

Syllabus

Course Overview

The state of health care today is reminiscent of the opening line of Charles Dickens's, *A Tale of Two Cities*: "It was the best of times, it was the worst of times."

Given the current health care opportunities, challenges and the rapid changes in health information technology, nurse leaders must thoroughly understand the effects of current practice on an individual, local, community, and global level. They must be able to find, analyze, synthesize, and articulate the best evidence to make the right decisions for their organization and develop proactive strategies to drive and lead innovative and lasting changes that deliver safe, effective, quality care and increases patient engagement and participation in their own care.

In this course, you will examine health care on a global scale, from the perspectives of the patient, the provider, and the payer. You will perform a community assessment. Consider how health care is financed and examine the effects of changing health care policy on cost, delivery, ethical, and legal issues, and the data used to evaluate outcomes. In addition, you will focus on further developing the critical thinking and communication skills needed to positively influence health care redesign.

Vila Health

To meet the demands of an evolving health care system and the changing needs of patients, Capella designed a virtual lab: Vila Health, to practice solving real health care challenges. Through the Vila Health simulations in this course, you will quickly gain the interprofessional leadership skills and competencies that can make an impact in your career.

Discussion Requirements

The requirements for unit discussion postings and peer responses are provided in the School of Nursing and Health Sciences faculty expectations message. Be sure to review these requirements, which apply to all discussions. Contact your instructor if you have questions.

When you incorporate another writer's ideas in your work (as a quotation, paraphrase, or summary), to support your position or substantiate a claim, be sure to give credit to that writer in a correctly-formatted APA citation. Remember that an APA citation includes both the in-text citation (the author's last name and the year of publication) and the full reference for the source.

Audiovisual Recording

As part of this course, you are required to record and submit an asynchronous, audiovisual presentation in Unit 9. You may use Kaltura Media or other technology of your choice. Refer to [Using Kaltura](#) for more information about this courseroom tool.

To record your presentation, you will need a built-in or external microphone and a video camera (webcam or other devices). See Unit 9 for more information about this activity, and make sure you set up and test your equipment ahead of time.

Note: If you use assistive technology or any alternative communication methods to access course content, please contact DisabilityServices@capella.edu with any access-related questions or to request accommodations.

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 Identify the challenges and opportunities facing health care.
- 2 Compare the effects of different health care finance models and policy frameworks on resources and patient outcomes.
- 3 Evaluate the positive and negative influences of leaders on health care processes and outcomes.

- 4 Develop proactive strategies to change the culture of the organization by incorporating evidence-based practices.
- 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.

- Abayasekara, A. (2015). [Addressing clinician workforce shortages in underserved areas](#). *Journal of Health Care for the Poor and Underserved*, 26(1), 1–4.
- Abdul Salam, A., Elsegaey, I., Khraif, R., AlMutairi, A., & Aldosari, A. (2015). [Components and public health impact of population growth in the Arab world](#). *PLoS One* 10(5), 1–15.

- Abrams, P., Smith, A. P., & Cotterill, N. (2015). The impact of urinary incontinence on health-related quality of life (HRQoL) in a real-world population of women aged 45–60 years: Results from a survey in France, Germany, the UK and the USA. *BJU International*, 115(1), 143–152.
- Al-Haddad, S., & Kotnour, T. (2015). Integrating the organizational change literature: A model for successful change. *Journal of Organizational Change Management*, 28(2), 234–262.
- Asante, A., Price, J., Hayen, A., Jan, S., & Wiseman, V. (2016). Equity in health care financing in low- and middle-income countries: A systematic review of evidence from studies using benefit and financing incidence analyses. *PLoS One*, 11(4), 1–20.
- Ballantyne-Rice, M., Chopp, K., Evans, L., Ho, V., Hsiung, W. P., Simon, M. A., . . . Donnelly, T. T. (2016). A client-centered community engagement project: Improving the health and wellness of older adults in an assisted living facility. *Journal of Gerontological Nursing*, 42(8), 44–51.
- Batras, D., Duff, C., & Smith, B. J. (2014). Organizational change theory: Implications for health promotion practice. *Health Promotion International*, 31(1), 231–241.
- Bauchner H., & Fontanarosa P. B. (2014). Climate change: A continuing threat to the health of the world's population. *JAMA*, 312(15), 1519.
- Bolton, L. B., & Anderson, R. (2014). Guest editorial. *Nursing Administration Quarterly*, 38(2), 105–106.
- Brandt, W. A., & Troop, A. M. (2014). Health care financing trends: What do they foreshadow? *American Bankruptcy Institute Journal*, 33(11), 18–19, 69–70.
- Chan, A., Saito, Y., & Robine, J.-M. (2016). International perspectives on summary measures of population health in an aging world. *Journal of Aging and Health*, 28(7), 1119–1123.
- Delmatoff, J., & Lazarus, I. R. (2014). The most effective leadership style for the new landscape of healthcare. *Journal of Healthcare Management*, 59(4), 245–249.
- Des Jardins, T., Drone, S. A., Hashisaka, S., Hazzard, J., Hunt, S. B., Massey, K., . . . Turske, S. (2015). Patient engagement and activation in three underserved beacon communities. *Journal of Health Care for the Poor and Underserved*, 26(3), 777–783.
- Elwell, S. M., & Elikofer, A. N. (2015). Defining leadership in a changing time. *Journal of Trauma Nursing*, 22(6), 312–314.
- French-Bravo, M., & Crow, G. (2015). Shared governance: The role of buy-in in bringing about change. *Online Journal of Issues in Nursing*, 20(2), 8.
- Gallagher, M. R., & Stevens, C. A. (2015). Adapting and integrating photovoice in a baccalaureate community course to enhance clinical experiential learning. *Journal of Nursing Education*, 54(11), 659–662.
- Gelinas, L. (2015). Why is nursing's voice absent from population health management strategy? *American Nurse Today*, 10(8), 29.
- Gluyas, H. (2015). Patient-centered care: Improving healthcare outcomes. *Nursing Standard*, 30(4), 50–57.
- Hanlon, A. (2015). Improving healthcare outcomes and accessibility in the USA: The advanced practice nurse. *Obzornik Zdravstvene Nege*, 49(2), 84–89.
- Hanney, S. R., & González-Block, M. A. (2013). Organising health research systems as a key to improving health: The World Health Report 2013 and how to make further progress. *Health Research Policy and Systems*, 11(47), 1–5.
- Health and medicine: Investigators at Johns Hopkins University Bloomberg School of Public Health release new data on world health and population. (2014). *Health & Medicine Week*, 2081.
- Hosseinpoor, A. R., Bergen, N., Kostanjsek, N., Kowal, P., Officer, A., & Chatterji, S. (2016). Socio-demographic patterns of disability among older adult populations of low-income and middle-income countries: Results from World Health Survey. *International Journal of Public Health*, 61(3), 337–345.
- How to succeed in the changing healthcare marketplace. (2017). *Hospital Case Management*, 25(2), 17–20.
- Hunt, C. S., Landry, R. T., & Kerr, B. J. (2016). Formal leaders' perceptions of informal leaders. *Radiology Management*, 38(4), 51–57.
- Jessie, A. T. (2017). Transformational leadership in organizational redesign. *AAACN Viewpoint*, 39(2), 14–15.
- Johnston, B., Coole, C., Feakes, R., Whitworth, G., Tyrell, T., & Hardy, B. (2016). Exploring the barriers to and facilitators of implementing research into practice. *British Journal of Community Nursing*, 21(8), 392–398.
- Kendig, S. (2016). Collaboration in practice: A framework for team-based care. *Women's Healthcare: A Clinical Journal for NPs*, 4(2), 34–36.
- Koenig, K. M., & Bozic, K. J. (2015). Orthopaedic healthcare worldwide: The role of standardization in improving outcomes. *Clinical Orthopaedics and Related Research*, 473(11), 3360–3363.
- Kvedar, J., Coye, M. J., & Everett, W. (2014). Connected health: A review of technologies and strategies to improve patient care with telemedicine and telehealth. *Health Affairs*, 33(2), 194–199.
- Lachman, V. D., O'Connor Swanson, E., & Winland-Brown, J. (2015). The new 'Code of Ethics for Nurses with Interpretative Statements' (2015): Practical clinical application, part II. *Medsurg Nursing*, 24(5), 363–366, 368.
- Lachman, V. D. (2016). Moral resilience: Managing and preventing moral distress and moral residue. *Medsurg Nursing*, 25(2), 121–124.
- Landry, A., & Erwin, C. (2015). Perspectives on multidisciplinary team process among healthcare executives: Processes that facilitate team effectiveness. *Journal of Health and Human Services Administration*, 38(3), 350–380.
- Latney, C. R. (2016). High reliability organizations: The need for a paradigm shift in healthcare culture. *Reflections on Nursing Leadership*, 42(2), 1–15.
- Liaropoulos, L., & Goranitis, I. (2015). Health care financing and the sustainability of health systems. *International Journal for Equity in Health*, 14.
- Lightfoot, A. F., De Marco, M. M., Dendas, R. C., Jackson, M. R., & Meehan, E. F. (2014). Engaging underserved populations in Affordable Care Act-required needs assessments. *Journal of Health Care for the Poor and Underserved*, 25(1), 11–18.
- Longenecker, C. O., & Longenecker, P. D. (2014). Why hospital improvement efforts fail: A view from the front line. *Journal of Healthcare Management*, 59(2), 147–157.
- Lorch, S. A. (2015). Ensuring access to the appropriate health care professionals: Regionalization and centralization of care in a new era of health care financing and delivery. *JAMA Pediatrics*, 169(1), 11–12.
- Loria, K. (2017). The regulatory challenges of population health management. *For the Record (Great Valley Publishing Company, Inc.)*, 29(1), 18–21.

