

## Syllabus

### Course Overview

Baccalaureate-prepared nurses contribute significantly to the quality improvement of health care and patient safety. This course focuses on the development of generalist nursing practice competencies to facilitate quality improvement processes to achieve desired patient, systems, and population outcomes.

### Course Format

This online course has 10 units and is taught over 10 weeks. Each course is 6 credit quarter hours. Over 10 weeks, your workload per unit equates to 12–18 hours weekly, and should total no more than 165 hours.

Each unit will include:

- Unit introduction.
- Unit learning activities:
  - Studies: Internet articles, Capella University Library journal articles, and multimedia.
  - Assignments: Four assignments spread over 10 units.
  - Discussion questions: Typically there will be one required post per unit for each discussion.
    - *Note:* The posts require thorough and supported responses from the learner. They will help you practice skills or get feedback on work for the assignments. Please remember to adhere to the guidelines in the Faculty Expectations message (FEM) for discussions throughout the course.

### Kaltura Activities

As part of this course, you are required to record videos using Kaltura or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool. *Note:* If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Course Competencies

(Read Only)

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

- 1 Analyze the elements of a successful quality improvement initiative.
- 2 Analyze factors that lead to patient safety risks.
- 3 Identify organizational interventions to promote patient safety.
- 4 Explain the nurse's role in coordinating care to enhance quality and reduce costs.
- 5 Apply professional, scholarly, evidence-based strategies to communicate in a manner that supports safe and effective patient care.

### 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.

### Integrated Materials

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

#### Hardware

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

#### Kaltura Media Activities

External or built-in microphone

External or built-in webcam

### 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.

- Allison, J. (2016). [Ideas and approaches for quality-assessment and performance-improvement projects in ambulatory surgery centers](#). *AORN Journal*, 103(5), 483–488.
- Ambutas, S., Lamb, K. V., & Quigley, P. (2017). [Fall reduction and injury prevention toolkit: Implementation on two medical-surgical units](#). *Medsurg Nursing*, 26(3), 175–179, 197.
- Chard, R., & Makary, M. A. (2015). [Transfer-of-care communication: Nursing best practices](#). *AORN Journal*, 102(4), 329–342.
- Dietz, A. S., Pronovost, P. J., Mendez-Tellez, P., Wyskiel, R., Marsteller, J. A., Thompson, D. A., & Rosen, M. A. (2014). [A systematic review of teamwork in the intensive care unit: What do we know about teamwork, team tasks, and improvement strategies?](#) *Journal of Critical Care*, 29(6), 908–914.
- Dolansky, M. A., & Moore, S. M. (2013). [Quality and safety education for nurses \(QSEN\): The key is systems thinking](#). *Online Journal of Issues in Nursing*, 18(3), 71–80.
- Falls, E., & Hensel, D. (2012). [Characteristics that perinatal nurse managers desire in new nurse hires](#). *The Journal of Continuing Education in Nursing*, 43(4), 182–187.

- Fewster-Thuent, L. (2014). A contemporary method to teach collaboration to students. *Journal of Nursing Education*, 53(11), 641–645.
- Giomuso, C. B., Jones, L. M., Long, D., Chandler, T., Kresevic, D., Pulphus, D., & Williams, T. (2014). A successful approach to implementing evidence-based practice. *Med-Surg Matters*, 23(4), 4–9.
- Green, J. K., & Huntington, A. D. (2017). Online professional development for digitally differentiated nurses: An action research perspective. *Nurse Education in Practice*, 22, 55–62.
- Kalisch, B. J., Aebersold, M., McLaughlin, M., Tschannen, D., & Lane, S. (2015). An intervention to improve nursing teamwork using virtual simulation. *Western Journal of Nursing Research*, 37(2), 164–179.
- Kaminski, J. (2016). Why all nurses can/should be authors. *Canadian Journal of Nursing Informatics*, 11(4), 1–7.
- Kimhi, E., Reishtein, J. L., Cohen, M., Friger, M., Hurvitz, N., & Avraham, R. (2016). Impact of simulation and clinical experience on self-efficacy in nursing students: Intervention study. *Nurse Educator*, 41(1), E1–E4.
- Krautscheid, L., & Brown, M. (2014). Microethical decision making among baccalaureate nursing students: A qualitative investigation. *Journal of Nursing Education*, 53(3), S19–S25.
- Lawton, R., Carruthers, S., Gardner, P., Wright, J., & McEachan, R. R. C. (2012). Identifying the latent failures underpinning medication administration errors: An exploratory study. *Health Services Research*, 47(4), 1437–1459.
- Lyle-Edrosolo, G., & Waxman, K. (2016). Aligning healthcare safety and quality competencies: Quality and safety education for nurses (QSEN), The Joint Commission, and American Nurses Credentialing Center (ANCC) Magnet standards crosswalk. *Nurse Leader*, 14(1), 70–75.
- Masters, K. (2016). Integrating quality and safety education into clinical nursing education through a dedicated education unit. *Nurse Education in Practice*, 17, 153–160. doi:10.1016/j.nepr.2015.12.002
- McInnes, S., Peters, K., Bonney, A., & Halcomb, E. (2015). An integrative review of facilitators and barriers influencing collaboration and teamwork between general practitioners and nurses working in general practice. *Journal of Advanced Nursing*, 71(9), 1973–1985.
- Mellinger, E. (2014). Action needed to prevent wrong-site surgery events. *AORN Journal*, 99(5), C5–C6.
- Mills, E. (2016). The WakeWings journey: Creating a patient safety program. *AORN Journal*, 103(6), 636–639.
- Milner, K., & O'Connor, M. (2017). Shared decision making and decision aids: An important part of evidence-based practice. *Journal of Nursing Education*, 56(11), 702–703.
- Moradi, K., Najarkolai, A. R., & Keshmiri, F. (2016). Interprofessional teamwork education: Moving toward the patient-centered approach. *The Journal of Continuing Education in Nursing*, 47(10), 449–460.
- Mull, H. J., Rosen, A. K., Charns, M. P., Itani, K. M. F., & Rivard, P. E. (2017). Identifying risks and opportunities in outpatient surgical patient safety: A qualitative analysis of veterans health administration staff perceptions. *Journal of Patient Safety*, 1–9.
- Rakhudu, M. A., Davhana-Maselesele, M., & Useh, U. (2016). Concept analysis of collaboration in implementing problem-based learning in nursing education. *Curationis*, 39(1), 1–13.
- Rosenblum, R. K., & Sprague-McRae, J. (2014). Using principles of quality and safety education for nurses in school nurse continuing education. *The Journal of School Nursing*, 30(2), 97–102.
- Spruce, L. (2015). Back to basics: Implementing evidence-based practice. *AORN Journal*, 101(1), 106–114.
- Stretch, S., & Wyatt, D. A. (2013). Partnering to lead change: Nurses' role in the redesign of health care. *AORN Journal: The Official Voice of Perioperative Nursing*, 98(3), 260–266.
- Wolf, D. M., & Morouse, K. M. (2015). Using blogs to support informatics nurses' curriculum needs. *Online Journal of Nursing Informatics*, 19(2), 1–9.
- Zadeh, R., Sadatsafavi, H., & Xue, R. (2015). Evidence-based and value-based decision making about healthcare design: An economic evaluation of the safety and quality outcomes. *HERD: Health Environments Research & Design Journal*, 8(4), 58–76.

## External Resource

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

- Agency for Healthcare Research and Quality. (n.d.). Patient safety primer: Detection of safety hazards. Retrieved from <https://psnet.ahrq.gov/primer/primer/24/detection-of-safety-hazards>
- American Organization of Nurse Executives. (2015). Nurse executive competencies [PDF]. Retrieved from <https://www.aonl.org/nurse-executive-competencies>
- Coles, E., Wells, M., Maxwell, M., Harris, F. M., Anderson, J., Gray, N. M., . . . MacGillivray, S. (2017). The influence of contextual factors on healthcare quality improvement initiatives: What works, for whom and in what setting? Protocol for a realist review. *Systematic Reviews*, 6, 168–178. Retrieved from <https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-017-0566-8>
- ECRI Institute. (2014). Patient safety, risk, and quality. Retrieved from <https://www.ecri.org/components/HRC/Pages/RiskQual4.aspx>
- G Suite Learning Center. (n.d.). Get started with Sites. Retrieved from <https://gsuite.google.com/learning-center/products/sites/get-started/#/>
- Google. (n.d.). Google Sites. Retrieved from <https://sites.google.com>
- Google. (n.d.). Sites help. Retrieved from <https://support.google.com/sites/?hl=en#topic=>
- Institute for Healthcare Improvement. (n.d.). Cause and effect diagram [Video]. Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Whiteboard16.aspx>
- Institute for Healthcare Improvement. (n.d.). Introduction to trigger tools for identifying adverse events. Retrieved from <http://www.ihl.org/resources/Pages/Tools/IntrotoTriggerToolsforIdentifyingAEs.aspx>
- Institute for Healthcare Improvement. (n.d.). Reliability series part 1: What is reliability? [Video]. Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/FrankReliability1.aspx>

