

## Syllabus

### Course Overview

In this course, you will examine the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. You will gain an understanding of the ways in which you can measure health care quality and safety, monitor and assess patient safety and outcomes, develop a transparent system for identifying and resolving medical errors and adverse patient outcomes, use data to monitor and improve patient care and outcomes, and support a culture of quality and safety.

### Video Recording Activity

In this course, you will be required to record a video presentation, using Kaltura Media or other technology of your choice. See Unit 1 for more information about this activity.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### APA Style Resources

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. Please visit Capella's [APA Guide](#) for more information. Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA Manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

### MSN Program Journey

Click **MSN Program Journey** to view a useful map that will guide you as you continue your program. This map gives you an overview of all the steps required to prepare for your practicum and to complete your degree. It also outlines the support that will be available to you along the way.

### Course Competencies

(Read Only)

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

- 1 Analyze quality and safety outcomes from an administrative and systems perspective.
- 2 Determine how outcome measures promote quality and safety processes within an organization.
- 3 Determine how specific organizational functions, policies, processes, procedures, norms, and behaviors can be used to build reliability and high-performing organizations.
- 4 Synthesize the various aspects of the nurse leader's role in developing, promoting, and sustaining a culture of quality and safety.
- 5 Communicate effectively with diverse audiences, in an appropriate form and style, consistent with applicable organizational, professional, and scholarly standards.

### Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

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

### Library

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

- Arries, E. J. (2014). Patient safety and quality in healthcare: Nursing ethics for ethics quality. *Nursing Ethics*, 21(1), 3–5.  
doi:<http://dx.doi.org.library.capella.edu/10.1177/0969733013509042>
- Blouin, A. S. (2013). High reliability: Truly achieving healthcare quality and safety. *Frontiers of Health Services Management*, 29(3), 35–40.
- Cadmus, E., Helms, P., Christopher, M. A., & Hawkey, R. (2015). Interprofessional shared governance: The VNSNY experience. *Nursing Management* 46(9), 34–41. doi: 10.1097/01.NUMA.0000470773.94859.2d
- Carayon, P., Wetterneck, T. B., Rivera-Rodriguez, A. J., Hundt, A. S., Hoonakker, P., Holden, R., & Gurses, A. P. (2014). Human factors systems approach to healthcare quality and patient safety. *Applied Ergonomics*, 45(1), 14–25. <http://dx.doi.org/10.1016/j.apergo.2013.04.023>
- Carroll, S. V. (2013). The executive summary: An advance organizer for the reader. *The Journal of Neuroscience Nursing*, 45(1), 1.  
doi:10.1097/JNN.0b013e31827de8c1
- Castano, R. (2014). Towards a framework for business model innovation in health care delivery in developing countries. *BMC Medicine*, 12, 233.  
doi:<http://dx.doi.org.library.capella.edu/10.1186/s12916-014-0233-z>
- Concannon, T. W., Fuster, M., Saunders, T., Patel, K., Wong, J. B., Leslie, L. K., & Lau, J. (2014). A systematic review of stakeholder engagement in comparative effectiveness and patient-centered outcomes research. *Journal of General Internal Medicine*, 29(12), 1692–1701.  
doi:<http://dx.doi.org.library.capella.edu/10.1007/s11606-014-2878-x>
- Criscitelli, T. (2015). Fostering a culture of safety: The OR huddle. *Association of Operating Room Nurses. AORN Journal*, 102(6), 656–659.  
doi:<http://dx.doi.org.library.capella.edu/10.1016/j.aorn.2015.10.002>
- Crowe, S., Knowles, R., Wray, J., Tregay, J., Ridout, D. A., Utley, M., . . . Brown, K. L. (2016). Identifying improvements to complex pathways: Evidence synthesis and stakeholder engagement in infant congenital heart disease. *BMJ Open*, 6(6), 1–9.  
doi:<http://dx.doi.org.library.capella.edu/10.1136/bmjopen-2015-010363>
- DiCuccio, M. H. (2015). The relationship between patient safety culture and patient outcomes: A systematic review. *Journal of Patient Safety*, 11(3), 135–142. doi: 10.1097/PTS.0000000000000058
- Doucette, J. N. (2014). Leadership Q & A: Ensuring a culture of safety. *Nursing Management*, 45(12), 56.
- Fessele, K., Yendro, S., & Mallory, G. (2014). Setting the bar: Developing quality measures and education programs to define evidence-based, patient-centered, high-quality care. *Clinical Journal of Oncology Nursing*, 18, 7–11.

- Goll, C., & Cahill, S. (2014). Leading the way: Enculturating the value of process improvement. *American Nurse Today*, 9(8), 1–4.
- Griffith, J. R. (2015). Understanding high-reliability organizations: Are Baldrige recipients models? *Journal of Healthcare Management*, 60(1), 44–61.
- Hales, D. N., & Chakravorty, S. S. (2016). Creating high reliability organizations using mindfulness. *Journal of Business Research*, 69(8), 2873–2881. <http://dx.doi.org/10.1016/j.jbusres.2015.12.056>
- Huffstutler, C. D., & Thomsen, D. (2015). A framework for performance excellence and success. *Frontiers of Health Science Management*, 32(1), 45–50.
- Ishfaq, R., & Raja, U. (2015). Bridging the healthcare access divide: A strategic planning model for rural telemedicine network. *Decision Sciences*, 46(4), 755–790. doi:10.1111/deci.12165
- Jahangirian, M., Taylor, S. J. E., Eatock, J., Stergioulas, L. K., & Taylor, P. M. (2015). Causal study of low stakeholder engagement in healthcare simulation projects. *The Journal of the Operational Research Society*, 66(3), 369–379. doi:<http://dx.doi.org.library.capella.edu/10.1057/jors.2014.1>
- Lacasse, C. (2013). Developing nursing leaders for the future: Achieving competency for transformational leadership. *Oncology Nursing Forum*, 40(5), 431–433.
- Lillebo, B., & Faxvaag, A. (2015). Continuous interprofessional coordination in perioperative work: An exploratory study. *Journal of Interprofessional Care*, 29(2), 125–130. doi:10.3109/13561820.2014.950724
- Marvin, V., Kuo, S., Poots, A. J., Woodcock, T., Vaughan, L., & Bell, D. (2016). Applying quality improvement methods to address gaps in medicines reconciliation at transfers of care from an acute UK hospital. *BMJ Open*, 6(6), 1–11. doi:<http://dx.doi.org.library.capella.edu/10.1136/bmjopen-2015-010230>
- Masica, A. L., Richter, K. M., Convery, P., & Haydar, Z. (2009). Linking Joint Commission inpatient core measures and National Patient Safety Goals with evidence. *Baylor University Medical Center Proceedings*, 22(2), 103–111.
- Medina, M. S. & Avant, N. D. (2015). Delivering an effective presentation. *American Journal of Health-System Pharmacy*, 72(13), 1091–1094. doi:10.2146/ajhp150047
- Melnyk, B. M., Gallagher-Ford, L., Long, L. E., & Fineout-Overholt, E. (2014). The establishment of evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings: Proficiencies to improve healthcare quality, reliability, patient outcomes, and costs. *Worldviews on Evidence-Based Nursing*, 11(1), 5–15. doi:10.1111/wvn.12021
- Miller, D., Pearsall, E., Johnston, D., Frecea, M., & McKenzie, M. (2017). Executive summary: Enhanced recovery after surgery: Best practice guideline for care of patients with a fecal diversion. *Journal of Wound, Ostomy and Continence Nursing*, 44(1), 74–77.
- Montalvo, I. (2007). The National Database of Nursing Quality Indicators (NDNQI). *Online Journal of Issues in Nursing*, 12(3), 6.
- Murphy, L. (2005). Transformational leadership: A cascading chain reaction. *Journal of Nursing Management*, 13(2), 128–136. doi:10.1111/j.1365-2934.2005.00458.x
- Prakash, G. (2015). Steering healthcare service delivery: A regulatory perspective. *International Journal of Health Care Quality Assurance*, 28(2), 173–192.
- Shepherd, M. (2006). How to give an effective presentation using PowerPoint. *European Diabetes Nursing*, 3(3), 154–158.
- Smith, M. Y., Hammad, T. A., Metcalf, M., Levitan, B., Noel, R., Wolka D. L., . . . Johnson, F. R. (2016). Patient engagement at a tipping point—the need for cultural change across patient, sponsor, and regulator stakeholders: Insights from the DIA conference. "Patient Engagement in Benefit Risk Assessment Throughout the Life Cycle of Medical Products." *Therapeutic Innovation & Regulatory Science*, 50(5), 546–553. doi:10.1177/2168479016662902
- Stelfox, H. T., Niven, D. J., Clement, F. M., Bagshaw, S. M., Cook, D. J., McKenzie, E., . . . Zygun, D. (2015). Stakeholder engagement to identify priorities for improving the quality and value of critical care. *PLoS One*, 10(10), 1–13. doi:<http://dx.doi.org.library.capella.edu/10.1371/journal.pone.0140141>
- Ulrich, B. & Kear, T. (2014). Patient safety and patient safety culture: Foundations of excellent health care delivery. *Nephrology Nursing Journal*, 41(5), 447–456, 505, 457.
- Ulrich, B. (2015). Transparency. *Nephrology Nursing Journal*, 42(1), 7.
- Ulrich, B. (2016). Nurses' Week 2016: Culture of safety—it starts with you. *Nephrology Nursing Journal*, 43(2), 91.
- Unruh, L., & Hofer, R. (2016). Predictors of gaps in patient safety and quality in U.S. hospitals. *Health Services Research*, 51(6), 2258–2281. doi:10.1111/1475-6773.12468
- Wojciechowski, E., Pearsall, T., Murphy, P., & French, E. (2016). A case review: Integrating Lewin's theory with Lean's system approach for change. *Online Journal of Issues in Nursing*, 21(2), 1–13. doi:<http://dx.doi.org.library.capella.edu/10.3912/OJIN.Vol21No02Man04>
- Wood, E. (2015). Communication, collaboration, commitment are cornerstones of high reliability healthcare. *OR Manager*, 31(3), 18–21.

