This course of study presents the required sequence of learning for developing competence in Organizational Systems: Safety and Regulation. Your competence will be assessed as you complete modules on safety and regulation (AWV1). Once each module is completed at the appropriate level of competence, you will receive a "Pass" for each on your Degree Plan. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. The pacing is provided to guide the amount of time necessary to develop the competencies and prepare to complete the required assessments. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

Introduction

Perhaps you are uncertain of your ability to lead, or you are an experienced nurse in a leadership role looking to improve your knowledge of organizational leadership. This course will help you lead with confidence. Nurse leaders are shaping the future of healthcare and are serving as clinicians, managers, and mentors. In just a few short weeks you will be more confident, better prepared to assume a leadership role, and more able to help actively direct more positive outcomes for your organization.

First you will learn about safety and regulations that guide nursing practice in a healthcare setting. This includes such issues as patient confidentiality and prevention of spread of infection. Then you will build a comprehensive body of knowledge, including quality management, quality improvement, case management, utilization management, risk management in all healthcare settings, and basic healthcare finance.

Upon completion of this course of study, you will be able to influence not only your own nursing practice, but also the practice of those with whom you work.

Competencies

This course of study covers the following competencies:

Competency: Leadership and Critical Thinking
The graduate acts as an effective member of an interdisciplinary team and recognizes barriers to interdisciplinary team thinking; applies leadership principles to patient care practice; recognizes own limitations and seeks out colleagues and peers for consultation, support, and knowledge development; models effective communication; and promotes flexibility and cooperative behaviors.

Competency: National Quality Initiatives
The graduate recognizes and responds to the larger context and system of healthcare including current national quality initiatives; uses systems theory; recognizes the complexity of healthcare organizations; recognizes the impact on healthcare organizations of decisions related to practice,

including fiscal and resource management; recognizes the challenges created by resource limitations; and applies ethical principles to guide care decisions.

Competency: Safety

The graduate recognizes why it is important to analyze the system rather than blame the individual when an error or near-miss occurs; participates in the design of system improvements based on error or near-miss analysis; communicates observations and concerns related to hazards; reports errors to patients, families, surrogates, and the healthcare team as applicable; and encourages active involvement by patients in their own care as a patient safety strategy.

Competency: Quality Improvement

The graduate uses data to monitor outcomes and care processes; uses quality improvement methods to design and test changes for the purpose of continuously enhancing the quality and safety of healthcare; and recognizes that quality improvement is a key nursing role.

Competency: Patient-Centered Care

The graduate elicits patient preferences and values and incorporates them in the plan of care; recognizes the patient (or family or surrogates) as partners in care; identifies the legal and ethical dilemmas posed by shared decision-making and developing expertise in conflict management; coordinates continuous care with an interdisciplinary team; clearly communicates with and educates patients, which includes listening and disclosing information; and advocates for disease prevention, wellness, and promotion of healthy lifestyles, which includes focusing on population health.

Competency: Healthcare Utilization and Financing

The graduate assesses and interprets information on healthcare utilization and costs; analyzes changes in costs per procedure and incorporates changes into care delivery practices; recognizes U.S. healthcare reimbursement practices for both private and government programs; and differentiates between hospital report cards and grading systems.

Required Learning Resources:

- Cherry, B., & Jacob, S. (2008). *Contemporary nursing: Issues, trends, and management* (4th ed.). St. Louis, Mo: Mosby Elsevier. ISBN: 978-0-323-05217-7.
- Yoder-Wise, P. (2007). *Leading and managing in nursing* (4th ed.). St. Louis, Mo: Mosby-Elsevier. ISBN-10: 0323039006; ISBN-13: 978-0323039000.
- Healthstream: Clinical I, Clinical II, Non-Clinical I, and Non-Clinical II modules for safety and regulation.

Preparing for Success

To successfully complete the Organizational Systems: Safety and Regulation Course of Study, you will need the appropriate learning resources. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Acquire Learning Resources

Arrange to obtain the learning resources listed in the following sections so there will be no delays in your studies. These items are essential for you, and this document will guide you in the use of these materials. These resources will help you in acquiring competency in organizational systems and quality leadership.