- Institute for Healthcare Improvement. (n.d.). [Why is reducing harm – not just error – important to patient safety? \[Video\]](http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/Bates-Reducing-Harm-Important-To-Patient-Safety.aspx). Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/Bates-Reducing-Harm-Important-To-Patient-Safety.aspx>
- Malamed, C. (n.d.). [Using wikis for learning and collaboration](http://theelearningcoach.com/elearning2-0/using-wikis-for-elearning/). Retrieved from <http://theelearningcoach.com/elearning2-0/using-wikis-for-elearning/>
- MindTools. (n.d.). [How to create a wiki: Setting up a collaborative online workspace](https://www.mindtools.com/pages/article/how-to-create-a-wiki.htm). Retrieved from <https://www.mindtools.com/pages/article/how-to-create-a-wiki.htm>
- Minnesota Department of Health. (n.d.). [Root cause analysis toolkit](https://www.health.state.mn.us/facilities/patientsafety/adverseevents/toolkit/). Retrieved from <https://www.health.state.mn.us/facilities/patientsafety/adverseevents/toolkit/>
- [Resources for safety and improvement measures in geropsychiatric care](https://sites.google.com/view/safetyimprovementmeasures/home). (n.d.). Retrieved from <https://sites.google.com/view/safetyimprovementmeasures/home>
- The Joint Commission. (2017). [Sentinel event policy and procedures](https://jointcommission.org/sentinel_event_policy_and_procedures). Retrieved from [https://jointcommission.org/sentinel\\_event\\_policy\\_and\\_procedures](https://jointcommission.org/sentinel_event_policy_and_procedures)
- The Joint Commission. (2017). [The essential role of leadership in developing a safety culture \[PDF\]](https://www.jointcommission.org/sea_issue_57/). *Sentinel Event Alert*, 57, 1–8. Retrieved from [https://www.jointcommission.org/sea\\_issue\\_57/](https://www.jointcommission.org/sea_issue_57/)
- The Joint Commission. (2018). [2018 national patient safety goals](https://www.jointcommission.org/standards_information/npsgs.aspx). Retrieved from [https://www.jointcommission.org/standards\\_information/npsgs.aspx](https://www.jointcommission.org/standards_information/npsgs.aspx)
- The Joint Commission. (n.d.). [Framework for conducting a root cause analysis and action plan](http://www.jointcommission.org/Framework_for_Conducting_a_Root_Cause_Analysis_and_Action_Plan/). Retrieved from [http://www.jointcommission.org/Framework\\_for\\_Conducting\\_a\\_Root\\_Cause\\_Analysis\\_and\\_Action\\_Plan/](http://www.jointcommission.org/Framework_for_Conducting_a_Root_Cause_Analysis_and_Action_Plan/)
- The Library of Congress. (n.d.). [Evaluating Internet resources: An annotated guide to selected resources](https://www.loc.gov/rr/business/beonline/selectbib.html). Retrieved from <https://www.loc.gov/rr/business/beonline/selectbib.html>
- [U.S. Department of Health & Human Services](https://www.hhs.gov/). (n.d.). Retrieved from <https://www.hhs.gov/>
- Zhang, Z., Zhang, C., Zhang, X., Liu, X., Zhang, H., Wang, J., & Liu, S. (2015). [Relationship between self-efficacy beliefs and achievement motivation in student nurses](#). *Chinese Nursing Research*, 2(2–3), 67–70.

## Suggested

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

## Optional

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

## External Resource

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

- Institute for Healthcare Improvement. (n.d.). [Josie King - What happened to Josie? \[Video\]](http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/WhatHappenedtoJosieKing.aspx). Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/WhatHappenedtoJosieKing.aspx>
- Institute for Healthcare Improvement. (n.d.). [One dose, fifty pills \(AHRQ\)](http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/AHRQCaseStudyOneDoseFiftyPills.aspx). Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/AHRQCaseStudyOneDoseFiftyPills.aspx>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/). <https://www.ed.gov/>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/). <https://www.hhs.gov/>

## Unit 1 >> Safety Risks

### Introduction

The role of the baccalaureate nurse includes identifying and explaining specific patient risk factors. Since nurses comprise the largest group of health care professionals, a great deal of responsibility falls on practicing nurses. In this unit, you will engage in reviewing scenarios and case studies to identify the risk factors that lead to patient safety issues.

### Learning Activities

#### u01s1 - Studies

## Identifying Safety Risks

- Agency for Healthcare Research and Quality. (n.d.). Patient safety primer: Detection of safety hazards. Retrieved from <https://psnet.ahrq.gov/primers/primer/24/detection-of-safety-hazards>
  - This resource provides an overview to identify safety hazards and avoid preventable patient harm.
- ECRI Institute. (2014). Patient safety, risk, and quality. Retrieved from <https://www.ecri.org/components/HRC/Pages/RiskQual4.aspx>
  - The ECRI Institute offers guidance for organizations and health care professionals to collaborate on increasing quality and patient safety.
- Mull, H. J., Rosen, A. K., Charns, M. P., Itani, K. M. F., & Rivard, P. E. (2017). Identifying risks and opportunities in outpatient surgical patient safety: A qualitative analysis of veterans health administration staff perceptions. *Journal of Patient Safety*, 1–9.
  - This article presents a qualitative research study that sought to fill gaps in knowledge about patient safety risks in outpatient surgery.
- Vila Health: Identifying Patient Safety Concerns.
  - This media simulation will explore rising concerns regarding the quality and safety of care provided at Vila Health. This is one possible context for your activity in this unit as well as your Unit 3 assignment.
- Identifying Safety Risks and Solutions.
  - This formative activity will allow you to review a case study and practice identifying safety risks and potential solutions. These skills will be necessary to complete your Unit 1 activity successfully, as well as your Unit 3 assignment.

## Program Resources

### 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. Capella provides a thorough selection of online resources to help you understand APA style and use it effectively. Please visit Capella's [APA Module](#) for more information.

### Library

- BSN Program Library Research Guide.
  - The library research guide will be useful in guiding you through the Capella University Library as you conduct research for your assignments.

### Writing Center

- Introduction to the Writing Center.
  - The Capella Writing Center offers numerous resources to help you better understand and improve your writing.

### Course Resources

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#### Vila Health: Identifying Patient Safety Concerns

#### u01s1 - Learning Components

- Identify strategies and best practices for recognizing safety risks.

#### u01s2 - Using Kaltura

In preparation for learning activities and discussions throughout this course, complete the following:

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

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

## u01s2 - Learning Components

- Prepare to use video and audio recording technology.

### u01d1 - Identifying Safety Risks

For your first assignment, due in Unit 3, you will identify a topic related to one or more patient safety risks (such as falls, medication errors, health care-associated infections, or handoff communications) within a health care setting of your choice. It is recommended that you choose Vila Health: Identifying Patient Safety Concerns (linked in Resources) or use a current or former place of practice to identify your topic.

For this discussion, please make a short video in which you address the following, making sure to adhere to the guidelines in the Faculty Expectations message (FEM):

- What is the setting of your assignment?
  - Briefly discuss the rationale for your choice.
- What are the topic and relevant patient safety risks that you plan to examine for your Unit 3 assignment?
  - Explain why this topic interests you.
- What factors may have led to the safety risks relevant to your topic?

Follow the instructions in Using Kaltura (linked in Resources), which will help you post your video directly into the discussion area.

*Note:* If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations. If you experience technical or accessibility difficulties that make it impossible to record a video, you may compose a written post of professional and academic quality.

## Response Guidelines

Review your peers' posts and follow the guidelines in the Faculty Expectations message as you prepare a text or video response to address one or both of the following:

- Offer any advice, experience, or resources relevant to your peer's choice of topic that you have. Help your peer begin thinking about evidence related to patient safety improvement.
- Comment on any other factors that could lead to the safety risk noted by your peer.

*Please be aware that transcripts for Kaltura videos are generally available in 24 hours. Plan accordingly.*

### Course Resources

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Undergraduate Discussion Participation Scoring Guide

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

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[Vila Health: Identifying Patient Safety Concerns](#) | Transcript

## u01d1 - Learning Components

- Identify a topic for enhancing quality and safety and relevant safety risks.
- Explain reasons for interest in a chosen topic.

## Unit 2 >> Quality and Safety

### Introduction

Quality improvement (QI) measures and safety improvement plans are effective interventions to reduce medical errors and sentinel events such as medication errors, falls, infections, and unnecessary death. A 2000 report from the Institute of Medicine (IOM), notes that every year in the United States, almost one million people are harmed (Kohn et al. 2000), and 210,000–440,000 people die as a result of medical errors (Allen, 2013). Having a solid foundation of knowledge of safety organizations such as Quality and Safety Education for Nurses (QSEN), the Institute of Medicine (IOM), and The Joint Commission and its National Patient Safety Goals (NPSGs) program is vital for practicing nurses to provide and promote safe and effective patient care. In this unit, you will practice identifying evidence that will contribute to enhancing quality and safety.

