurse executive](#). *Nurse Leader*, 13(6), 40–43, 51.
- Shaffer, F. A., Davis, C. R., To Dutka, J., & Richardson, D. R. (2014). [The future of nursing: Domestic agenda, global implications](#). *Journal of Transcultural Nursing*, 25(4), 388–394.
- Shirey, M. R. (2013). [Lewin's theory of planned change as a strategic resource](#). *JONA: The Journal of Nursing Administration*, 43(2), 69–72.
- Sihag, A. (2016). [Factors affecting employee motivation for organizational effectiveness health care employees](#). *Indian Journal of Positive Psychology*, 7(2), 256–260.
- Spano-Szekely, L., Quinn Griffin, M. T., Clavelle, J., & Fitzpatrick, J. J. (2016). [Emotional intelligence and transformational leadership in nurse managers](#). *JONA: The Journal of Nursing Administration*, 46(2), 101–108.

- Spetz, J. (2015). [Too many, too few, or just right? Making sense of conflicting RN supply and demand forecasts](#). *Nursing Economics*, 33(3), 176–178, 185.
- Steaban, R. L. (2016). [Health care reform, care coordination, and transformational leadership](#). *Nursing Administration Quarterly*, 40(2), 153–163.
- Steinfeld, B., Scott, J., Vilander, G., Marx, L., Quirk, M., Lindberg, J., & Koerner, K. (2015). [The role of lean process improvement in implementation of evidence-based practices in behavioral health care \[PDF\]](#). *The Journal of Behavioral Health Services & Research*, 42(4), 504–518.
- Sullivan-Marx, E. M. (2017). [Using ethical frameworks in times of transition and uncertainty](#). *Journal of Gerontological Nursing*, 43(3), 8–12.
- Sun, G. H., MacEachern, M. P., Perla, R. J., Gaines, J. M., Davis, M. M., & Shrank, W. H. (2014). [Health care quality improvement publication trends](#). *American Journal of Medical Quality*, 29(5), 403–407.
- Swihart, D. (2016). [Finding common ground: Interprofessional collaborative practice competencies in patient-centered medical homes](#). *Nursing Administration Quarterly*, 40(2), 103–108.
- Tamm, E. P. (2016). [Applications of process improvement techniques to improve workflow in abdominal imaging \[PDF\]](#). *Abdominal Radiology*, 41(3), 405–415.
- Thomson, K., Outram, S., Gilligan, C., & Levett-Jones, T. (2015). [Interprofessional experiences of recent healthcare graduates: A social psychology perspective on the barriers to effective communication, teamwork, and patient-centred care](#). *Journal of Interprofessional Care*, 29(6), 634–640.
- Tyczkowski, B., Vandenhousten, C., Reilly, J., Bansal, G., Kubsch, S. M., & Jakkola, R. (2015). [Emotional intelligence \(EI\) and nursing leadership styles among nurse managers](#). *Nursing Administration Quarterly*, 39(2), 172–180.
- Vakani, F. S., & O'Beirne, R. (2015). [Performance improvement CME for quality: Challenges inherent to the process](#). *International Journal of Health Care Quality Assurance*, 28(7), 746–750.
- Vanteddu G, D., & McAllister C. (2014). [An integrated approach for prioritized process improvement](#). *International Journal of Health Care Quality Assurance*, 27, 493–504.
- Werner, S. H., & Bleich, M. R. (2017). [Critical thinking as a leadership attribute](#). *The Journal of Continuing Education in Nursing*, 48(1), 9–11.
- While, A. (2016). [Nurturing ethical leadership](#). *British Journal of Community Nursing*, 21(10), 534.
- Wiler, J. L., Bookman, K., Birzniece, D. B., Leeret, R., Koehler, A., Planck, S., & Zane, R. (2017). [Rapid process optimization: A novel process improvement methodology to innovate health care delivery](#). *American Journal of Medical Quality*, 32(2), 172–177.
- Wilson, M., Sleutel, M., Newcomb, P., Behan, D., Walsh, J., Wells, J. N., & Baldwin, K. M. (2015). [Empowering nurses with evidence-based practice environments: Surveying Magnet, Pathway to Excellence, and Non-Magnet facilities in one healthcare system](#). *Worldviews on Evidence-Based Nursing*, 12(1), 12–21.
- Young, J., Landstrom, G., Rosenberger, S., Guidroz, A. M., & Albu, A. (2015). [Leading nursing into the future: Development of a strategic nursing platform on a system level](#). *Nursing Administration Quarterly*, 39(3), 239–246.
- Zydziunaite, V., Lepaite, D., Åstedt-Kurki, P., & Suominen, T. (2015). [Head nurses' decision-making when managing ethical dilemmas](#). *Baltic Journal of Management*, 10(2), 166–187.

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.

- [American Medical Informatics Association \(AMIA\)](#). (n.d.). Retrieved from <https://www.amia.org/>
- [American Society for Bioethics and Humanities \(ASBH\)](#). (n.d.). Retrieved from <http://www.asbh.org/>
- Brown, B., Brehm, B., Dodge, H. S., Diers, T., Van Loon, R. A., Breen, P., . . . Wall, A. (2016). [Evaluation of an interprofessional elective course for health professions students: Teaching core competencies for interprofessional collaborative practice](#). *Health & Interprofessional Practice*, 3(1). Retrieved from <http://commons.pacificu.edu/hip/vol3/iss1/4/>
- Community Tool Box. (n.d.). [Ethical leadership](#). Retrieved from <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/ethical-leadership/main>
- [Healthcare Information and Management Systems Society \(HIMSS\)](#). (n.d.). Retrieved from <http://www.himss.org/ASP/index.asp>
- [HealthIT.gov](#). (n.d.). Retrieved from <https://www.healthit.gov/>
- Interprofessional Education Collaborative Expert Panel. (2011). [Core competencies for interprofessional collaborative practice \[PDF\]](#). Retrieved from [https://members.aamc.org/eweb/upload/Core%20Competencies%20for%20Interprofessional%20Collaborative%20Practice%20\(PDF\).pdf](https://members.aamc.org/eweb/upload/Core%20Competencies%20for%20Interprofessional%20Collaborative%20Practice%20(PDF).pdf)
- QSEN Institute. (n.d.). [Graduate QSEN competencies](#). Retrieved from <http://qsen.org/competencies/graduate-ksas/>

- [The Joint Commission](https://www.jointcommission.org/). (n.d.). Retrieved from <https://www.jointcommission.org/>

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.

Integrated Materials

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Optional Hardware

1. External or built-in webcam

Library

The following optional readings may be available in the Capella University Library. 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. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Becker, K. L. (2015). [Conducting community health needs assessments in rural communities: Lessons learned](#). *Health Promotion Practice*, 16(1), 15–19.
- Buttigieg, S. C., Schuetz, M., & Bezzina, F. (2016). [Value chains of public and private health-care services in a small EU island state: A SWOT analysis](#). *Frontiers in Public Health*, 4, 201.
- Gaspard, J., & Yang, C-M. (2016). Training needs assessment of health care professionals in a developing country: The example of Saint Lucia. *BMC Medical Education*, 16, 112.
- [Harvard Pilgrim Health Care, Inc.: Pharmaceuticals and healthcare – Company profile & SWOT analysis \[PDF\]](#). (2016). ICD Research Reports.

Unit 1 >> Attributes of Effective Leaders

Introduction

Nursing is potentially facing one of the greatest human resources shortages in the history of the United States. Reports show that nurses are leaving the workforce in numbers faster than they can be educated, licensed, and recruited into the profession. One reason cited for leaving the profession is lack of supervisor support and the lack of support in nurses' current health care delivery environment.

Therefore, it is imperative that we have nurse leaders who are transformational and can build organizational capacity through their leadership, offering support through infrastructure and transparent organizational structure. Key to nurse leaders' success is to develop systems thinking. Systems thinking allows the nurse leader to integrate systems theory, leadership theory, and nursing theory as the leader assesses and evaluates organizations in an effort to improve care-delivery settings.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following:

- Brazer, S. D., Kruse, S. D., & Conley, S. (2014). [Organizational theory and leadership navigation](#). *Journal of Research on Leadership Education*, 9(3), 254–272.
- Fischer, S. A. (2017). [Transformational leadership in nursing education: Making the case](#). *Nursing Science Quarterly*, 30(2), 124–128.
- FitzPatrick, K., Doucette, J. N., Cotton, A., Arnou, D., & Pipe, T. (2016). [The mindful nurse leader: Advancing executive nurse leadership skills through participation in action learning](#). *Nursing Management*, 47(10), 40–45.
- Francescato, D., & Aber, M. S. (2015). [Learning from organizational theory to build organizational empowerment](#). *Journal of Community Psychology*, 43(6), 717–738.
- Player, K. N., & Burns, S. (2015). [Leadership skills: New nurse to nurse executive](#). *Nurse Leader*, 13(6), 40–43, 51.
- Steaban, R. L. (2016). [Health care reform, care coordination, and transformational leadership](#). *Nursing Administration Quarterly*, 40(2), 153–163.
- Werner, S. H., & Bleich, M. R. (2017). [Critical thinking as a leadership attribute](#). *The Journal of Continuing Education in Nursing*, 48(1), 9–11.

Use the Internet to explore the following:

- [American Society for Bioethics and Humanities \(ASBH\)](#). (n.d.). Retrieved from <http://www.asbh.org/>
- [Healthcare Information and Management Systems Society \(HIMSS\)](#). (n.d.). Retrieved from <http://www.himss.org/ASP/index.asp>
- [American Medical Informatics Association \(AMIA\)](#). (n.d.). Retrieved from <https://www.amia.org/>
- [HealthIT.gov](#). (n.d.). Retrieved from <https://www.healthit.gov/>

u01s1 - Learning Components

- Explain how the identified issue is affecting the stakeholders, collaborators, and allies.
- Advocate for strategies that promote quality improvement in health care policy.

u01s2 - Kaltura Media

In the Unit 9 assignment, you will be required to produce a recorded PowerPoint presentation. You will use Kaltura Media to complete this task. In preparation for using Kaltura Media, complete the following:

- If you have not already done so, set up and test your hardware, using the installation instructions provided by the manufacturer.
- Practice using the hardware to ensure the audio and visual quality is sufficient.
- Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and/or uploading your presentation in the courseroom.

u01d1 - Leadership Styles and Organizational Challenges

Nurse leaders often use change theories to obtain desired results in health care delivery settings.

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Differentiate between open and closed systems in health care organizations, based on the unit readings related to general systems theory.
 - How does systems theory influence a nurse leader's ability to address the challenges by implementing change in the organization?

- Consider the actions of a nurse leader with whom you are familiar who implemented change.
 - How did the nurse leader incorporate systems theory and change theory to successfully implement theory?
 - What challenges did the leader experience during the implementation?
 - How did the leader address the challenges?
 - What action steps, if you were the nurse leader, would you consider necessary to address and implement change by incorporating a systems theory approach in your organization?
- Identify the leadership style that best describes your philosophy of leadership.
 - How would you integrate your leadership style, change theory, and systems theory to implement a change in your organization?

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond. Provide comments and questions that encourage critical thinking and insight. Your response should extend the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u01d1 - Learning Components

- Discuss leadership and team-building strategies relevant to working with the identified stakeholders, collaborators, and allies.
- Identify an organizational issue.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Assess the relevance and credibility of information sources.

u01d2 - Leadership and Ethics

Think about ethics. Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Recall an ethical situation that occurred at work with your nurse leader.
- Reflect on the decision-making process and outcome for that ethical situation.

Also address the following:

- How did your nurse manager apply ethical practices?
- How might you have done things differently, if you could have?
- What did you find challenging about the situation? In other words, did you experience any conflicts between your feeling and what you are ethically prescribed to do?

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond. Provide comments and questions that encourage critical thinking and insight. Your response should extend the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

- Explain a position on quality improvement, including an ethical, cultural, and best-practices rationale related to an issue.
- Apply the principles of effective composition.

Unit 2 >> Ethical Leadership in Health Care

Introduction

Every day, various ethical, political, legal, and regulatory issues impact health care delivery and nursing in one form or another. For any organization to function effectively and at maximum capacity and functionality to meet its organizational goals and mission, there must be positive and effective relationships between all individuals internal and external to the organization. It is through effective relationships that nursing leaders are able to facilitate achievement of the organization's goals and mission. Policy issues are not mutually exclusive from ethical and moral issues, and nursing leaders are certain to encounter increasingly challenging and complex ethical and moral conflicts in the future.

Ethics and ethical health care delivery in nursing and health care delivery is another area of concern for many nurses, health care providers, and populations. Many groups wonder if the care being delivered adheres to their cultural and traditional ethical standards. Reports by the Institute of Medicine, such as *Crossing the Quality Chasm*, *To Err Is Human*, and *Keeping Patients Safe*, have shown a link between safe, quality health care and patient outcomes (IOM Committee on Quality of Health Care in America, 2001; Pronovost, Cleeman, Wright, & Srinivasan, 2015). Part of our duty as nurses is to advocate for the safe, quality care on behalf of our patients, particularly those who are members of a vulnerable population or who experience some form of health care disparities (American Nurses Association, 2015).

In this unit, you will identify processes and techniques for analyzing and monitoring clinical and organizational decisions and behaviors for quality care and patient safety. You will also explain the need for the nurse leader to engage in promoting quality health care.

References

- American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Author.
- IOM Committee on Quality of Health Care in America. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academies Press.
- Pronovost, P. J., Cleeman, J. I., Wright, D., & Srinivasan, A. (2016). Fifteen years after *To err is human*: A success story to learn from. *BMJ Quality & Safety*, 25(6), 396.

Learning Activities

u02s1 - Studies

Use the Capella library to read the following:

- Aitamaa, E., Leino-Kilpi, H., Iltanen, S., & Suhonen, R. (2016). [Ethical problems in nursing management: The views of nurse managers](#). *Nursing Ethics*, 23(6), 646–658.
- Brown, C. S., & Finnell, D. S. (2015). [Provisions of the code of ethics for nurses: Interpretive statements for transplant nurses](#). *Nephrology Nursing Journal*, 42(1), 37–44.
- Eide, T., van Dulmen, S., & Eide, H. (2016). [Educating for ethical leadership through Web-based coaching: A feasibility study](#). *Nursing Ethics*, 23(8), 851–865.
- Sullivan-Marx, E. M. (2017). [Using ethical frameworks in times of transition and uncertainty](#). *Journal of Gerontological Nursing*, 43(3), 8–12.
- While, A. (2016). [Nurturing ethical leadership](#). *British Journal of Community Nursing*, 21(10), 534.
- Zydziunaite, V., Lepaite, D., Åstedt-Kurki, P., & Suominen, T. (2015). [Head nurses' decision-making when managing ethical dilemmas](#). *Baltic Journal of Management*, 10(2), 166–187.

Use the Capella library and the Internet to review the following as needed:

- American Nurses Association. (2015). [Code of ethics for nurses with interpretive statements](#). Silver Spring, MD: Author. ISBN:9781558105997.
- Community Tool Box. (n.d.). [Ethical leadership](#). Retrieved from <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/ethical-leadership/main>

u02s1 - Learning Components

- Describe likely consequences of failing to address an organizational issue.
- Explain how the identified issue is affecting the stakeholders, collaborators, and allies.
- Describe possible outcomes of resolving an organizational issue.

u02d1 - American Nurses Association Code of Ethics

The term *protected classes* is used in antidiscrimination law, which bans discrimination based on factors such as age, gender, race, veteran or class status, and so on. Begin by researching basic information about protected groups of people in the United States.

Once you gain a basic understanding of protected groups, consider the following in your post, following the requirements for initial posts found in the Faculty Expectations Message (FEM):

- How is the American Nurses Association's Code of Ethics for Nurses connected to advocacy?
- Why should nurse leaders stay connected to knowledge and events that affect protected classes in health care delivery? Suggest reasons.
- How will staying connected affect your advocacy for protected classes?
- How are ethics and pluralism interconnected? Discuss.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond. Provide comments and questions that encourage critical thinking and insight. Your response should extend the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

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

u02d2 - Characteristics of Ethical Leadership

One of the key leadership responsibilities is for the leaders to ensure employees are making the right decisions in all aspects within the organization. Nursing leaders foster an environment and an organizational culture that support making the correct ethical decisions. Following the requirements for initial postings found in the Faculty Expectations Message (FEM), address the following:

- Is there a relationship between ethical leadership and effective leadership in nursing?
- In what ways can the moral culture of an organization be improved through the characteristics of ethical leadership?
- How can the principles of leadership ethics be applied by individual nurses when caring for patients and promoting patient health outcomes?

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond. Provide comments and questions that encourage critical thinking and insight. Your response should extend the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u02d2 - Learning Components

- Explain a position on quality improvement, including an ethical, cultural, and best-practices rationale related to an issue.
- Reflect on how advanced practice preparation contributes to a quality improvement position related to an organizational issue.
- Determine the proper application of the rules of grammar and mechanics.

Unit 3 >> Communication and Problem Solving

Introduction

It has been said the only constant is change. This has never been truer than in health care delivery systems. As with most leadership challenges involving change, there have been many attempts to harness change and develop one theory that best embraces leadership skills and competencies to deal with all sorts of changes.

Change involves engaging in processes usually linked to process improvement or responding to internal and external forces in the health care organization. For example, the recent changes in Medicare reimbursement by the Centers for Medicare & Medicaid Services (CMS) are substantively affecting health care delivery and reimbursement. Change is imminent as a result of this political decision. The reality is that there is no escaping change, and the nurse leader must study and embrace the change process, as well as analyze and synthesize best practice in effecting positive change in health care delivery systems.

This unit provides an opportunity to share insights about the many factors that impact communication and collaboration at different levels in the health care delivery system. Specifically, there is emphasis on the need for interprofessional collaboration and how patient safety and outcomes are affected in negative ways when communication does not occur in professional ways.

One of the greatest challenges for nursing leaders is to communicate safely, effectively, efficiently, and accurately through a variety of media. Not only must nursing leaders be skilled in communication strategies, but they must also learn to communicate with a variety of key stakeholders, including but not limited to the following groups:

- Staff and interprofessional colleagues.
- Patients.
- Families.
- The public or community at large.
- Policy makers.

Nursing leaders must excel at clear communication—meaning they have to be effective listeners as well as communicators. One of the greatest challenges in nursing leadership is communicating vision and change when it may be least favorable or unpopular to those who desire to maintain the status quo.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Cooper, A. F., & Farooq, A. B. (2015). [Stretching health diplomacy beyond 'global' problem solving: Bringing the regional normative dimension in](#). *Global Social Policy*, 15(3), 313–328.
- Gluyas, H. (2015). [Effective communication and teamwork promotes patient safety](#). *Nursing Standard*, 29(49), 50.
- Garrett, J. H. (2016). [Effective perioperative communication to enhance patient care \[PDF\]](#). *AORN Journal*, 104(2), 111–120.
- Kocoglu, D., Duygulu, S., Abaan, E. S., & Akin, B. (2016). [Problem solving training for first line nurse managers](#). *International Journal of Caring Sciences*, 9(3), 955–865.
- Thomson, K., Outram, S., Gilligan, C., & Levett-Jones, T. (2015). [Interprofessional experiences of recent healthcare graduates: A social psychology perspective on the barriers to effective communication, teamwork, and patient-centred care](#). *Journal of Interprofessional Care*, 29(6), 634–640.

Optional – Readings

You may choose to read the following:

- Becker, K. L. (2015). Conducting community health needs assessments in rural communities: Lessons learned. *Health Promotion Practice*, 16(1), 15–19.
- Gaspard, J., & Yang, C-M. (2016). Training needs assessment of health care professionals in a developing country: The example of Saint Lucia. *BMC Medical Education*, 16, 112.

u03s1 - Learning Components

- Discuss how the identified issue is affecting the organization.
- Reflect on how advanced practice preparation contributes to a quality improvement position related to an organizational issue.
- Describe possible outcomes of resolving an organizational issue.
- Identify stakeholders, collaborators, and allies who can help enact a quality improvement position.

u03d1 - Problem Solving Through Effective Communication

Being able to solve problems is a key skill for nurses and nurse leaders. There is more to solving problems than being able to talk effectively; it is more important to be an effective listener.

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Discuss some key behaviors that will help you become an active listener.
- Articulate the skills needed to be an effective listener and in turn an effective communicator.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond. Provide comments and questions that encourage critical thinking and insight. Your response should extend the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u03d1 - Learning Components

- Discuss leadership and team-building strategies relevant to working with the identified stakeholders, collaborators, and allies.
- Apply the principles of effective composition.
- Assess the relevance and credibility of information sources.

u03d2 - Needs Assessment

Begin to think about the assignments that are coming up in subsequent units. Consider a problem that you are faced with in your organization that could be addressed through quality improvement or process improvement. Using your resources, develop a needs assessment for your Unit 5 assignment and post it to this discussion to get feedback from your peers and instructor. Be sure to follow the requirements for initial postings found in the Faculty Expectations Message (FEM).

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond. Provide comments and questions that encourage critical thinking and insight. Your response should extend the discussion.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u03d2 - Learning Components

- Discuss how the identified issue is affecting the organization.
- Identify an organizational issue.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Determine the proper application of the rules of grammar and mechanics.

Unit 4 >> Quality Improvement

Introduction

In this unit, we will continue the discussion on quality improvement initiatives by exploring models of quality in health care, along with how nursing leaders might use organizational performance measures to inform change. It is important for nursing leaders to understand how politics, policy making, and power relationships can influence our health care environment. Disconnects between these entities can cause a disruption in how health care is delivered, such as lack of access to care or the potential for patient safety concerns as a result of political or power maneuvering.

It is also important for nurses to be aware of the types of power, distribution of power, and how power can be used to facilitate or impede quality patient outcomes, as well as how power can change the face of nursing practice. French and Raven (as cited by Joel, 2006, p. 302) note five types of power found in organizations that could contribute to individual and group behaviors and actions:

- Personal power.
- Legitimate power.
- Expert power.
- Reward power.
- Coercive power.

Global and national concerns such as terrorism and pandemics influence how, where, when, and why we change health care practices. Consider the statements above and how we can learn from and improve the way in which we assess, plan, and deliver nursing and health care. In this unit, we will explore design aspects of the change process to improve quality of patient care in our global environment.

Reference

Joel, L. A. (2006). *The nursing experience: Trends, challenges, and transitions*. New York, NY: McGraw-Hill.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Balbale, S. N., Locatelli, S. M., & LaVela, S. L. (2016). [Through their eyes: Lessons learned using participatory methods in health care quality improvement projects](#). *Qualitative Health Research*, 26(10), 1382–1392.
- Dainty, K. N., & Sinclair, D. (2017). [A critical qualitative study of the position of middle managers in health care quality improvement](#). *Journal of Nursing Care Quality*, 32(2), 172–179.
- Hussein, A. H. M., & Abou Hashish, E. A. (2016). [Work environment and its relationship to quality improvement: Health care providers' perspectives](#). *Journal of Nursing Care Quality*, 31(3), 290–298.
- Kanamori, S., Shibamura, A., & Jimba, M. (2016). [Applicability of the 5S management method for quality improvement in health-care facilities: A review](#). *Tropical Medicine and Health*, 44, 21.
- Sun, G. H., MacEachern, M. P., Perla, R. J., Gaines, J. M., Davis, M. M., & Shrank, W. H. (2014). [Health care quality improvement publication trends](#). *American Journal of Medical Quality*, 29(5), 403–407.

Use the Internet to examine the following:

- [The Joint Commission](#). (n.d.). Retrieved from <https://www.jointcommission.org/>
- QSEN Institute. (n.d.). [Graduate QSEN competencies](#). Retrieved from <http://qsen.org/competencies/graduate-ksas/>

Optional – Readings

You may choose to read the following:

- Buttigieg, S. C., Schuetz, M., & Bezzina, F. (2016). Value chains of public and private health-care services in a small EU island state: A SWOT analysis. *Frontiers in Public Health*, 4, 201.
- Harvard Pilgrim Health Care, Inc.: Pharmaceuticals and healthcare – Company profile & SWOT analysis [PDF]. (2016). ICD Research Reports.

u04s1 - Learning Components

- Describe likely consequences of failing to address an organizational issue.
- Discuss how the identified issue is affecting the organization.
- Identify an organizational issue.
- Advocate for strategies that promote quality improvement in health care policy.

u04s2 - Vila Health: Quality Section Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

This Vila Health activity allows you to view various projects being proposed to the quality improvement committee at one of the Vila Health hospitals.

- Click **Launch Activity** to view the challenge and begin collecting the information you will need to complete your assignment.

You will use the information you gather in this scenario to complete upcoming coursework. Make sure you read the assignment guidelines and the scoring guide to ensure you understand the criteria and grading requirements. Contact your instructor with any questions or concerns.

Course Resources

Vila Health: Quality Section

u04s3 - Assignment Preparation

Your Unit 5 assignment, Quality Improvement, will require you to delve even deeper into your chosen organization and begin to formulate a plan for quality improvement. You will explain how stakeholders and the organization as a whole will be impacted by the success and failure to address the identified gap or issue you have written about in your needs assessment in the second discussion in Unit 3 and your SWOT analysis in the second discussion in Unit 4.

The purpose of the Unit 5 assignment is to put you in a position to understand how the different parts of your organization are impacted by a single issue. The assignment will also allow you to reflect upon and practice how to implement leadership and advocacy strategies.

Complete the following tasks to prepare to share your quality improvement findings:

- Familiarize yourself with the Unit 5 assignment.
 - Read the assignment description and requirements to ensure you understand how to complete the assignment.
 - Review the Quality Improvement Scoring Guide to ensure you understand how your work on this assignment will be assessed.
 - Ask the instructor or your classmates any questions you might have regarding the assignment or scoring guide prior to starting your survey.
- Identify the stakeholders in the organization who are affected by the gap or issue you are hoping to address.
 - Begin thinking about how to explain the ways in which each stakeholder is affected by the gap or issue.
- Begin thinking about a quality improvement position that could address the gap or issue.
 - Think about how the quality improvement position will help address the ways in which stakeholders are currently negatively affected by the gap or issue.
 - Begin formulating an explanation about the benefits of addressing the gap or issue, as well as the potential consequences if the gap or issue is not addressed.
- Identify relevant leadership and team-building strategies that you could employ when working with stakeholders and collaborators.
- Begin thinking about ways you could advocate for quality improvement strategies relevant to the gap or issue you are attempting to address.

u04d1 - Quality Improvement

Consider a quality issue you may have identified in your workplace as a result of the discussions or assignments in this course.

Then, review the Graduate QSEN Competencies, linked in the resources, and complete the following with the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Select one of the graduate-level knowledge, skills, and attitudes (KSAs), which is most aligned with the quality issue chosen.
- Create a quality improvement plan for your chosen issue, based on your completed analysis of the problem.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Graduate QSEN Competencies](#)

u04d1 - Learning Components

- Relate the findings of your needs assessment and SWOT analysis to an organizational issue.
- Apply the principles of effective composition.

u04d2 - SWOT Analysis

In this discussion, you will build on the second discussion in Unit 3 regarding the needs assessment. In preparation for the Unit 5 assignment, construct a SWOT analysis based on what you learned from completing the needs assessment. Prepare your SWOT analysis and post it to this discussion to get feedback from your peers and instructor. Please reference the optional resources for assistance with constructing the SWOT analysis. Be sure to follow the requirements for initial postings found in the Faculty Expectations Message (FEM).

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u04d2 - Learning Components

- Relate the findings of your needs assessment and SWOT analysis to an organizational issue.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

Unit 5 >> Process Improvements

Introduction

In this unit, you will examine the process improvement process. Health care organizations are constantly improving their processes and optimizing their care delivery methods. Health care is in a constant state of flux and changing at a rapid pace, and it is imperative to focus on continued quality and process improvement as the aim of providing high-quality patient care is the number one priority. Process improvement is used as a quality improvement method to increase efficiency system-wide, improve patient care, as well as be fiscally responsible ("Partners' Clinical Process Improvement Leadership Program," n.d., para. 1).

Reference

Partners Healthcare. (n.d.). Partners' Clinical Process Improvement Leadership Program. Retrieved from <http://www.partners.org/Innovation-And-Leadership/Improving-Efficiency-Controlling-Costs/Process-Management.aspx>

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following:

- Edwardson, N., Gregory, S., & Gamm, L. (2016). [The influence of organization tenure on nurses' perceptions of multiple work process improvement initiatives \[PDF\]](#). *Health Care Management Review*, 41(4), 344–355.
- Steinfeld, B., Scott, J., Vilander, G., Marx, L., Quirk, M., Lindberg, J., & Koerner, K. (2015). [The role of lean process improvement in implementation of evidence-based practices in behavioral health care \[PDF\]](#). *The Journal of Behavioral Health Services & Research*, 42(4), 504–518.
- Tamm, E. P. (2016). [Applications of process improvement techniques to improve workflow in abdominal imaging \[PDF\]](#). *Abdominal Radiology*, 41(3), 405–415.
- Vakani, F. S., & O'Beirne, R. (2015). [Performance improvement CME for quality: Challenges inherent to the process](#). *International Journal of Health Care Quality Assurance*, 28(7), 746–750.
- Vanteddu G, D., & McAllister C. (2014). [An integrated approach for prioritized process improvement](#). *International Journal of Health Care Quality Assurance*, 27, 493–504.
- Wiler, J. L., Bookman, K., Birnie, D. B., Leeret, R., Koehler, A., Planck, S., & Zane, R. (2017). [Rapid process optimization: A novel process improvement methodology to innovate health care delivery](#). *American Journal of Medical Quality*, 32(2), 172–177.

u05s1 - Learning Components

- Describe likely consequences of failing to address an organizational issue.
- Relate the findings of your needs assessment and SWOT analysis to an organizational issue.
- Identify stakeholders, collaborators, and allies who can help enact a quality improvement position.

u05a1 - Quality Improvement

In this assignment, you will conduct a deeper analysis of the organization to help you further identify challenges and opportunities. Once the analysis is complete, you can confidently assert a position for improvement that will ultimately increase the quality of patient care. Quality improvement comprises systematic and continuous actions that will lead to measurable improvements in the organization and a higher-quality of care for the targeted populations. Each quality improvement initiative may appear different, but a successful program will always incorporate the following four principles:

- Works as systems and processes.
- Focuses on patients.
- Focuses on being part of the team.
- Focuses on use of data.

In this assignment:

- Discuss the effects of resolving a chosen issue and the consequences of a failure to act on the issue.
 - Identify an organizational issue.
 - Discuss how the identified issue is affecting the organization.
 - Describe possible outcomes of resolving the issue.
 - Describe likely consequences of failing to address the issue.
- Apply evidence-based and current best practices to your position for improvement.
 - Explain a position on quality improvement, including an ethical, cultural, and best-practices rationale related to the issue.
 - Relate the findings of your needs assessment and SWOT analysis to the organizational issue.
- Discuss the role of stakeholders, collaborators, and allies of an organization in helping you enact your quality improvement position.
 - Identify stakeholders, collaborators, and allies who can help enact a quality improvement position.
 - Explain how the identified issue is affecting the stakeholders, collaborators, and allies.
 - Discuss leadership and team-building strategies relevant to working with the identified stakeholders, collaborators, and allies.
- Create a *call to action and advocacy* that summarizes the quality improvement process.
 - Reflect on how advanced practice preparation contributes to a quality improvement position related to the organizational issue.
 - Advocate for strategies that promote quality improvement in health care policy.
- Follow current APA style for in-text citations, quotes, and references.
 - Determine the proper application of APA formatting requirements and scholarly writing standards.
 - Apply the principles of effective composition.
- Write clearly and logically with correct use of spelling, grammar, punctuation, and mechanics.
 - Determine the proper application of the rules of grammar and mechanics.
 - Assess the relevance and credibility of information sources.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Effectively integrate research into your submission, with correct format, grammar, punctuation, and mechanics. Ensure submission is free of errors that detract from the overall message.
 - Be sure to write in third person.
 - Use APA level 1, 2, and 3 headings, as needed
- **References:** At least five scholarly sources to support your opinions and ideas with correct in-text citations and a reference list.
- **APA format:** Format resources and citations according to current APA style and formatting guidelines.
- **Length of paper:** 5–8 double spaced pages, excluding the cover page and references. Be sure to include cover page, introduction, body, conclusion, and reference page.
- **Font and font size:** Times New Roman, 12 point.

Please read the Quality Improvement Scoring Guide to ensure you meet the grading criteria for the assignment.

Course Resources

[APA Style and Format](#)

[Vila Health: Quality Section](#) | [Transcript](#)

u05d1 - Process Improvement Elements

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Provide an example of a process improvement process within your organization or a health care organization with which you are familiar.
- Describe the elements of the process improvement process
- Describe its potential ethical considerations.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify assumptions on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u05d1 - Learning Components

- Explain a position on quality improvement, including an ethical, cultural, and best-practices rationale related to an issue.
- Reflect on how advanced practice preparation contributes to a quality improvement position related to an organizational issue.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

Unit 6 >> Interdisciplinary and Interprofessional Nursing

Introduction

As part of the leadership and change process, nurse leaders often collaborate with other disciplines, professional teams, patients, families, and stakeholders. In this unit, you will do the following:

- Examine some of the core competencies of interdisciplinary and interprofessional teams
- Explore the necessary communication and collaboration skills for effective interprofessional teams.
- Discuss the various roles of the interdisciplinary or interprofessional personnel involved in the solution.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- Carlton, E. L., Powell, M. P., Dismuke, S. E., & Levy, M. C. (2015). [Our future's brightest: Developing interprofessional competencies through an interdisciplinary graduate student case competition \[PDF\]](#). *The Journal of Health Administration Education*, 32(1), 47–57.
- Murphy, J. I., & Nimmagadda, J. (2015). [Partnering to provide simulated learning to address interprofessional education collaborative core competencies](#). *Journal of Interprofessional Care*, 29(3), 258–259.
- Pilon, B., Ketel, C., & Davidson, H. (2015). [Evidence-based development in nurse-led interprofessional teams](#). *Nursing Management*, 22(3), 35.

- Swihart, D. (2016). [Finding common ground: Interprofessional collaborative practice competencies in patient-centered medical homes](#). *Nursing Administration Quarterly*, 40(2), 103–108.

Use the Internet to read the following:

- Brown, B., Brehm, B., Dodge, H. S., Diers, T., Van Loon, R. A., Breen, P., . . . Wall, A. (2016). [Evaluation of an interprofessional elective course for health professions students: Teaching core competencies for interprofessional collaborative practice](#). *Health & Interprofessional Practice*, 3(1). Retrieved from <http://commons.pacificu.edu/hip/vol3/iss1/4/>
- Interprofessional Education Collaborative Expert Panel. (2011). [Core competencies for interprofessional collaborative practice \[PDF\]](#). Retrieved from [https://members.aamc.org/eweb/upload/Core%20Competencies%20for%20Interprofessional%20Collaborative%20Practice%20\(PDF\).pdf](https://members.aamc.org/eweb/upload/Core%20Competencies%20for%20Interprofessional%20Collaborative%20Practice%20(PDF).pdf)

u06s1 - Learning Components

- Explain how a plan for change utilizes a multidisciplinary approach.
- Identify the groups of stakeholders needed to implement a plan for change, (possible involvement of patients, families, groups, nurses, interdepartmental health care teams, community-based stakeholders, and government—local, state, and federal).
- Explain strategies that will enable groups of stakeholders to work together more effectively.
- Analyze resources needed to successfully implement a plan for change.

u06s2 - Vila Health: Strategic Workflow Plan Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

As health care organizations continue to integrate health information systems into their daily operations, it becomes increasingly important that administrators be able to manage the workflows of a wide variety of functional areas. In this activity, you will explore how health information system workflow design and implementation affects the needs of various stakeholders.

You will use the information you gather in this scenario to complete upcoming coursework. Make sure you read the assignment guidelines and the scoring guide to ensure you understand the criteria and grading requirements. Contact your instructor with any questions or concerns.

Click **Launch Activity** to complete this multimedia challenge.

Course Resources

Vila Health: Strategic Workflow Plan

u06s3 - Assignment Preparation

Your Unit 7 assignment, Strategic Planning, will bring together the coursework you have done thus far into a strategic plan for your chosen organization.

The purpose of the strategic plan is to apply the knowledge and skills needed for high-level organization and multidisciplinary planning to address a gap or an issue within an organization and ensure an improvement in the quality of patient care. This assignment will also give you practice planning within the real-world constraints of your chosen organization. Complete the following tasks to prepare for your Strategic Planning assignment:

- Familiarize yourself with the Unit 7 assignment:
 - Read the assignment description and requirements to ensure you understand how to complete the assignment.

- Review the Strategic Planning Scoring Guide to ensure you understand how your work on this assignment will be assessed.
- Ask the instructor or your classmates any questions you might have regarding the assignment or scoring guide prior to starting your survey.
- Identify theoretical models on which your plan for change could be based.
 - Begin thinking about which model or models best fit in regard to your plan and your chosen organization.
 - Brainstorm reasons why you believe the model or models are relevant and will help the plan for change be successful.
 - Perform any necessary research related to the theoretical model or models you are considering.
- Review which stakeholders and collaborators will be needed to implement your plan.
 - Begin thinking about strategies you could use to help mediate conflict between various groups or individuals needed to implement the plan.
- Begin thinking about any additional leadership, team-building, or change management strategies you may need to employ to ensure the success of your plan.
- Begin planning how you would advocate for the benefits that your plan for change would bring to patient care.

u06d1 - Core Competencies

Review the "Core Competencies for Interprofessional Collaborative Practice" article from the unit readings. Choose a portion that reflects your experience or interest and summarize the concepts in one paragraph. Following the requirements for initial postings found in the Faculty Expectations Message (FEM), address the following in your post:

- Discuss how the concepts you summarized influence both your thinking and actions as a nurse professional.
- Identify areas of growth (either how you have grown or how you would like to grow) related to interprofessional collaboration or core competencies you read about.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Core Competencies for Interprofessional Collaborative Practice \[PDF\]](#)

u06d1 - Learning Components

- Justify the quality improvement model used in the plan for change.
- Provide literature support for the chosen model.
- Explain strategies that will enable groups of stakeholders to work together more effectively.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Apply the principles of effective composition.
- Assess the relevance and credibility of information sources.

u06d2 - Interdisciplinary and Interprofessional Nursing

Nursing leaders assist the development of plans for change by providing information about the factors that impact patient care (such as number of patients admitted to a unit, diagnosis, length of stay, patient outcomes, equipment, and space availability). The information derived from these factors can also be used to improve health care outcomes.

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Describe one quality problem or issue you have identified at your facility. You may use the problem identified for the needs assessment in the second discussion in Unit 3.
- Describe the factors that impact patient care.
- Discuss the strengths and weaknesses identified that may impact resolution of the problem.
- Discuss the various roles of the interdisciplinary or interprofessional personnel impacted by the issue or involved in the plan for solution.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u06d2 - Learning Components

- Provide literature support for the chosen model.
- Explain how a plan for change utilizes a multidisciplinary approach.
- Advocate for the benefits to patient care that a plan would bring about.
- Identify the groups of stakeholders needed to implement a plan for change, (possible involvement of patients, families, groups, nurses, interdepartmental health care teams, community-based stakeholders, and government—local, state, and federal).
- Apply the principles of effective composition.
- Assess the relevance and credibility of information sources.
- Determine the proper application of the rules of grammar and mechanics.

Unit 7 >> Leading Change Through Strategic Planning

Introduction

Much of the time devoted to discussing organizational change is spent developing strategy. Yet, more important is the time devoted to discussion related to the culture of the organization that is essential to successfully implementing strategy. The goal of leadership is to transform the organization into the vision of the future. Leaders, acting as coaches, must embrace changing times, model, and commit to new directions, while creating a culture for new expectations and behaviors.

This unit summarizes the use of multidisciplinary teams in the strategic implementation of organizational change processes and decision-making methodologies. The ultimate aim of strategic thinking is strategic planning, and one of the major impetuses for strategic planning is

accountability. What does strategic planning do? It sets the stage for considering what action to take now to affect specific future issues and enables a person or organization to:

- Define opportunities and challenges within the context of the rest of the world.
- Begin to focus on the big picture and clarify components and their relationships.
- Identify the nature of concrete, specific plans and where they fit in terms of the present situation and future needs.
- Organize broad challenges and more specific programs for meeting those challenges.

Managing internal resources during strategic implementation requires an understanding of the organizational culture, structure, and value-chain components. These value-added support systems are necessary for effective strategy implementation. The economy of the 21st century may require different strategic management tools. Many health care challenges can be met with multidisciplinary leaders at the helm.

Learning Activities

u07s1 - Studies

Readings

Use the Capella library to read the following:

- Fry, A., & Baum, N. (2016). [A roadmap for strategic planning in the healthcare practice](#). *The Journal of Medical Practice Management*, 32(2), 146–149.
- Mitchell, G. (2013). [Selecting the best theory to implement planned change](#). *Nursing Management*, 20(1), 32–37.
- Spetz, J. (2015). [Too many, too few, or just right? Making sense of conflicting RN supply and demand forecasts](#). *Nursing Economics*, 33(3), 176–178, 185.
- Shirey, M. R. (2013). [Lewin's theory of planned change as a strategic resource](#). *JONA: The Journal of Nursing Administration*, 43(2), 69–72.
- Young, J., Landstrom, G., Rosenberger, S., Guidroz, A. M., & Albu, A. (2015). [Leading nursing into the future: Development of a strategic nursing platform on a system level](#). *Nursing Administration Quarterly*, 39(3), 239–246.

u07s1 - Learning Components

- Justify the quality improvement model used in the plan for change.
- Advocate for the benefits to patient care that a plan would bring about.
- Recommend strategies for overcoming conflicts of interest related to the plan for change.
- Detail the strategic plan.
- Explain necessary change management to ensure successful implementation of a plan for change.

u07a1 - Strategic Planning

In this assignment, you will approach the quality improvement process with the development of a strategic plan. The strategic plan is a leadership tool to help generate success. The plan must be a clear articulation of the resolve and aims of the organization. Process efficiency should be the primary concern of the plan in identifying the desired future of the organization. The strategic plan should encompass five key objectives:

- Define, develop, and sustain a value advantage.
- Produce meaningful differentiation.
- Focus, allocate, and align resources.
- Develop understanding, insights, and commitment.
- Drive accountability and effective implementation.

The purpose of this assignment is to design a plan for change by preparing a multidisciplinary plan that incorporates approaches for strategic planning and resource allocation to implement your recommended changes within the organization.

In the assignment:

- Propose a strategic plan to change the current state of the organization.
 - Detail the strategic plan.
 - Analyze resources needed to successfully implement a plan for change.
 - Explain how a plan for change utilizes a multidisciplinary approach.
- Discuss the quality improvement model upon which a plan for change is based.
 - Justify the quality improvement model used in the plan for change.
 - Provide literature support for the chosen model.
- Analyze the different groups of stakeholders that need to be involved, their interrelationships, and their communication modes.
 - Identify the groups of stakeholders needed to implement a plan for change. (Consider possible involvement of patients, families, groups, nurses, interdepartmental health care teams, community-based stakeholders, and government—local, state, and federal).
 - Explain strategies that will enable groups of stakeholders to work together more effectively.
 - Explain necessary change management to ensure successful implementation of a plan for change.
- Discuss potential conflicts of interest that may arise on the action being proposed.
 - Recommend strategies for overcoming conflicts of interest related to the plan for change.
 - Advocate for the benefits to patient care that a plan would bring about.
- Follow current APA style for in-text citations, quotes, and references.
 - Determine the proper application of APA formatting requirements and scholarly writing standards.
 - Apply the principles of effective composition.
- Write clearly and logically with correct use of spelling, grammar, punctuation, and mechanics.
 - Determine the proper application of the rules of grammar and mechanics.
 - Assess the relevance and credibility of information sources.

Submission Requirements

Your assignment should meet the following requirements:

- **Written communication:** Effectively integrate research into your submission, with correct format, grammar, punctuation, and mechanics. Ensure submission is free of errors that detract from the overall message.
 - Be sure to write in third person.
 - Use APA level 1, 2, and 3 headings, as needed
- **References:** At least five scholarly sources to support your opinions and ideas with correct in-text citations, and a reference list.
- **APA format:** Format resources and citations according to current APA style and formatting guidelines.
- **Length of paper:** 5–8 double spaced pages, excluding the cover page and references. Be sure to include cover page, introduction, body, conclusion, and reference page.
- **Font and font size:** Times New Roman, 12 point.

Please read the Strategic Planning Scoring Guide to ensure you meet the grading criteria for the assignment.

Course Resources

[APA Style and Format](#)

[Vila Health: Strategic Workflow Plan](#) | [Transcript](#)

Development of policy may occur at the organizational, city, county, state, and federal government levels. The nurse leader must be able to recognize the importance of participating in policy development and identify the avenues by which participation in policy development can occur.

Based on your unit readings and your research for the course, discuss an opportunity in which you or a nurse leader had the opportunity to promote a change through policy development or revision.

If you have not had the opportunity to influence policy change or revision, describe a change needed within your organization which can be supported by a policy development or revision. Discuss the process needed to successfully address and resolve the deficiency, following the requirements for initial postings found in the Faculty Expectations Message (FEM).

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u07d1 - Learning Components

- Justify the quality improvement model used in the plan for change.
- Provide literature support for the chosen model.
- Recommend strategies for overcoming conflicts of interest related to the plan for change.
- Analyze resources needed to successfully implement a plan for change.
- Detail the strategic plan.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Explain necessary change management to ensure successful implementation of a plan for change.
- Assess the relevance and credibility of information sources.
- Determine the proper application of the rules of grammar and mechanics.

Unit 8 >> Team Building and Emotional Intelligence

Introduction

One of the major challenges of health care systems is that they were largely modeled in structure and organization out of the post-Second World War industrial era in which every worker had a job and was expected to perform that job in a manner much like an assembly line. Workers, perhaps, could not see their contributions to the organizational outputs. As a result, worker motivation and production were huge issues.

Today, health care delivery systems have become more consumer driven, moving from the industrial era to an era of teamwork and transformational leadership. The focus is now on bringing workers to higher levels of motivation and morality. Nursing leaders desire to build capacity and motivate their staff, promoting team membership and self-development into a career trajectory and scholarly activities.

Team leadership is energizing and develops individual desires to meet organizational philosophy and goals; team leadership also builds team and organizational capacity to take work to new levels. Specific areas of focus in this unit include analysis and synthesis of areas that require change for the improvement of outcomes, quality service delivery, and patient safety. This unit also focuses on assessment of how team

leadership strategies improve the quality of health care, the concept of leading with emotional intelligence, and the effects of emotional intelligence and its benefit to nursing leaders.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Friend, M. L. (2015). [Group empowerment in nursing education](#). *Journal of Nursing Education*, 54(12), 689–695.
- Lombard, K. (2016). [The Circle Way to authentic leadership](#). *Nursing Management*, 47(5), 13–16.
- Malik, N., Dhar, R. L., & Handa, S. C. (2016). [Authentic leadership and its impact on creativity of nursing staff: A cross sectional questionnaire survey of Indian nurses and their supervisors](#). *International Journal of Nursing Studies*, 63, 28–36.
- Spano-Szekely, L., Quinn Griffin, M. T., Clavelle, J., & Fitzpatrick, J. J. (2016). [Emotional intelligence and transformational leadership in nurse managers](#). *JONA: The Journal of Nursing Administration*, 46(2), 101–108.
- Tyczkowski, B., Vandenhouten, C., Reilly, J., Bansal, G., Kubsch, S. M., & Jakkola, R. (2015). [Emotional intelligence \(EI\) and nursing leadership styles among nurse managers](#). *Nursing Administration Quarterly*, 39(2), 172–180.
- Wilson, M., Sleutel, M., Newcomb, P., Behan, D., Walsh, J., Wells, J. N., & Baldwin, K. M. (2015). [Empowering nurses with evidence-based practice environments: Surveying Magnet, Pathway to Excellence, and Non-Magnet facilities in one healthcare system](#). *Worldviews on Evidence-Based Nursing*, 12(1), 12–21.

u08s1 - Learning Components

- Identify the goals, elements, and overall scope of a plan most likely to garner support for implementation.
- Explain how or why particular evidence supports a claim.
- Determine resource requirements to implement an action plan.
- Interpret outcome measurements data.
- Apply the principles of effective change implementation and management to strategy development.
- Determine how nurse leaders can guide and support interprofessional care teams to change or resolve technology issues.
- Establish clear cause-and-effect relationships among organizational functions, processes, and behaviors affecting the quality care and patient care delivered in the organization.

u08s2 - Vila Health: Transforming and Presenting Data Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

Using data to drive decision making has become integral to the health care industry. Because the end users of the information may not *speaks the language* of data analytics, it is important that findings be presented clearly and concisely. In this activity, you will use both the data and the information gained during the interviews to complete the associated assignment.

Click **Launch Activity** to complete this multimedia challenge.

Course Resources

Vila Health: Transforming and Presenting Data

u08s3 - Assignment Preparation

In your Unit 9 assignment, Stakeholder Recorded Presentation, you will develop a presentation of your quality improvement and strategic plan for your organization and its impact on your internal and external stakeholders. In addition, you will make an audiovisual recording of your presentation.

To prepare for your assignment, you are encouraged to think about how you can generate stakeholder interest and support for your quality improvement and strategic plan for your chosen organization. This presentation will be used to educate your stakeholders on the importance of developing quality change within your organization.

Consider who is most likely to have the greatest influence on key project success and who might be a good choice to champion the project. In addition, you may want to begin thinking about how you will approach the design of your presentation slides.

Since you will make an audiovisual recording of your presentation, it is a good idea to check that your recording hardware and software is working properly and that you are familiar with its use.

You may use Microsoft PowerPoint or any other suitable software to create your presentation slides. You may use Kaltura Media or other technology of your choice to record your video.

- If using Kaltura Media, refer to the Using Kaltura tutorial for directions on recording and uploading your video in the course room.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

In addition, you may wish to:

- Review the Stakeholder Recorded Presentation assignment description and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.

Ask your instructor any questions you have at this time about the assignment.

Course Resources

[Disability Services](#)

[Using Kaltura \[PDF\]](#)

u08d1 - Leading Teams

The current health care environment requires leaders who are adept at leading and influencing teams.

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Discuss the process of integrating leadership theory, concepts, principles, and ethics that foster and promote effective team leadership.
- Reflect on the unit readings and your own research for the course. Describe the role of the master's-prepared nurse in effectively leading a team.
- Explain one way you envision applying what you have learned thus far in the course to your own work, either now or in the future.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u08d1 - Learning Components

- Identify the factors having potential effects on outcomes.
- Identify the characteristics of effective presentations.
- Provide clear and explicit evidence for claims.
- Apply the principles of effective change implementation and management to strategy development.
- Determine how nurse leaders can guide and support interprofessional care teams to change or resolve technology issues.
- Apply the principles of effective composition.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Explain the importance of evaluating safety and quality initiatives and innovations.
- Assess the relevance and credibility of information sources.

u08d2 - Transformational Leadership

Leadership involves building relationships with others.

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Define emotional intelligence and transformational leadership.
- Describe the importance of emotional intelligence in understanding team dynamics.
- Describe the role of transformational leadership in leading teams based on the unit readings and your own research of this course.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u08d2 - Learning Components

- Identify the goals, elements, and overall scope of a plan most likely to garner support for implementation.
- Determine the needs and concerns of the intended audience.
- Apply the principles of effective change implementation and management to strategy development.

- Apply the principles of effective composition.
- Determine the proper application of the rules of grammar and mechanics.
- Assess the relevance and credibility of information sources.

Unit 9 >> Organizational Health and Resource Management

Introduction

Discussions of evidence-based practice in health care often center on the use of evidence-based medicine or evidence-based nursing practice. Sackett, Rosenberg, Gray, and Richardson (1996) define and delineate evidence-based medicine as, "the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of the individual patient." According to the authors, "the practice of evidence-based medicine means integrating individual clinical expertise with the best available external clinical evidence from systematic research" (Sackett, Rosenberg, Gray, & Richardson, 1996, p. 71).

Evidence-based nursing practice is a movement to incorporate the best evidence from research and clinical expertise into the practice of person-centered nursing practice (Mick, 2017). The Institute of Medicine (2001) defines evidence-based practice as the conscientious integration of patient values and preferences, as well as clinical expertise, with the best available research information to affect positive patient outcomes. Consider how these definitions relate and how, through the use of research and evidence supported best practices, health care and nursing practice can provide quality, safe, patient-centered care.

In this unit, you will examine how nursing leaders promote organizational health through quality improvement initiatives and resource management. In doing so, you will look at the relationship between quality of care and organizational change and how nursing leaders can best advocate for changes in health care and nursing practice.

References

- Institute of Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academies Press.
- Mick, J. (2017). Call to action: How to implement evidence-based nursing practice. *Nursing*, 47(4), 36–43.
- Sackett, D. L., Rosenberg, W. M., Gray, J. A., & Richardson, W. S. (1996). Evidence-based medicine: What it is and what it isn't. *British Medical Journal*, 312(7023), 71–72.

Learning Activities

u09s1 - Studies

Readings

Use the Capella library to read the following:

- Büchner, V. A., Hinz, V., & Schreyögg, J. (2015). [Cooperation for a competitive position: The impact of hospital cooperation behavior on organizational performance](#). *Health Care Management Review*, 40(3), 214–224.
- Körner, M., Wirtz, M. A., Bengel, J., & Göritz, A. S. (2015). [Relationship of organizational culture, teamwork and job satisfaction in interprofessional teams](#). *BMC Health Services Research*, 15(1), 243–254.
- Layton, H. (2015). [How district nurses can influence organisational effectiveness in the community](#). *Primary Health Care*, 25(10), 28.
- Mache, S., Vitzthum, K., Wanke, E., Klapp, B. F., Danzer, G., & David A. (2014). [Exploring the impact of resilience, self-efficacy, optimism and organizational resources on work engagement](#). *Work*, 47(4), 491–500.
- Sihag, A. (2016). [Factors affecting employee motivation for organizational effectiveness health care employees](#). *Indian Journal of Positive Psychology*, 7(2), 256–260.

- Explain how or why particular evidence supports a claim.
- Identify the factors having potential effects on outcomes.
- Examine the value and utility of particular evaluation tools in assessing the impact of quality and process improvement.
- Apply the principles of effective change implementation and management to strategy development.
- Determine the needs and concerns of the intended audience.
- Provide clear and explicit evidence for claims.
- Determine how nurse leaders can guide and support interprofessional care teams to change or resolve technology issues.
- Explain the importance of evaluating safety and quality initiatives and innovations.
- Establish clear cause-and-effect relationships among organizational functions, processes, and behaviors affecting the quality care and patient care delivered in the organization.

u09a1 - Stakeholder Recorded Presentation

In this assignment, you will develop a presentation of your quality improvement and strategic plan for your organization and its impact on your internal and external stakeholders. This presentation will be used to educate your stakeholders on the importance of quality change within your organization. You will first create a presentation using PowerPoint or any other suitable software, and then prepare a brief audiovisual presentation using Kaltura or other technology of your choice, with screen capture and possibly web cam.

For this assignment:

- Collect appropriate and accurate data to generate evidence for nursing practice based on your chosen quality improvement model.
 - Provide clear and explicit evidence for claims.
 - Identify the goals, elements, and overall scope of a plan most likely to garner support for implementation.
 - Interpret outcome measurements data.
 - Examine the value and utility of particular evaluation tools in assessing the impact of quality and process improvement.
 - Identify the factors having potential effects on outcomes.
- Analyze critical elements necessary to the selection, use, and evaluation of health care quality improvement models within the organization.
 - Explain how or why particular evidence supports a claim.
 - Determine resource requirements to implement an action plan.
 - Apply the principles of effective change implementation and management to strategy development.
- Lead the evaluation and resolution of ethical and legal issues in patient care technology.
 - Establish clear cause-and-effect relationships among organizational functions, processes, and behaviors affecting the quality care and patient care delivered in the organization.
 - Determine how nurse leaders can guide and support interprofessional care teams to change or resolve technology issues.
 - Explain the importance of evaluating safety and quality initiatives and innovations.
- Disseminate evidence-based findings to improve health outcomes.
 - Identify the characteristics of effective presentations.
 - Determine the needs and concerns of the intended audience.
 - Apply the principles of effective change implementation and management to strategy development.
- Follow current APA style for in-text citations, quotes, and references.
 - Determine the proper application of APA formatting requirements and scholarly writing standards.
 - Apply the principles of effective composition.
- Write clearly and logically with correct use of spelling, grammar, punctuation, and mechanics.
 - Determine the proper application of the rules of grammar and mechanics.
 - Assess the relevance and credibility of information sources.

Slide Presentation

The presentation should consist of no more than 10 slides, which should include the following with speaker notes:

- Title slide.
- Description of the organization change.

- Description of the chosen quality improvement model.
- Description of internal and external stakeholders.
- Benefits of the quality improvement change.
- Risks for not implementing the quality improvement change.
- Role for nursing leadership.
- References formatted according to current APA guidelines.

Audiovisual Presentation

Prepare an audiovisual presentation of the topic using Kaltura or other technology of your choice. This presentation should be no longer than 5 minutes in length.

Submission Requirements

Submit the following for this assignment:

- The completed PowerPoint presentation as a separate .ppt or .pptx file, including speaker's notes in the slides.
 - The speaker's notes will act as a transcript for your presentation.
- Link to the audiovisual presentation, pasted in the assignment comment box.

You can submit the assignment only once, so make sure all the components are present before submitting.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Course Resources

[Disability Services](#)

[Using Kaltura \[PDF\]](#)

u09d1 - Effectiveness and Performance

For this discussion, compare and contrast the terms organizational effectiveness and organizational performance.

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Discuss, based on your readings in this course and individual research, the relationship between organizational effectiveness and organizational performance.
- Explain how resources impact organizational effectiveness and performance. What can you do as a nurse leader to manage organizational resources to improve organizational effectiveness and performance?
- Consider that you are the nurse leader for a health care organization. Describe the role of organizational effectiveness, organizational performance, and resource management in planning and achieving organizational change.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

u09d1 - Learning Components

- Determine resource requirements to implement an action plan.
- Interpret outcome measurements data.
- Examine the value and utility of particular evaluation tools in assessing the impact of quality and process improvement.
- Identify the characteristics of effective presentations.
- Apply the principles of effective change implementation and management to strategy development.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Determine the proper application of the rules of grammar and mechanics.
- Establish clear cause-and-effect relationships among organizational functions, processes, and behaviors affecting the quality care and patient care delivered in the organization.
- Assess the relevance and credibility of information sources.

Unit 10 >> Leading Health Care Into the Future

Introduction

The history of nursing is built upon not only the nursing practice of the past but also by nurses practicing in the present—and into the future. What we do, say, and write now will impact current generations of nurses. By understanding and reflecting on where we came from and how we will meet the needs of future nurses and health care populations, we can begin to understand how we both individually and collectively as the profession of nursing can make a difference (Nancarrow, Moran, & Graham, 2014).

Successful strategic plan development and implementation involves agreeing upon goals and objectives, measuring performance, evaluating performance against the objectives, and taking corrective action. All the elements of strategic planning must work together. Changes in strategy or any management process must consider the implications for the entire system. In nursing leadership positions, you will have more opportunities to strategize with other discipline leaders for transforming health care.

In this final unit, it is time to reflect on what you have learned in this course and how you can use this information to guide your own professional practice. How will you use this knowledge to enhance current practice behaviors and considerations? Reflect on situations where the use of a nursing or change theory may have benefited the outcomes of a particular situation or contributed to planning or pre-planning of an idea or practice intervention. If you had the knowledge then that you have now, what might you have done differently? As you complete the final discussions, reflect on what you have learned and consider applications for practice for yourself and others.

Reference

Nancarrow, S. A., Moran, A. M., & Graham, I. (2014). Preparing a 21st century workforce: Is it time to consider clinically based, competency-based training of health practitioners?. *Australian Health Review*, 38(1), 1.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to read the following:

- D'Alfonso, J., Zuniga, A., Weberg, D., & Orders, A. E. (2016). [Leading the future we envision: Nurturing a culture of innovation across the continuum of care](#). *Nursing Administration Quarterly*, 40(1), 68–75.
- Hassmiller, S. B., & Reinhard, S. C. (2015). [A bold new vision for America's health care system](#). *American Journal of Nursing*, 115(2), 49–55.
- Pittman, P., Bass, E., Hargraves, J., Herrera, C., & Thompson, P. (2015). [The future of nursing: Monitoring the progress of recommended change in hospitals, nurse-led clinics, and home health and hospice agencies](#). *JONA: The Journal of Nursing Administration*, 45(2), 93–99.
- Shaffer, F. A., Davis, C. R., To Dutka, J., & Richardson, D. R. (2014). [The future of nursing: Domestic agenda, global implications](#). *Journal of Transcultural Nursing*, 25(4), 388–394.
- Young, J., Landstrom, G., Rosenberger, S., Guidroz, A. M., & Albu, A. (2015). [Leading nursing into the future: Development of a strategic nursing platform on a system level](#). *Nursing Administration Quarterly*, 39(3), 239–246.

u10s1 - Learning Components

- Identify the goals, elements, and overall scope of a plan most likely to garner support for implementation.
- Explain how or why particular evidence supports a claim.
- Examine the value and utility of particular evaluation tools in assessing the impact of quality and process improvement.
- Identify the characteristics of effective presentations.

u10d1 - Leadership Challenges

For this discussion, reflect on a current or an upcoming change within the local, state, or national health care system.

Following the requirements for initial postings found in the Faculty Expectations Message (FEM):

- Identify two challenges you anticipate in operationalizing the change, considering that you are the nurse leader in a local health system.
- Describe the process you would take as a nurse leader of integrating the required change or new standards of practice.

Response Guidelines

Following the requirements for response posts found in the Faculty Expectations Message (FEM), read the posts of your peers and respond:

- Begin the response with a positive reflection on an idea or a viewpoint expressed by the learner.
- Suggest at least one applicable resource or personal experience from your own work.
- Provide comments that enrich the understanding of at least one aspect of the post to which you are responding.
- Relate your response to some specific aspect of what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u10d1 - Learning Components

- Identify the factors having potential effects on outcomes.
- Determine resource requirements to implement an action plan.
- Apply the principles of effective change implementation and management to strategy development.
- Apply the principles of effective composition.
- Explain the importance of evaluating safety and quality initiatives and innovations.
- Assess the relevance and credibility of information sources.