Purchase Textbooks

Purchase the following textbooks:

- Cherry, B., & Jacob, S. (2008). *Contemporary nursing: Issues, trends, and management* (4th ed.). St. Louis, Mo: Mosby Elsevier. ISBN: 978-0-323-05217-7.
- Yoder-Wise, P. (2007). *Leading and managing in nursing* (4th ed.). St. Louis, Mo: Mosby-Elsevier. ISBN-10: 0323039006; ISBN-13: 978-0323039000.

Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Enroll in Healthstream

Go to the "Resource" tab for this course of study in your Degree Plan. Enroll in Healthstream through your Degree Plan. You will be sent an e-mail with directions for accessing the Healthstream site. If you do not receive the e-mail within one week, check your junk mail, and if still do not have it, contact your mentor.

Participate in Course of Study Message Board

The message boards are an important part of the WGU experience. In the lower right-hand corner of the course of study screen there is a message board area. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course mentor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.

Take Study Notes

As you engage in the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either on paper or electronically) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competencies through the assessment.

Evaluation

There is one evaluation of the competencies in this course of study. When you have successfully completed all modules of the AWV1 assessment, you will receive an electronic certificate from Healthstream for each module. Save all of your certificates. The final score for all four modules will be sent from Healthstream to the Assessment Department and will show as a "Pass" in your Degree Plan.

Safety

Medical errors are one of the nation's leading causes of death and injury. A recent report by the Institute of Medicine estimates that as many as 44,000 to 98,000 people die in U.S. hospitals each year as the result of medical errors. This means that more people die from medical errors than from motor vehicle accidents, breast cancer, or AIDS.

The nurse needs to be responsible for the care given to patients. Communication regarding safety issues and errors needs to be clear and honest. Process improvement strategies help nurses focus on resolving the problem rather than merely giving or receiving blame. If one of your family members were a patient in your facility, would you feel they were in good hands?

Medical errors may cause thousands of deaths a year in this country. Responsibility for protecting the patient is paramount, and it is often the nurse who identifies a problem and steps up to become the patient's advocate. The ability to develop an attitude of responsibility toward process improvement can sometimes be intimidating for nurses; however, it is one of the most paramount obligations that exists in the profession.

Patient Safety

Nurses need to be concerned about the process of error reporting. Why is it important to analyze the system rather than blame the individual when an error or near-miss occurs? Gather your thoughts in preparation for concept mapping. What is the importance of openness and communication in error or near-miss reporting? Keep your answers in mind as you participate in the activities that follow.

Concept Mapping

Create a concept map. Identify your current knowledge and feelings about the shift-to-shift blame, shame to openness, and communication in error reporting.

Healthstream

You should have enrolled in Healthstream through your Degree Plan and received log-in information from the Learning Resources Department. Begin to work through the modules. You should complete Clinical I and Non-Clinical I in the following sections along with the other activities in this section in the course of study.

Safety: a Culture of Change

URL: http://www.npsf.org/pr/pressrel/manditrpt.htm

The National Patient Safety Foundation supports mandatory reporting with no blame. See why by reading the article at the website above. Why is the absence of blame essential to the effectiveness of this initiative?

The Veteran's Administration emphasized prevention, not punishment. How can nurse leaders facilitate this culture change? Write answers in your note section on the web-enabled course of study or in your notebook.

Read chapter 20 in *Contemporary Nursing*.

Transforming Care at the Bedside

URLs: http://www.ihi.org/IHI/Programs/StrategicInitiatives/TransformingCareAtTheBedside.htm

Access the article on "Transforming Care at the Bedside" at the website above and answer the following questions:

- How does this article relate to the IHI national initiative of transforming care at the bedside?
- Examine the impact of this IHI program. How does it guide care decisions?

Be sure to follow the "More" links at the bottom of the page to read all the information. Answer the following questions:

- How can data from these initiatives be used to enhance quality patient care?
- What other national initiatives guide care decisions?

Reading and Reflection

Read chapters 2 and 12 in *Contemporary Nursing*. Think about how standardized practices can create an infrastructure to support professional practice.