## References

Allen, M. (2013). How many die from medical mistakes in U.S. hospitals? Retrieved from <https://www.npr.org/sections/health-shots/2013/09/20/224507654/how-many-die-from-medical-mistakes-in-u-s-hospitals>.

Kohn, L. T., Corrigan, J., & Donaldson, M. S. (2000). *To err is human: Building a safer health system*. Washington, DC: National Academy Press.

## Learning Activities

### u02s1 - Studies

## Quality Improvement Initiatives

- Allison, J. (2016). Ideas and approaches for quality-assessment and performance-improvement projects in ambulatory surgery centers. *AORN Journal*, 103(5), 483–488.
  - This article focuses on approaches and indicators customary to the services and operations of an ambulatory surgery center, going beyond reviewing data from routine outcome measures and explaining the effect these ideas can have on improving quality of care.
- Coles, E., Wells, M., Maxwell, M., Harris, F. M., Anderson, J., Gray, N. M., . . . MacGillivray, S. (2017). The influence of contextual factors on healthcare quality improvement initiatives: What works, for whom and in what setting? Protocol for a realist review. *Systematic Reviews*, 6, 168–178. Retrieved from <https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-017-0566-8>
  - The authors explain ways in which the context surrounding quality improvement initiatives can inform their success or failure. This article may help you think through contextual considerations for a quality or safety improvement project.
- Institute for Healthcare Improvement. (n.d.). Reliability series part 1: What is reliability? [Video]. Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/FrankReliability1.aspx>
  - This video discusses the relationship between reliability and quality in health care.
- Lawton, R., Carruthers, S., Gardner, P., Wright, J., & McEachan, R. R. C. (2012). Identifying the latent failures underpinning medication administration errors: An exploratory study. *Health Services Research*, 47(4), 1437–1459.
  - This examination of underlying systemic causes of medication errors may be useful as you consider QI best practices and ways to coordinate care to increase safety and quality.

## Quality and Safety Education

- Dolansky, M. A., & Moore, S. M. (2013). Quality and safety education for nurses (QSEN): The key is systems thinking. *Online Journal of Issues in Nursing*, 18(3), 71–80.
  - Dolansky and Moore address the need to extend quality improvement practices beyond individual patient level toward a broad systems application.
- Lyle-Edrosolo, G., & Waxman, K. (2016). Aligning healthcare safety and quality competencies: Quality and safety education for nurses (QSEN), The Joint Commission, and American Nurses Credentialing Center (ANCC) Magnet standards crosswalk. *Nurse Leader*, 14(1), 70–75.
  - This article attempts to align the language used in three quality and safety standards and reduce confusion for health care professionals.
- Masters, K. (2016). Integrating quality and safety education into clinical nursing education through a dedicated education unit. *Nurse Education in Practice*, 17, 153–160. doi:10.1016/j.nepr.2015.12.002
  - Masters describes how nursing students' participation in a dedicated safety and quality educational unit resulted in higher project evaluations than those of students who participated in traditional clinical rotations.
- Rosenblum, R. K., & Sprague-McRae, J. (2014). Using principles of quality and safety education for nurses in school nurse continuing education. *The Journal of School Nursing*, 30(2), 97–102.
  - This article, which examines evidence-based and best-practice strategies for improving the care offered by school nurses, may help you identify useful strategies for your assignment.

### u02s1 - Learning Components

- Identify characteristics of successful quality improvement initiatives.
- Identify relevant aspects of quality and safety education for improving personal efficacy.

### u02s2 - Assignment Preparation

Your first assignment is due in Unit 3. To prepare for successful completion of your Unit 3 assignment, complete the following:

- Read the Unit 3 Enhancing Quality and Safety assignment description and scoring guide to ensure that you understand all criteria.
- Identify a topic for your assignment, using the Vila Health: Identifying Patient Safety Concerns simulation or an issue from your own organization.
- Conduct any additional research you need to meet the required number of resources for the assignment.
- Ask your instructor any questions you have about the assignment.

The activities in Unit 1 and 2 will have helped you do some prework for this assignment. Make sure you reference this work as you prepare your final submission.

Please note: for the Unit 3 discussion, you will post a draft of your assignment to solicit peer feedback before submitting your assignment. Try to do this as early in the week as possible to give your peers time to respond so you can make the most of their feedback.

#### Course Resources

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[Vila Health: Identifying Patient Safety Concerns](#) | Transcript

#### u02s2 - Learning Components

- Prepare to complete an assignment.

#### u02d1 - Using Evidence to Enhance Safety and Quality

One criterion of your Enhancing Quality and Safety assignment is to "Explain evidence-based and best-practice solutions to improve patient safety related to a specific patient safety risk and reduce costs."

To meet this requirement, you will conduct research for scholarly articles and websites of professional organizations to address your chosen issue while reducing costs associated with health care provision.

For this discussion, search the Internet or the Capella University Library (linked in Resources) for two pieces of peer-reviewed scholarly evidence or best practices from professional organizations.

For each resource you find, address the following in a written post:

- Provide the APA citation for the resource.
- Summarize the resource in one or two sentences.
- Explain in one or two sentences how the evidence or practices from the resource pertains to your patient safety topic.
- Briefly discuss if the evidence or practices from the resource could help reduce costs.

Remember to follow the guidelines in the Faculty Expectations message (FEM) as you develop your post.

## Response Guidelines

Read and respond to your peers' posts using text or video to address one or more of the following, being sure to adhere to the FEM guidelines:

- Comment on any experience you have in safety and quality improvement initiatives or cost-reduction efforts, pertinent to your peer's patient safety topic.
- Locate a new research article and share it with your peer. Briefly explain why you believe the article is relevant to his or her topic.

*Please be aware that transcripts for Kaltura videos are generally available in 24 hours. Plan accordingly.*

#### Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Capella University Library](#)

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[BSN Program Library Research Guide](#)

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

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[APA Module](#)



## u02d1 - Learning Components

- Identify evidence-based resources relevant to a specific patient safety topic.

## Unit 3 >> Nurses' Role in Leading Quality and Safety

### Introduction

By the end of this unit, you will submit your Enhancing Quality and Safety assignment. As a baccalaureate-prepared nurse, you will be responsible for implementing quality improvement (QI) and patient safety measures in health care settings. Effective quality improvement measures result in system and organizational change, ultimately leading to a patient safety culture. The resources in this unit, and the research you have previously conducted, will aid you in completing your assignment.

### Learning Activities

#### u03s1 - Studies

## Collaboration and Leadership

- Falls, E., & Hensel, D. (2012). Characteristics that perinatal nurse managers desire in new nurse hires. *The Journal of Continuing Education in Nursing*, 43(4), 182–187.
  - This article may be helpful with identifying ways to coordinate and lead quality and safety measures related to your assignment.
- McInnes, S., Peters, K., Bonney, A., & Halcomb, E. (2015). An integrative review of facilitators and barriers influencing collaboration and teamwork between general practitioners and nurses working in general practice. *Journal of Advanced Nursing*, 71(9), 1973–1985.
  - This literature review may be a useful source for evidence and best practices to integrate into your assignment.
- Strech, S., & Wyatt, D. A. (2013). Partnering to lead change: Nurses' role in the redesign of health care. *AORN Journal: The Official Voice of Perioperative Nursing*, 98(3), 260–266.
  - Strech and Wyatt examine competencies and skills that may help nurses collaborate more effectively to improve patient outcomes.

## u03s1 - Learning Components

- Identify leadership and collaboration strategies relevant to nurses.

#### u03s2 - Your Online ePortfolio

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

## Using ePortfolio to Prepare for Your Capstone

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

## Using ePortfolio to Build Your Career

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

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

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

## Saving Your Documents to ePortfolio

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

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

## Privacy Statement

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

### u03a1 - Enhancing Quality and Safety

## Overview

As a baccalaureate-prepared nurse, you will be responsible for implementing quality improvement (QI) and patient safety measures in health care settings. Effective quality improvement measures result in systemic and organizational change, ultimately leading to the development of a patient safety culture.

Consider the hospital-acquired conditions that are not reimbursed under Medicare/Medicaid, some of which are specific safety issues such as infections, falls, medication errors, and other concerns that could have been prevented or alleviated with the use of evidence-based guidelines.

The purpose of this assignment is to better understand the role of the baccalaureate-prepared nurse in enhancing quality improvement (QI) measures to address patient safety risk at a health care setting of your choice. You will do this by exploring the professional guidelines and best practices for improving and maintaining patient safety in health care settings from organizations such as QSEN and the IOM. Looking through the lens of these professional best practices to examine the current policies and procedures in place at your chosen organization and the impact on safety measures for patients, you will consider the role of the nurse in driving quality and safety improvements. You will identify stakeholders in QI improvement and safety measures as well as consider evidence-based strategies to enhance quality of care and promote safety in your chosen health care setting.