## External Resource

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

- Agency for Healthcare Research and Quality. (2016). Safety culture. Retrieved from <https://psnet.ahrq.gov/primers/primer/5/safety-culture>
- American Nurses Association. (n.d.). Culture of safety. Retrieved from <https://www.nursingworld.org/practice-policy/work-environment/health-safety/culture-of-safety/>
- Balik, B., Conway, J., Zipperer, L., & Watson, J. (2011). Achieving an exceptional patient and family experience of inpatient hospital care [PDF]. Cambridge, Massachusetts: Institute for Healthcare Improvement. Available from <http://www.ihl.org/>
- Beal, B. (2014). Executive summary of "Healthcare branding: Developing emotionally based consumer brand relationships". *The Journal of Services Marketing*, 28(2). Retrieved from <http://www.emeraldinsight.com/doi/full/10.1108/JSM-02-2014-0073>

- Centers for Medicare & Medicaid Services. (2015). [CMS quality measure development plan: Supporting the transition to the merit-based incentive payment system \(MIPS\) and alternative payment models \(APMs\) \(draft\) \[PDF\]](https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/Value-Based-Programs/MACRA-MIPS-and-APMs/Draft-CMS-Quality-Measure-Development-Plan-MDP.pdf). Retrieved from <https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/Value-Based-Programs/MACRA-MIPS-and-APMs/Draft-CMS-Quality-Measure-Development-Plan-MDP.pdf>
- Ferrara, J. (2016). [Three tips for creating a culture of safety](http://mkt.medline.com/advancing-blog/three-tips-for-creating-a-culture-of-safety/). Retrieved from <http://mkt.medline.com/advancing-blog/three-tips-for-creating-a-culture-of-safety/>
- Health Research & Educational Trust. (2014). [Hospital-based strategies for creating a culture of health \[PDF\]](http://www.hpoe.org/Reports-HPOE/hospital_based_strategies_creating_culture_health_RWJF.pdf). Retrieved from [http://www.hpoe.org/Reports-HPOE/hospital\\_based\\_strategies\\_creating\\_culture\\_health\\_RWJF.pdf](http://www.hpoe.org/Reports-HPOE/hospital_based_strategies_creating_culture_health_RWJF.pdf)
- Health Research & Educational Trust. (2015). [Improving patient safety culture through teamwork and communication: TeamSTEPPS \[PDF\]](http://www.hpoe.org/). Available from <http://www.hpoe.org/>
- Hospitals & Health Networks. (2015). [Culture of safety lies in nonpunitive leadership approach](http://www.hhnmag.com/articles/3389-culture-of-safety-lies-in-nonpunitive-leadership-approach). Retrieved from <http://www.hhnmag.com/articles/3389-culture-of-safety-lies-in-nonpunitive-leadership-approach>
- Markowitz, E. (n.d.). [How to write an executive summary](http://www.inc.com/guides/2010/09/how-to-write-an-executive-summary.html). Retrieved from <http://www.inc.com/guides/2010/09/how-to-write-an-executive-summary.html>
- Tarantini, R. (2016). [How to create a culture of safety in health care and beyond](http://www.huffingtonpost.com/ruth-tarantini-dnp-rn/how-to-create-a-culture-o_2_b_9773596.html). Retrieved from [http://www.huffingtonpost.com/ruth-tarantini-dnp-rn/how-to-create-a-culture-o\\_2\\_b\\_9773596.html](http://www.huffingtonpost.com/ruth-tarantini-dnp-rn/how-to-create-a-culture-o_2_b_9773596.html)

## 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.

## Library

The following suggested 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.

- Ackatia-Armah, N. M., Addy, N. A., Ghosh, S., & Dube, L. (2016). Fostering reflective trust between mothers and community health nurses to improve the effectiveness of health and nutrition efforts: An ethnographic study in Ghana, West Africa. *Social Science & Medicine*, 158, 96–104. doi:10.1016/j.socscimed.2016.03.038
- Fry, A., & Baum, N. (2016). A roadmap for strategic planning in the healthcare practice. *The Journal of Medical Practice Management: MPM*, 32(2), 146–149.
- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management*, 20(1), 32–37. doi:<https://doi.org/10.7748/nm2013.04.20.1.32.e1013>

## External Resource

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- Microsoft. (2016). [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-ink-and-slide-timings-3dc85001-efab-4f8a-94bf-afdc5b7c1f0b). Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-ink-and-slide-timings-3dc85001-efab-4f8a-94bf-afdc5b7c1f0b>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

## Unit 1 >> The Impetus for Quality and Safety Management

### Introduction

Quality and safety are everyone's responsibility on a team of interprofessional care delivery partners. Together we develop policies that support delivery of safe, quality care. As part of the interprofessional team, nurses are leaders in care, and thus are responsible and accountable for leading and providing safe, quality care.

In this unit, you will examine the ways in which policy affects the provision of safe, quality care. You will discuss the nurse leader's role in creating and fostering a culture of quality and safety.

## MSN Program Journey

Click **MSN Program Journey** for an overview of your degree program and the support that will be available to you along the way.

Course Resources

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MSN Program Journey

### Learning Activities

#### u01s1 - Studies

## Readings

Read the following articles from the Capella library on developing and promoting a culture of quality and safety. These resources provide a solid foundation for addressing this topic throughout the course and will help you with the second discussion in this unit.

- Criscitelli, T. (2015). Fostering a culture of safety: The OR huddle. *Association of Operating Room Nurses. AORN Journal*, 102(6), 656–659. doi:<http://dx.doi.org.library.capella.edu/10.1016/j.aorn.2015.10.002>
  - This article will give you a sense of the importance of team communication in a relevant organizational setting.
- Doucette, J. N. (2014). Leadership Q&A: Ensuring a culture of safety. *Nursing Management*, 45(12), 56.
  - This article provides information on leadership's support of a culture of safety and how to develop and sustain such a culture.
- Ulrich, B. (2016). Nurses' Week 2016: Culture of safety—It starts with you. *Nephrology Nursing Journal*, 43(2), 91.
  - In this article, the author argues that everyone is responsible and accountable for a culture of safety.
- Ulrich, B. & Kear, T. (2014). Patient safety and patient safety culture: Foundations of excellent health care delivery. *Nephrology Nursing Journal*, 41(5), 447–456, 505, 457.
  - This article addresses the structure of a culture of safety.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

#### u01s1 - Learning Components

- Identify quality and safety concerns.
- Determine the nurse leader's role in developing and sustaining a culture of safety and quality.
- Identify the factors that influence an organizational culture of safety and quality.
- Advocate for a culture of quality and safety.
- Determine the proper application of the rules of grammar and mechanics.
- Determine the effects of a systemic problem on safety and quality.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Assess the relevance and credibility of information sources.

#### u01s2 - Using Kaltura

In this course, you have the option of using Kaltura Media or other technology of your choice to record a video presentation for your assignment in Unit 9.

If you decide to use Kaltura, you are encouraged to:

- Install and test your recording hardware (if you have not already done so), using the installation instructions provided by the manufacturer.
- Practice using your recording hardware to ensure adequate audio and video quality.
- Refer to the tutorial, [Using Kaltura](#), for directions on recording and uploading your video in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### u01s3 - Your Online ePortfolio

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

## Using ePortfolio to Prepare for Your Capstone

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

## Using ePortfolio to Build Your Career

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

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

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

## Saving Your Documents to ePortfolio

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

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

## Privacy Statement

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

### u01d1 - Health Care Policy: Delivery and Changes

Discuss two major national health care initiatives that underlie health policy change affecting patient safety and quality care.

Provide one specific example of how your current health care organization or practice setting is embracing change and developing strategies to support these important initiatives.

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- What questions do you have about how these initiatives have affected health care delivery organizations and patient care in your peers' communities?
- What insight might you offer into how your organization or practice setting is similar or different in this regard?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Academic Honesty & APA Style and Formatting](#)

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[Introduction to the Writing Center](#)

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[APA Guide](#)

u01d1 - Learning Components

- Identify the strategic aspects of proposed practice changes.
- Identify major national health care initiatives that underlie health policy change affecting patient safety and quality care.
- Identify organizational systems that support and enhance health care delivery.
- Recognize how health care organizations react strategically to policy-driven change.
- Proofread and edit written communications.
- Apply the principles of effective composition.

### u01d2 - Creating and Sustaining a Culture of Quality and Safety

Discuss the nurse leader's role in creating and sustaining a culture of quality and safety in a variety of diverse health care delivery settings.

- What obligations do professional nurses have to improve patient safety and quality care?
- What is their expected level of commitment to this goal?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- What makes this aspect of a nurse leader's role important?
- How are your views on the nurse leader's role in creating and sustaining a culture of quality and safety similar to, or different from, that of your peers?

#### u01d2 - Learning Components

- Identify organizational systems that support and enhance health care delivery.
- Determine the nurse leader's role in developing and sustaining a culture of safety and quality.
- Proofread and edit written communications.
- Apply the principles of effective composition.

### Unit 2 >> Systems Support for Patient Safety and Quality Care

#### Introduction

There are many organizational systems that help us achieve and support patient safety and quality care delivery as an interprofessional team. In health care organizations and settings, the interprofessional team works together to improve care by using these systems to define benchmarks, to determine ways of measuring progress, and to evaluate and analyze outcomes. Our organizational systems help us to design, develop, achieve, and sustain safe, high-quality patient care.

In this unit, you will examine the organizational systems that support a culture of safety and quality, and you will consider the changes you would propose in your own practice. In addition, you will begin preparing for your first assignment in Unit 3, in which you will perform a quality and safety gap analysis.

#### Learning Activities

#### u02s1 - Studies

### Readings

Read the following articles from the Capella library on quality and safety in the context of high-reliability organizations. These resources will help you with the discussions in this unit, as well as the upcoming discussion and assignment in Unit 3.

- Blouin, A. S. (2013). [High reliability: Truly achieving healthcare quality and safety](#). *Frontiers of Health Services Management*, 29(3), 35–40.
  - This article provides you with context for the structure that supports quality and safety in health care organizations.
- Carayon, P., Wetterneck, T. B., Rivera-Rodriguez, A. J., Hundt, A. S., Hoonakker, P., Holden, R. & Gurses, A. P. (2014). [Human factors systems approach to healthcare quality and patient safety](#). *Applied Ergonomics*, 45(1), 14–25. <http://dx.doi.org/10.1016/j.apergo.2013.04.023>
  - In this article, the author reflects on the importance of taking human factors—how people perceive and respond in various situations—into account in a systems engineering model.
- Griffith, J. R. (2015). [Understanding high-reliability organizations: Are Baldrige recipients models?](#) *Journal of Healthcare Management*, 60(1), 44–61.
  - This article provides a glimpse into how organizations develop and sustain complex change.
- Hales, D. N., & Chakravorty, S. S. (2016). [Creating high reliability organizations using mindfulness](#). *Journal of Business Research*, 69(8), 2873–2881. <http://dx.doi.org/10.1016/j.jbusres.2015.12.056>
  - In this article, the author focuses how mindful intent supports meaningful organizational change and outcomes.
- Lillebo, B., & Faxvaag, A. (2015). [Continuous interprofessional coordination in perioperative work: An exploratory study](#). *Journal of Interprofessional Care*, 29(2), 125–130. doi:10.3109/13561820.2014.950724.
  - In this article, the author explains how team coordination supports positive outcomes.
- Melnyk, B. M., Gallagher-Ford, L., Long, L. E., & Fineout-Overholt, E. (2014). [The establishment of evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings: Proficiencies to improve healthcare quality, reliability, patient outcomes, and costs](#). *Worldviews on Evidence-Based Nursing*, 11(1), 5–15. doi:10.1111/wvn.12021
  - This article provides information on how to apply positive change at multiple levels in an organization.



- Wood, E. (2015). Communication, collaboration, commitment are cornerstones of high reliability healthcare. *OR Manager*, 31(3), 18–21.
  - This article offers context for why collaborative conversation is of the utmost importance related to positive organizational outcomes.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

### u02s1 - Learning Components

- Determine the nature and extent of a systemic problem in an organization.
- Determine the effects of human factors on health care safety and quality.
- Determine how the evidence-based practice competencies of nurses affect health care safety and quality.
- Determine the proper application of the rules of grammar and mechanics.
- Determine how interprofessional collaboration contributes to improved health care outcomes.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Identify the characteristics of high-performance organizations and how they react to change.
- Assess the relevance and credibility of information sources.
- Determine how proposed practice changes will affect the attitudes and behaviors of staff.
- Identify specific challenges in initiating change.

### u02s2 - Assignment Preparation

Culture and process contribute to our ability to develop and sustain quality and safety in a health care organization. By exploring these topics, you can analyze where you may have gaps in practice that affect outcomes. In addition, organizations must create benchmarks for outcomes to determine whether or not they are meeting quality and safety goals.

To prepare for your assignment in the next unit, you are encouraged to reflect on what your organization measures and why. Are there certain aspects of your organization's culture and processes that support or deter quality and safety? Is the organization meeting outcome measurement benchmarks? In addition, you may wish to:

- Review the Quality and Safety Gap Analysis assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Quality and Safety Gap Analysis \[DOCX\]](#) document, which includes questions to consider and additional guidance on how to successfully complete the assignment.
- 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.

### u02s2 - Learning Components

- Interpret outcome measurements data.
- Identify performance gaps in the delivery of safe, high-quality care.
- Determine the underlying causes of performance gaps.
- Evaluate options for closing specific gaps in care.

### u02d1 - Systems That Support Safety, Quality, and Interprofessional Care

Describe what you believe are the systems that support a culture of safety and quality in diverse health care delivery settings.

- How can nurses work to improve patient safety and quality in an interprofessional environment?
- How do particular systems support and enhance health care delivery?
- How can barriers be overcome?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- How does your organization compare or contrast with those of your peers?
- What specific ideas come to mind when you think about systems, organizational size, specific types of care delivery, culture, processes, and roles?

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

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[APA Guide](#)

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### u02d1 - Learning Components

- Determine how nurse leaders can guide and support interprofessional care teams to change or resolve systemic issues.
- Identify organizational systems that support and enhance health care delivery.
- Proofread and edit written communications.
- Identify outcome measures related to a specific and systemic organizational problem.
- Apply the principles of effective composition.
- Recognize systemic organizational problems.

### u02d2 - Elements of Change

Describe the systems in your organization that support health care delivery in your practice.

- What would you change to improve patient safety and care quality?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

Reflect upon the consistency between systems and care delivery, and consider the following questions as you contemplate your responses:

- What systems are complex and require more oversight when trying to effect changes in the safety and quality of care?
- What might be different when applying the same processes and systems in various organizations?

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Academic Honesty & APA Style and Formatting](#)

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[Introduction to the Writing Center](#)

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[APA Guide](#)

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- Determine appropriate criteria for prioritizing proposed practice changes.
- Explain why proposed practice changes are necessary.
- Determine the nurse leader's role in developing and sustaining a culture of safety and quality.
- Identify organizational systems that support and enhance health care delivery.
- Identify the theoretical or evidenced-based information that supports proposed changes to organizational functions, processes, and behaviors.
- Proofread and edit written communications.
- Apply the principles of effective composition.
- Explain how proposed practice changes will improve outcomes.
- Evaluate options for closing specific gaps in care.

### Unit 3 >> Proposing Evidence-Based Change

#### Introduction

Health care delivery is structured around evidenced-based information. Quality is defined by exploring proven, evidence-based information. After reviewing and defining evidence-based information, the interprofessional team applies this knowledge to assess the organization's or practice setting's ability to provide evidence-based care delivery. When a gap in care is identified, it is important to propose an evidence-based change and to execute a plan for improved care.

In this unit, you will identify a systemic problem affecting the safety and quality of care and analyze the gap between current and desired performance in a particular setting. In addition, you will discuss health care performance gaps from a broader perspective.

#### Learning Activities

#### u03s1 - Studies

### Readings

Read the following articles from the Capella library. These resources address various aspects of safety and quality that will help you with your assignment and discussion in this unit.

- Arries, E. J. (2014). Patient safety and quality in healthcare: Nursing ethics for ethics quality. *Nursing Ethics*, 21(1), 3–5. doi:<http://dx.doi.org.library.capella.edu/10.1177/0969733013509042>
  - This article defines a basis for the importance of ethical practice and how it supports quality and safety.
- Marvin, V., Kuo, S., Poots, A. J., Woodcock, T., Vaughan, L., & Bell, D. (2016). Applying quality improvement methods to address gaps in medicines reconciliation at transfers of care from an acute UK hospital. *BMJ Open*, 6(6), 1–11. doi:<http://dx.doi.org.library.capella.edu/10.1136/bmjopen-2015-010230>
  - This article will show you some relevant applications to support patient hand-overs using evidence-based, practice-driven concepts.
- Prakash, G. (2015). Steering healthcare service delivery: A regulatory perspective. *International Journal of Health Care Quality Assurance*, 28(2), 173–192.
  - In this article, the author reflects on why and how regulatory efforts create a path for delivering safe, high-quality care.
- Unruh, L., & Hofer, R. (2016). Predictors of gaps in patient safety and quality in U.S. hospitals. *Health Services Research*, 51(6), 2258–2281. doi:10.1111/1475-6773.12468
  - This information provides you with a guide for how to recognize gaps in safety.

### Multimedia

- Click **Integrated Ethics: Improving Ethics Quality in Health Care** to view a video presentation in which health care professionals offer their thoughts on the subject of ethics and quality.
  - Running time: 9:51.

### Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).

- [Introduction to the Writing Center](#).

#### Course Resources

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#### Integrated Ethics: Improving Ethics Quality in Health Care

##### u03s1 - Learning Components

- Determine how ethical practice supports health care safety and quality.
- Identify performance gaps in the delivery of safe, high-quality care.
- Determine how regulatory efforts promote health care safety and quality.
- Determine the proper application of the rules of grammar and mechanics.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Assess the relevance and credibility of information sources.

##### u03s2 - Vila Health: Quality and Safety Gap Analysis

### Multimedia

The following interactive exercise introduces you to the concept of gap analysis, which will help you in completing this unit's assignment.

- Click **Vila Health: Quality and Safety Gap Analysis** to start.

#### Course Resources

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#### Vila Health: Quality and Safety Gap Analysis

##### u03s3 - MSN Practicum

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN6030 – MSN Practicum. In preparation for MSN6030, you will want to review Capella's [MSN Practicum](#) resources and begin the application process. Your site and preceptor should be approved well before you start your practicum course (at least 1–2 months).

The review process may take up to two weeks, so please ensure your program progression is not delayed by submitting all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include items such as time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

Capella has partnered with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practicum or internship. CORE ELMS, hereafter referred to as CORE, provides a safe and secure repository to house forms and other course work that requires visibility and input from third parties (such as preceptors).

While you will still be submitting assignments to your instructor via the MSN course room, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions and contact your instructor with any questions.

##### u03a1 - Quality and Safety Gap Analysis

## Professional Context

As a nurse leader, you must be able to assess your organization's ability to deliver safe, high-quality patient care. In so doing, you may be required to perform a gap analysis of a quality or safety issue as the first step in improving outcomes. Failure to meet benchmarks for safe and effective patient care can have reimbursement, regulatory, and legal consequences.

This assignment provides an opportunity to develop the knowledge, skills and attitudes required to successfully implement changes that improve patient outcomes by:

- Evaluating the current culture of an organization.
- Performing an outcomes gap analysis.
- Determining what changes are needed to bridge the gap.
- Examining current thinking on this topic contained in the literature.

## Scenario

As a nurse leader, you are fully aware of the hazardous nature of health care and that organizations must continually work to improve the quality and safety of the care they provide to patients. For this assignment, you will identify a systemic problem in your organization, practice setting, or area of interest, that is associated with adverse quality and safety outcomes (for example, an increase in the incidence of falls or medical errors). You will then analyze the gap between current and desired performance.

**Your gap analysis will provide the basis for the remaining assignments in this course.**

## Instructions

Perform a quality and safety gap analysis.

The requirements outlined below correspond to the grading criteria in the Quality and Safety Gap Analysis Scoring Guide, so be sure to address each point. You may also want to review the performance level descriptions for each criterion to see how your work will be assessed. Additionally, the Guiding Questions: Quality and Safety Gap Analysis document, linked in the Resources, provides additional considerations that may be helpful in completing your assignment.

**Note:** Remember that you can submit all, or a portion, of your draft analysis to Smarthinking for feedback, before you submit the final version for this assignment. However, be mindful of the turnaround time of 24–48 hours for receiving feedback if you plan on using this free service.

### Writing and Supporting Evidence

- Communicate analysis data and information clearly and accurately, using correct grammar and mechanics.
- Integrate relevant and credible sources of evidence to support assertions, correctly formatting citations and references using APA style. Use 3–4 scholarly or professional sources.

### Conducting the Gap Analysis

- Identify a systemic problem in your organization, practice setting, or area of interest that contributes to adverse quality and safety outcomes.
- Propose specific practice changes that will improve quality and safety outcomes and bridge the gap between current and desired performance.
- Prioritize proposed practice changes.
- Determine how proposed practice changes will foster a culture of quality and safety.
- Determine how a particular organizational culture or hierarchy might affect quality and safety outcomes.
- Justify necessary changes with respect to functions, processes, or behaviors specific to your organization that correct or mitigate adverse quality and safety outcomes.

## Submission Requirements

Format your document using APA style.

- Use the APA Style Paper Template, linked in the Resources. An APA Style Paper Tutorial is also provided in the Resources to help you in writing and formatting your analysis. Be sure to include:
  - A title page and reference page. An abstract is not required.
  - A running head on all pages.
  - Appropriate section headings.
  - Properly-formatted citations and references.
- Your analysis should be 4–5 pages in length, **not including** the title page and reference page.

**Portfolio Prompt:** You may choose to save your gap analysis to your ePortfolio.

## Course Resources

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[Smarthinking Tutoring](#)

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[Introduction to the Writing Center](#)

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

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[Guiding Questions: Quality and Safety Gap Analysis \[DOCX\]](#)

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

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[APA Guide](#)

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[ePortfolio](#)

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[Academic Honesty & APA Style and Formatting](#)

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[Vila Health: Quality and Safety Gap Analysis | Transcript](#)

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### u03d1 - Gaps in Patient Care

Think about health care from an organizational, communications, state-level, or national-level perspective.

- Where do you see a gap in care within a specific patient population?
- How might you address this gap and why?
- What system could be developed to support a change to close this gap?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- What causes a gap in care?
- How do we identify gaps in practice?
- How do we develop or sustain organizational systems that support, change, or enhance positive patient outcomes?

## Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Academic Honesty & APA Style and Formatting](#)

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[Introduction to the Writing Center](#)

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[APA Guide](#)

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### u03d1 - Learning Components

- Determine the most effective approach to implementing change.
- Identify performance gaps in the delivery of safe, high-quality care.

- Identify the factors that contribute to particular performance issues or opportunities.
- Assess the relative importance of quality and safety outcomes.
- Proofread and edit written communications.
- Apply the principles of effective composition.
- Identify the factors having potential effects on outcomes.
- Evaluate options for closing specific gaps in care.

## Unit 4 >> Planning and Designing Change

### Introduction

Change is the new constant in health care today. Just when you think you have all the answers, the questions change. Therefore, in order to be productive and competitive, it is important to plan change that will have a positive influence on patient outcomes and organizational viability. Concannon et al. (2014) found that stakeholder engagement is an important step in designing and implementing change, if it occurs early in the process. Communicating with stakeholders and performing a risk-benefit analysis are key to engagement and priority setting. The acceptance of change comes with the tipping point—that moment when an idea is able to cross the threshold of involvement and spreads throughout the organization (Gladwell, 2002).

In this unit, you will discuss how nurse leaders are able to positively influence patient safety and care quality. You will examine strategic, evidence-based approaches to change. In addition, you will begin preparing for your assignment in Unit 5, in which you will draft an executive summary of existing outcome measures to present to leaders in your organization or practice setting.

### References

Concannon, T. W., Fuster, M., Saunders, T., Patel, K., Wong, J. B., Leslie, L. K., & Lau, J. (2014). A systematic review of stakeholder engagement in comparative effectiveness and patient-centered outcomes research. *Journal of General Internal Medicine*, 29(12), 1692–1701.  
doi:<http://dx.doi.org.library.capella.edu/10.1007/s11606-014-2878-x>

Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. Boston, MA: Little Brown & Co.

### Learning Activities

#### u04s1 - Studies

## Readings

Read the following articles from the Capella library, which will help you to develop a strategy for engaging stakeholders early and effectively for successful change projects.

- Concannon, T. W., Fuster, M., Saunders, T., Patel, K., Wong, J. B., Leslie, L. K., & Lau, J. (2014). A systematic review of stakeholder engagement in comparative effectiveness and patient-centered outcomes research. *Journal of General Internal Medicine*, 29(12), 1692–1701.  
doi:<http://dx.doi.org.library.capella.edu/10.1007/s11606-014-2878-x>
  - This systematic review addresses the importance of stakeholder engagement in reaching desired outcomes.
- Crowe, S., Knowles, R., Wray, J., Tregay, J., Ridout, D. A., Utley, M., . . . Brown, K. L. (2016). Identifying improvements to complex pathways: Evidence synthesis and stakeholder engagement in infant congenital heart disease. *BMJ Open*, 6(6), 1–9.  
doi:<http://dx.doi.org.library.capella.edu/10.1136/bmjopen-2015-010363>
  - This study looks at stakeholder engagement with the patients and parents.
- Jahangirian, M., Taylor, S. J. E., Eatock, J., Stergioulas, L. K., & Taylor, P. M. (2015). Causal study of low stakeholder engagement in healthcare simulation projects. *The Journal of the Operational Research Society*, 66(3), 369–379. doi:<http://dx.doi.org.library.capella.edu/10.1057/jors.2014.1>
  - This review examines the reasons for lack of engagement with stakeholders in simulation projects, based on primary and secondary causes.
- Smith, M. Y., Hammad, T. A., Metcalf, M., Levitan, B., Noel, R., Wolka D. L., . . . Johnson, F. R. (2016). Patient engagement at a tipping point—the need for cultural change across patient, sponsor, and regulator stakeholders: Insights from the DIA conference. "Patient Engagement in Benefit Risk Assessment Throughout the Life Cycle of Medical Products". *Therapeutic Innovation & Regulatory Science*, 50(5), 546–553.  
doi:10.1177/2168479016662902
  - As patient engagement in health care improves, this study examines the importance of integrating stakeholder engagement in the development and sustainability of medical products.
- Stelfox, H. T., Niven, D. J., Clement, F. M., Bagshaw, S. M., Cook, D. J., McKenzie, E., . . . Zygun, D. (2015). Stakeholder engagement to identify priorities for improving the quality and value of critical care. *PLoS One*, 10(10), 1–13.  
doi:<http://dx.doi.org.library.capella.edu/10.1371/journal.pone.0140141>
  - This article identifies and prioritizes knowledge-to-care gaps in critical care as we try to implement evidence-based practices.

## Option for Further Exploration

The following resource is offered as an option for further exploration of patient-related projects. It is an ethnographic study that examines preventive health efforts related to community traditions and might assist you directly in developing a strategy for successful change projects. To find specific readings by journal or book title, use Capella's [Journal and Book Locator](#).

- Ackatia-Armah, N. M., Addy, N. A., Ghosh, S., & Dube, L. (2016). Fostering reflective trust between mothers and community health nurses to improve the effectiveness of health and nutrition efforts: An ethnographic study in Ghana, West Africa. *Social Science & Medicine*, 158, 96–104. <http://dx.doi.org/10.1016/j.socscimed.2016.03.038>

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

### u04s1 - Learning Components

- Identify the information that is crucial to communicating the need for change to stakeholders.
- Identify stakeholders who are key to successful process change.
- Assess the importance of stakeholder engagement in delivering safe, high-quality care.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Identify the goals, elements, and overall scope of a plan most likely to garner support for implementation.
- Assess the relevance and credibility of information sources.
- Determine the proper application of the rules of grammar and mechanics.

### u04s2 - Assignment Preparation

As a leader, you may have limited time to convey to others—who may also have little time or inclination to digest lengthy communications—the importance of your ideas related to high-quality, safe, and viable health care delivery. Thus, an executive summary enables you to provide the executive-level leaders with a brief, but effective, overview of what you have determined is a need, a change, or an enhancement for the organization.

To prepare for your assignment in the next unit, you are encouraged to think about all of the organizational systems that support processes for care and how you might address them in an executive summary. An executive summary that is succinct, informative, and linked to the organization's strategic plan will improve your chances of obtaining stakeholder support. In addition, you may wish to:

- Review the Executive Summary assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Executive Summary \[DOCX\]](#) document, which includes questions to consider and additional guidance on how to successfully complete the assignment.
- 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.

### u04s2 - Learning Components

- Determine how strategic plans can be used to institute process changes.
- Determine the purpose and content of an executive summary.
- Identify organizational systems that support and enhance health care delivery.

### u04d1 - Fostering Positive Change

Change is not only a leadership responsibility, but one shouldered by all nurses, regardless of their job description or scope of practice.

Explain how you can positively influence patient safety and quality of care in your present role to help achieve the goal of becoming a high-performance organization.



Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- What distinguishes one organization as high-performing versus another?
- How does one health care role affect another when trying to support quality outcomes?
- In the context of leadership, responsibility, and accountability in all roles, what makes interprofessional collaboration key to developing any specific outcome measure?

### Course Resources

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Graduate Discussion Participation Scoring Guide

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

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[APA Guide](#)

### u04d1 - Learning Components

- Determine how specific practice changes will correct or mitigate adverse quality and safety outcomes.
- Identify stakeholders who are key to successful process change.
- Determine the nurse leader's role in developing and sustaining a culture of safety and quality.
- Determine the role of nurse leaders in implementing practice changes.
- Proofread and edit written communications.
- Apply the principles of effective composition.
- Identify relevant performance issues or opportunities.

### u04d2 - Strategic Change

Discuss the advantages and limitations of using an evidence-based strategy with interprofessional teams to improve patient safety and quality care.

- How does your organization involve interprofessional teams in decisions for process change?
- How does your organization use the strategic plan when developing ideas for effecting changes in health care delivery?

Smith et al's. 2016 article, "Patient Engagement at a Tipping Point—The Need for Cultural Change Across Patient, Sponsor, and Regulator Stakeholders," will help you with this discussion.

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- How do interprofessional teams in various organizations differ in their approaches to decision making?
- How can we ensure that input from all members of the team is considered when making decisions, without becoming paralyzed by indecision?
- What part does organizational culture play in strategic change?
- What do you see as necessary for all organizations to consider when instituting strategic change?

Graduate Discussion Participation Scoring Guide

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[APA Guide](#)

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[Introduction to the Writing Center](#)

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[Patient Engagement at a Tipping Point—The Need for Cultural Change Across Patient, Sponsor, and Regulator Stakeholders](#)

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[Academic Honesty & APA Style and Formatting](#)

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#### u04d2 - Learning Components

- Determine how interprofessional teams can influence process change.
- Determine how strategic plans can be used to institute process changes.
- Analyze the relationships between specific outcome measures and an organization's strategic plan to improve safety and quality.
- Proofread and edit written communications.
- Apply the principles of effective composition.

### Unit 5 >> Assessing Outcome Measures

#### Introduction

It has been said that time is money. In planning change to positively influence outcomes, it is important that we be able to quickly and concisely articulate our ideas. An executive summary is a short document that summarizes a more in-depth report. Think of it in terms of a public service announcement or commercial, in which you must grab the attention of the stakeholders in order for your project to become a priority.

In this unit, you will write an executive summary of existing outcome measures in your current organization or practice setting. You will also discuss strategies for obtaining stakeholder support for proposed practice changes.

#### Learning Activities

#### u05s1 - Studies

### Readings

Read the following articles, which will help you in writing your executive summary for this unit's assignment.

From the Capella library:

- Carroll, S. V. (2013). [The executive summary: An advance organizer for the reader](#). *The Journal of Neuroscience Nursing*, 45(1), 1. doi:10.1097/JNN.0b013e31827de8c1
  - This article will help you organize your executive summary.

From the Internet:

- Markowitz, E. (n.d.). [How to write an executive summary](#). Retrieved from <http://www.inc.com/guides/2010/09/how-to-write-an-executive-summary.html>
  - This article provides tips on writing executive summaries and offers links to additional resources that show you examples of using executive summaries for benchmarks and branding.

Read the following articles, which address strategic planning and will help you in completing the assignment and discussion in this unit.

From the Capella library:

- Ishfaq, R., & Raja, U. (2015). [Bridging the healthcare access divide: A strategic planning model for rural telemedicine network](#). *Decision Sciences*, 46(4), 755–790. doi:10.1111/deci.12165

From the Internet:

- Health Research & Educational Trust. (2014). [Hospital-based strategies for creating a culture of health \[PDF\]](http://www.hpoe.org/Reports-HPOE/hospital_based_strategies_creating_culture_health_RWJF.pdf). Retrieved from [http://www.hpoe.org/Reports-HPOE/hospital\\_based\\_strategies\\_creating\\_culture\\_health\\_RWJF.pdf](http://www.hpoe.org/Reports-HPOE/hospital_based_strategies_creating_culture_health_RWJF.pdf)

## Executive Summary Examples

Examine the following documents, which provide examples of how various executive summaries are written.

From the Capella library:

- Miller, D., Pearsall, E., Johnston, D., Frecea, M., & McKenzie, M. (2017). [Executive summary: Enhanced recovery after surgery: Best practice guideline for care of patients with a fecal diversion](#). *Journal of Wound, Ostomy and Continence Nursing*, 44(1), 74–77.
  - This example shows guidelines for best practice.

From the Internet:

- Beal, B. (2014). "Executive summary of "Healthcare branding: developing emotionally based consumer brand relationships". *The Journal of Services Marketing*, 28(2). Retrieved from <http://www.emeraldinsight.com/doi/full/10.1108/JSM-02-2014-0073>
- Centers for Medicare & Medicaid Services. (2015). [CMS quality measure development plan: Supporting the transition to the merit-based incentive payment system \(MIPS\) and alternative payment models \(APMs\) \(draft\) \[PDF\]](#). Retrieved from <https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/Value-Based-Programs/MACRA-MIPS-and-APMs/Draft-CMS-Quality-Measure-Development-Plan-MDP.pdf>

### Option for Further Exploration

The following resource is offered as an option for further exploration of strategic planning in health care. This resource might assist you directly in completing your assignment. To find specific readings by journal or book title, use Capella's [Journal and Book Locator](#).

- Fry, A., & Baum, N. (2016). A roadmap for strategic planning in the healthcare practice. *The Journal of Medical Practice Management: MPM*, 32(2), 146–149.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

### u05s1 - Learning Components

- Determine the relationships between strategic initiatives and a culture of quality and safety.
- Determine the purpose and content of an executive summary.
- Determine the implications, for a safety and quality culture, of how outcome measures affect patient care.
- Determine the relevance and importance of specific outcome measures.
- Identify the potential consequences of not measuring particular safety and quality outcomes.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Examine strategic planning models and strategies.
- Assess the relevance and credibility of information sources.
- Determine the proper application of the rules of grammar and mechanics.

### u05s2 - Vila Health: Quality and Safety Gap Analysis

## Multimedia

The following interactive exercise introduces you to best practices for writing an executive summary, which will help you in completing this unit's assignment.

- Click **Vila Health: Quality and Safety Gap Analysis** to start.

### Course Resources

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Vila Health: Quality and Safety Gap Analysis

- Determine the purpose and content of an executive summary.

## u05a1 - Executive Summary

### Professional Context

As a nurse leader, you must be able to access, identify, and describe outcome measures as they relate to safety and quality problems in your organization.

This assignment provides an opportunity to examine existing outcome measures, assess their strategic value, and present your findings to executive leaders in a manner that will help you gain their support.

### Scenario

The gap analysis you completed in Unit 3 was the first step toward improving outcomes. Your analysis of the gap between current and desired performance has provided the information you need to move forward with proposed changes. Your next step is to focus on existing outcome measures and their relationship to the systemic problem you are addressing. For this assignment, you have been asked to draft a summary of existing outcome measures for your organization's executive team to raise awareness of the problem and the strategic value of existing measures.

### Instructions

Write an executive summary of existing outcome measures in your current organization or practice setting.

The requirements outlined below correspond to the grading criteria in the Executive Summary Scoring Guide, so be sure to address each point. You may also want to review the performance level descriptions for each criterion to see how your work will be assessed. Additionally, the Guiding Questions: Executive Summary document, linked in the Resources, provides additional considerations that may be helpful in completing your assignment.

**Note:** Remember that you can submit all, or a portion, of your draft summary to Smarthinking for feedback, before you submit the final version for this assignment. However, be mindful of the turnaround time of 24–48 hours for receiving feedback if you plan on using this free service.

#### Writing and Supporting Evidence

- Write clearly and concisely, using correct grammar and mechanics.
- Integrate relevant and credible sources of evidence to support your assertions, correctly formatting citations and references using APA style. Use at least four scholarly or professional sources.

#### Composing the Executive Summary

- Explain key quality and safety outcomes.
- Determine the strategic value to an organization of specific outcome measures.
- Analyze the relationships between a systemic problem in your organization or practice setting and specific quality and safety outcomes.
- Determine how specific outcome measures support strategic initiatives related to a quality and safety culture.
- Determine how the leadership team would support the implementation and adoption of proposed practice changes affecting specific outcomes.

### Submission Requirements

Format your document using APA style.

- Use the APA Style Paper Template, linked in the Resources. An APA Style Paper Tutorial is also provided in the Resources to help you in writing and formatting your summary. Be sure to include:
  - A title page and reference page. An abstract is not required.
  - A running head on all pages.
  - Appropriate section headings.
  - Properly-formatted citations and references.
- Your summary should be 4–5 pages in length, **not including** the title page and reference page.

**Portfolio Prompt:** You may choose to save your executive summary to your ePortfolio.

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[Guiding Questions: Executive Summary \[DOCX\]](#)

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[APA Guide](#)

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[Vila Health: Quality and Safety Gap Analysis | Transcript](#)

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[ePortfolio](#)

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[Academic Honesty & APA Style and Formatting](#)

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[Introduction to the Writing Center](#)

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

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

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## **u05d1 - Stakeholder Strategy and Planning**

Building stakeholder support is crucial to fostering and sustaining change. Therefore, as you approach the assignment for this unit, think about the stakeholders whose support you will need for the change you want to bring about.

- What information is most essential for both the formal and informal stakeholders to understand about the proposed change?
- How might you communicate the need for change using just a few sentences (this is often referred to as an “elevator speech”).

Draft your elevator speech. Introduce the issue, then briefly describe:

- The current state.
- The proposed change.
- The expected outcomes.
- Why the change will make a positive difference for all involved in care delivery.

The unit readings will provide you with examples of benchmarking, executive summaries, and how to obtain stakeholder support for your evidence-based change projects.

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## **Response Guidelines**

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- How and why might stakeholders vary depending upon the organization's size, focus, and involvement with the community?
- How do you determine which stakeholders will champion specific strategic initiatives?

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

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[APA Guide](#)

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- Identify the information that is crucial to communicating the need for change to stakeholders.
- Identify stakeholders who are key to successful process change.
- Proofread and edit written communications.
- Apply the principles of effective composition.

## Unit 6 >> Shaping a Culture of Safety Through Purposeful Design and Innovation

### Introduction

A culture of safety does not just happen without important planning and design. In previous units, you have addressed the importance of planning, stakeholder engagement, and communicating through an executive summary. In this unit, you will consider innovation in the design of safe, high-quality care. The first step in creating a culture of safety involves abandoning the culture of blame and shame in favor of adopting a close look at a nonpunitive approach to safety.

In this unit, you will discuss the concept of purposeful design in creating a culture of safety and quality as you examine models of health care innovation. In addition, you will begin preparing for your assignment in Unit 7, in which you will draft a report on outcome measures, issues, and opportunities for executive leaders or other stakeholders.

### Learning Activities

#### u06s1 - Studies

## Readings

Read the following articles addressing outcomes, innovation, and creating a culture of safety. These resources will help you with the discussions in this unit and with your upcoming assignment in Unit 7.

From the Capella library:

- Cadmus, E., Helms, P., Christopher, M. A., & Hawkey, R. (2015). Interprofessional shared governance: The VNSNY experience. *Nursing Management* 46(9), 34–41. doi: 10.1097/01.NUMA.0000470773.94859.2d
  - In this article, the author discusses the formation of a shared governance system to improve patient safety. Shared governance is an important strategy in improving patient care outcomes and implementing the best evidence-based practices.
- Castano, R. (2014). Towards a framework for business model innovation in health care delivery in developing countries. *BMC Medicine*, 12, 233. doi:<http://dx.doi.org.library.capella.edu/10.1186/s12916-014-0233-z>
- DiCuccio, M. R. (2015). The relationship between patient safety culture and patient outcomes: A systematic review. *Journal of Patient Safety*, 11(3), 135–142. doi: 10.1097/PTS.0000000000000058

Read the following Internet articles addressing the creation of a culture of safety and innovative improvement models:

- Agency for Healthcare Research and Quality. (2016). Safety culture. Retrieved from <https://psnet.ahrq.gov/primers/primer/5/safety-culture>
  - This article is published by the AHRQ to help high-reliability organizations work toward a just and safe culture.
- American Nurses Association. (n.d.). Culture of safety. Retrieved from <https://www.nursingworld.org/practice-policy/work-environment/health-safety/culture-of-safety/>
  - The ANA had year-long campaign in 2016 to assist nurses in creating a culture of safety. The theme for that campaign was "Safety 360 Taking Responsibility Together." This article highlights a range of existing resources.
- Ferrara, J. (2016). Three tips for creating a culture of safety. Retrieved from <http://mkt.medline.com/advancing-blog/three-tips-for-creating-a-culture-of-safety/>
  - This article includes important tips for creating a culture of safety.
- Health Research & Educational Trust. (2015). Improving patient safety culture through teamwork and communication: TeamSTEPPS [PDF]. Available from <http://www.hpoe.org/resources/hpoehtetaha-guides/2598>
- Hospitals & Health Networks. (2015). Culture of safety lies in nonpunitive leadership approach. Retrieved from <http://www.hhnmag.com/articles/3389-culture-of-safety-lies-in-nonpunitive-leadership-approach>
  - This article addresses the need for open and honest communication in addressing medical errors and improving patient care.
- Tarantine, R. (2016). How to create a culture of safety in health care and beyond. *The Huffington Post*. Retrieved from [http://www.huffingtonpost.com/ruth-tarantine-dnp-rn/how-to-create-a-culture-o\\_2\\_b\\_9773596.html](http://www.huffingtonpost.com/ruth-tarantine-dnp-rn/how-to-create-a-culture-o_2_b_9773596.html)
  - In this article, the author discusses creating and maintaining a culture of safety to become a high-reliability organization.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

### u06s1 - Learning Components

- Assess the role of innovation in improving outcomes and creating a culture of safety.
- Identify outcome measures reflective of quality and safety concerns.
- Assess an organization's potential to develop and sustain a culture of quality and safety.
- Describe the role of shared governance in improving outcomes.
- Describe the TeamSTEPPS approach to improving patient safety and quality.
- Determine the proper application of the rules of grammar and mechanics.
- Assess the relevance and credibility of information sources.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

### u06s2 - Assignment Preparation

Organizational functions, processes, and behaviors can include leadership practices, communications, quality processes, financial management, safety and risk management, interprofessional collaboration, strategic planning, using the best available evidence, and questioning the status quo on all levels.

To prepare for your assignment in Unit 7, you are encouraged to begin thinking about examples of organizational functions, processes, and behaviors related to the measures and performance issues discussed in your Executive Summary, and how you would implement change in addressing particular issues and opportunities. In addition, you may wish to:

- Review the Outcome Measures, Issues, and Opportunities assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Outcome Measures, Issues, and Opportunities \[DOCX\]](#) document, which includes questions to consider and additional guidance on how to successfully complete the assignment.
- 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.

For more information on change theories, the following article from the Capella library is recommended, but not required. You might consider using one of the change models in your report.

To find specific readings by journal or book title, use Capella's [Journal and Book Locator](#).

- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management*, 20(1), 32–37.

### u06s2 - Learning Components

- Determine the most effective approach to implementing change.

### u06d1 - Purposeful Design: What We Measure and Why

Creating a health care culture of safety and quality does not happen by chance; we must purposefully design systems grounded in support for safety and quality. In addition, we must determine what to measure related to local, national, and global patient care initiatives, regulations, and guidelines to develop viable health care delivery systems. These systems must be cost effective, evidence-based, and have the potential for universal access.

**Note:** Obtain information from the unit readings and your own literature review on the topic to help formulate your post.

Discuss how a purposeful health care system design can create a culture of safety and quality, and explain how your organization is working to accomplish this goal.

- What are important outcomes to measure in your organization to sustain a culture of safety and quality?

- Why are these outcome measures important?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- Do you agree or disagree with your peers' views on purposeful health care system design? Why or why not?
- How do your peers' important outcome measures compare with yours?
- Can you offer any tips or suggestions to help other organizations create a culture of safety and quality?

### Course Resources

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Graduate Discussion Participation Scoring Guide

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

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[APA Guide](#)

### u06d1 - Learning Components

- Explain why particular outcome measures are important in sustaining a culture of safety and quality.
- Assess an organization's potential to develop and sustain a culture of quality and safety.
- Apply the principles of effective composition.
- Proofread and edit written communications.

### u06d2 - Health Care Innovation

Select one model of health care innovation that has resulted in improved patient safety and quality outcomes in your organization, practice setting, or area of interest. The Internet resources in the assigned readings will help you find an innovation model of improvement.

- Describe what is being measured and how these measures drive improved outcomes.

Next, reflect on how the stakeholders support successful outcomes and how a nurse leader guides the process.

- With respect to this health care innovation, what barriers could be turned into opportunities?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- Is there a clear connection between outcome measures and improved outcomes?
- What other potential barriers might be turned into opportunities?

### Course Resources

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Graduate Discussion Participation Scoring Guide



u06d2 - Learning Components

- Assess the role of innovation in improving outcomes and creating a culture of safety.
- Explain why particular outcome measures are important in sustaining a culture of safety and quality.
- Determine how particular measures drive improved outcomes.
- Apply the principles of effective composition.
- Proofread and edit written communications.

## Unit 7 >> Developing a High-Performance Organization

### Introduction

As a nurse leader, you will be called upon to recognize and analyze quality and safety measures and outcomes from an organizational systems perspective, with the goal of promoting the delivery of the best possible patient care. In addition, you will need to become adept at presenting this analysis to executive leaders and other stakeholders in varying formats.

In this unit, you will prepare a written report, with relevant supporting data in the form of a spreadsheet that disseminates your findings and proposes a strategy to address the quality and safety of patient care in your organization or practice setting.

### Learning Activities

#### u07s1 - Studies

## Readings

Read the following articles from the Capella library, which provide context and background information that will help you with the discussion and assignment in this unit:

- Fessele, K, Yendro, S., & Mallory, G. (2014). Setting the bar: Developing quality measures and education programs to define evidence-based, patient-centered, high-quality care. *Clinical Journal of Oncology Nursing*, 18, 7–11.
  - In this article, the authors discuss how one group developed and then tested relevant quality measures.
- Goll, C. & Cahill, S. (2014). Leading the way: Enculturating the value of process improvement. *American Nurse Today*, 9(8), 1–4.
  - In this article, the authors contend that the importance of a culture of accountability and ownership is crucial to attaining organizational outcomes.
- Huffstutler, C.D. & Thomsen, D. (2015). A framework for performance excellence and success. *Frontiers of Health Science Management*, 32(1), 45–50.
  - In this article, the authors present a framework that describes the behaviors and beliefs of high-performing organizations.
- Masica, A. L., Richter, K. M., Convery, P., & Haydar, Z. (2009). Linking Joint Commission inpatient core measures and National Patient Safety Goals with evidence. *Baylor University Medical Center Proceedings*, 22(2), 103–111.
  - In this article, the authors summarize the relationships between Joint Commission core measures, safety goals, and patient outcomes.
- Montalvo, I. (2007). The National Database of Nursing Quality Indicators (NDNQI). *Online Journal of Issues in Nursing*, 12(3), 6.
  - Examine the indicators related to the effects of nursing on safety, quality, and outcomes.

### Optional Reading

The following article from the Capella library provides information about change theories that may help you in your assignment in this unit. To find specific readings by journal or book title, use Capella's [Journal and Book Locator](#).

- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management*, 20(1), 32–37.

## Multimedia

In the following interactive exercise, you will examine the fundamental differences between risk management and patient safety.

- Click **Risk Management and Patient Safety Drag and Drop** to begin.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

### Course Resources

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#### Risk Management and Patient Safety Drag and Drop

#### u07s1 - Learning Components

- Identify the characteristics of high-performance organizations.
- Distinguish between high-performance organizations and other, less effective organizations.
- Apply the principles of effective change implementation and management to strategy development.
- Identify applicable change models on which to base a relevant strategy.
- Identify the aspects of patient care that must be measured.
- Distinguish between risk management and patient safety.
- Determine the proper application of the rules of grammar and mechanics.
- Assess the relevance and credibility of information sources.
- Determine the proper application of APA formatting requirements and scholarly writing standards.

#### u07s2 - Vila Health: Quality and Safety Gap Analysis

## Multimedia

The following interactive exercise suggests an approach to drafting a detailed report for executive leaders addressing outcome measures and performance issues or opportunities, which will help you in completing this unit's assignment.

- Click **Vila Health: Quality and Safety Gap Analysis** to start.

### Course Resources

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#### Vila Health: Quality and Safety Gap Analysis

#### u07s2 - Learning Components

- Determine an appropriate executive report format.

#### u07a1 - Outcome Measures, Issues, and Opportunities

## Professional Context

As a nurse leader, you may be called upon to submit a detailed report to your executive leadership team and key stakeholders that describes a quality or safety problem and its effects on outcomes, fully supported by relevant and credible data.

This assignment provides an opportunity to draft such a report in which you can call attention to quality and safety issues and opportunities, effectively support your position, and lay out a plan for change.

## Scenario

The executive summary you completed in Unit 5 captured the attention and interest of the executive leadership team. They have asked you to provide them with a detailed report addressing outcome measures and performance issues or opportunities, including a strategy for ensuring that all aspects of patient care are measured.

## Instructions

Draft a report on outcome measures, issues, and opportunities for the executive leadership team or stakeholder group.

The requirements outlined below correspond to the grading criteria in the Outcome Measures, Issues, and Opportunities Scoring Guide, so be sure to address each point. You may also want to review the performance level descriptions for each criterion to see how your work will be assessed. Additionally, the Guiding Questions: Outcome Measures, Issues, and Opportunities document, linked in the Resources, provides additional considerations that may be helpful in completing your assignment.

**Note:** Remember that you can submit all, or a portion, of your draft report to Smarthinking for feedback, before you submit the final version for this assignment. However, be mindful of the turnaround time of 24–48 hours for receiving feedback if you plan on using this free service.

### Writing and Supporting Evidence

- Write coherently and with purpose for a specific audience, using correct grammar and mechanics.
- Integrate relevant and credible sources of evidence to support assertions, correctly formatting citations and references using APA style. Use at least six scholarly or professional sources.

### Drafting the Report

- Analyze organizational functions, processes, and behaviors in high-performing health care organizations or practice settings.
- Determine how organizational functions, processes, and behaviors affect outcome measures associated with the systemic problem identified in your gap analysis.
- Identify the quality and safety outcomes and associated measures relevant to the performance gap you intend to close.
  - Create a Quality and Safety Outcomes spreadsheet showing the outcome measures.
- Identify performance issues or opportunities associated with particular organizational functions, processes, and behaviors and the quality and safety outcomes they affect.
- Outline a strategy, using a selected change model, for ensuring that all aspects of patient care are measured and that knowledge is shared with the staff.

## Submission Requirements

Format your document using APA style.

- Use the APA Style Paper Template, linked in the Resources. An APA Style Paper Tutorial is also provided in the Resources to help you in writing and formatting your report. Be sure to include:
  - A title page and reference page. An abstract is not required.
  - A running head on all pages.
  - Appropriate section headings.
  - Properly-formatted citations and references.
- Your report should be six pages in length, **not including** the title page and reference page.
- Add your Quality and Safety Outcomes spreadsheet to your report as an addendum.

**Portfolio Prompt:** You may choose to save your report to your ePortfolio.

### Course Resources

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[Example Outcome Measures Spreadsheet \[XLSX\]](#)

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[Academic Honesty & APA Style and Formatting](#)

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

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[Smarthinking Tutoring](#)

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[Introduction to the Writing Center](#)

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

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[APA Guide](#)

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[Vila Health: Quality and Safety Gap Analysis | Transcript](#)

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Guiding Questions: Outcome Measures, Issues, and Opportunities [DOCX]

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[ePortfolio](#)

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## u07d1 - Using an Evaluation Model

It is essential to assess the impact and success of a change in a process or system intended to improve patient safety and the quality of care. Challenges in that assessment include knowing what to measure, and how to measure it, as well as understanding the results.

- Research some of the tools and measurement instruments that can be used to determine the impact of a change on safety and quality, and describe what you have found that makes those tools and measurement instruments valuable and useful.
- Explain why using an evaluation model that focuses on safety and quality initiatives and innovations is a requirement in order to demonstrate how those initiatives and innovations make a difference.

Consider how you might incorporate your Unit 7 assignment ideas in this discussion, as you reflect upon strategy, change, and useful information.

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- Do you agree or disagree about the value and usefulness of the tools or measurement instruments identified by your peers? Why?
- What thoughts or perspective could you add regarding evaluation models?

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[APA Guide](#)

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

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## u07d1 - Learning Components

- Examine the value and utility of particular evaluation tools in assessing the impact of change on safety and quality.
- Explain the importance of evaluating safety and quality initiatives and innovations.
- Apply the principles of effective composition.
- Proofread and edit written communications.

## Unit 8 >> Vision for Change and Strategic Discovery

### Introduction

Effective nurse leaders must be able to develop a vision for change and be able to support it with appropriate change techniques that incorporate best practices and practical implementation. In addition, nurse leaders must become expert at tapping into the great potential of stakeholders and staff in identifying system problems that can be resolved with vision and change.

In this unit, you will discuss these concepts and how the nurse leader can guide and support interprofessional teams in resolving systemic problems. In addition, you will begin preparing for your final assignment in Unit 9, in which you will create a video presentation of the key findings from the outcome measures report that you wrote in Unit 7.

## Learning Activities

### u08s1 - Studies

## Readings

Read the following articles from the Capella library, which will help you with the discussions in this unit and with your upcoming assignment in Unit 9.

- Lacasse, C. (2013). Developing nursing leaders for the future: Achieving competency for transformational leadership. *Oncology Nursing Forum*, 40(5), 431–433.
  - In this article, the author discusses the importance of initial and ongoing leadership development in nursing.
- Murphy, L. (2005). Transformational leadership: A cascading chain reaction. *Journal of Nursing Management*, 13(2), 128–136. doi:10.1111/j.1365-2934.2005.00458.x
  - In this article, the author discusses the attributes, development, and effects of transformational leadership.
- Wojciechowski, E., Pearsall, T., Murphy, P., & French, E. (2016). A case review: Integrating Lewin's theory with Lean's system approach for change. *Online Journal of Issues in Nursing*, 21(2), 1–13. doi:http://dx.doi.org.library.capella.edu/10.3912/OJIN.Vol21No02Man04
  - In this article, the authors apply two common frameworks for change to a case review.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

### u08s1 - Learning Components

- Determine the importance of leadership development in developing and sustaining a culture of quality and safety.
- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Identify the effects of transformational leadership on a culture of quality and safety.
- Set goals for improving outcomes.
- Select a model for change.
- Assess the relevance and credibility of information sources.

### u08s2 - Assignment Preparation

The ability to deliver effective presentations is one important skill you will likely be called upon to use as a nurse leader. Your assignment in Unit 9 provides an opportunity to record a video presentation of your plan to develop or enhance the organization's culture of quality and safety and enlist the support of key stakeholder groups.

To prepare for your assignment, you are encouraged to:

- Set up and test your hardware, if you have not already done so, using the installation instructions provided by the manufacturer.
- Practice using the hardware to ensure the audio and video quality is sufficient.

You may use your choice of presentation software and video recording equipment. PowerPoint and Kaltura Media are recommended, but not required.

- If using Kaltura Media, refer to the tutorial, [Using Kaltura](#), for directions on recording and uploading your video in the courseroom.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

In addition, you may wish to:

- Review the Planning for Change: A Leader's Vision assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Planning for Change: A Leader's Vision \[DOCX\]](#) document, which includes questions to consider and additional guidance on how to successfully complete the assignment.
- 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.

#### u08s2 - Learning Components

- Identify the information that is crucial to communicating the need for change to stakeholders.
- Determine how to engage stakeholders in sustaining a vision for change.

#### u08d1 - Lessons Learned: Incorporating Best Practice and Practical Innovation

When leaders plan for change, they should include best practice and **practical** innovation so that end users can understand and apply the information.

- What should a nurse leader consider when defining and developing a vision for change? Think about the actual design, implementation, and measurement of change.
- How do we engage stakeholders to help develop, implement, and sustain a vision to actually change and improve patient outcomes?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- Do you agree or disagree with your peers' conclusions regarding their visions for change and methods to engage stakeholders?
- Can you offer suggestions or recommendations for engaging stakeholders?

#### Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Introduction to the Writing Center](#)

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[APA Guide](#)

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[Academic Honesty & APA Style and Formatting](#)

#### u08d1 - Learning Components

- Assess the role of innovation in improving outcomes and creating a culture of safety.
- Determine how to engage stakeholders in sustaining a vision for change.
- Identify the key considerations when defining and developing a vision for change.

#### u08d2 - Strategic Discovery

The nurse leader plays a major role in assisting and supporting nurses in applying the principles of strategic discovery.

Think about health care delivery errors and unintended outcomes.

- What models or tools can nurse leaders use to help all stakeholders participate in strategic discovery of systemic issues?
- How do nurse leaders guide and support interprofessional care teams to change or resolve system issues?
- Please provide a specific example from your organization, practice setting, or area of interest.

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- What is your assessment of the models and tools identified to help stakeholders participate in strategic discovery?
- Do you have experience with any of these models or tools that you can share?
- Do you agree or disagree with your peers' positions on guidance and support for interprofessional care teams?
- Can you offer comments or suggestions pertaining to specific examples that were shared?

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Guide](#)

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

u08d2 - Learning Components

- Determine how nurse leaders can guide and support interprofessional care teams to change or resolve systemic issues.
- Identify models or tools that can be used to help stakeholders in the strategic discovery of systemic issues.

## Unit 9 >> Developing and Sustaining a Quality and Safety Culture

### Introduction

Nurse leaders are often called upon to share their findings and suggestions with stakeholders in the form of a presentation.

In this unit, you will further develop your communication and presentation skills by presenting the plan for change that you reported on in Unit 7. In the discussion, you will be writing about transparency, an important concept in the promotion of quality care for patients. Engendering an environment of transparency is another important role of the nurse leader.

### Learning Activities

u09s1 - Studies

## Readings

Read the following articles from the Capella library, which will help you deliver an effective presentation for your assignment in this unit.

- Medina, M. S. & Avant, N. D. (2015). [Delivering an effective presentation](#). *American Journal of Health-System Pharmacy*, 72(13), 1091–1094. doi:10.2146/ajhp150047
- Shepherd, M. (2006). [How to give an effective presentation using PowerPoint](#). *European Diabetes Nursing*, 3(3), 154–158.

The following will help you with the discussion in this unit.

- Ulrich, B. (2015). [Transparency](#). *Nephrology Nursing Journal*, 42(1), 7.
  - In this article, the author discusses the importance of transparency in improving outcomes, barriers to transparency, and how to achieve a culture of transparency.

## Working in PowerPoint

The following resources will assist you in preparing for your presentation:

- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
  - This PowerPoint slide deck presents and models guidelines for developing effective slides to support your presentation.
- Microsoft. (2016). [Record a slide show with narration and slide timings](#). Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-ink-and-slide-timings-3dc85001-efab-4f8a-94bf-afdc5b7c1f0b>.

## Multimedia

This short interactive exercise provides a useful summary of patient- and family-centered health care concepts.

- Click **Patient-Centered Rules to Improve Quality of Care** to begin.

The following resources present best practices, applicable to creating visual aids using Microsoft PowerPoint or any other presentation software that you may find helpful in creating your presentation for this week's assignment.

- Click **Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design** to view a series of 10 videos, ranging from 2–12 minutes in length, that present seven basic rules for using PowerPoint as an effective tool for knowledge transfer.
  - Total running time (all videos): 56:00.
- Click **Creating a Presentation: A Guide to Writing and Speaking**.
  - Use this resource to explore four key aspects of effective audio-visual presentations.
  - Total running time: 3:52.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

### Course Resources

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Patient-Centered Rules to Improve Quality of Care

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Creating a Presentation: A Guide to Writing and Speaking

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Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design

### u09s1 - Learning Components

- Determine the proper application of APA formatting requirements and scholarly writing standards.
- Identify the characteristics of effective presentations.
- Determine the importance of transparency in improving outcomes.
- Determine the needs and concerns of the intended audience.
- Determine how to effectively structure an argument.
- Assess the relevance and credibility of information sources.
- Provide clear and explicit evidence for claims.

### u09a1 - Planning for Change: A Leader's Vision



## Professional Context

As a nurse leader, you will be expected to communicate effectively with leaders and stakeholders at all levels in an organization. You will need to be able to communicate in a variety of ways, depending on your purpose and your audience. Being able to deliver effective presentations is one important skill you will likely be called upon to use often.

This assignment provides an opportunity to hone your presentation skills and garner the support of stakeholder groups who will be key to achieving desired changes in the organization and developing or enhancing a culture of quality and safety.

## Scenario

The report you completed in Unit 7 has convinced the executive leadership team of the organizational benefits of taking the next step toward changes to improve outcomes and cultivate a culture of quality and safety. You have been asked to follow up on your report with a presentation to administrative leaders and stakeholders. This will be your opportunity to outline your plan to develop or enhance the organization's culture of quality and safety. Several key stakeholders will be unable to attend your presentation in person, so you have decided to provide those individuals with a video recording of the presentation.

## Preparation

Your deliverables for this assignment are:

- A slide deck, to supplement your presentation and facilitate discussion of your plan.
- A video recording of your presentation.

**Note:** Remember that you can submit all, or a portion, of your draft presentation slides to Smarthinking for feedback, before you submit the final version for this assignment. However, be mindful of the turnaround time of 24–48 hours for receiving feedback if you plan on using this free service.

You may use Microsoft PowerPoint or any other suitable presentation software to create your slides. Use the speaker's notes section of each slide to develop your talking points and reference your sources, as appropriate. If you need help designing your presentation, you are encouraged to review the various presentation resources provided for this assignment. These resources will help you to design an effective presentation, whether you choose to use PowerPoint or other presentation design software.

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 courseroom.

**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.

## Instructions

Create and record a video presentation for administrative leaders and stakeholders.

The requirements outlined below correspond to the grading criteria in the Planning for Change: A Leader's Vision Scoring Guide, so be sure to address each point. You may also want to review the performance level descriptions for each criterion to see how your work will be assessed. Additionally, the Guiding Questions: Planning for Change: A Leader's Vision document, linked in the Resources, provides additional considerations that may be helpful in completing your assignment.

### Communication and Supporting Evidence

- Argue persuasively to obtain agreement with, and support for, a plan to develop or enhance a culture of safety.
- Support your main points, arguments, and conclusions with relevant and credible evidence, correctly formatting citations and references using APA style. Use at least eight scholarly or professional sources.

### Developing the Presentation

- Summarize the key aspects of a plan to develop or enhance a culture of safety.
- Identify existing organizational functions, processes, and behaviors affecting quality and safety.
- Identify current outcome measures related to quality and safety.
- Explain the steps needed to achieve improved outcomes.
- Create a future vision of your organization's potential to develop and sustain a culture of quality and safety, and of the nurse leader's role in developing that potential.

## Submission Requirements

### Presentation Formatting and Length

- Your slide deck should consist of 12–15 slides, including a title slide and a references slide.
  - List your sources on the references slide at the end of your presentation.
  - Cite at least eight sources of scholarly or professional evidence.
  - Use of a small font is permitted to fit all eight references on a single slide.
- In addition to your slide deck and a link to your video, submit any other relevant documentation or links for this assignment (if you used technology other than Kaltura Media or PowerPoint).

**Portfolio Prompt:** You may choose to save your presentation to your ePortfolio.

### Course Resources

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[ePortfolio](#)

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

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[Record a Slide Show With Narration and Slide Timings](#)

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[Disability Services](#)

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[Smarthinking Tutoring](#)

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[APA Guide](#)

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

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

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[Guiding Questions: Planning for Change: A Leader's Vision \[DOCX\]](#)

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

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[DisabilityServices@Capella.edu](#)

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[Using Kaltura](#)

### u09d1 - Transparency

Transparent communication is essential when leaders want to support, effect, and innovate high-quality health care delivery.

Describe the processes a health care organization or practice setting must have in place to promote transparency when medical errors and adverse patient outcomes occur.

- What are the challenges and risks for the nurse leader in providing information about medical errors and adverse outcomes?
- How can a nurse leader institute change or maintain a strategic vision when problems or barriers to full disclosure arise?
- What important components of communication should a nurse leader use with interprofessional teams to sustain an organization's vision for safe, high-quality care?

Be sure to cite at least one source from the assigned readings or other professional and scholarly literature, as applicable, to support your position, substantiate a claim, or when referring to the ideas or work of others.

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- What is your assessment of the processes described by your peers to promote transparency? Are they sufficient? If not, how might they be enhanced?
- Can you offer suggestions for how nurse leaders can address barriers to full disclosure.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Guide](#)

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[Academic Honesty & APA Style and Formatting](#)

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[Introduction to the Writing Center](#)

u09d1 - Learning Components

- Determine how to engage stakeholders in sustaining a vision for change.
- Identify organizational processes that promote a culture of transparency.
- Determine the importance of transparency in improving outcomes.

## Unit 10 >> Plan Review and Course Reflection

### Introduction

Feedback and constructive criticism are excellent avenues for growth and skill building. The same is also true of self-reflection.

In this unit, you will upload your presentation from Unit 9 to the courseroom for review and feedback from your peers. In turn, you will offer positive and constructive feedback on others' presentations. In addition, you will have the opportunity to reflect on what you have learned and what you might still need to learn to further develop your expertise in health care quality and safety management.

## MSN Program Journey

Click **MSN Program Journey** to review this useful guide.

Course Resources

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MSN Program Journey

### Learning Activities

u10s1 - Studies

## Readings

Read the following document:

- Balik, B., Conway, J., Zipperer, L., & Watson, J. (2011). [Achieving an exceptional patient and family experience of inpatient hospital care \[PDF\]](#). Cambridge, Massachusetts: Institute for Healthcare Improvement. Available from <http://www.ihl.org/>
  - In this white paper, the authors discuss the efforts of the IHI in promoting improvements in patient care.

## Multimedia

The following video offers a tragic reminder of the urgent necessity of improving patient safety.

- Click "What Happened to Josie" to view the video.
  - Running time: 5:47.

## Suggested Writing Resources

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

- [APA Guide](#).
- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

Course Resources

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What Happened to Josie?

u10s1 - Learning Components

- Identify the drivers of exceptional patient and family inpatient care.

### u10d1 - Strategic Plan and Presentation

Provide three sentences that describe your plan to develop or enhance your organization's culture of quality and safety, which you presented in your Unit 9 assignment. Then, post your presentation here to showcase your thoughtful work!

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature.

- Choose a post that has not yet received a response.
- Use the "sandwich technique" to provide feedback on your peer's presentation. Point out a strength of their work, an area for potential improvement, and another strength of their work.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[Introduction to the Writing Center](#)

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[Academic Honesty & APA Style and Formatting](#)

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[APA Guide](#)

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u10d1 - Learning Components

- Identify relevant performance issues and opportunities.
- Determine how to engage stakeholders in sustaining a vision for change.
- Set goals for improving outcomes.

### u10d2 - Learning Outcomes

Address the following questions:

- What one thing did you learn in this course that will have the greatest impact on your professional practice?
- How will you apply what you have learned in this course in your role as a nurse leader?
- What questions remain unanswered for you about health care quality and safety management?

## Response Guidelines

Refer to the current Faculty Expectations Message for the number of peers to respond to and the length expected. Your responses are expected to be substantive in nature. You are encouraged to ask questions, elaborate on a particular point, offer an alternative viewpoint, or add comments that extend or sustain the dialog. Remember to cite your sources, as applicable.

As you contemplate your responses, consider the following questions:

- Were your peers' experiences with this course similar to or different from yours?
- Have you noticed any general themes or patterns emerge in your peers' responses to the discussion questions?
- What suggestions might you offer regarding additional resources or support related to health care quality and safety management?

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Academic Honesty & APA Style and Formatting](#)

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[Introduction to the Writing Center](#)

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[APA Guide](#)

u10d2 - Learning Components

- Identify aspects of health care quality and safety management for potential, future investigation.
- Apply the principles of effective composition.
- Proofread and edit written communications.
- Reflect on lessons learned and their impact on professional practice.