On the message board, discuss with your peers how the 14 standards of practice for nurse administrators support safe nursing care. Those standards are:

1. Assessment
2. Problems/Diagnosis
3. Identification of Outcomes
4. Planning
5. Implementation
6. Evaluation
7. Quality of Care and Administrative Practice
8. Performance Appraisal
9. Professional Knowledge
10. Professional Environment

11. Ethics
12. Collaboration
13. Research
14. Resource Utilization

Making Care Safer

URLs:

Making Health Care Safer
http://www.premierinc.org/quality-safety/tools-services/safety/topics/patient_safety/downloads/23_AH

Medication Safety
http://jdc.jefferson.edu/cgi/viewcontent.cgi?article=1524&context=hpn

2009 National Patient Safety Goals
http://www.jointcommission.org/NR/rdonlyres/F71BC4E9-FEB6-495C-99D8-DB9F0850E75B/0/09_NI

Root Cause Analysis
http://www.dcs.gla.ac.uk/~johnson/papers/Pascale_book/incident_analysis.PDF

Review the websites above. Consider the following questions:

- How would you use a root cause analysis to review an actual or near-miss event?

Reflection

Review the patient safety and risk management policies for the organization in which you are performing your clinical rotation. Create a flow chart that shows the process for error reporting. How are near-miss situations reported?

Review a root cause analysis and assess effectiveness of proposed recommendations. What changes would you make to the facility risk management and patient safety programs?

Quality Improvement

A nurse in the emergency department recognizes that it is often taking twelve or more hours for patients who need to be admitted to be moved to a room in the intensive care unit or one of the medical or surgical units. This prolonged delay appears to be affecting the patient's outcome. The nurse decides to keep accurate records of this situation and then take it to the hospital quality control board.

Quality improvement is a necessary process in any business or industry, but may be most important when dealing with people's lives as healthcare professionals do. Nurses need to use data to monitor outcomes and care processes. They need to understand principles of process

improvement and variation using clinical indicators, process improvement tools, and standardized care processes. What factors in healthcare make this so? How many lives are impacted by lack of foresight about quality improvement?

Quality Improvement

Choose a quality improvement initiative that has occurred in your workplace. Was it helpful or not? Keep your answers in mind as you prepare for concept mapping. Many experts agree that the answer for quality improvement and patient safety resides with those who provide care. In this section, you will examine the unique role of nursing in quality improvement. Use the following resources to increase your knowledge about this topic.

Reflections, Questions, and Concept Mapping

Reflect on the concept of quality health and write down some of your ideas.

- Who determines the degree to which quality is evident in existing healthcare systems?
- How should systems be redesigned to improve quality?

Prepare a concept map to identify your current knowledge base regarding quality improvement. What quality improvement tools have you used?

Healthstream

You should have completed the first two modules in Healthstream. Continue to work through the modules. You should complete Clinical II and Non-Clinical II this section along with the other activities in this section in the course of study. When you have completed all modules you will receive certificates from Healthstream. Save them. Your final score for all modules will be sent to the Assessment Department by Healthstream.

Readings and Creation of Performance Improvement Plan

Read chapter 20 in *Contemporary Nursing* and chapter 19 in *Leading and Managing in Nursing*.

Clinical indicators help to identify the goals of quality improvement. Process improvement skills and tools support the quantitative understanding of key work processes. There are many process improvement models, but each has the following six aspects in common:

1. Analyzing and clearly understanding the process
2. Selecting key aspects of the process to improve
3. Establishing trial targets to guide improvement measures
4. Collecting and plotting data
5. Interpreting results
6. Implementing improvement actions and evaluating effectiveness

After completing the above readings, use the six steps to do the following:

1. Identify a process for improvement.
2. Work on a plan that you would implement to improve this process.
3. Use one of the following tools, which may be used to accomplish each of the above six steps:

   a. Flow charts
   b. Pareto charts
   c. Cause-effect diagrams
   d. Run charts

What tool did you use? Why did you select that tool? What did you find out?

Quality Improvement Methodologies

URL: http://www.sentinel-event.com/focus-pdca_index.php

Examine quality improvement methodologies and models. Begin by reviewing the readings for this topic. Go to the website above and review the PDCA model.

- What is the IHI quality improvement model?
- Identify the components of the PDCA cycle.
- What are the advantages and disadvantages of the PDCA cycle?
- What model is used at your institution?
- Compare and contrast the models.

Concept Mapping and Reflection on Performance Improvement Plan

Review your concept map. Modify it as required.

Patient-Centered Care

The nurse has both an ethical and legal obligation in the care of the patient and assumes the role of working with patients, families, and surrogates in promoting shared decision making and providing patient-centered care. Patients are a nurse's number one priority. Everything nurses do is for patients. Nurses are called upon to see care through the patient's eyes. As you look into your patient's eyes, what do you see? Do you see patient-centered care as the new hope or just another fad? Patient-centered care is about remembering why you wanted to be a nurse and letting that drive the way you treat your patients.