## Instructions

Choose a specific condition of interest and incorporate evidence-based strategies to support communication and ensure safe and effective care.

Consider using one of the following approaches:

1. Expand on the scenario presented in Vila Health: Identifying Patient Safety Concerns (linked in Resources) and analyze a quality improvement (QI) initiative.
2. Analyze a current issue in clinical practice and identify a quality improvement (QI) initiative in your health care setting.

Be sure that your plan addresses the following, which corresponds to the grading criteria in the scoring guide. Please study the scoring guide carefully so you understand what is needed for a distinguished score.

- Explain factors leading to a specific patient safety risk.
- Explain evidence-based and best-practice solutions to improve patient safety related to a specific patient-safety risk and reduce costs.
- Explain how nurses can help coordinate care to increase patient safety and reduce costs.
- Identify stakeholders with whom nurses would need to coordinate to drive safety enhancements.
- Communicate using writing that is clear, logical, and professional, with correct grammar and spelling, using current APA style.

## Additional Requirements

- **Length of submission:** 3–5 pages of content plus title and reference pages.
- **Number of references:** Cite a minimum of 4 sources of scholarly or professional evidence that support your findings and considerations. Resources should be no more than 5 years old.
- **APA formatting:** References and citations are formatted according to current APA style.

**Portfolio Prompt:** Remember to save the final assignment to your ePortfolio so that you may refer to it as you complete the final Capstone course.

Course Resources

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[Vila Health: Identifying Patient Safety Concerns | Transcript](#)

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[Capella University Library](#)

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[BSN Program Library Research Guide](#)

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[APA Module](#)

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[ePortfolio](#)

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### u03d1 - Sharing Your Draft of the Enhancing Quality and Safety Assignment

For this post, you will share a full or partial draft of your Unit 3 assignment to solicit peer feedback. Try to do this early in the week so your peers have time to review your draft and respond thoughtfully.

The Units 1 and 2 discussions were designed to help you do some prework for this assignment. Draw on the work you did for them as well as any useful peer responses when constructing your draft or outline, and incorporate any relevant feedback into your final assignment.

## Response Guidelines

Review the linked resources for conducting a peer review and giving feedback, and refer to the guidelines in the FEM as you respond to your peers.

Review the posts by your peers and address the following in writing:

- Select two grading criteria from the assignment scoring guide. For each criterion, provide the following feedback:
  - Which rubric level do you think your peer's draft would receive?
    - Why?
    - What would you suggest your peer do to improve his or her draft to attain a high performance level for the criterion?

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Giving and Receiving Feedback](#)

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[Writing Center: Stages of Writing: Peer Review](#)

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### u03d1 - Learning Components

- Practice communicating an identified patient safety issue.

## Unit 4 >> Root-Cause Analysis

### Introduction

As patient safety concerns continue to be addressed in health care settings, nurses play an active role in implementing safety improvement measures and plans. Often root-cause analyses are conducted and safety improvement plans are created to address sentinel events or other incidents such as medication errors, patient falls, wrong-site surgery events, and hospital-acquired infections. A root-cause analysis offers a systematic approach for identifying causes of problems by using specific tools and approaches. Process and system-check failures are often identified in root-cause analyses.

This unit will provide you with an opportunity to practice performing a root-cause analysis.

## Learning Activities

### u04s1 - Studies

## Root-Cause Analysis

- Institute for Healthcare Improvement. (n.d.). [Cause and effect diagram \[Video\]](http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Whiteboard16.aspx). Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/AudioandVideo/Whiteboard16.aspx>
  - Cause and effect (or *fishbone*) diagrams are often used in root-cause analyses; this video shows how to create them.
- Institute for Healthcare Improvement. (n.d.). [Introduction to trigger tools for identifying adverse events](http://www.ihl.org/resources/Pages/Tools/IntrotoTriggerToolsforIdentifyingAEs.aspx). Retrieved from <http://www.ihl.org/resources/Pages/Tools/IntrotoTriggerToolsforIdentifyingAEs.aspx>
  - Tools to identify adverse events and determine their causes are provided on this resource page.
- The Joint Commission. (n.d.). [Framework for conducting a root cause analysis and action plan](http://www.jointcommission.org/Framework_for_Conducting_a_Root_Cause_Analysis_and_Action_Plan/). Retrieved from [http://www.jointcommission.org/Framework\\_for\\_Conducting\\_a\\_Root\\_Cause\\_Analysis\\_and\\_Action\\_Plan/](http://www.jointcommission.org/Framework_for_Conducting_a_Root_Cause_Analysis_and_Action_Plan/)
  - With resources for conducting a root-cause analysis and creating an action plan to address the results, this Web page will help you understand the steps and processes of RCAs and improvement plans for your assignment.
- Mellinger, E. (2014). [Action needed to prevent wrong-site surgery events](#). *AORN Journal*, 99(5), C5–C6.
  - This article examines the role nurses play in preventing and examining sentinel events.
- Minnesota Department of Health. (n.d.). [Root cause analysis toolkit](http://www.health.state.mn.us/patientsafety/toolkit/). Retrieved from <http://www.health.state.mn.us/patientsafety/toolkit/>
  - The Minnesota Department of Health offers an extensive collection of resources related to root-cause analysis.

## Sentinel Events

- The Joint Commission. (2017). [Sentinel event policy and procedures](https://jointcommission.org/sentinel_event_policy_and_procedures). Retrieved from [https://jointcommission.org/sentinel\\_event\\_policy\\_and\\_procedures](https://jointcommission.org/sentinel_event_policy_and_procedures)
  - This Web page provides definitions, policies, and procedures related to sentinel events that may help you to complete your assignment.
- The Joint Commission. (2017). [The essential role of leadership in developing a safety culture \[PDF\]](https://www.jointcommission.org/sea_issue_57/). *Sentinel Event Alert*, 57, 1–8. Retrieved from [https://www.jointcommission.org/sea\\_issue\\_57/](https://www.jointcommission.org/sea_issue_57/)
  - According to The Joint Commission, "Competent and thoughtful leaders...understand that systemic flaws exist and each step in a care process has the potential for failure simply because humans make mistakes." This issue of Sentinel Event Alert discusses ways that effective leaders foster the development of a safety culture.
- Vila Health: Root-Cause Analysis and Safety Improvement Planning
  - This simulation explores a root-cause analysis in the wake of a sentinel event and is one option you may use as context for your Root Cause Analysis and Improvement Plan.

## Optional Case Studies

These case studies present safety and quality issues. Review these if you think you might want an alternative to a workplace issue or the Vila Health simulation for your assignment context.

- Institute for Healthcare Improvement. (n.d.). [One dose, fifty pills \(AHRQ\)](http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/AHRQCaseStudyOneDoseFiftyPills.aspx). Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/AHRQCaseStudyOneDoseFiftyPills.aspx>
- Institute for Healthcare Improvement. (n.d.). [Josie King - What happened to Josie? \[Video\]](http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/WhatHappenedtoJosieKing.aspx). Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/WhatHappenedtoJosieKing.aspx>

### Course Resources

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Vila Health: Root-Cause Analysis and Safety Improvement Planning

### u04s1 - Learning Components

- Identify best practices for conducting a root-cause analysis.
- Identify relevant information related to a nurse's role in responding to sentinel events.

### u04s2 - Assignment Preparation

Your next assignment, Root-Cause Analysis and Improvement Plan, is due in Unit 5. You will choose among the scenarios presented in Vila Health: Root-Cause Analysis and Safety Improvement Planning, the subject of your Unit 3 assignment, or the optional case studies presented in this unit as the context for your assignment.

To prepare for the Unit 5 assignment, consider doing the following:

- Read the assignment description and scoring guide to ensure you understand all criteria.
- Conduct any additional research you need to meet the required number of resources for the assignment.
- Review the [Root-Cause Analysis and Improvement Plan Template \[DOCX\]](#) to better understand the content and format requirements.
- Ask your instructor any questions you have about the assignment.

The activities in Unit 4 and 5 will have helped you do some prework for this assignment. Make sure you reference this work as you prepare your final submission.

#### Course Resources

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[Vila Health: Root-Cause Analysis and Safety Improvement Planning | Transcript](#)

#### u04s2 - Learning Components

- Prepare to complete an assignment.

#### u04d1 - Root-Cause Analysis Practice

For this discussion, practice your root-cause analysis skills by completing the Vila Health: Root-Cause Analysis and Safety Improvement Planning activity and address the following in a brief video post:

- What happened?
  - Who detected the problem or event?
  - Who did the problem or event affect, and how were they affected?
- What do you consider to be the two most significant root causes of the problem or event?

If you need technical assistance with recording or posting your video, refer to Using Kaltura (linked in Resources). Remember to refer to the guidelines in the FEM as you prepare your video post.

*Note:* If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations. If you experience technical or accessibility difficulties that make it impossible to record a video, you may write a post of professional and academic quality.

## Response Guidelines

Review and respond to the posts of your peers according to FEM guidelines. Use text or video to address one or both of the following:

- Compare and contrast the root causes you identified as most significant to those of your peer.
- Provide advice or reference a resource that might help your peer refine his or her skills related to conducting a root-cause analysis.

*Please be aware that transcripts for Kaltura videos are generally available in 24 hours. Plan accordingly.*

#### Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

[Vila Health: Root-Cause Analysis and Safety Improvement Planning | Transcript](#)

[Root-Cause Analysis and Improvement Plan Template \[DOCX\]](#)

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

#### u04d1 - Learning Components

- Describe the detection and impacts of a problem or event.
- Describe the root causes of a problem or event.

### Unit 5 >> Safety Improvement Plans

#### Introduction

Your root-cause analysis and improvement plan is due in this unit. You should already have an idea of the causes of failures in your chosen scenario for this assignment; now a safety improvement plan to prevent recurrence can be developed. As a leader in nursing, the baccalaureate nurse's role is to create safety improvement plans as well as disseminate the information to staff nurses and other health care professionals to protect patients and improve outcomes.

#### Learning Activities

#### u05s1 - Studies

### Evidence-Based Practice

- Giomuso, C. B., Jones, L. M., Long, D., Chandler, T., Kresevic, D., Pulphus, D., & Williams, T. (2014). A successful approach to implementing evidence-based practice. *Med-Surg Matters*, 23(4), 4–9.
  - This article provides a baseline definition of *evidence-based practice* as well as examples of applied EBP.
- Spruce, L. (2015). Back to basics: Implementing evidence-based practice. *AORN Journal: The Official Voice of Perioperative Nursing*, 101(1), 106–114.
  - Spruce offers a framework for identifying and appraising research, as well as how to implement changes and practices based on research, in this journal article.

### Quality and Safety

- Ambutas, S., Lamb, K. V., & Quigley, P. (2017). Fall reduction and injury prevention toolkit: Implementation on two medical-surgical units. *Medsurg Nursing*, 26(3), 175–179, 197.
  - The implementation of a safety improvement project and tool kit is examined by the authors.
- Institute for Healthcare Improvement. (n.d.). Why is reducing harm – not just error – important to patient safety? [Video]. Retrieved from <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/Bates-Reducing-Harm-Important-To-Patient-Safety.aspx>
  - Based on the premise that human error may be reduced but not avoided in every health care situation, this video focuses on the importance of harm reduction to patient safety.
- The Joint Commission. (2018). 2018 national patient safety goals. Retrieved from [https://www.jointcommission.org/standards\\_information/npsgs.aspx](https://www.jointcommission.org/standards_information/npsgs.aspx)
  - The patient safety resources on this Web page may be helpful as you develop the improvement plan section of your assignment.
- Mills, E. (2016). The WakeWings journey: Creating a patient safety program. *AORN Journal*, 103(6), 636–639.
  - This article summarizes the creation of a safety program to reduce sentinel events.
- U.S. Department of Health & Human Services. (n.d.). Retrieved from <https://www.hhs.gov/>
  - This website provides numerous resources related to quality and safety. Explore these resources as you work on your assignment.
- Quality and Safety Improvement Plan Knowledge Base.
  - This formative activity will help you to check and build your knowledge of key concepts and terms related to quality and safety improvement.

#### u05s1 - Learning Components

- Identify characteristics and applications of evidence-based practice.
- Identify potential ways to implement quality or safety improvement plans.

#### u05a1 - Root-Cause Analysis and Improvement Plan

## Overview

Nursing practice is governed by health care policies and procedures as well as state and national regulations developed to prevent problems. It is critical for nurses to participate in gathering and analyzing data to determine causes of patient safety issues, in solving problems, and in implementing quality improvements.

For this assignment, you may choose from the following options as the subject of a root-cause analysis and safety improvement plan. You need only select one option:

- The specific safety concern identified in your previous assignment.
- The Vila Health: Root-Cause Analysis and Safety Improvement Planning simulation.
- One of the Unit 4 case studies (linked in Resources).
- A personal practice experience in which a sentinel event occurred.

## Instructions

The purpose of this assignment is to demonstrate your understanding of and ability to analyze a root cause of a specific safety concern in a health care setting. You will create a plan to improve the safety of patients related to the concern based on the results of your analysis, using the literature and professional best practices as well as the existing resources at your chosen health care setting to provide a rationale for your plan.

Use the Root Cause Analysis and Improvement Plan Template linked in Resources to help you to stay organized and concise.

Additionally, be sure that your plan addresses the following, which corresponds to the grading criteria in the scoring guide. Please study the scoring guide carefully so you understand what is needed for a distinguished score.

- Analyze the root cause of a patient safety issue or a specific sentinel event in an organization.
- Apply evidence-based and best-practice strategies to address the safety issue or sentinel event.
- Create a viable, evidence-based safety improvement plan.
- Identify existing organizational resources that could be leveraged to improve your plan.
- Communicate in writing that is clear, logical, and professional, with correct grammar and spelling, using current APA style.

**Example assignment:** You may use the assignment example, linked in the resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

## Additional Requirements

- **Length of submission:** Use the provided template to create a 4–6 page root-cause analysis and safety improvement plan. A title page is not required but you must include a reference list as per the template.
- **Number of references:** Cite a minimum of 3 sources of scholarly or professional evidence that support your findings and considerations. Resources should be no more than 5 years old.
- **APA formatting:** Format references and citations according to current APA style.

**Portfolio Prompt:** Remember to save the final assignment to your ePortfolio so that you may refer to it as you complete the final Capstone course.

Course Resources

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[APA Module](#)

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[BSN Program Library Research Guide](#)

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[Josie King - What Happened to Josie? \[Video\]](#)

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[One Dose, Fifty Pills \(AHRQ\)](#)

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[Root-Cause Analysis and Improvement Plan Template \[DOCX\]](#)

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[Unit 5 Assignment Example \[PDF\]](#)

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[Vila Health: Root-Cause Analysis and Safety Improvement Planning | Transcript](#)

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[ePortfolio](#)

## u05d1 - Supporting Plans With Evidence

By the end of this unit, you will complete the Root-Cause Analysis and Improvement Plan assignment. The second part of this assignment is to create an improvement plan to address the root causes you uncover in your analysis.

In the Unit 4 assignment preparation study, you identified the problem or event for which you would conduct a root-cause analysis. For this discussion, you will need to have a rough idea of the root causes of your chosen problem or event. You will research evidence-based or best-practice resources to address your chosen problem or event and inform the improvement plan for your assignment.

Complete the following, referring to the guidelines in the FEM as you prepare your post:

Identify two scholarly, evidence-based or best-practice resources that you consider relevant to your problem or event.

For each resource, include the following in a written post:

- The APA citation for the resource.
- A one- or two-sentence summary of the resource.
- An explanation of how the resource could be helpful in addressing a root cause or your problem or event in general.
- A brief discussion of how the resource could help you formulate your improvement plan.

The Root-Cause Analysis and Improvement Plan Template is linked in Resources for reference.

## Response Guidelines

Read and respond to your peers' posts according to the FEM guidelines, using text or video to address the following:

- Find a recent research article that defends or refutes your peer's post and share it with him or her. Include a description or a link to the article and note how you found it. Briefly explain why you believe the article is relevant to your peer's topic.

*Please be aware that transcripts for Kaltura videos are generally available in 24 hours. Plan accordingly.*

### Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Root-Cause Analysis and Improvement Plan Template \[DOCX\]](#)

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[Vila Health: Root-Cause Analysis and Safety Improvement Planning | Transcript](#)

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

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[Josie King - What Happened to Josie? \[Video\]](#)

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[One Dose. Fifty Pills \(AHRQ\)](#)

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[BSN Program Library Research Guide](#)

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[APA Module](#)

### u05d1 - Learning Components

- Identify relevant evidence for a safety improvement plan.

## Unit 6 >> Educating Others

### Introduction

As a practicing professional, you will present educational in-services and/or staff training pertaining to quality improvement (QI) measures of safety improvement interventions. The in-services and/or training sessions should be presented in creative, innovative ways to capture and hold the audience's



attention, promoting knowledge acquisition and skill application that change practice for the better. In this unit, you will explore formal and informal ways to educate others and share your ideas in a small group activity.

## Learning Activities

### u06s1 - Studies

## Facilitating Learning

- Fewster-Thuente, L. (2014). A contemporary method to teach collaboration to students. *Journal of Nursing Education*, 53(11), 641–645.
  - This article may give you some ideas for an audience activity to include in your Improvement Plan In-Service Presentation.
- Green, J. K., & Huntington, A. D. (2017). Online professional development for digitally differentiated nurses: An action research perspective. *Nurse Education in Practice*, 22, 55–62.
  - Green and Huntington highlight five elements that are key to effective online professional development in this article describing an action-research project involving RNs in clinical settings.
- Moradi, K., Najarkolai, A. R., & Keshmiri, F. (2016). Interprofessional teamwork education: Moving toward the patient-centered approach. *The Journal of Continuing Education in Nursing*, 47(10), 449–460.
  - The study discussed in this article involved the development of a framework of interprofessional framework competencies on which curricula and assessment tools could be based. Such an approach may be useful for you to consider as you develop your presentation.
- Rakhudu, M. A., Davhana-Maselesele, M., & Useh, U. (2016). Concept analysis of collaboration in implementing problem-based learning in nursing education. *Curationis*, 39(1), 1–13.
  - In their effort to better understand and define collaboration in terms of problem-based learning, the authors observed the increasing importance of interprofessional collaboration to nursing education and other aspects of the health care profession.

## PowerPoint

Refer to these helpful Campus resources for PowerPoint tips:

- [Capella University Library: PowerPoint Presentations](#).
- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).

### u06s1 - Learning Components

- Identify strategies to facilitate learning for health care professionals.

### u06s2 - Assignment Preparation

Your Improvement Plan In-Service Presentation is due in Unit 7. Base this assignment on your Unit 5 Root-Cause Analysis and Improvement Plan assignment or an existing safety improvement plan from an external organization.

In preparation for the assignment, complete the following:

- Read the assignment description and scoring guide to ensure that you understand all criteria.
- Refer to [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#) and [Capella University Library: PowerPoint Presentations](#) as needed.
- Conduct any additional research you need to meet the required number of resources for your assignment.
- Ask your instructor any questions you have about the assignment.

**Reminder:** The activity in Unit 6 involved some prework for this assignment. Make sure you reference this work as you complete your final submission. The Unit 7 discussion will offer an opportunity to get feedback on your presentation draft. Try to incorporate relevant suggestions to improve your final assignment submission.

### u06s2 - Learning Components

- Prepare to complete an assignment.

## u06d1 - Educating Others Formally and Informally

Your third assignment, Presentation of a Safety Improvement Plan, is due in Unit 7. Thus far you have identified patient safety risks (falls, medication errors, health care-associated infections, and so on) in a health care setting of your choice, conducted a root-cause analysis, and created a safety improvement plan. Now, you will build on those activities and develop a PowerPoint presentation to share and disseminate evidence-based interventions to address your chosen patient safety concern. You may expand on the topic identified in the previous assignments or choose a new topic.

For this week's discussion, your instructor will assign you into small groups.

Each group member will choose one of the following questions and respond to it in a short video post. Be sure to avoid duplication; there should be a different question for each group member.

Respond to your chosen question in the context of formal and informal education of nurses and other health care professionals, keeping the FEM guidelines in mind.

1. What are best practices for implementation of an educational plan?
2. What are some approaches to avoid in the implementation plan?
3. What planning is required for the educational component?
4. How important is it to know the audience?
5. How can success and areas for improvement be measured?

Address the following in your initial post as well:

- What are some examples from the literature or professional organizations that support your answer?
- How will you use this information for your Unit 7 presentation?

Refer to Using Kaltura (linked in Resources) if you need help recording or posting your video. *Please be aware that transcripts for Kaltura videos are generally available in 24 hours. Plan accordingly.*

**Note:** If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations. If you experience technical or accessibility difficulties that make it impossible to record a video, you may submit a written post of professional and academic quality.

## Response Guidelines

Review and respond to your peers' posts according to the guidelines in the FEM, using text or video to address one or both of the following:

- Provide suggestions based on your own experience on how to enhance professional presentation or in-service training skills.
- Offer advice or reference a resource that might help your peer refine formal and informal presentation skills in an educational training session.

### Course Resources

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#### Undergraduate Discussion Participation Scoring Guide

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

### u06d1 - Learning Components

- Describe relevant educational or instructional best practices as they relate to safety or quality improvement.
- Identify relevant evidence related to facilitating learning for other health care professionals.

## Unit 7 >> In-Service Sessions for Quality Improvement

### Introduction

Teaching sessions may include a presentation of information, active participation of the audience via simulation or some other type of interactive strategy, audio or visual media or materials, and assessment and evaluation of participant learning. The use of in-services and/or training sessions has positive implications for nursing practice by increasing staff confidence when providing care to specific patient populations. It also allows for a safe, nonthreatening environment where staff nurses can practice their skills prior to a real patient event. Participation in learning sessions fosters a team approach, collaboration, patient safety, and greater patient satisfaction rates in the health care environment (Patel & Wright, 2018).

As you prepare to complete the Improvement Plan In-Service Presentation assignment, consider the impact of the in-service training on patient outcomes as well as practice outcomes for staff nurses. Be sure to support your thoughts on the effectiveness of educating and training staff to increase the quality of care provided to patients by examining the literature and established best practices.

#### Reference

Patel, S., & Wright, M. (2018). Development of interprofessional simulation in nursing education to improve teamwork and collaboration in maternal child nursing. *Journal of Obstetric, Gynecologic & Neonatal Nursing*, 47(3), s16–s17.

### Learning Activities

#### u07s1 - Studies

### Leadership Competencies

- American Organization of Nurse Executives. (2015). [Nurse executive competencies \[PDF\]](http://www.aone.org/resources/nec.pdf). Retrieved from <http://www.aone.org/resources/nec.pdf>
  - The AONE nurse executive competencies may be a helpful resource as you design your presentation, especially with regard to communication and collaboration.
- [AONE Nurse Executive Competencies Review](#).
  - This formative activity will help you review your understanding of the AONE Nurse Executive Competencies, particularly those relevant to developing an effective training session and presentation.

#### u07s1 - Learning Components

- Identify relevant leadership competencies for emerging nurse leaders.

#### u07a1 - Improvement Plan In-Service Presentation

### Professional Context

As a baccalaureate-prepared nurse, you will often find yourself in a position to lead and educate other nurses. This colleague-to-colleague education can take many forms, from mentoring to informal explanations on best practices to formal in-service training. In-services are an effective way to train a large group. Preparing to run an in-service may be daunting, as the facilitator must develop his or her message around the topic while designing activities to help the target audience learn and practice. By improving understanding and competence around designing and delivering in-service training, a BSN practitioner can demonstrate leadership and prove him- or herself a valuable resource to others.

### Overview

For this assignment it is suggested you take one of two approaches:

1. Build on the work completed in your first two assignments and create an agenda and PowerPoint of an educational in-service session that would help a specific staff audience learn, provide feedback, understand their roles, and practice new skills related to your safety improvement plan, **or**
2. Locate a safety improvement plan through an external resource and create an agenda and PowerPoint of an educational in-service session that would help a specific staff audience learn, provide feedback, understand their roles, and practice new skills related to the issues and improvement goals presented in your chosen context.

### Instructions

Develop a PowerPoint presentation with detailed presenter's notes representing the material you would deliver at an in-service session to raise awareness of your chosen safety improvement initiative and explain the need for it. Additionally, you must educate the audience as to their role and importance to the success of the initiative. This includes providing examples and practice opportunities to test out new ideas or practices related to the safety improvement initiative.

Be sure that your plan addresses the following, which corresponds to the grading criteria in the scoring guide. Please study the scoring guide carefully so that you understand what is needed for a distinguished score.

- List the purpose and goals of an in-service session for nurses.
- Explain the need for and process to improve safety outcomes related to a specific organizational issue.
- Explain to the audience their role and importance of making the improvement plan successful.
- Create resources or activities to encourage skill development and process understanding related to a safety improvement initiative.

- Communicate with nurses in a respectful and informative way that clearly presents expectations and solicits feedback on communication strategies for future improvement.

There are various ways to structure an in-service session; below is just one example:

- **Part 1: Agenda and Outcomes.**
  - Explain to your audience what they are going to learn or do, and what they are expected to take away.
- **Part 2: Safety Improvement Plan.**
  - Give an overview of the current problem, the proposed plan, and what the improvement plan is trying to address.
  - Explain why it is important for the organization to address the current situation.
- **Part 3: Audience's Role and Importance.**
  - Discuss how the staff audience will be expected to help implement and drive the improvement plan.
  - Explain why they are critical to the success of the improvement plan.
  - Describe how their work could benefit from embracing their role in the plan.
- **Part 4: New Process and Skills Practice.**
  - Explain new processes or skills.
  - Develop an activity that allows the staff audience to practice and ask questions about these.
  - In the notes section, brainstorm potential responses to likely questions or concerns.
- **Part 5: Soliciting Feedback.**
  - Describe how you would solicit feedback from the audience on the improvement plan and the in-service.
  - Explain how you might integrate this feedback for future improvements.

Remember to account for activity and discussion time.

## Additional Requirements

- **Presentation length:** There is no required length; use just enough slides to address all the necessary elements. Remember to use short, concise bullet points on the slides and expand on your points in the presenter's notes. If you use 2 or 3 slides to address each of the parts in the above example, your presentation would be 10–15 slides.
- **Speaker notes:** Speaker notes should reflect what you would actually say if you were delivering the presentation to an audience. Another presenter would be able to use the presentation by following the speaker notes.
- **APA format:** Use APA formatting for in-text citations. Include an APA-formatted reference slide at the end of your presentation.
- **Number of references:** Cite a minimum of 3 sources of scholarly or professional evidence to support your assertions. Resources should be no more than 5 years old.

Refer to the helpful links in Resources as you prepare your assignment.

**Portfolio Prompt:** Remember to save the final assignment to your ePortfolio so that you may refer to it as you complete the final Capstone course.

Course Resources

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[Capella University Library: PowerPoint Presentations](#)

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[BSN Program Library Research Guide](#)

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

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[APA Module](#)

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[ePortfolio](#)

### u07d1 - Sharing Your Draft of Your Improvement Plan In-Service Presentation

For this discussion, post a full or partial draft of your Unit 7 Improvement Plan In-Service Presentation assignment for peer feedback. Try to do this as early in the week as possible to give your peers time to respond substantively and for you to incorporate relevant feedback into your final assignment.

## Response Guidelines

Review the linked Resources regarding peer review and feedback.

Review and respond to your peers' posts in writing, adhering to the FEM guidelines as you address the following:

- Choose two grading criteria from the Unit 7 assignment scoring guide. For each criterion, provide the following feedback:
  - Which rubric level do you think your peer's draft would receive?
    - Why?
    - How do you think your peer could improve his or her draft to achieve a high performance level for the criterion?

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[Giving and Receiving Feedback](#)

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[Writing Center: Stages of Writing: Peer Review](#)

u07d1 - Learning Components

- Practice communicating for in-service presentation.

## Unit 8 >> Using Online Communication to Foster Information Sharing

### Introduction

As health care organizations and nurses strive to create a culture of interprofessional collaboration to promote safety and quality care, tool kits and wikis become more prevalent. Some of the most popular methods to promote ongoing information sharing include websites, blogs, wikis, and social media. In particular, wikis provide a means for nurses to have a profound impact on the profession, individual lives, and the world. Nurses know how to support patients in time of need as well as how to support their workplace colleagues; wikis enable nurses to continue that support beyond the work environment, sharing their unique perspectives, educating others, and promoting wellness on local and global levels (Kaminski, 2016).

Reference

Kaminski, J. (2016). Why all nurses can/should be authors. *Canadian Journal of Nursing Informatics*, 11(4), 1–7.

### Learning Activities

u08s1 - Studies

## Collaboration and Teamwork

- Chard, R., & Makary, M. A. (2015). [Transfer-of-care communication: Nursing best practices](#). *AORN Journal*, 102(4), 329–342.
  - Consider applying some of the communications best practices highlighted in this article to the communication of your tool kit.
- Dietz, A. S., Pronovost, P. J., Mendez-Tellez, P., Wyskiel, R., Marsteller, J. A., Thompson, D. A., & Rosen, M. A. (2014). [A systematic review of teamwork in the intensive care unit: What do we know about teamwork, team tasks, and improvement strategies?](#) *Journal of Critical Care*, 29(6), 908–914.
  - The authors discuss best practices related to teamwork and team improvement, some of which may help you think about how best to present the information in your tool kit.
- Kalisch, B. J., Aebersold, M., McLaughlin, M., Tschannen, D., & Lane, S. (2015). [An intervention to improve nursing teamwork using virtual simulation](#). *Western Journal of Nursing Research*, 37(2), 164–179.
  - This article presents a feasibility study for use of a simulation to improve teamwork among nursing staff.

## Evaluating Resources

- The Library of Congress. (n.d.). [Evaluating Internet resources: An annotated guide to selected resources](https://www.loc.gov/rr/business/beonline/selectbib.html). Retrieved from <https://www.loc.gov/rr/business/beonline/selectbib.html>

- This Web page collects resources related to evaluating the reliability and relevance of information from electronic sources. The format of this page may also be a helpful model for the resource list you are assembling.
- Think Critically About Source Quality.
  - This Capella University Library guide offers a method to help you determine which resources to include in your tool kit.
- Determining the Relevance and Usefulness of Resources.
  - This formative activity will help determine which resources or research will be most relevant to addressing a need and may help you begin thinking about how you will explain the usefulness and relevance of the resources you are compiling for your tool kit.

#### u08s1 - Learning Components

- Identify relevant collaboration and teamwork strategies for communicating with other health care professionals.
- Identify strategies for evaluating the relevance and quality of resources.

#### u08s2 - Assignment Preparation

Your Improvement Plan Tool Kit assignment is due in Unit 9.

To prepare to complete the assignment successfully, complete the following:

- Read the assignment description and scoring guide to ensure that you understand all criteria.
- Conduct any additional research you need to meet the required number of resources for the assignment.
- Ask your instructor any questions you have about the assignment.

The activities in Unit 8 include prework for this assignment. Make sure you reference this work as you prepare your final submission.

## Google Sites Preparation

For this assignment, you will be assembling an online resource tool kit in the form of a wiki to support your chosen safety improvement plan. Use of Google Sites is recommended; the tools are free and should offer you a blend of flexibility and simplicity as you create your online tool kit.

Use your Gmail or GoogleDocs user name and password to log in. If you do not have a Google account, choose the "Create Account" option and follow the prompts.

Refer to the following links to help you build your tool kit:

- G Suite Learning Center. (n.d.). Get started with Sites. Retrieved from <https://gsuite.google.com/learningcenter/products/sites/get-started/#/>
- Google. (n.d.). Google Sites. Retrieved from <https://sites.google.com>
- Google. (n.d.). Sites help. Retrieved from [support.google.com/sites/?hl=en#topic=](https://support.google.com/sites/?hl=en#topic=)

#### u08s2 - Learning Components

- Prepare to complete an assignment.

#### u08d1 - Identifying Resources for Your Tool Kit

For your Unit 9 assignment, you must locate 12 scholarly or professional resources that would help stakeholders and health care practitioners implement and sustain the improvements of the plan you have been developing throughout the course. You may use the audience you defined for your Unit 7 presentation as your target audience.

For this discussion, find 4 scholarly or professional sources relevant to your improvement plan, its implementation, or its sustainability.

For each resource, provide the following in a written post:

- The APA citation for the resource.
- A description of the information, skills, or tools the resource provides.
- An explanation of the resource's usefulness in helping nurses understand or implement the safety improvement initiative.
- Recommendations for how and when nurses should use the resource.

Remember to refer to the guidelines in the FEM as you prepare your post.

## Response Guidelines

Read and respond to your peers' posts according to the FEM guidelines, using text or video to address one or both of the following:

- Comment on the clarity and persuasiveness of your peer's annotation of one or more of their sources.
- Locate a new research article and share it with your peer. Briefly explain why you believe the article is relevant to their topic.

*Please be aware that transcripts for Kaltura videos are generally available in 24 hours. Plan accordingly.*

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Identify relevant evidence related to the creation of a tool kit.
- Explain the value of specific resources and evidence.

**u08d2 - Optional: Wiki Creation Practice**

Participation in this discussion is optional.

Your wiki for the quality improvement and safety initiative plan that you identified, created, and presented in the prior units is due in Unit 9. The purpose of this online tool kit is to help nursing professionals review training information and engage in ongoing conversation on preventing adverse events and promoting positive patient outcomes.

For this discussion, ask any questions you may have about preparing your assignment, share drafts of your Google Site wiki, or share experiences with your peers.

Course Resources

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[Get Started With Sites](#)

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[Sites Help](#)

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[Google Sites](#)

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u08d2 - Learning Components

- Practice creating a wiki.

## Unit 9 >> Improvement Plan Tool Kit

### Introduction

Your Improvement Plan Tool Kit assignment is due in this unit. By creating your tool kit, you will practice working with real-world online communication tools as well as quality practices to support improvement initiatives.

### Learning Activities

**u09s1 - Studies**

## Wikis

- Malamed, C. (n.d.). [Using wikis for learning and collaboration](http://thelearningcoach.com/elearning2-0/using-wikis-for-elearning/). Retrieved from <http://thelearningcoach.com/elearning2-0/using-wikis-for-elearning/>
  - This article may be helpful as you think about how to put together your tool kit for your assignment.

- MindTools. (n.d.). [How to create a wiki: Setting up a collaborative online workspace](https://www.mindtools.com/pages/article/newLMD476.html). Retrieved from <https://www.mindtools.com/pages/article/newLMD476.html>
  - MindTools provides a practical overview of wikis, including their history and purpose, as well as how to build them.

## Blogs

- Wolf, D. M., & Morouse, K. M. (2015). [Using blogs to support informatics nurses' curriculum needs](#). *Online Journal of Nursing Informatics*, 19(2), 1–9.
  - This article looks at the use of blogs and other online platforms to improve learning and communication, as well as patient care.

## Google Sites

Refer to the following links to help you build your tool kit:

- G Suite Learning Center. (n.d.). [Get started with Sites](https://gsuite.google.com/learning-center/products/sites/get-started/#/). Retrieved from <https://gsuite.google.com/learning-center/products/sites/get-started/#/>
- Google. (n.d.). [Google Sites](https://sites.google.com). Retrieved from <https://sites.google.com>
- Google. (n.d.). [Sites help](https://support.google.com/sites/?hl=en#topic=). Retrieved from <https://support.google.com/sites/?hl=en#topic=>
- [Resources for safety and improvement measures in geropsychiatric care](#). (n.d.). Retrieved from <https://sites.google.com/view/safetyimprovementmeasures/home>

u09s1 - Learning Components

- Identify ways to use Web technology to communicate with other health care professionals.

### u09a1 - Improvement Plan Tool Kit

## Overview

Nurses are often asked to implement processes, concepts, or practices—sometimes with little preparatory communication or education. One way to encourage sustainability of quality and process improvements is to assemble an accessible, user-friendly tool kit for knowledge and process documentation. Creating a resource repository or tool kit is also an excellent way to follow up an education or in-service session, as it can help to reinforce attendees' new knowledge as well as the understanding of its value. By practicing creating a simple online tool kit, you can develop valuable technology skills to improve your competence and efficacy. This technology is easy to use and resources are available to guide you.

For this assignment, consider taking one of these two approaches:

1. Build on the work that you have done in your previous assignments and create an online tool kit or resource repository to help the audience of your in-service understand the research behind your safety improvement plan and put the plan into action.
2. Use a safety improvement plan from your current organization, the Institution for Healthcare Improvement, or a publicly available safety improvement initiative and create an online tool kit or resource repository to help an audience understand the research behind a safety improvement plan and how to put the plan in action.

## Preparation

Google Sites is recommended for this assignment; the tools are free to use and should offer you a blend of flexibility and simplicity as you create your online tool kit. Please note that this requires a Google account; use your Gmail or GoogleDocs login, or create an account following the directions under the "Create Account" menu.

Refer to the links in Resources to get started with Google Sites.

## Instructions

Using Google Sites, assemble an online resource tool kit containing at least 12 annotated resources that you consider critical to the success of your safety improvement initiative. These resources should enable nurses and others to implement and maintain the safety improvement you have developed.

It is recommended that you focus on the 3 or 4 most critical categories or themes with respect to your safety improvement initiative. For example, if your initiative concerns improving workplace safety for practitioners, you might choose broad themes such as general organizational safety and quality best practices; environmental safety and quality risks; individual strategies to improve personal and team safety; and process best practices for reporting and improving environmental safety issues.

Following the recommended scheme, you would collect at least 3 resources on average for each of the 4 categories. Each resource listing should include the following:



- An APA-formatted citation of the resource with a working link.
- A description of the information, skills, or tools provided by the resource.
- A brief explanation of how the resource can help nurses better understand or implement the safety improvement initiative.
- A description of how nurses can use this resource and when its use may be appropriate.

Remember that you must make your site 'public' so that your faculty can access it. Check out the Google Sites resources for more information.

Here is an example entry:

- Merret, A., Thomas, P., Stephens, A., Moghabghab, R., & Gruneir, M. (2011). A collaborative approach to fall prevention. *Canadian Nurse*, 107(8), 24–29. Retrieved from [www.canadian-nurse.com/articles/issues/2011/october-2011/a-collaborative-ap](http://www.canadian-nurse.com/articles/issues/2011/october-2011/a-collaborative-ap)
  - This article presents the Geriatric Emergency Management-Falls Intervention Team (GEM-FIT) project. It shows how a collaborative nurse lead project can be implemented and used to improve collaboration and interdisciplinary teamwork, as well as improve the delivery of health care services. This resource may prove more useful to nurses for its strategies and models for assembling and participating in an interdisciplinary team than for specific fall-prevention strategies. It is suggested that this resource be reviewed prior to creating an interdisciplinary team for a collaborative project in a health care setting.

Additionally, be sure that your plan addresses the following, which corresponds to the grading criteria in the scoring guide. Please study the scoring guide carefully so you understand what is needed for a distinguished score.

- Identify necessary resources to support the implementation and sustainability of a safety improvement initiative.
- Analyze the usefulness of resources to the role group responsible for implementing quality and safety improvements.
- Analyze the value of resources to reduce patient safety risk.
- Present compelling reasons and relevant occasions for use of resource tool kit by its target audience.
- Communicate in a clear, logically structured, and professional manner that applies current APA style and formatting.

**Example Assignment:** You may use the example, linked in the resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like for an annotated bibliography. Note that you do not have to submit your bibliography in addition to the Google Site; the example bibliography is merely for your reference.

To submit your online tool kit assignment, paste the link to your Google Site in the assignment submission box.

**Example Google Site:** You may use the example Google Site, Resources for Safety and Improvement Measures in Geropsychiatric Care, linked in the resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like for this assignment.

**Note:** If you experience technical or other challenges in completing this assignment, please contact your instructor.

## Additional Requirements

- **Number of resources:** Your tool kit must include at least 12 professional or academically relevant resources that support the continued learning and implementation of knowledge and processes related to a safety improvement initiative.
- **APA format:** Use proper APA formatting for in-text citations and each annotated resource.

**Portfolio Prompt:** Remember to save the final assignment to your ePortfolio so that you may refer to it as you complete the final Capstone course.

Course Resources

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[APA Module](#)

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[BSN Program Library Research Guide](#)

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[Get Started With Sites](#)

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[Google Sites](#)

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[Resources for Safety and Improvement Measures in Geropsychiatric Care](#)

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[Sites Help](#)

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Unit 9 Assignment Example [PDF]

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[ePortfolio](#)

## Unit 10 >> Course Wrap-Up and Wiki Sharing

### Introduction

Congratulations! You are nearly finished with this course. Good work, everyone.

In this unit, you will share your wiki with your peers and review your peers' wikis. Enjoy discovering how others created their wikis and sharing your experiences about the process.

### Learning Activities

#### u10s1 - Studies

### Building Professional Efficacy and Visibility

- Kaminski, J. (2016). Why all nurses can/should be authors. *Canadian Journal of Nursing Informatics*, 11(4), 1–7.
  - This editorial urges nurses to be active contributors to ongoing research, journals, blogs, and other outlets to increase visibility of their valuable perspectives on health care.
- Kimhi, E., Reishtein, J. L., Cohen, M., Friger, M., Hurvitz, N., & Avraham, R. (2016). Impact of simulation and clinical experience on self-efficacy in nursing students: Intervention study. *Nurse Educator*, 41(1), E1–E4.
  - The effects of simulation use versus clinical experiences on the self-efficacy and self-confidence of nurses are discussed on this article.
- Zhang, Z., Zhang, C., Zhang, X., Liu, X., Zhang, H., Wang, J., & Liu, S. (2015). Relationship between self-efficacy beliefs and achievement motivation in student nurses. *Chinese Nursing Research*, 2(2–3), 67–70.
  - A study of 716 student nurses in China correlates self-efficacy and achievement motivation.

### Evidence and Value-Based Decision Making

- Krautscheid, L., & Brown, M. (2014). Microethical decision making among baccalaureate nursing students: A qualitative investigation. *Journal of Nursing Education*, 53(3), S19–S25.
  - Baccalaureate nurses' conflicts between what they were taught and what they were told to do in the face of microethical dilemmas are highlighted in this article.
- Milner, K., & O'Connor, M. (2017). Shared decision making and decision aids: An important part of evidence-based practice. *Journal of Nursing Education*, 56(11), 702–703.
  - This article examines the ways in which shared decision making (SDM) contributes to evidence-based practice and argues for the inclusion of SDM content in nursing programs.
- Zadeh, R., Sadatsafavi, H., & Xue, R. (2015). Evidence-based and value-based decision making about healthcare design: An economic evaluation of the safety and quality outcomes. *HERD: Health Environments Research & Design Journal*, 8(4), 58–76.
  - This article presents a model for taking different decision-making approaches to improve outcomes.

#### u10s1 - Learning Components

- Identify various decision-making strategies for nurses.
- Identify ways to develop professional efficacy.

#### u10d1 - Wiki Sharing and Reflection

For this discussion, complete the following:

- Post the link to your wiki.
- Share your experience of creating the wiki.
  - Was it easier than you anticipated? Was it more time-intensive than you expected?
  - What did you enjoy about the assignment?
  - What would you change if you were to do this again?

## Response Guidelines

Review and respond to your peers' wikis and posts, following the guidelines in the FEM. Offer input on the safety improvement presentations shared as well as any additional resources on the wikis.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Reflect on the experience of using Web technology as a communication strategy.