- Mbogo, B. A., & McGill, D. (2016). Perspectives on financing population-based health care towards universal health coverage among employed individuals in Ghanzi District, Botswana: A qualitative study. *BMC Health Services Research*, 16, 1–14.
- Melnyk, B. M., & Gallagher-Ford, L. (2014). Evidence-based practice as mission critical for healthcare quality and safety: A disconnect for many nurse executives. *Worldviews on Evidence-Based Nursing*, 11(3), 145–146.
- Melnyk, B. M., & Newhouse, R. (2014). Evidence-based practice versus evidence-informed practice: A debate that could stall forward momentum in improving healthcare quality, safety, patient outcomes, and costs. *Worldviews on Evidence-Based Nursing*, 11(6), 347–349.
- 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.
- Mohammed, K., Nolan, M. B., Rajjo, T., Shah, N. D., Prokop, L. J., Varkey, P., & Murad, M. H. (2014). Creating a patient-centered health care delivery system: A systematic review of health care quality from the patient perspective. *American Journal of Medical Quality*, 31(1), 12–21.
- Moss, E., Seifert, P. C., & O'Sullivan, A. (2016). Registered nurses as interprofessional collaborative partners: Creating value-based outcomes. *Online Journal of Issues in Nursing*, 21(3), 1–12.
- Mühlbacher, A. C., Bethge, S., Reed, S. D., & Schulman, K. A. (2016). Patient preferences for features of health care delivery systems: A discrete choice experiment. *Health Services Research*, 51(2), 704–727.
- Nagel, D. A., Pomerleau, S. G., & Penner, J. L. (2013). Knowing, caring, and telehealth technology: "Going the distance" in nursing practice. *Journal of Holistic Nursing*, 31(2), 104–112.
- Paquette-Warren, J., Roberts, S. E., Fournie, M., Tyler, M., Brown, J., & Harris, S. (2014). Improving chronic care through continuing education of interprofessional primary healthcare teams: A process evaluation. *Journal of Interprofessional Care*, 28(3), 232–238.
- Parthasarathi, R., & Sinha, S. (2016). Towards a better health care delivery system: The Tamil Nadu model. *Indian Journal of Community Medicine*, 41(4), 302–304.
- Potter, A. J., Ward, M. M., Natafqi, N., Ullrich, F., MacKinney, A. C., Bell, A. L., & Mueller, K. J. (2016). Perceptions of the benefits of telemedicine in rural communities. *Perspectives in Health Information Management*, 1–13.
- Radhakrishnan, K., Xie, B., Berkley, A., & Kim, M. (2016). Barriers and facilitators for sustainability of tele-homecare programs: A systematic review. *Health Services Research*, 51(1), 48–75.
- Romeo, J. (2013). Connect the dots. *Journal of AHIMA*, 84(3), 22–26.
- Sakallaris, B. R., Miller, W. L., Saper, R., Kreitzer, M. J., & Jonas, W. (2016). Meeting the challenge of a more person-centered future for US healthcare. *Global Advances in Health and Medicine*, 5(1), 51–60.
- Saltychev, M., Bärlund, E., Mattie, R., McCormick, Z., Paltamaa, J., & Laimi, K. (2016). A study of the psychometric properties of 12-item World Health Organization Disability Assessment Schedule 2.0 in a large population of people with chronic musculoskeletal pain. *Clinical Rehabilitation*, 31(2), 262–271.
- Shommu, N. S., Ahmed, S., Rumana, N., Barron, G. R. S., McBrien, K. A., & Turin, T. C. (2016). What is the scope of improving immigrant and ethnic minority healthcare using community navigators: A systematic scoping review. *International Journal for Equity in Health*, 15(6), 1–12.
- Thomas, T. W., Seifert, P. C., & Joyner, J. C. (2016). Registered nurses leading innovative changes. *Online Journal of Issues in Nursing*, 21(3), 1–15.
- Toussant, J. S. (2015). The framework for a whole-system transformation. *Journal of Healthcare Management*, 60(6), 386–389.
- van de Pas, R., & van Schaik, L. G. (2014). Democratizing the World Health Organization. *Public Health*, 128(2), 195–201.
- Vareilles, G., Pommier, J., Marchal, B., & Kane, S. (2017). Understanding the performance of community health volunteers involved in the delivery of health programmes in underserved areas: A realist synthesis. *Implementation Science*, 12, 1–12.
- Walji, M. (2015). Bringing telehealth to humanitarian settings. *Canadian Medical Association Journal*, 187(4), 123–124.
- Weiner, J., Balijepally, V., Tanniru, M., & Bujnowski, A. M. (2015). Integrating strategic and operational decision making using data-driven dashboards: The case of St. Joseph Mercy Oakland Hospital. *Journal of Healthcare Management*, 60(5): 319–331.
- World health and population: Reports summarize world health and population research from Georgetown University. (2012). *Health & Medicine Week*, 3015.
- World health and population: Reports summarize world health and population study results from B. T. Shaikh and co-researchers. (2013). *Health & Medicine Week*, 3506.
- World health and population: New world health and population findings from University of London reported. (2013). *Health & Medicine Week*, 3884.
- Zhang, X., & Oyama, T. (2016). Investigating the health care delivery system in Japan and reviewing the local public hospital reform. *Risk Management and Healthcare Policy*, 9, 21–32.
- Zhu, W., Yang, H., Wei, Y., Wang, Z., Li, X., Wu, H., . . . Kapur, A. (2015). Comparing the diagnostic criteria for gestational diabetes mellitus of World Health Organization 2013 with 1999 in Chinese population. *Chinese Medical Journal*, 128(1), 125–127.

External Resource

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- Agency for Healthcare Research and Quality. (n.d.). AHRQ Health care innovations exchange. Retrieved from <https://innovations.ahrq.gov/>
- Agency for Healthcare Research and Quality. (n.d.). Health information exchange policy issues. Retrieved from <https://healthit.ahrq.gov/key-topics/health-information-exchange-policy-issues>
- Chabotar, K. J. (2016). 7 Tips for strategic planning, budgeting, and management [Blog post]. Retrieved from <https://www.agb.org/blog/2016/01/26/7-tips-for-strategic-planning-budgeting-and-management>

- Institute for Healthcare Improvement. (n.d.). [Improving health and health care worldwide](http://www.ihl.org/sites/search/pages/results.aspx?k=innovation). Retrieved from <http://www.ihl.org/sites/search/pages/results.aspx?k=innovation>
- Lenawee Intermediate School District. (n.d.). [Sample budget for grant proposals](http://www.lisd.us). Available from <http://www.lisd.us>
- Office of Disease Prevention and Health Promotion. (n.d.). [HealthyPeople.gov](https://www.healthypeople.gov/). Retrieved from <https://www.healthypeople.gov/>
- Pathak, R. D., Schroeder, E. B., Seaquist, E. R., Zeng, C., Lafata, J. E., Thomas, A., . . . O'Connor, P. J. (2016). [Severe hypoglycemia requiring medical intervention in a large cohort of adults with diabetes receiving care in U.S. integrated health care delivery systems: 2005–2011](#). *Diabetes Care*, 39(3), 363–370.
- Patil, S. G. (2017). [How to plan and write a budget for research grant proposal](#). *Journal of Ayurveda and Integrative Medicine*. 1–4.
- Robbins, R. A. (2017). [Is quality of healthcare improving in the US?](#) *Southwest Journal of Pulmonary & Critical Care*, 14(1), 29–36.
- Shay, D. F., & Gosfield, A. G. (2013). [HIPAA again: Confronting the updated privacy and security rules](#). *Family Practice Management* 20(3), 18–22.
- United Nations. (n.d.). [Health](http://www.un.org/en/sections/issues-depth/health/index.html). Retrieved from <http://www.un.org/en/sections/issues-depth/health/index.html>
- United Nations. (n.d.). [Millennium development goals and beyond 2015](http://www.un.org/millenniumgoals/). Retrieved from <http://www.un.org/millenniumgoals/>
- United Nations. (n.d.). [UN E-government knowledge database](https://publicadministration.un.org/egovkb/Data-Center). Retrieved from <https://publicadministration.un.org/egovkb/Data-Center>
- World Health Organization. (2016). [The Global Health Observatory: Universal health coverage](http://apps.who.int/gho/cabinet/uhc.jsp?lang=en). Retrieved from <http://apps.who.int/gho/cabinet/uhc.jsp?lang=en>
- World Health Organization. (n.d.). [Global Health Observatory \(GHO\) data](http://www.who.int/gho/en/). Retrieved from <http://www.who.int/gho/en/>
- World Health Organization. (n.d.). [Global Health Observatory \(GHO\) data: Country statistics](http://www.who.int/gho/countries/en/). Retrieved from <http://www.who.int/gho/countries/en/>

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 optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service. The hyperlinks in these references serve to help you quickly locate the resources in the Capella library. If you use any of these sources in your work, you will need to use the DOI or the journal's home page URL, in order to comply with APA guidelines. Do not use the Capella internal link or the library database URL.

- Felkey, B. G., & Fox, B. I. (2015). How population health management and big data can rock your world. *Hospital Pharmacy*, 50(9), 840–841.
- Wasay, M., Wolfgang, G., Carroll, W., & Shakir, R. (2016). World Brain Day 2016: Celebrating brain health in an ageing population. *The Lancet Neurology*, 15(10), 1008.

External Resource

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- 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 >> Vision for an Innovative Health Care Delivery System

Introduction

We have entered a time of great uncertainty in health care today. New technological innovations and different ideas for delivering care that is safe, cost-effective, high quality, and evidence-based offer opportunities to improve patient outcomes. Even after decades of debate, the direction of U.S. health care policy is more uncertain than ever. As leaders in nursing, we must be informed about policy discussions as they will directly affect our patients and

their families. One-way to explore ideas for providing the best care is to look at the global picture to see how other countries provide health care to their citizens.

In Unit 1, you will develop a vision for an innovative health care delivery system. To do this, you will think about the current state of health care in the United States and consider how to improve population health outcomes and interprofessional collaboration to achieve a state of wellness for all.

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

MSN Program Journey

Learning Activities

u01s1 - Studies

Readings

Read the following articles on global health from the Capella University Library. These resources will help you with the discussions in Units 1–3 and the assignment in Unit 3.

- Bauchner H., & Fontanarosa P. B. (2014). Climate change: A continuing threat to the health of the world's population. *JAMA*, 312(15), 1519.
 - A brief editorial addressing the effects of climate change on population health.
- Chan, A., Saito, Y., & Robine, J.-M. (2016). International perspectives on summary measures of population health in an aging world. *Journal of Aging and Health*, 28(7), 1119–1123.
 - Addresses the issue of how population health is measured and concludes that new measurement methods are needed.
- Hanney, S. R., & González-Block, M. A. (2013). Organising health research systems as a key to improving health: The World Health Report 2013 and how to make further progress. *Health Research Policy and Systems*, 11(47), 1–5.
 - An editorial commenting on the 2013 World Health Organization (WHO) report and offering suggestions on strengthening systems for health research.
- van de Pas, R., & van Schaik, L. G. (2014). Democratizing the World Health Organization. *Public Health*, 128(2), 195–201.
 - Addresses the question of whether the WHO functions democratically and the nature of public debate about health.

The following brief news reports offer insight into various global health issues:

- World health and population: New world health and population findings from University of London reported. (2013). *Health & Medicine Week*, 3884.
- World health and population: Reports summarize world health and population study results from B. T. Shaikh and co-researchers. (2013). *Health & Medicine Week*, 3506.
- Health and medicine: Investigators at Johns Hopkins University Bloomberg School of Public Health release new data on world health and population. (2014). *Health & Medicine Week*, 2081.
- World health and population: Reports summarize world health and population research from Georgetown University. (2012). *Health & Medicine Week*, 3015.

Websites

The following websites are excellent sources of global health data and information. Take time this week to explore these sites. These resources will help you with the discussions in Units 1–3 and with the assignment in Unit 3.

United Nations

- United Nations. (n.d.). UN E-government knowledge database. Retrieved from <https://publicadministration.un.org/egovkb/Data-Center>
- United Nations. (n.d.). Health. Retrieved from <http://www.un.org/en/sections/issues-depth/health/index.html>
- United Nations. (n.d.). Millennium development goals and beyond 2015. Retrieved from <http://www.un.org/millenniumgoals/>

World Health Organization

- World Health Organization. (n.d.). Global Health Observatory (GHO) data: Country statistics. Retrieved from <http://www.who.int/gho/countries/en/>
- World Health Organization. (n.d.). Global Health Observatory (GHO) data. Retrieved from <http://www.who.int/gho/en/>
- World Health Organization. (2016). The Global Health Observatory: Universal health coverage. Retrieved from <http://apps.who.int/gho/cabinet/uhc.jsp?lang=en>

APA Style Resources

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.

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. See Capella's [APA Module](#), which offers highlights that are designed to help you quickly understand the fundamentals you need to write a course paper that meets APA guidelines.

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u01s1 - Learning Components

- Determine the effects of the health care system on health outcomes.
- Identify applicable outcome measures.
- Identify appropriate community health benchmarks or goals.
- Identify non-U.S. health care systems that afford an opportunity for useful comparison with the United States.
- Assess community health outcomes.
- Examine the components of the local or regional health care system or program.
- Determine the potential short- and long-term effects of a proposed change to a health care system or program.
- Determine how lessons learned from other health care systems can be applied to domestic systems to improve outcomes.
- Recognize the components of a health care system and the contributing factors that produce the best possible outcomes.
- Recognize the salient similarities and differences among various health care systems.
- Determine the costs and benefits of specific changes to a health care system or program.

u01s2 - 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 the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Vision for Innovative Health care Delivery

If there were no resource limitations, what would be your vision for the best possible health care delivery system for the United States? Provide a general outline of your vision, and then:

- Use evidence to show that your health care system would improve patient outcomes.
- Use evidence to show that your health care system would improve coverage and population health to produce an optimal level of wellness in the U.S. population.
- Use evidence to explain how your system would maximize the benefits of interprofessional collaboration and how that would influence health outcomes.
- State the assumptions (things that you are taking for granted) underlying your vision for the best possible health care system.
 - Include national policies or regulations that might need to be changed or amended to implement your health care system.
- Identify your knowledge gaps and areas of uncertainty that make it difficult for you to propose an improved health care system for the United States.
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, assume the role of a critic who would not approve of your colleague's proposed health care system.

- State what role you are playing in your response, including the job title of your assumed persona.
- Provide evidence that suggests that your colleague's proposed health care system would not improve coverage, patient outcomes, or population outcomes.
- Note any additional national policies or regulations that stand in the way of your colleague's proposed system.
- Use evidence to question your colleague's assumptions or uncover unstated assumptions.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Determine the effects of the health care system on health outcomes.
- Determine the effects of specific changes on outcomes.
- Determine the feasibility of making specific changes to a health care system or program.
- Recognize the components of a health care system and the contributing factors that produce the best possible outcomes.
- Set and articulate clearly defined goals.

u01d2 - Changing Health Care

Resources are among the many components that must be considered when contemplating a new vision for health care.

- Briefly outline the vision for improved health care that you described in the first discussion.
- What are the most critical resource issues with respect to your vision for health care?
- If you were going to explain these issues to a legislator or another policymaker, how might you represent them as opportunities to support how we change and deliver care?
 - What evidence could you provide to support your position?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, consider the following:

- If your colleague's vision for U.S. health care were put into place, what would be the positive consequences?
- What would be the negative consequences?

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Identify key resources affecting health outcomes.
- Determine the potential short- and long-term effects of a proposed change to a health care system or program.
- Determine the feasibility of making specific changes to a health care system or program.

Unit 2 >> Comparing Outcomes for the Global Health Care Community

Introduction

In a retrospective cohort study from 2010, Bekelman et al. (2016) compared patients 65 years old and older who suffered cancer-related deaths in seven developed countries (Belgium, Canada, England, Germany, the Netherlands, Norway, and the United States). The study found that end-of-life care in Belgium, Canada, England, Germany, and Norway was more hospital based than in the Netherlands and the United States. However, hospital expenditures and intensive care unit admissions were higher in the Netherlands and the United States than in the other countries.

One way to explore effective care at lower cost is to examine how other countries finance health care. In Unit 2, you will explore global health care delivery systems and determine what exemplary care delivery shows in population outcomes, in states of wellness for the countries, and in resource management. In addition, you will examine how these systems differ from the U.S. health care delivery system.

Reference

Bekelman, J. E., Halpern, S. D., Blankart, C. R., Bynum, J. P., Cohen, J., Fowler, R., . . . Emanuel, E. J. (2016). Comparison of site of death, health care utilization, and hospital expenditures for patients dying with cancer in 7 developed countries. *JAMA*, *315*(3), 272–283.

Learning Activities

u02s1 - Studies

Readings

Read the following studies from the Capella University Library. They offer insight into various global population health issues and will help you with the discussions in Units 2 and 3, and the assignment in Unit 3.

- Abrams, P., Smith, A. P., & Cotterill, N. (2015). The impact of urinary incontinence on health-related quality of life (HRQoL) in a real-world population of women aged 45–60 years: Results from a survey in France, Germany, the UK and the USA. *BJU International*, *115*(1), 143–152.
 - Examines the effects of urinary incontinence in working women with busy, active lives.

- Hosseinpoor, A. R., Bergen, N., Kostanjsek, N., Kowal, P., Officer, A., & Chatterji, S. (2016). Socio-demographic patterns of disability among older adult populations of low-income and middle-income countries: Results from World Health Survey. *International Journal of Public Health*, 61(3), 337–345.
 - Examines the prevalence of disabilities among older adults and considers the implications for public health policy.
- Abdul Salam, A., Elsegaey, I., Khraif, R., AlMutairi, A., & Aldosari, A. (2015). Components and public health impact of population growth in the Arab world. *PLoS One* 10(5), 1–15.
 - Examines the effects of changing demographic conditions including fertility, mortality, and migration, on population growth and public health.
- Saltychev, M., Bärlund, E., Mattie, R., McCormick, Z., Paltamaa, J., & Laimi, K. (2016). A study of the psychometric properties of 12-item World Health Organization Disability Assessment Schedule 2.0 in a large population of people with chronic musculoskeletal pain [PDF]. *Clinical Rehabilitation*, 31(2), 262–271.
 - Examines the validity of the WHO's generic disability assessment tool.
- Zhu, W., Yang, H., Wei, Y., Wang, Z., Li, X., Wu, H., . . . Kapur, A. (2015). Comparing the diagnostic criteria for gestational diabetes mellitus of World Health Organization 2013 with 1999 in Chinese population. *Chinese Medical Journal*, 128(1), 125–127.
 - Examines WHO gestational diabetes mellitus diagnostic criteria in pregnant Chinese women.

Optional – Resources

The following optional articles from the Capella University Library are offered for further exploration of global health care delivery systems. These resources may, or may not, assist you directly with the discussions in this unit or the assignment in Unit 3

- Felkey, B. G., & Fox, B. I. (2015). How population health management and big data can rock your world. *Hospital Pharmacy*, 50(9), 840–841.
 - Examines the connections between information systems and improvements in the health care of populations.
- Wasay, M., Wolfgang, G., Carroll, W., & Shakir, R. (2016). World Brain Day 2016: Celebrating brain health in an aging population. *The Lancet Neurology*, 15(10), 1008.
 - A short article highlighting the importance of early interventions to improve the brain health of older adults, considering particularly the implications for population health due to an ageing population.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u02s1 - Learning Components

- Determine the effects of the health care system on health outcomes.
- Identify applicable outcome measures.
- Identify non-U.S. health care systems that afford an opportunity for useful comparison with the United States.
- Assess community health outcomes.
- Determine the effects of specific changes on outcomes.
- Examine the components of the local or regional health care system or program.
- Determine the potential short- and long-term effects of a proposed change to a health care system or program.
- Determine how lessons learned from other health care systems can be applied to domestic systems to improve outcomes.
- Determine the feasibility of making specific changes to a health care system or program.
- Recognize the components of a health care system and the contributing factors that produce the best possible outcomes.
- Set and articulate clearly defined goals.
- Determine the costs and benefits of specific changes to a health care system or program.

u02s2 - Assignment Preparation

In your upcoming assignment in Unit 3, you will propose a change to one aspect of your local or regional health care system or program. Conduct a comparative analysis of different health care systems and summarize your proposed change and findings from your analysis in a report to executive leaders. To prepare for your assignment, you are encouraged to begin thinking about the non-U.S. health care systems you might like to examine. In addition, you may wish to:

- Review the Proposing Evidence-Based Change assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Proposing Evidence-Based Change \[DOCX\]](#) 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.

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

u02s2 - Learning Components

- Identify non-U.S. health care systems that afford an opportunity for useful comparison with the United States.
- Determine how lessons learned from other health care systems can be applied to domestic systems to improve outcomes.

u02d1 - Comparing Health Care Systems

Reflect upon global health care systems by following the steps below.

- Briefly state the outcome measures that you consider to be most important for rating global health care systems, citing literature that supports your statements.
 - Explain how these measures would enable you to rate each health care system in terms of high-, low-, or mid-level performance.
- According to the measures that you have suggested, name three countries that have top-performing health care systems.
 - What are the common themes among these top-performing health care systems, with regard to outcomes?
- According to the measures that you have suggested, name three countries that have low-performing health care systems.
 - What do top performers do or have that is different from low performers?
- According to the measures that you have suggested, name three countries that have mid-range performing health care systems.
 - What do top performers do or have that is different from mid-range performers?
- Based on your findings, what three changes would you suggest for the United States health care system for it to become a high-performing system?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, focus on the three changes that your colleague has suggested for the United States health care system. For each suggested change, locate and cite:

- Evidence that supports the suggested change.
- Evidence that calls the suggested change into question.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Identify applicable outcome measures.
- Identify appropriate community health benchmarks or goals.
- Identify non-U.S. health care systems that afford an opportunity for useful comparison with the United States.
- Determine the potential short- and long-term effects of a proposed change to a health care system or program.
- Determine how lessons learned from other health care systems can be applied to domestic systems to improve outcomes.

- Determine the feasibility of making specific changes to a health care system or program.
- Recognize the components of a health care system and the contributing factors that produce the best possible outcomes.
- Recognize the salient similarities and differences among various health care systems.

u02d2 - Improving Low- and Mid-Range Performers

High-performing health care systems, with optimal population outcomes, require sufficient resources and mindful intent.

- Based on the evidence that you and your colleagues uncovered in this unit's first discussion, what are three components of health care delivery that could be changed to improve outcomes in low- and mid-range systems?
 - What additional information would you need to support your answer to this question?
 - You may address this question in aggregate with specific global targets. You may also choose specific (non-U.S.) countries and outcome measures.
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, consider the following question:

- What are the positive and negative implications of changing the three components of health care delivery as suggested by your colleague?

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Determine the effects of the health care system on health outcomes.
- Identify applicable outcome measures.
- Identify key resources affecting health outcomes.
- Assess community health outcomes.
- Determine the effects of specific changes on outcomes.
- Determine how lessons learned from other health care systems can be applied to domestic systems to improve outcomes.
- Determine the feasibility of making specific changes to a health care system or program.

Unit 3 >> Changing the Health Care System

Introduction

What makes a health care system a top performer? Is it cost control? Is it patient satisfaction? Is it using the best evidence? Is it employee satisfaction and value-based care? Is it physician incentives or Magnet status? Is it a list of awards on the wall of the hospital lobby? Is it patient outcomes, length of stay, and low readmission rates? Well, it is a combination of all of the above in one-way or another.

Behavioral economics states that the structure and delivery of incentives shape behavior and the thoughtful design of the decision-making environment can control positive outcomes (Emanuel et al., 2016). Motivation to improve outcomes is an important part of high-quality, cost-conscious care. In a 2014 study at the John Hopkins Hospital (Pronovost et al., 2016), the format of solid communication goals, engaging in the community, transparency, and accountability led to the creation of strategic plans and infrastructure that are sustainable and produce measurable quality outcomes.

In Unit 3, you will continue to explore and compare the top performers for health care outcomes. You will determine how they can continue to be viable providers over the next decades and what they need to promote in their population health setting to continue to enhance care for the future of global health. You will also contemplate the specific changes that should be made in the United States to improve population health care outcomes for the future.

References

Emanuel, E. J., Ubel, P. A., Kessler, J. B., Meyer, G., Muller, R. W., Navathe, A. S., . . . Volpp, K. G. (2016). Using behavioral economics to design physician incentives that deliver high-value care. *Annals of Internal Medicine*, 164(2), 114–119.

Pronovost, P. J., Holzmueller, C. G., Callender, T., Demski, R., Winner, L., Day, R., . . . Miller, M. R. (2016). Sustaining reliability on accountability measures at The Johns Hopkins Hospital. *The Joint Commission Journal on Quality and Patient Safety*, 42(2) 51–60.

Learning Activities

u03s1 - Studies

Readings

Read the following articles from the Capella University Library and the Internet as they provide various perspectives on improving care. These resources will help you with the discussion and assignment in this unit.

- Gluyas, H. (2015). Patient-centered care: Improving healthcare outcomes. *Nursing Standard*, 30(4), 50–57.
 - Addresses barriers to the provision of care and strategies for overcoming them.
- Hanlon, A. (2015). Improving healthcare outcomes and accessibility in the USA: The advanced practice nurse. *Obzornik Zdravstvene Nege*, 49(2), 84–89.
 - Discusses the role of and the need for advanced-practice nurses.
- Koenig, K. M., & Bozic, K. J. (2015). Orthopaedic healthcare worldwide: The role of standardization in improving outcomes. *Clinical Orthopaedics and Related Research*, 473(11), 3360–3363.
 - Presents a case for the use of standardized care pathways to improve the quality and value of care.
- Melnyk, B. M., & Newhouse, R. (2014). Evidence-based practice versus evidence-informed practice: A debate that could stall forward momentum in improving healthcare quality, safety, patient outcomes, and costs. *Worldviews on Evidence-Based Nursing*, 11(6), 347–349.
 - Addresses the debate about changes in terminology and the implications of such changes for the momentum of evidence-based practice.
- Paquette-Warren, J., Roberts, S. E., Fournie, M., Tyler, M., Brown, J., & Harris, S. (2014). Improving chronic care through continuing education of interprofessional primary healthcare teams: A process evaluation. *Journal of Interprofessional Care*, 28(3), 232–238.
 - Presents the results of a process evaluation, highlighting activities essential to the continuing education of interprofessional teams engaged in improving chronic care.
- Sakallaris, B. R., Miller, W. L., Saper, R., Kreitzer, M. J., & Jonas, W. (2016). Meeting the challenge of a more person-centered future for US healthcare. *Global Advances in Health and Medicine*, 5(1), 51–60.
 - Discusses the topic of person-centered care and its influence on the evolution of U.S. health care.
- Shommu, N. S., Ahmed, S., Rumana, N., Barron, G. R. S., McBrien, K. A., & Turin, T. C. (2016). What is the scope of improving immigrant and ethnic minority healthcare using community navigators: A systematic scoping review. *International Journal for Equity in Health*, 15(6), 1–12.
 - A scoping review summarizing the literature on the use of community navigators in the United States and Canada.
- Robbins, R. A. (2017). Is quality of healthcare improving in the US? *Southwest Journal of Pulmonary & Critical Care*, 14(1), 29–36.
 - Addresses the issue of meaningful outcomes. Provides data that indicates the rate of improvement is slowing and that many quality gains cited by politicians and administrators are not associated with improved outcomes.

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u03s1 - Learning Components

- Determine the effects of the health care system on health outcomes.
- Identify applicable outcome measures.
- Identify appropriate community health benchmarks or goals.
- Identify non-U.S. health care systems that afford an opportunity for useful comparison with the United States.

- Determine the effects of specific changes on outcomes.
- Determine the potential short- and long-term effects of a proposed change to a health care system or program.
- Determine how lessons learned from other health care systems can be applied to domestic systems to improve outcomes.
- Determine the feasibility of making specific changes to a health care system or program.
- Recognize the components of a health care system and the contributing factors that produce the best possible outcomes.
- Recognize the salient similarities and differences among various health care systems.

u03s2 - MSN Practicum

- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing education are required to complete 100 documented hours of hands-on practicum experience, with a minimum of 20 of those hours completed in a clinical practice setting.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing informatics are required to complete 200 documented hours of hands-on practicum experience.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in care coordination or nursing leadership and administration are required to complete 100 documented hours of hands-on practicum experience.

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN Practicum and Capstone. In preparation, you will want to review the [MSN Practicum](#) page 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 and Capstone course, 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 courseroom, 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 - Proposing Evidence-Based Change

Professional Context

Health care systems around the world provide useful models for analysis. Familiarity with different models and approaches to health care enables leaders to identify what works and what does not, as the basis for proposing a change. As we continue to evaluate the complex and fragmented system in the United States, it is important for nurse leaders to become familiar with the programs and systems that provide evidence-based quality care that is affordable and focused on continual improvement.

This assignment provides an opportunity for you to examine a local or regional health care issue from a global perspective. By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Identify the challenges and opportunities facing health care.
 - Identify an aspect of a local or regional health care system or program that should be a focus for change.
- Competency 2: Compare the effects of different health care finance models and policy frameworks on resources and patient outcomes.
 - Define desirable outcomes, including who will pay for care and factors limiting achievement of those outcomes.
 - Analyze two non-U.S. health care systems or programs that offer insight into a proposed change for a health care system or program in the United States.
- Competency 3: Evaluate the positive and negative influences of leaders on health care processes and outcomes.
 - Determine the financial and health implications of making—and not making—proposed changes to a health care system or program.
- Competency 4: Develop proactive strategies to change the culture of the organization by incorporating evidence-based practices.
 - Explain why specific changes will lead to improved outcomes.
- Competency 5: Communicate effectively with diverse audiences, in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Scenario

Your organization, in collaboration with key stakeholders from the community, is funding an initiative to investigate potential improvements in the local or regional health care system. As a nurse leader attuned to the effects of health care policy and finance on the provision of affordable, high-quality care, you have been asked to join the task force conducting the study.

You know that an examination of other countries' health care systems can provide a solid, evidence-based foundation for evaluating outcomes and identifying benchmarks. Consequently, you have decided to undertake a comparative analysis of selected, non-U.S. health care systems and compare them to each other and to the current local or regional U.S. system to help inform decision making as the task force considers proposed changes.

Instructions

Complete this assignment in three steps:

1. Propose a change to one aspect of your local or regional health care system or program that would improve outcomes.
2. Conduct a comparative analysis of different health care systems, focusing on that one aspect of the system you are proposing to change.
3. Summarize your proposed change and the results of your comparative analysis in a report to executive leaders.

The summary report requirements outlined below, correspond to the grading criteria in the scoring guide for Proposing Evidence-Based Change, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. The Guiding Questions: Proposing Evidence-Based Change document linked in the Resources provides additional considerations that may be helpful in completing your assignment. In addition, be sure to note the requirements below for document format and length and for citing supporting evidence.

- Identify an aspect of a local or regional health care system or program that should be a focus for change.
- Define desirable outcomes, including who will pay for care and factors limiting achievement of those outcomes.
- Analyze two non-U.S. health care systems or programs that offer insight into a proposed change for a health care system or program in the United States.
 - Choose one of the following options for selecting the two systems or programs:
 - Option 1: Select two systems at opposite ends of the scale in terms of desirable outcomes for the issue reflected in your proposed change.
 - Option 2: Select two systems that both produce positive outcomes but take unique or innovative approaches to the problem.
 - Compare the outcomes in each non-U.S. system with each other and with present outcomes in your local or regional health care system.
- Explain why specific changes will lead to improved outcomes.
- Determine the financial and health implications associated with the proposed changes.
 - Address the implications of making the changes.
 - Address the implications of not making the changes.
- Write clearly and concisely in a logically coherent and appropriate form and style.
- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Document Format and Length

- Use the Summary Report Template, linked in the Resources. An APA Style Paper Tutorial is also linked in the Resources to help you in writing and formatting your report. If you would like to use a different template or document format for your report, obtain prior approval from your instructor.
- Your summary report should be 4–5 pages in length, not including the title page and references page.
- Be sure to apply correct APA formatting to all source citations and references.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support your comparative analysis.

Submission Requirements

Be sure to delete all directions from the template before submitting your summary report. In addition, proofread your report to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your analysis.

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

Course Resources

Guiding Questions: Proposing Evidence-Based Change [DOCX]

[Summary Report Template \[DOCX\]](#)

[APA Module](#)

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

[Online ePortfolio Guidelines \[PDF\]](#)

[ePortfolio](#)

u03d1 - Enhancing Health Care

Reflect upon the best health care systems worldwide.

- Identify the health care systems that you consider having the best outcomes worldwide, citing evidence that supports your claim.
- What makes these health care systems so important to overall global health?
- What lessons can be learned from countries with the most effective wellness programs and how might the United States apply those lessons?
- What are the barriers for the United States to apply those lessons?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

Respond to two colleagues' posts. In your responses, consider the following questions:

- What might be the positive consequences, locally and globally, if the United States applies the lessons learned, as suggested by your colleague?
- If the United States applies those lessons, as suggested by your colleague, are there possible negative consequences? If so, what are they?

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Identify appropriate community health benchmarks or goals.
- Identify non-U.S. health care systems that afford an opportunity for useful comparison with the United States.
- Determine how lessons learned from other health care systems can be applied to domestic systems to improve outcomes.
- Determine the feasibility of making specific changes to a health care system or program.
- Recognize the components of a health care system and the contributing factors that produce the best possible outcomes.
- Recognize the salient similarities and differences among various health care systems.

Unit 4 >> Health Care Delivery Systems

Introduction

There is a wide variety of health care delivery systems, from primary care facilities to tertiary care facilities. The World Health Organization defines health care delivery systems as all organizations, people, and actions whose primary intent is to promote and maintain health, including the direct and indirect influences of health-improving activities (World Health Organization, 2007).

The goal of any health care delivery system is to produce high-quality health outcomes for patients by providing financially responsible care. The health care system must also be patient centered to help motivate all stakeholders to make the most appropriate decisions consistent with organizational goals.

In Unit 4, you will examine the effects of the Patient Protection and Affordable Care Act (ACA) on the U.S. health care system and consider whether increased spending on health care has resulted in the provision of better care.

Reference

World Health Organization. (2007). Everybody's business: Strengthening health systems to improve health outcomes: WHO's framework for action. Retrieved from http://www.who.int/healthsystems/strategy/everybodys_business.pdf?ua=1

Learning Activities

u04s1 - Studies

Readings

Read the following articles pertaining to health care delivery systems from the Capella University Library and the Internet. These resources will help you with the discussions in this unit.

- Mohammed, K., Nolan, M. B., Rajjo, T., Shah, N. D., Prokop, L. J., Varkey, P., & Murad, M. H. (2016). Creating a patient-centered health care delivery system: A systematic review of health care quality from the patient perspective. *American Journal of Medical Quality*, 31(1), 12–21.
 - Examines a variety of studies on quality from the perspective of the patient.
- Mühlbacher, A. C., Bethge, S., Reed, S. D., & Schulman, K. A. (2016). Patient preferences for features of health care delivery systems: A discrete choice experiment. *Health Services Research*, 51(2), 704–727.
 - This study examines decisions about out-of-pocket costs that patients must deal with during chronic illnesses.
- Parthasarathi, R., & Sinha, S. (2016). Towards a better health care delivery system: The Tamil Nadu model. *Indian Journal of Community Medicine*, 41(4), 302–304.
 - Describes a successful health care delivery system in rural India.
- Zhang, X., & Oyama, T. (2016). Investigating the health care delivery system in Japan and reviewing the local public hospital reform. *Risk Management and Healthcare Policy*, 9, 21–32.
 - This study examines public health care in Japan.
- Pathak, R. D., Schroeder, E. B., Seaquist, E. R., Zeng, C., Lafata, J. E., Thomas, A., . . . O'Connor, P. J. (2016). Severe hypoglycemia requiring medical intervention in a large cohort of adults with diabetes receiving care in U.S. integrated health care delivery systems: 2005–2011. *Diabetes Care*, 39(3), 363–370.
 - This study examines the success of an integrated health care system in the United States.

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u04s1 - Learning Components

- Determine the effects of resource limitations and health care policy on community wellness.

u04s2 - Assignment Preparation

In your upcoming assignment in Unit 5, you will complete a Vila Health simulation exercise in which you will conduct an environmental analysis and virtual windshield survey of either an urban or rural community. You will then report your findings in an executive summary.

To prepare for your upcoming assignment, you are encouraged to begin thinking about how an environmental analysis and windshield survey contribute to assessing community health care needs. In addition, you may wish to:

- Review the Vila Health: Environmental Analysis and Windshield Survey assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Vila Health: Environmental Analysis and Windshield Survey \[DOCX\]](#) 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.

Note: Remember that you can submit all or a portion of your draft assignment to [Smarthinking Tutoring](#) for feedback before you submit the final version for this assignment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u04d1 - Providing Health Care

As a profession, nurses have seen many changes to the U.S. health care system with the ACA.

- What are some of the hopeful new approaches seen in the ACA?
 - Support your statements with citations of professional literature that show improved health outcomes related to those provisions of the ACA.
- In response to the ACA, how has the health care system developed incentives to provide more efficient health care?
- What aspects of the ACA do you find confusing or difficult to understand?
- What have been some disappointments or shortcomings of the ACA?
- Which provisions of the ACA would benefit the U.S. health care system in the future?
 - Support your statements with evidence.
- Which provisions of the ACA would not benefit the U.S. health care system in the future?
 - Support your statements with evidence.
- If you had the power to change the U.S. health care system, what additional information would you need to make the best possible decisions?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, assume the role of a patient who has a debilitating chronic or acute condition. Respond to the points made by your colleague from the perspective of someone who is not as highly educated in health care as you are, but who is very dependent on health care.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Determine the effects of the health care system on health outcomes.
- Determine the effects of specific changes on outcomes.
- Determine the potential short- and long-term effects of a proposed change to a health care system or program.
- Recognize the components of a health care system and the contributing factors that produce the best possible outcomes.

u04d2 - Health Care Payment

Some would say that the United States is increasing the amount of money spent on health care as a response to increased consumer demand; others would argue that we are wastefully spending with no increase in the quality of care. Multiple programs have been instituted in this country to help provide better care.

- Use evidence from the health care literature to support the position that increased spending on health care has resulted in the provision of better care in the United States.

- Then, use evidence from the health care literature to support the position that increased spending on health care has not resulted in the provision of better care in the United States.
- Present both arguments impartially, so that the reader cannot tell what your own opinion might be.
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, evaluate their arguments.

- Are they well supported by evidence?
- Could you provide additional evidence that would strengthen either or both arguments?
- Did your colleague argue well and impartially for both positions?

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Learning Components

- Apply basic financial principles to budget development.
- Identify the resources needed to effect lasting change.

Unit 5 >> Financing Health Care

Introduction

The cost of health care is higher in the United States than in any other country in the world. Even though Americans are paying more, the evidence does not show that the cost is translating into better health care. In 2013, the average amount spent per person in the United States for health care was 8,700 dollars, which is more than double what is spent per person in France (OECD, 2015).

Financing care is a fundamental requirement of the health care system to help maintain patient health and well-being. In recent years, many organizations, groups, and providers have been assessing their financial function to recognize the changes occurring in health care. Medicare and third-party payers focused on value-added activities, but they were overshadowed by the bureaucratic functions of producing reports and spending time on cumbersome accounting, billing, and collection procedures. The time could have been spent better by concentrating on the quality of patient-centered care (Gapenski & Reiter, 2016).

In Unit 5, you will examine the complexities of financing the health care system in the United States and strategies for controlling costs. In addition, you will assess the health care needs of a community.

References

Gapenski, L. C., & Reiter, K. L. (2016). *Healthcare finance: An introduction to accounting & financial management* (6th ed.). Chicago, IL: Health Administration Press.

OECD. (2015). Health at a glance 2015: OECD Indicators. doi:10.1787/health_glance-2015-en

Learning Activities

u05s1 - Studies

Readings

Read the following articles from the Capella University Library about financing health care. These articles will help you with the discussion in this unit.

- Asante, A., Price, J., Hayen, A., Jan, S., & Wiseman, V. (2016). Equity in health care financing in low- and middle-income countries: A systematic review of evidence from studies using benefit and financing incidence analyses. *PLoS One*, *11*(4), 1–20.
 - This study examines the cost of benefits and financing of health care in countries with lower economic levels.
- Brandt, W. A., & Troop, A. M. (2014). Health care financing trends: What do they foreshadow? *American Bankruptcy Institute Journal*, *33*(11), 18–19, 69–70.
 - Discusses financing issues facing health care systems.

- Liaropoulos, L., & Goranitis, I. (2015). Health care financing and the sustainability of health systems. *International Journal for Equity in Health*, 14.
 - Without funding, health care cannot be delivered. This article examines the sustainability of health care systems.
- Lorch, S. A. (2015). Ensuring access to the appropriate health care professionals: Regionalization and centralization of care in a new era of health care financing and delivery. *JAMA Pediatrics*, 169(1), 11–12.
 - An editorial on financing health care for high-risk children.
- Mbogo, B. A., & McGill, D. (2016). Perspectives on financing population-based health care towards universal health coverage among employed individuals in Ghanzi District, Botswana: A qualitative study. *BMC Health Services Research*, 16, 1–14.
 - This study explores the issue of financing population-based health care.

Read the following articles from the Capella University Library that addresses the assessment of community health care needs and community engagement. These articles will help you with the assignment in this unit.

- Ballantyne-Rice, M., Chopp, K., Evans, L., Ho, V., Hsiung, W. P., Simon, M. A., . . . Donnelly, T. T. (2016). A client-centered community engagement project: Improving the health and wellness of older adults in an assisted living facility. *Journal of Gerontological Nursing*, 42(8), 44–51.
 - Addresses different methods for drawing on the community as a practice partner to help promote health and wellness.
- Gallagher, M. R., & Stevens, C. A. (2015). Adapting and integrating photovoice in a baccalaureate community course to enhance clinical experiential learning. *Journal of Nursing Education*, 54(11), 659–662.
 - Describes how the method of creating a photographic depiction of the community is used as part of the windshield survey to give greater context to the community's needs.
- Lightfoot, A. F., De Marco, M. M., Dendas, R. C., Jackson, M. R., & Meehan, E. F. (2014). Engaging underserved populations in Affordable Care Act-required needs assessments. *Journal of Health Care for the Poor and Underserved*, 25(1), 11–18.
 - Describes a community health needs assessment in an underserved community.

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u05s1 - Learning Components

- Determine the effects of resource limitations and health care policy on community wellness.
- Determine the importance of environmental influences.
- Determine the issues to be investigated.
- State the purpose and objectives of an environmental analysis.
- Determine the questions to be answered by the survey.
- Determine what areas to include in the survey.
- Identify safety concerns associated with conducting the survey.
- Identify the environmental factors affecting community wellness.
- State the purpose and objectives of a windshield survey.
- Consolidate analysis and survey data and information.
- Determine the information needs and expectations of the target audience.
- Identify community health needs supported by the data.

u05s2 - Vila Health Simulation

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

During this unit, complete the Vila Health: Environmental Analysis and Windshield Survey simulation. You will use the information you gather in this scenario to complete the assignment.

- Click **Vila Health: Environmental Analysis and Windshield Survey** to complete this multimedia simulation.
 - Choose either community: Jordan (rural) or Armitage (urban). Both Jordan and Armitage are real communities, enabling you to use the Internet to gather information about them for your environmental analysis. Jordan is a small town in the Minnesota countryside. Armitage is a neighborhood on the south side of Minneapolis.

Course Resources

Vila Health: Environmental Analysis and Windshield Survey

u05a1 - Vila Health: Environmental Analysis and Windshield Survey

Professional Context

Health care must be evidence-based, effective, efficient, and affordable; it must provide resources that meet the needs of the community. Nurse leaders must understand and thoroughly evaluate the environment to enable the efficient and equitable allocation of resources. A useful tool for this type of assessment is commonly called a windshield survey. Windshield surveys are what you might expect from the name. They are a way of gathering information about specific aspects of a community while driving around, such as the condition of roads, buildings, and housing.

This assignment provides an opportunity for you to examine the prevailing health conditions and social determinants of health in a community by completing an environmental analysis and a virtual windshield survey.

Note: This assignment is based on communities within the Vila Health system. Although Vila Health is a virtual lab, the communities represented in this simulation are real, enabling you to conduct an actual community health assessment.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Identify the challenges and opportunities facing health care.
 - Assess, via a windshield survey, the general condition and needs of a community from a public health perspective.
 - Analyze the environmental factors affecting population health in a community.
 - Identify the social determinants of health in a community.
- Competency 4: Develop proactive strategies to change the culture of the organization by incorporating evidence-based practices.
 - Summarize windshield survey and environmental analysis findings for executive leaders.
- Competency 5: Communicate effectively with diverse audiences, in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Write clearly and concisely in a logically coherent and appropriate form and style.
 - Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Scenario

Executive leaders at Vila Health have asked you to provide them with your assessment of the health conditions in one of the communities served by the Vila Health system. Knowing that a windshield survey is needed to validate any underlying assumptions about the needs of the community and inform evidence-based decision making and strategic planning, you have decided to conduct a first-hand exploration of the community, followed up by an environmental analysis. An environmental analysis examines the factors that can influence the performance of a health care organization, which is important in a rapidly changing health care environment.

Instructions

Complete this assignment in two steps:

1. If you have not already done so, complete the Vila Health: Environmental Analysis and Windshield Survey simulation. Use the Community Health Assessment Template, linked in the Resources, to document your results.
2. Write an executive summary of your community health assessment, based on your windshield survey and environmental analysis.

Note: You will use the Vila Health community you select for this assignment as the basis for your assignments in Units 7 and 9, as well.

The community health assessment requirements outlined below, correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. The Guiding Questions: Vila Health: Environmental

Analysis and Windshield Survey document linked in the Resources provides additional considerations that may be helpful in completing your assignment. In addition, be sure to note the requirements below for document format and length and for citing supporting evidence.

- Assess, via a windshield survey, the general condition and needs of a community from a public health perspective.
- Analyze the environmental factors affecting population health in a community.
- Identify the social determinants of health in a community.
- Summarize windshield survey and environmental analysis findings for executive leaders.
- Write clearly and concisely in a logically coherent and appropriate form and style.
- Support findings and conclusions with relevant and credible evidence.

Document Format and Length

- Use the Community Health Assessment Template, linked in the Resources. An APA Style Paper Tutorial is also linked in the Resources to help you in writing and formatting your assessment. If you would like to use a different worksheet for your community health assessment, obtain prior approval from your instructor.
- The executive summary portion of your survey and analysis should be 2–3 pages in length.
- Be sure to apply correct APA formatting to all source citations and references.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support your executive summary.

Submission Requirements

Proofread your executive summary before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your assignment.

Portfolio Prompt: You may choose to save your community health assessment to your ePortfolio.

Course Resources

[Guiding Questions: Vila Health: Environmental Analysis and Windshield Survey \[DOCX\]](#)

[Vila Health: Environmental Analysis and Windshield Survey | Transcript](#)

[Community Health Assessment Template \[DOCX\]](#)

[APA Module](#)

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

[Online ePortfolio Guidelines \[PDF\]](#)

[ePortfolio](#)

u05d1 - Controlling Health Care Costs Through Education

One-way health care costs might be contained is through targeted screenings, prevention, and healthy lifestyle choices. Chances of success are better if education is provided to the members and employers in a health care system.

- What are some of the strategies that are available for controlling health care costs by educating employees on the importance of maintaining a healthy lifestyle?
- Examine the literature that is available to show whether these strategies are effective in controlling health care costs.
- Which strategies are well supported by evidence?
- Which strategies are not well supported by evidence? (“Not well supported” means that there is little to no evidence, or the existing evidence seems weak because of poorly designed studies, inadequate sample size, or other flaws in the research.)
- Based on what you see in the research, what are your suggestions for effectively educating employees about a healthy lifestyle that would control health care costs?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

Respond to two colleagues' posts. In each response, assume the role of your colleague's friend, who also happens to be the head of human resources for a medium-sized manufacturing business in your town.

Your colleague sent you their post for your feedback, and you are intrigued by the potential of saving on health care costs for your company. However, you are unsure if this idea would be practical for your company and so you have some questions for your friend; what are your questions?

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Determine the effects of resource limitations and health care policy on community wellness.
- Identify cultural values, norms, and patterns of behavior.
- Identify the social factors that influence community health.

Unit 6 >> Improving Access to Health Care and Patient Information

Introduction

The ACA was designed to improve patient access not only to care but also to information, so that patients can be involved in their plans of care, based on current information and diagnostic results. Health care legislation is always subject to being amended. Consequently, we must examine the effects that change will have on how we provide quality care and information to our patients in a safe, ethical, and culturally diverse manner.

In Unit 6, you will examine how health information exchanges (HIEs) can facilitate access to information and how new and emerging technologies can improve access to quality health care.

Learning Activities

u06s1 - Studies

Readings

Read the following articles from the Capella University Library and the Internet about access to health care, health information exchanges, and the security and privacy of patient medical information. These articles will help you with the discussions in this unit and the discussion in Unit 7.

- Abayasekara, A. (2015). Addressing clinician workforce shortages in underserved areas. *Journal of Health Care for the Poor and Underserved*, 26(1), 1–4.
 - Examines resource issues from a health care provider perspective.
- Bolton, L. B., & Anderson, R. (2014). Guest editorial. *Nursing Administration Quarterly*, 38(2), 105–106.
 - A brief editorial offering a historical perspective on nursing's role in population health management.
- Des Jardins, T., Drone, S. A., Hashisaka, S., Hazzard, J., Hunt, S. B., Massey, K., . . . Turske, S. (2015). Patient engagement and activation in three underserved beacon communities. *Journal of Health Care for the Poor and Underserved*, 26(3), 777–783.
 - Addresses the growing demand for health care services leading to even greater clinician workforce shortage in underserved areas.
- Kvedar, J., Coye, M. J., & Everett, W. (2014). Connected health: A review of technologies and strategies to improve patient care with telemedicine and telehealth. *Health Affairs*, 33(2), 194–199.
 - Examines a connected health care model as a means of increasing access to care while improving quality, lowering costs, and enabling more direct participation by patients in their own care.
- Nagel, D. A., Pomerleau, S. G., & Penner, J. L. (2013). Knowing, caring, and telehealth technology: "Going the distance" in nursing practice. *Journal of Holistic Nursing*, 31(2), 104–112.
 - Addresses evolving nursing practice in light of telehealth technologies and the challenges associated with getting to know patients in a virtual environment.
- Potter, A. J., Ward, M. M., Natafji, N., Ullrich, F., MacKinney, A. C., Bell, A. L., & Mueller, K. J. (2016). Perceptions of the benefits of telemedicine in rural communities. *Perspectives in Health Information Management*, 1–13.
 - A study about how communities might change when rural hospitals provide telemedicine services.

- Radhakrishnan, K., Xie, B., Berkley, A., & Kim, M. (2016). Barriers and facilitators for sustainability of tele-homecare programs: A systematic review. *Health Services Research*, 51(1), 48–75.
 - A study to identify factors affecting the sustainability of telehome care programs.
- Romeo, J. (2013). Connect the dots. *Journal of AHIMA*, 84(3), 22–26.
 - Helps explain the choices that patients are faced with in determining their insurance needs.
- Vareilles, G., Pommier, J., Marchal, B., & Kane, S. (2017) Understanding the performance of community health volunteers involved in the delivery of health programmes in underserved areas: A realist synthesis. *Implementation Science*, 12, 1–12.
 - A synthesis of the literature to identify the factors affecting the success of efforts aimed at improving the performance of community health volunteers. Provides insight into the impact of resources needed for the underserved.
- Walji, M. (2015). Bringing telehealth to humanitarian settings. *Canadian Medical Association Journal*, 187(4), 123–124.
 - A short article describing the use of telemedicine in low-resource settings worldwide.
- Agency for Healthcare Research and Quality. (n.d.). Health information exchange policy issues. Retrieved from <https://healthit.ahrq.gov/key-topics/health-information-exchange-policy-issues>
 - Provides information about how the challenges inherent in data sharing are being addressed, provides strategies for developing effective policies, and also addresses policies that are being embraced.
- Shay, D. F., & Gosfield, A. G. (2013). HIPAA again: Confronting the updated privacy and security rules. *Family Practice Management* 20(3), 18–22.
 - Explains who can be granted access to patient-sensitive information.

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u06s1 - Learning Components

- Identify applicable health benchmarks or goals.
- Evaluate present outcomes.
- Examine leadership, management, and communication processes.
- Examine the culture of the organization and community.
- Determine why people resist change.
- Identify the social factors that influence community health.
- Identify cultural values and norms and patterns of behavior.
- Examine the process of social change.

u06s2 - Assignment Preparation

In your upcoming assignment in Unit 7, you will draft a change proposal to executive leaders to solicit support for a change to the existing community health care system. To prepare for your upcoming assignment, you are encouraged to begin thinking about your justification for establishing the recommended change as a priority, a strategy for leading change, and how the change will be funded. In addition, you may wish to:

- Review the Vila Health: Planning for Change assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Vila Health: Planning for Change \[DOCX\]](#) 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.

Note: Remember that you can submit all or a portion of your draft change proposal to [Smarthinking Tutoring](#) for feedback before you submit the final version for this assignment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u06s3 - Vila Health Simulation

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

During this unit, complete the Vila Health: Planning for Change simulation. You will use the information you gather in this scenario to complete the Unit 7 assignment.

- Click [Vila Health: Planning for Change](#) to complete this multimedia simulation.

Course Resources

Vila Health: Planning for Change

u06d1 - Health Information Exchanges

Better access to patient medical data by health care providers and their patients can improve the quality and safety of care and lower costs. Digital technologies and the advent of HIEs enable electronic information sharing that helps solve this problem, but building a secure and interoperable nationwide network of independent exchanges presents numerous challenges.

Choose two of the following five issues that you feel have a significant impact on the federal government's goal of an efficient network of HIEs that permit sharing of patients' medical data among all health care providers nationwide.

- Technology.
- Interoperability.
- Funding (public and private).
- Competition.
- Policies and procedures.
- Privacy and security.

Then complete the following:

- Explain why you consider these issues to be important.
- What actions should be taken to address these issues?
- What are the implications for providers and patients of not resolving these issues?
- What evidence supports your conclusions about the importance of these issues, proposed actions, and the implications of resolving or not resolving these issues?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, consider the following questions:

- What assumptions underlie your colleague's position on the issues addressed in their post?
- What sources can you cite that offer a different perspective on the issues? For example, consider the point of view of a leader in a private HIE.
- What additional sources can you cite that lend support to your colleague's position?

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Identify applicable health benchmarks or goals.
- Identify existing health care policies and their effects on current and future outcomes.
- Identify the reasons for policy change.
- Identify the various types of policies that can affect the provision of health care and patient outcomes.

u06d2 - Improving Access in Underserved Areas

Despite the intention of the ACA, a large segment of the U.S. population remains uninsured, underinsured, or living in an area without adequate numbers of health care providers to meet their needs. Gaps remain in the provision of safe, high-quality health care for small, rural communities; for heavily populated, economically disadvantaged areas; and for diverse and vulnerable populations.

Choose a small rural area or large urban area with particular needs, or an area that you are familiar with, that is underserved or is considered to have a high-risk population.

- What makes this area underserved?
 - Is the reason related to the economy or the location?
- What are the two biggest needs of this population?
- How can the delivery of care be improved?
- What assumptions are you making, if any, about this population?
- What evidence supports your conclusions about the needs of this population and improvements in care?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, consider the following questions:

- Are your colleague's assumptions valid?
- Is your colleague's assessment of the priority needs supported by the evidence?
 - If not, what evidence leads you to a different conclusion?
- Can you offer other ideas that would help improve the delivery of care?

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Learning Components

- Identify applicable health benchmarks or goals.
- Evaluate present outcomes.
- Examine the culture of the organization and community.
- Identify the social factors that influence community health.

Unit 7 >> Presenting a Case for Change

Introduction

The only constant in health care is that it is changing. In an era that requires ever-increasing flexibility to deliver high quality care that is safe, effective, and affordable, how do we make the best evidence-based decisions and communicate the information to the health care team and to the patients?

In Unit 7, you will examine the need for change on various levels (unit, organization, community, and population). You will look at the needs of the patients, the financial issues, barriers to implementing change, and effective methods for communicating change. In addition, you will interact with stakeholders from the Vila Health community you assessed in Unit 5.

Learning Activities

u07s1 - Studies

Readings

Read the following articles from the Capella University Library and the Internet. These articles address aspects of organizational change, population health management, and grant proposal budgets. These articles will help you with the assignment in this unit.

- Al-Haddad, S., & Kotnour, T. (2015). Integrating the organizational change literature: A model for successful change. *Journal of Organizational Change Management*, 28(2), 234–262.
 - Useful in understanding organizational change situation, selecting an approach for implementing change, and managing change.
- Batras, D., Duff, C., & Smith, B. J. (2014). Organizational change theory: Implications for health promotion practice. *Health Promotion International*, 31(1), 231–241.
 - Addresses the utility of change theory in designing and implementing organizational health promotion initiatives.
- Gelinas, L. (2015). Why is nursing's voice absent from population health management strategy? *American Nurse Today*, 10(8), 29.
 - A brief editorial on the role of nurses in strategic population health management.
- Johnston, B., Coole, C., Feakes, R., Whitworth, G., Tyrell, T., & Hardy, B. (2016). Exploring the barriers to and facilitators of implementing research into practice. *British Journal of Community Nursing*, 21(8), 392–398.
 - A qualitative study of the factors that help or hinder community nurses in applying research to practice.
- Chabotar, K. J. (2016). 7 Tips for strategic planning, budgeting, and management [Blog post]. Retrieved from <https://www.agb.org/blog/2016/01/26/7-tips-for-strategic-planning-budgeting-and-management>
- Lenawee Intermediate School District. (n.d.). Sample budget for grant proposals. Available from <http://www.lisd.us>
- Patil, S. G. (2017). How to plan and write a budget for research grant proposal. *Journal of Ayurveda and Integrative Medicine*. 1–4.
 - Addresses the key elements of writing a successful grant proposal.

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- Capella University Library.
- Library Research and Information Literacy Skills.
- Nursing Masters (MSN) Research Guide.

u07s1 - Learning Components

- Apply relevant change theory.
- Examine leadership, management, and communication processes.
- Determine what data and information stakeholders need to facilitate decision making.
- Examine the culture of the organization and community.
- Determine why people resist change.
- Identify the underlying causes of conflict.

u07a1 - Vila Health: Planning for Change

Professional Context

To improve health care outcomes within a community, leaders must understand the needs of specific populations. In addition, it is important that leaders are able to gather and present persuasive evidence to decision makers to obtain the necessary funding and establish these needs as priorities for budget and resource planning. Thus, proposed changes should support improved outcomes and align with the current or needed health care policy.

This assignment provides an opportunity for you to propose a community health care change that builds on your work in the previous assignment. By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Identify the challenges and opportunities facing health care.
 - Identify the benefits of proposed health care system changes and its implications for a community.
- Competency 2: Compare the effects of different health care finance models and policy frameworks on resources and patient outcomes.
 - Describe potential barriers to change in an organization or community.
 - Develop a grant proposal and associated budget for a proposed change to an existing health care system.
- Competency 4: Develop proactive strategies to change the culture of the organization by incorporating evidence-based practices.
 - Develop a strategy for helping organizational stakeholders understand and evaluate the proposed changes to an existing health care system.
 - Develop strategies for changing barriers into opportunities and resolving conflict.
- Competency 5: Communicate effectively with diverse audiences, in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Write clearly and concisely in a logically coherent and appropriate form and style.
 - Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Scenario

Your community health assessment was well received by the executives at Vila Health. Consequently, they have asked you to recommend a change in the community that will improve health outcomes. They have also asked you to submit your recommendation in a formal change proposal. You are confident that you can present a strong case for change, including a financial plan, that will ensure the success of this initiative.

Instructions

Complete this assignment in two steps:

1. If you have not already done so, complete the Vila Health: Planning for Change simulation.
2. Draft a change proposal to justify your recommendation for improving the health of the community and establish the change as a priority for the next budgetary cycle. Consider the feasibility of your proposed change, in terms of overall scope, funding, and time frame.

The change proposal requirements outlined below, correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. The Guiding Questions: Vila Health: Planning for Change document provides additional considerations that may be helpful in completing your assignment. In addition, be sure to note the requirements below for document format and length and for citing supporting evidence.

- Identify the benefits of proposed health care system changes and its implications for a community.
- Describe potential barriers to change in an organization or community.
- Develop strategies for changing barriers into opportunities and resolving conflict.
- Develop a strategy for helping organizational stakeholders understand and evaluate the proposed changes to an existing health care system.
- Develop a grant proposal and associated budget for a proposed change to an existing health care system.
- Write clearly and concisely in a logically coherent and appropriate form and style.
- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Document Format and Length

- Use the Change Proposal Template, linked in the Resources. An APA Style Paper Tutorial is also linked in the Resources to help you in writing and formatting your proposal. If you would like to use a different template or document format for your change proposal, obtain prior approval from your instructor.
- Your change proposal should be 3–5 pages in length, not including the title page and references page.
- Be sure to apply correct APA formatting to all source citations and references.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support your change proposal.

Submission Requirements

Proofread your change proposal before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your analysis.

Portfolio Prompt: You may choose to save your change proposal to your ePortfolio.

Course Resources

Guiding Questions: Vila Health: Planning for Change [DOCX]

[Change Proposal Template \[DOCX\]](#)

[APA Module](#)

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

[Online ePortfolio Guidelines \[PDF\]](#)

[ePortfolio](#)

u07d1 - Using Technology to Increase Access

It is important to consider access to care as we examine the resources and cost of providing care to underserved areas. Improving access is not just about the cost of care or whether a patient has insurance coverage, but also how we can meet the needs of an increasing population with a decreasing pool of resources.

Refer to the underserved population you described in the second discussion in Unit 6.

- How can available and emerging technology help to improve access to patient care in the area you described?
- What are the potential barriers to implementing this technology?
- What ethical, legal, or cultural issues should be examined?
- What evidence supports technological solutions to the problem of access?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

Respond to two colleagues' posts. In your responses, consider the following questions:

- Can you provide evidence to indicate whether other technology solutions might also help to improve access in this community?
- Can you offer an example of how your colleague's proposed technology solution improved or did not improve access in another setting or community?
 - If so, what was the reason for its success or failure?

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Examine leadership, management, and communication processes.
- Examine the culture of the organization and community.
- Determine why people resist change.
- Identify the underlying causes of conflict.
- Identify cultural values and norms and patterns of behavior.

Unit 8 >> Driving Organizational Change

Introduction

Evidence-based practice has transformed how health care providers and consumers utilize health information and apply current standards of practice. In response to this change, nurse leaders have recognized that readily available Internet technologies, such as cloud applications, information portals, and instant messaging are useful in facilitating evidence-based strategies.

Additionally, nurse leaders are challenged to employ collaborative and interdisciplinary approaches to meet the desired organizational goals and outcomes. Successful leaders also learn from past experiences and embrace the future wholeheartedly.

In Unit 8, you will examine how nurse leaders address the shift toward evidence-based practice and positively influence health care outcomes by leading transformational, evidence-based change.

Learning Activities

u08s1 - Studies

Readings

Read the following articles from the Capella University Library on leadership and organizational change. These resources will help you with discussions in this unit.

- Batras, D., Duff, C., & Smith, B. J. (2014). Organizational change theory: Implications for health promotion practice. *Health Promotion International*, 31(1), 231–241.
 - Review this article from the Unit 7 readings. It addresses the utility of change theory in designing and implementing organizational health promotion initiatives.
- Delmatoff, J., & Lazarus, I. R. (2014). The most effective leadership style for the new landscape of healthcare. *Journal of Healthcare Management*, 59(4), 245–249.
 - Argues for adopting a leadership style based on emotional and behavioral intelligence to effectively overcome resistance to change and foster a supportive organizational culture focused on shared success.
- Elwell, S. M., & Elikofer, A. N. (2015). Defining leadership in a changing time. *Journal of Trauma Nursing*, 22(6), 312–314.
 - A short article discussing the difference between leadership and management.
- Hunt, C. S., Landry, R. T., & Kerr, B. J. (2016). Formal leaders' perceptions of informal leaders. *Radiology Management*, 38(4), 51–57.
 - Examines the relationship between the characteristics of formal leaders and those leaders' attitudes toward informal leaders (the people having influence over their colleagues in the organization).
- Jessie, A. T. (2017). Transformational leadership in organizational redesign. *AAACN Viewpoint*, 39(2), 14–15.
 - Addresses the leadership skills needed to complete and sustain projects of any size and argues for the importance of transformational leadership in ensuring success.
- Kendig, S. (2016). Collaboration in practice: A framework for team-based care. *Women's Healthcare: A Clinical Journal for NPs*, 4(2), 34–36.
 - Argues for a team-based approach to care that is based on interprofessional collaboration and supports patient engagement and shared decision making.
- Landry, A., & Erwin, C. (2015). Perspectives on multidisciplinary team process among healthcare executives: Processes that facilitate team effectiveness. *Journal of Health and Human Services Administration*, 38(3), 350–380.
 - A study exploring multidisciplinary team processes and health care leaders' perceptions about their participation on such teams. Provides insight into lessons learned that can contribute to leadership training and development programs.
- Latney, C. R. (2016). High reliability organizations: The need for a paradigm shift in healthcare culture. *Reflections on Nursing Leadership*, 42(2), 1–15.
 - Discusses current health care drivers and culture and why high-reliability organizations are a solution for addressing a fragmented and highly complex system of health care in the United States.
- Moss, E., Seifert, P. C., & O'Sullivan, A. (2016). Registered nurses as interprofessional collaborative partners: Creating value-based outcomes. *Online Journal of Issues in Nursing*, 21(3), 1–12.
 - Examines the scope of RN professional practice, the role of RNs on interprofessional teams, and barriers and opportunities for interprofessional collaboration.
- Toussant, J. S. (2015). The framework for a whole-system transformation. *Journal of Healthcare Management*, 60(6), 386–389.
 - Describes the systemic changes needed to ensure that organizational support services (for example, IT, human resources, finance) change along with operations to ensure the transformation of the organization into one that is truly lean and adaptable.

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u08s1 - Learning Components

- Formulate a plan for overcoming resistance to change.
- Apply applicable change theory.
- Articulate a vision and goals for change.
- Determine the nature and scope of change and its effects on the organization and community.
- Describe the characteristics of visionary leaders and their influence on change.

u08s2 - Assignment Preparation

In your upcoming assignment in Unit 9, you will develop an asynchronous, audiovisual presentation for policy makers soliciting resource and policy support for your proposed change to the community health care system. To prepare for your upcoming assignment, you are encouraged to begin thinking about securing policy support for lasting change. In addition, you may wish to:

- Review the Advocating for Lasting Change assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Review the [Guiding Questions: Advocating for Lasting Change \[DOCX\]](#) 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.
- Allow plenty of time to practice before your assignment is due next week.
- Be sure that your audiovisual equipment works and that you know how to record and upload your presentation.
- Ask your instructor any questions you have at this time about the assignment.

Note: Remember that you can submit all or a portion of, your draft presentation to [Smarthinking Tutoring](#) for feedback before you submit the final version for this assignment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

Audiovisual Equipment Setup and Testing

It is a good idea to check that your recording hardware and software is working properly and that you are familiar with its use as you will make a video recording of your presentation. You may use Kaltura Media or other technology of your choice for your video recording.

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

You may use Microsoft PowerPoint or other suitable presentation software to create your slides. If you elect to use an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.

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

u08s2 - Learning Components

- Apply best-practice visual aid design principles.
- Determine the purpose of a presentation.
- Select an appropriate presentation technology.

u08d1 - Trends in Nursing Leadership

The collaborative relationship between nursing researchers and practicing nurses supports and optimizes best practices in patient care, using legislative and regulatory policies as a guide and as a standard. Nurse leaders who practice in educational and health care organizations are expected to implement up-to-date information and best practices immediately—with just a click of a mouse. In addition, the nurse leader is tasked with meeting the immediate needs of the organization, using an interdisciplinary and collaborative approach to create optimal patient care.

For this discussion, write a letter to a consultant who has been hired to improve patient safety and quality of care in your organization. Address the following points in your letter:

- Describe one nursing leadership issue affecting patient safety and quality of care that is of concern in your organization.
- Explain how this issue is currently being addressed in your organization.
- What questions or uncertainties do you have about how this issue should be addressed in your organization?
- Based on evidence-based literature or governmental or regulatory strategies, what is the national standard or benchmark used to address this issue?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, assume the role of the consultant who has been hired to focus on the issue raised in your colleague's post.

- How important is the issue that your colleague raised?
- What barriers are typical when addressing this issue?
- What risks might be encountered when addressing this issue? What are the risks of not addressing this issue?
- What advice can you provide as the consultant on this issue?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Determine desired outcomes.
- Determine what systemic changes are needed to improve outcomes.

u08d2 - Strategic Planning and Sustainability

For the nursing leadership issue that you addressed in this unit's first discussion, present and cite references for two evidence-based strategies whereby a nurse leader obtains key stakeholder buy in and proactively and collaboratively implements organizational change.

- What can make these changes enforceable and sustainable?
- Briefly address budgetary and policy considerations that influence change.
- What are the assumptions on which the strategies and considerations are based?
- How well do you think the two evidence-based strategies that you cited would work in your organization?
- Identify the challenges and opportunities facing the nurse leader implementing the change.
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, consider the following:

- What has been your own experience with the issues and strategies that your colleague explained in their post?
- Locate at least one additional article that could help your colleague implement the desired changes.
- What factors or problems your colleague might not have considered?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Assess the relevance and credibility of information sources.
- Formulate a plan for overcoming resistance to change.
- Determine desired outcomes.
- Apply basic financial principles to budget development.
- Apply applicable change theory.
- Identify existing health care policies and their effects on current and future outcomes.

- Identify the resources needed to effect lasting change.
- Articulate a vision and goals for change.
- Determine the nature and scope of change and its effects on the organization and community.
- Identify the various types of policies that can affect the provision of health care and patient outcomes.
- Identify underlying assumptions supporting current policies.

Unit 9 >> Ethical Foundations of Change

Introduction

Providing ethical care in a culturally diverse environment is a familiar concept in nursing. Nurse leaders in all settings use ethical principles such as beneficence, non-maleficence, and advocacy, as well as professional and organizational values and beliefs to optimize patient care and safety. As a nurse leader, you acknowledge that ethical decision making extends from providing care at the bedside all the way to the boardroom.

In Unit 9, you will examine professional experiences and real-life challenges in your current position, and you will advocate for lasting change in your local or regional health care system by communicating your position to the appropriate governing body or regulatory agency.

Learning Activities

u09s1 - Studies

Readings

Read the following articles from the Capella University Library, which address the ethical components of leadership and health care. The articles will help you with the discussion in this unit.

- Lachman, V. D., O'Connor Swanson, E., & Winland-Brown, J. (2015). The new 'Code of Ethics for Nurses with Interpretative Statements' (2015): Practical clinical application, part II. *Medsurg Nursing*, 24(5), 363–366, 368.
- Lachman, V. D. (2016). Moral resilience: Managing and preventing moral distress and moral residue. *Medsurg Nursing*, 25(2), 121–124.

Read the following articles from the Capella University Library, which will help you with the assignment in this unit and with examining cost factors in implementing evidence-based practices to improve outcomes.

- How to succeed in the changing healthcare marketplace. (2017). *Hospital Case Management*, 25(2), 17–20.
 - Addresses the need for case managers and leaders to adapt to a health care marketplace that is shifting toward reimbursement models based on the quality of patient care.
- Loria, K. (2017). The regulatory challenges of population health management. *For the Record (Great Valley Publishing Company, Inc.)*, 29(1), 18–21.
- 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.

Read the following articles from the Capella University Library, which address system-wide changes needed by a leader to improve outcomes and will help you with the assignment in this unit.

- Melnyk, B. M., & Gallagher-Ford, L. (2014). Evidence-based practice as mission critical for healthcare quality and safety: A disconnect for many nurse executives. *Worldviews on Evidence-Based Nursing*, 11(3), 145–146.
- Weiner, J., Baliyepally, V., Tanniru, M., & Bujnowski, A. M. (2015). Integrating strategic and operational decision making using data-driven dashboards: The case of St. Joseph Mercy Oakland Hospital. *Journal of Healthcare Management*, 60(5): 319–331.

Explore the following website, which will help you with the assignment in this unit. This resource will serve as a useful guide when examining the potential future for wellness, health, and improved overall care.

- Office of Disease Prevention and Health Promotion. (n.d.). HealthyPeople.gov. Retrieved from <https://www.healthypeople.gov/>

Optional – Resources

Presentations

The following resources can help you create and deliver more effective presentations, whether you choose to use PowerPoint or other presentation software.

- [Professional Presentation Guidelines \[PPTX\]](#).
- [Microsoft Office Software](#).
 - This site includes tip sheets and tutorials for Microsoft PowerPoint.
- [Capella University Library: PowerPoint Presentations](#).
 - This library guide provides links to PowerPoint and other presentation software resources.
- [Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design](#).
 - A video primer on presentation design.
 - Approximate run time: 45:00.
- [Creating a Presentation: A Guide to Writing and Speaking](#).
 - This video addresses the primary areas involved in creating effective audiovisual presentations. You can return to this resource throughout the process of creating your presentation to view the tutorial appropriate for you at each stage.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

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

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).
- [Nursing Masters \(MSN\) Research Guide](#).

u09s1 - Learning Components

- Determine desired outcomes.
- Determine what systemic changes are needed to improve outcomes.
- Articulate a vision and goals for change.
- Identify the reasons for policy change.
- Determine the nature and scope of change and its effects on the organization and community.
- Identify underlying assumptions supporting current policies.
- Define "wellness" and "healthy people."
- Identify applicable leading health indicators.
- Determine the proper application of the rules of grammar and mechanics.

u09a1 - Advocating for Lasting Change

Professional Context

Nurse leaders must be able to make effective financial and policy decisions. Equally important is the ability to communicate their vision for change to policymakers and provide objective, evidence-based support for their position with respect to the regulatory, political, social, ethical, legal, and financial aspects of systemic change.

This assignment provides an opportunity for you to develop a presentation aimed at soliciting resource and policy support for the community health care change you proposed in the previous assignment. By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Identify the challenges and opportunities facing health care.
 - Explain why proposed changes to a health care system require policy and financial support to ensure positive, systemic change and to overcome present challenges.
- Competency 2: Compare the effects of different health care finance models and policy frameworks on resources and patient outcomes.
 - Provide broad budget estimates to fund specific capital or human resource outlays that are important to the success of a proposed change.
- Competency 3: Evaluate the positive and negative influences of leaders on health care processes and outcomes.
 - Assess the potential future for wellness, health, and improved overall care and the role of visionary leaders in achieving the desired goals.
 - Cultivate stakeholder interest in and support for the proposed changes to a community health care system.

- Competency 4: Develop proactive strategies to change the culture of the organization by incorporating evidence-based practices.
 - Provide compelling evidence that proposed changes to a health care system will produce the intended outcomes.
 - Outline a plan for leading transformational, evidence-based change in an organization.
- Competency 5: Communicate effectively with diverse audiences, in an appropriate form and style consistent with applicable organizational, professional, and scholarly standards.
 - Develop slides that augment a multimedia presentation.
 - Argue persuasively to obtain policy and financial support from policymakers for a proposed community health care change.
 - Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Scenario

The executive leaders at Vila Health accepted your change proposal and would like to move it forward. However, lasting change in a volatile regulatory and policy environment will require adequate funding and support from the applicable governing body or regulatory agency. Consequently, you have been asked to present the proposed change to policymakers to seek their support and funding for the change as an established policy for the organization and community.

Instructions

Develop and record a video presentation for policymakers from the appropriate governing body or regulatory agency requesting policy and financial support for your proposed change. Draw on your work in the previous assessments and consolidate lessons learned.

The presentation requirements outlined below correspond to the grading criteria in the scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. The Guiding Questions: Advocating for Lasting Change document provides additional considerations that may be helpful in completing your assignment. In addition, be sure to note the requirements below for the presentation format, length, and for citing supporting evidence.

- Explain why proposed changes to a health care system require policy support to ensure positive, systemic change and to overcome present challenges.
- Provide compelling evidence that proposed changes to a health care system will produce the intended outcomes.
- Provide broad budget estimates to fund specific capital or human resource outlays that are important to the success of a proposed change.
- Outline a plan for leading transformational, evidence-based change in an organization.
- Assess the potential future for wellness, health, and improved overall care and the role of visionary leaders in achieving the desired goals.
 - As a guide, explore the website of HealthyPeople.gov, linked in the Resources.
- Cultivate stakeholder interest in and support for the proposed changes to a community health care system.
- Develop slides that augment a multimedia presentation.
- Argue persuasively to obtain policy and financial support from policymakers for a proposed community health care change.
- Support assertions, arguments, propositions, and conclusions with relevant and credible evidence.

Presentation Format and Length

Remember, you may use Microsoft PowerPoint or other suitable presentation software to create your slides. If you elect to use an application other than PowerPoint, check with your faculty to avoid potential file compatibility issues.

Your slide deck should consist of 10–15 slides, not including the title, questions, and references slides. Use the speaker's notes section of each slide to develop your talking points and cite your sources, as appropriate.

Be sure that your slide deck includes the following slides:

Note: Your slide titles will depend on your choice of community and the specific content of your change proposal.

- Title slide.
 - Title or name of your project (focus of your change proposal).
 - Subtitle (optional), which could include Jordan or Armitage, if not part of the title.
 - Your name.
 - Date.
 - Course number and title.
- Introduction.
 - Identify the stakeholders to whom you are presenting.
- Social determinants affecting health in the community (may need more than one slide).
- Synopsis of the windshield survey and environmental analysis findings.
 - Identify the positive aspects of the community.
 - Identify opportunities for improvement. Although your change proposal addresses these opportunities, avoid phrasing them as negatives.
- Your change proposal—briefly outlined (may need more than one slide).

- Benefits of the change to the community and stakeholders.
- Challenges or concerns.
 - Address the implications for the community and organizational stakeholders, if these opportunities are not addressed.
- Funding (may need more than one slide).
 - Include the financial implications for the community and organizational stakeholders.
 - Specify your funding needs (how much and for what)?
- Community health implications (may need more than one slide).
 - Explain how the proposed change will improve the health of the community.
 - Address both direct or indirect benefits, as applicable.
- Conclusion.
 - Summarize key points.
 - Be sure to thank your audience for their time and consideration of your proposal.
- Questions.
 - Add a slide to prompt questions from the audience.
- References (at the end of your presentation).

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support your presentation.

Submission Requirements

Upload your video presentation and attach the presentation slides, with speaker notes. You may use Kaltura Media or other technology of your choice for your video recording. See Using Kaltura for more information about uploading media. You may submit the assessment only once, so be sure that the assessment deliverables are included before submitting your assessment.

Proofread your slides to minimize errors that could distract the audience and make it more difficult to focus on the substance of your presentation.

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

Course Resources

[Guiding Questions: Advocating for Lasting Change \[DOCX\]](#)

[HealthyPeople.gov](https://www.healthypeople.gov)

[Online ePortfolio Guidelines \[PDF\]](#)

[ePortfolio](#)

[Using Kaltura](#)

u09d1 - Resolving Ethical Issues in Professional Practice

As a professional nurse leader, you are tasked with applying current standards, obtaining key stakeholder buy in to process change, and applying evidence-based strategies to maximize patient safety and improve outcomes in an ethical and culturally competent manner.

Thoroughly describe an ethical situation or dilemma that you have experienced or are experiencing in your workplace.

- What is the nature of the ethical issue?
- Who are the stakeholders?
- What are the facts of the case? Impartially present two or more different and distinct perspectives on this ethical situation or dilemma, with sufficient detail, support, and justification for each perspective, such that the reader cannot determine what your own perspective might be.
- What are your knowledge gaps, unknown facts, missing information, unanswered questions, or areas of uncertainty?
- What are the actual or potential effects on patient safety and outcomes?
- Cite standards or evidence-based strategies that could be applicable in this situation.
- How was the dilemma resolved or what must be done before the dilemma can be resolved?

- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

Respond to two colleagues' posts. In your responses, consider the following:

- Was your colleague able to present the dilemma impartially (without favoring or discounting any of the different perspectives); were you able to uncover their personal perspective?
- Suggest at least one additional resource that could be helpful in resolving the issue.
- Based on the evidence presented by your colleague, how do you think the dilemma should be resolved?

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Determine desired outcomes.
- Identify existing health care policies and their effects on current and future outcomes.

Unit 10 >> Becoming a Visionary Leader

Introduction

Maintaining the status quo has been proven to be an ineffective leadership strategy in managing the patient care team in an organization. The American Nurses Association's *Nursing: Scope and Standards of Practice* (2015) emphasizes principles of competent nursing practice. Nurse leaders are expected to provide direction using best practices that reflect current regulatory and professional standards.

In Unit 10, you will reflect on strategies that you use to manage your interdisciplinary team and the role of innovation in changing the status quo.

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

Reference

American Nurses Association. (2015). *Nursing: Scope and standards of practice* (3rd ed.). Silver Spring, MD: Author.

Course Resources

MSN Program Journey

Learning Activities

u10s1 - Studies

Readings

Read the following articles from the Capella University Library about leading and innovation, which will help you with the discussions in this unit.

This article explores change from the leader's perspective:

- Longenecker, C. O., & Longenecker, P. D. (2014). [Why hospital improvement efforts fail: A view from the front line](#). *Journal of Healthcare Management*, 59(2), 147–157.
 - Addresses some common mistakes that leaders make when making changes.

These articles explore change from the perspective of the staff nurse or informal leader:

- French-Bravo, M., & Crow, G. (2015). [Shared governance: The role of buy-in in bringing about change](#). *Online Journal of Issues in Nursing*, 20(2), 8.

- Thomas, T. W., Seifert, P. C., & Joyner, J. C. (2016). Registered nurses leading innovative changes. *Online Journal of Issues in Nursing*, 21(3), 1–15.

Review the following articles from the Capella University Library:

- Delmatoff, J., & Lazarus, I. R. (2014). The most effective leadership style for the new landscape of healthcare. *Journal of Healthcare Management*, 59(4), 245–249.
 - More consideration of change from the leader's perspective.
- Lachman, V. D, O'Connor Swanson, E., & Winland-Brown, J. (2015). The new 'Code of Ethics for Nurses with Interpretative Statements' (2015): Practical clinical application, part II. *Medsurg Nursing*, 24(5), 363–366, 368.
 - The code of ethics is the foundation of nursing practice.

Explore the following Internet resources. These resources provide information about evidence-based innovations. Also, they provide links to articles on the topic of innovation in nursing and leadership.

- Agency for Healthcare Research and Quality. (n.d.). AHRQ Health care innovations exchange. Retrieved from <https://innovations.ahrq.gov/>
- Institute for Healthcare Improvement. (n.d.). Improving health and health care worldwide. Retrieved from <http://www.ihl.org/sites/search/pages/results.aspx?k=innovation>

Optional – Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and for finding answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- Capella University Library.
- Library Research and Information Literacy Skills.
- Nursing Masters (MSN) Research Guide.

u10s1 - Learning Components

- Articulate a vision and goals for change.
- Describe the characteristics of visionary leaders and their influence on change.
- Determine the level of support for change in the organization.

u10d1 - Influences of Regulation and Innovation on Practice

Consider your current professional practice setting or one that you are most familiar with.

- Describe the positive or negative effects of two regulatory, professional, or legislative initiatives affecting your professional practice.
- What assumptions, beliefs, opinions, or political views underlie or influence these initiatives?
- If you could change anything at all about these initiatives, what would it be and why?
- What evidence can you cite that would support your recommendation for change?

Provide one example of how innovation is used in your organization to ensure optimal patient care and outcomes.

- What is the evidence that this innovation will ensure—or may already have produced—optimal outcomes?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, consider the following:

- What other factors might be driving the initiatives described by your colleague?
- What additional evidence can you provide that would support your colleague's recommendation for change?

- How would you rate the effectiveness of the health care innovation your colleague described?

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Identify existing health care policies and their effects on current and future outcomes.
- Identify underlying assumptions supporting current policies.

u10d2 - Course Reflection

Take some time now to reflect on the relevance and impact of this course on your personal and professional goals.

- How have your views about the nurse leader's role as a change agent changed, if at all, over the course of the past 10 weeks?
- As a leader, to what extent do you consider yourself to be a visionary or risk-taker with respect to driving systemic change aimed at improving outcomes in your community?
- What general themes, areas of agreement, or contentious viewpoints have emerged in discussions with your colleagues?
- What insights have you gained into the effects of evidence-based practices on organizational culture that will be of use to you in your professional practice?
- What questions or uncertainties remain unanswered for you about the present and future challenges and opportunities facing health care?
- Where will you look for answers and guidance?
- What is your assessment of the relevance, credibility, and usefulness of the resources?
- **Note:** Remember to adhere to the requirements listed in the Faculty Expectations Message for unit discussion posts and peer responses.

Response Guidelines

In responding to a colleague's post, consider the following questions:

- How does your perspective on this course align with that of your colleague? What might account for the similarities or differences?
- What suggestions might you offer regarding additional resources or support related to the topics addressed in this course?

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Reflect on lessons learned and their impact on professional practice.