Patient rights are at the forefront of care provided in this country. The nurse takes the lead in advocating for the patient and respecting the patient's autonomy in decision making.

Patient-Centered Care

What do you know about patient-centered care? What other models of care are you familiar with? Keep your answers in mind as you prepare for concept mapping. In this section, you will gain knowledge about the way assignments, responsibility, and authority are structured to accomplish patient care. The family or surrogates are included as partners in care. You will examine key components of communication, including issues related to documentation, cultural diversity, gender and generational differences, and interdisciplinary teams. Development of effective communication necessitates understanding various circumstances that influence communication.

Concept Mapping

Construct a concept map. Include your experiences with the following models: total patient care, functional nursing model, partnership model, and patient-centered care.

Patient-Care Models

Read chapter 19 in *Contemporary Nursing*.

Draw a schematic of each patient-care model. Compare and contrast each model.

- What are the advantages and disadvantages of each?
- What is the role of family members or surrogates in these models?

Discuss ways in which you would resolve conflict between patients and family members or surrogates. Select one model and discuss on the message board your experiences with its functionality.

Ethical and Legal Issues in Patient Care

Examine ethical principles and legal issues in patient care. Read chapters 8 and 9 in *Contemporary Nursing* and chapter 5 in *Leading and Managing in Nursing*. As you read, think about the ethical theories and principles that serve as a basis for nursing practice. What are the essential nursing values and behaviors?

Develop a table and compare the following ethical theories:

- Autonomy
- Beneficence
- Deontology
- Nonmaleficence
- Utilitarianism

Go to the message board and initiate or add to a discussion about ethical dilemmas created by technology.

Communication and Diversity

Read chapters 17 and 18 in *Contemporary Nursing*. Consider the following question:

- How do gender differences, generational differences, cultural diversity, and dissimilarities in the professional approach of the various healthcare disciplines contribute to disparate understandings and interpretations?

Using your search engine of choice, locate three to five resources for effective communication. Post an annotated bibliography that includes these resources in the message board.

Patient Confidentiality

Read chapter 17 in *Contemporary Nursing*.

Case scenario:

While having lunch in the hospital cafeteria, you overhear a physician and nurse sitting at the next table, discussing a patient. You know that exchange of patient information should occur only between persons with the need and right to know and should take place in private areas. What would you do?

Active Listening

Active listening techniques are critical skills for nurses. Interview a peer or family member using active listening techniques.

After you have interviewed your peer, give examples of each of the following techniques that you identified in your interview:

- Paraphrase the content of the message
- Reflect the emotion of the message
- Open questioning
- Acknowledging
- Summarizing
- Framing
- Reframing

Patient Rights

Review the patient rights policy at your facility and consider the following questions:

- What is the process for informing patients of their rights?
- How does the facility monitor compliance with patient rights?
- What is the process to obtain an advanced directive?

Reflect and Modify

Review your concept map and modify it as appropriate.

Conclusion

Congratulations! You have completed a major course of study in your journey toward a baccalaureate degree in nursing. This Organizational Systems: Safety and Regulation Course of Study was very comprehensive and provided the foundation for your future nursing career in the area of healthcare systems and quality leadership. It took a great deal of effort, so be proud of yourself!

Review of Major Points

Some of the major points in this course of study are:

- Patient-centered care quality improvement
- Safety and national quality initiatives

You have studied about HIPAA and patient confidentiality, patient safety, blood borne pathogens, and how to protect yourself and your patients.

Transfer/Application to Work

The concepts you have learned and the exercises you have performed are the crucial foundations for the practice of nursing in a leadership role, which most nurses must assume even if they are not working in management. The day-to-day care of patients requires an acute awareness of cost that must be balanced with quality and a sense of ethical responsibility for quality patient care. In that sense, what you have learned in this course of study will be invaluable to you in your future career. You will build on these skills later in the program.

Next Steps: Assessment

Your scores from Healthstream should have been sent to the Assessment Department. Check to be sure you completed all the modules and passed them. Check to see that the "Pass" is in your Degree Plan. This is important since this is one of the prerequisites for going to the learning lab and clinical.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU?s ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities