



This course supports the assessments for Organizational Leadership and Interprofessional Team Development. The course covers 5 competencies and represents 3 competency units.

Introduction

Overview

This graduate-level course builds on baccalaureate-level leadership knowledge to develop application skills in complex healthcare environments with diverse teams. Graduates will develop knowledge and competencies in the following areas:

- leadership theory
- systems and complexity theory
- advanced communication
- building consensus

Knowledge, skills, and abilities related to creating cultures of safety and leading quality improvement are key parts of this course and of contemporary leadership. Most importantly, you will develop and establish your role in leadership within your organization, a central theme in the course.

Upon successful completion of this course, you will

- utilize critical decision making, critical analysis, and visionary thinking to lead and affect positive healthcare environments;
- demonstrate the ability to build consensus and communicate a compelling vision that facilitates teamwork;
- demonstrate an understanding of leadership theory; and
- describe the nurse's role in providing safe and quality care.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 7006.1.1: Leadership Concepts and Theories**
The graduate evaluates leadership practices that support accountability and integrity within an organization.
- **Competency 7006.1.2: Systems Theory and Change Theory**
The graduate relates systems theory and change theory to the design, delivery, and



evaluation of healthcare.

- **Competency 7006.1.3: Role Development and Effective Interprofessional Teams**
The graduate analyzes effective leadership strategies within the context of the interprofessional team.
- **Competency 7006.1.4: Business and Economic Principles and Practices**
The graduate identifies the impact of business and economic principles and practices, and regulatory requirements on the provision of healthcare.
- **Competency 7006.1.5: Contemporary Healthcare Leadership Issues**
The graduate analyzes the impact of contemporary healthcare trends and practices on the delivery of healthcare.

Nursing Dispositions Statement

Please review the [Statement of Nursing Dispositions](#).

Course Instructor Assistance

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, instructors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.



- Roussel, L. (2013). [*Management and leadership for nurse administrators \(6th ed.\)*](#). Burlington, MA: Jones and Bartlett Learning. Print ISBN: 9781449614928
- Sullivan, E. (2013). [*Effective leadership and management in nursing \(8th ed.\)*](#). Upper Saddle River, New Jersey: Prentice Hall. Print ISBN: 978-0132814546

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resources for this course.

WGU Library E-Reserves

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "[Accessing WGU Library E-Reserves.](#)"

The following e-reserve database will be used in this course:

- [MSN Nursing E-Reserves](#)

Online Article

You will access the following article in this course:

- Wieck, L. K., Dois, J., Landrum, P. (2010). [Retention priorities for the intergenerational nurse workforce](#). *Nursing Forum*, 45(1).

Assessment Tool

This course uses the following organizational self-assessment tool:

- [Patient- and Family-Center Care Organizational Self-Assessment Tool](#)
- [Achieving an Exceptional Patient and Family Experience](#)

Jones & Bartlett Supplemental Textbook Companion Site

The online content provided by Jones & Bartlett for *Management and Leadership for Nurse Administrators* offers additional online learning materials, available for review prior to the final assessment:

- [Management and Leadership for Nurse Administrators Companion Site](#)

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- [Pacing Guide: Organizational Leadership and Interprofessional Team Development](#)



Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Organizational Leadership and Interprofessional Team Development

This course develops competencies essential for providing leadership across the care continuum in diverse settings using knowledge of operation practices in high reliability organizations. The course focuses on competencies for interprofessional collaboration, quality improvement, and the creation of cultures of safety as well as knowledge needed to monitor, analyze, and prioritize outcomes that need to be improved. Key leadership principles, including systems and chaos theory, provide an underpinning for complex analytical skills.

Leadership

This topic addresses the following competency:

- **Competency 7006.1.1: Leadership Concepts and Theories**
The graduate evaluates leadership practices that support accountability and integrity within an organization.

This topic highlights the following objectives:

- Evaluate the principles of leadership, leadership best practices, and change theory that can be implemented in a given situation.
- Apply the concepts of integrity and accountability in aligned decision making within organizational and professional contexts.
- Assess cultural competence and sensitivity in decision-making and nursing practices.
- Assess a healthcare organization for the presence of patient- and family-centered attributes.
- Promote high-quality, culturally responsive, data-driven, and ethically-based patient care in a variety of settings.
- Apply a patient-centered focus to problem solving complex issues with key stakeholder involvement.
- Identify the principles of a just culture and its relationship to analyzing errors.
- Identify practices for high-reliability techniques (HRTs) and high-reliability organizations (HROs).

Create: Assessment for Healthcare Organization

Read the following pages in *Management and Leadership for Nurse Administrators*:

- pages 593, 597, 599, and 600–606 of [chapter 16 \("Tools for Evaluating Operations and Care Delivery Systems"\)](#)

Develop an assessment of healthcare organizations and how decision making within these organizations should be incorporated for quality improvement strategic planning. Discuss the following:



- How is evaluation by root-cause analysis effective in the decision-making process, and how can its application result in both quality and errors?
- Which of the eight categories of performance standards discussed on page 597 of the text would you prioritize for incorporation into a quality improvement plan? Why?
- How would you plan nursing rounds in your quality plan? How would you utilize the information you obtain through nursing rounds to make decisions with the organization?
- Outline the uses of GANTT charts, PERT, benchmarking, and other tools that could be used to evaluate your quality improvement strategy

Develop: Strategies to Support Best Practices

This activity will help you develop a strategy for utilizing decision making to support best practices, problem solving, and cultural competency.

Read the following pages in *Management and Leadership for Nurse Administrators*:

- pages 781–794 of [chapter 23 \("Managing a Culturally Diverse Workforce"\)](#)

Complete the following exercises in *Management and Leadership for Nurse Administrators*:

- exercise 23-1 and 23-2 on page 794 of [chapter 23 \("Managing a Culturally Diverse Workforce"\)](#)

Draft: Patient-Centered Care Assessment

Read the following pages in *Management and Leadership for Nurse Administrators*

- pages 216, 219, 225, 229, and 240–242 of [chapter 7 \("Organizational Structure and Analysis"\)](#)
- pages 700–716 of [chapter 19 \("The Professional Nursing Staff"\)](#)

Read the following document:

- [Patient- and Family-Centered Care Organizational Self-Assessment Tool](#)
- [Achieving an Exceptional Patient and Family Experience](#)

Consider yourself in the role of chief nurse executive over a nine-hospital healthcare system. Each hospital has a designated full-time chief nurse officer (CNO).

Answer the following questions:

- How would you in your role as chief nurse executive ensure that patient-centered care is delivered throughout your organization?
- What steps would you take to develop a QSEN assessment tool to assess whether patient-centered care is incorporated into nursing practice?

Provide a draft QSEN assessment tool that would clearly assess the QSEN core competencies related to patient-centered care. Develop a plan, as the chief nurse executive, that clearly



outlines an accountability structure that professionally supports the CNOs throughout your system and ensures that the assessment tool is effectively implemented.

Watch: Utilizing HRT and HRO Tools to Support a Just Culture

Watch the following videos:

[The Just Culture North Carolina Journey Part 1 of 3](#)

[The Just Culture North Carolina Journey Part 2 of 3](#)

[The Just Culture North Carolina Journey Part 3 of 3](#)

Explore the following web page:

- ["Patient Safety Measure Tools & Resources"](#)

Consider the following scenario:

- David Reese, RN, is a new nurse manager recently hired to manage an operating room at a 300-bed hospital in a small community. This is the sole hospital providing tertiary services throughout a 150-mile radius, a service area consisting of mostly rural communities. Operating room teams have, in the past, not relied upon best practices to ensure a culture of safety. Wrong-site surgeries, hospital-acquired infections, and poor outcomes have created a serious problem for the hospital and patient care. Three years ago, the community became outraged, and, as a result, the hospital administration hired a new nurse manager, Harold Staub, RN. Harold implemented accountability structures to hold staff accountable to policies and procedures that resulted in swift termination for any mistakes or errors that occurred. These policies and procedures, as well as Harold's management style, resulted in staff turnover and created a culture of fear.

Answer the following question:

- What steps should David take to develop a culture of safety within the operating rooms? Include a detailed plan including HRT and HRO tools balanced with just culture methodology.

System and Change Theory

This topic addresses the following competency:

- **Competency 7006.1.2: Systems Theory and Change Theory**
The graduate relates systems theory and change theory to the design, delivery, and evaluation of health care.



This topic highlights the following objectives:

- Evaluate how change theory can be applied to social change.
- Identify the use of a specific systems theory in a healthcare setting.
- Determine how a systems approach can support the implementation of a change in a healthcare setting.
- Compare quality improvement methods and tools.
- Determine how data can be used to identify and support the need for change.
- Evaluate how change theory can be used for personal and systematic improvement.

Read: Utilizing PDSA Cycle for Change Identification and Quality Improvement.

Read the following chapters in *Effective Leadership and Management in Nursing*:

- [chapter 4 \("Leading, Managing, Following"\)](#)
- [chapter 6 \("Managing and Improving Quality"\)](#)
- [chapter 8 \("Thinking Critically, Making Decisions, Solving Problems"\)](#)

Review the following web pages:

- ["How to Improve"](#)
- ["Plan-Do-Study-Act \(PDSA\) Worksheet"](#)

Watch the following videos:

- [The PDSA Cycle \(Part 1\)](#)
- [The PDSA Cycle \(Part 2\)](#)

Based on the PDSA Worksheet, develop an assessment data set tool for your personal care routines each morning. Tally and record the length of time it takes you to complete your personal morning general routines (showering/bathing, oral care, getting dressed, etc.). Track and record the amount of time each morning activity takes to complete for seven days. At the end of seven days, take note of the morning activity that takes the longest time to complete, the activity that takes the shortest time to complete, and the activity that is the most inconsistent in length of time to complete from day to day.

Answer the following questions:

- What can you learn from the data?
- What decisions might you make to reduce the length of time it takes to get ready in the morning?
- Is this data compelling enough to drive change?
- As you continue to look at improving your morning routine based on this activity, how might you compare and contrast this activity with healthcare management?
- How might you apply the principles learned in this activity as a healthcare leader?

Identify tools and methodologies that will help you in your role as a healthcare leader to



influence change based on data.

Change Theory, Social Change, and Systems Approach to Implementing Change

Read the following chapter in *Effective Leadership and Management in Nursing*:

- [chapter 5 \("Initiating and Managing Change"\)](#)

Answer the following "Learning Outcomes" on page 55 of the text:

- questions 1–6

Read: Systems Theory Within the Healthcare Setting

Read the following e-text from the [Nursing E-Reserves](#):

- Embracing Uncertainty: Complexity-Inspired Innovations at Billings Clinic

Identify specific examples of systems theory in the Billings Clinic example.

Answer the following questions:

- How did systems theory support change and ultimately improve the practice? Support your statements with specific examples from the reading.
- How does this relate to your own experiences? Describe how this example could impact your work environment.

Leadership Roles and Teams

This topic addresses the following competency:

- **Competency 7006.1.3: Role Development and Effective Interprofessional Teams**
The graduate analyzes effective leadership strategies within the context of the interprofessional team.

This topic highlights the following objectives:

- Assess how each member of the team impacts the effectiveness of the team.
- Identify principles of communication that demonstrate integrity.
- Analyze how various leadership styles impact the effectiveness of teams.
- Identify the role of mentoring and coaching in professional role and interprofessional team development.
- Identify strategies to manage and respond to ethical dilemmas in healthcare.
- Identify the essential aspects of leadership that nurses demonstrate as they serve in different roles within an organization.

Read: Diversity in Leadership Style, Communication, and Team Development

Read the following pages in *Management and Leadership for Nurse Administrators*:



- page 36 of [chapter 2 \("Conceptualizing Professional Practice Nursing Practice"\)](#)
- pages 66–73 of [chapter 3 \("Emotionally Intelligent Leadership in Nursing and Health Care Organizations"\)](#)
- pages 736–740, 743–744, and 746–749 of [chapter 21 \("Transformational Leadership and Evidence-Based Management in a Changing World"\)](#)
- pages 789–793 of [chapter 23 \("Managing a Culturally Diverse Workforce"\)](#)

Read the following article:

- [Retention Priorities for the Intergenerational Nurse Workforce](#)

Read the following chapters in *Effective Leadership and Management in Nursing*:

- [chapter 4 \("Leading, Managing, Following"\)](#)
- [chapter 9 \("Communicating Effectively"\)](#)
- [chapter 17 \("Motivating and Developing Staff"\)](#)
- [chapter 19 \("Coaching, Disciplining, and Terminating Staff"\)](#)

Consider the following scenario:

- You assume the role of the director of nursing at a community hospital. Your accountability is to facilitate an existing multidisciplinary team to oversee and develop a change to the patient flow process. The team is diverse and includes clinicians new to their careers, as well as long-standing employees.

Considering your role in this particular team, answer the following questions:

- How might different leadership styles impact this team? What is your preferred leadership style?
- Given your preferred leadership style, how might you incorporate quantum leadership to facilitate the team's ability to embrace change?
- Given the diversity of the team, what are the potential gender and generational issues within the team? How might gender differences impact leadership style? Is one style better than another?

Read: Role of Nursing Leadership and Ethics

Read the following pages in *Management and Leadership for Nurse Administrators*:

- pages 3–11 of [chapter 1 \("Trends Shaping Nursing Leadership Implications for Education and Practice"\)](#)
- pages 92–97 of [chapter 4 \("Ethical Nurse Leadership"\)](#)

Read the following chapters in *Effective Leadership and Management in Nursing*:

- [chapter 4 \("Leading, Managing, Following"\)](#)
- [chapter 8 \("Thinking Critically, Making Decisions, Solving Problems"\)](#)



Consider the role of nursing in the healthcare industry and how it has evolved and transitioned over time.

- Discuss trends in healthcare and how nursing leaders can ensure a focus on safety, quality, and education.
- Identify specific nursing-sensitive indicators that would measure outcomes based on future trends.
- Describe the various roles that nursing leadership plays in relation to ethics and a hospital ethics committee.
- Discuss Trinity Lutheran's medical staff for performance improvement indicators related to end-of-life issues. How might nursing leadership incorporate these performance indicators within a hospital-based ethics program?

Principles and Practices in Leadership

This topic addresses the following competency:

- **Competency 7006.1.4: Business and Economic Principles and Practices**
The graduate identifies the impact of business and economic principles and practices, and regulatory requirements on the provision of healthcare.

This topic highlights the following objectives:

- Identify the components of a business plan for a healthcare setting.
- Analyze the cost/benefit for implementation of a proposed healthcare business transaction.
- Analyze a return on investment (ROI) of a healthcare implementation.
- Determine the economic impact of effective and ineffective healthcare marketing.
- Develop a business plan for a healthcare setting
- Evaluate how healthcare financing affects specific healthcare delivery.
- Evaluate models of paying for care.
- Identify organizational relationships as they are implemented in healthcare systems.

Read: Business, Financial, and Strategic Planning in Healthcare

Read the following sections in *Management and Leadership for Nurse Administrators*:

- [chapter 5 \("Change, Complexity, and Creativity"\)](#)
- pages 374–386 of [chapter 9 \("Strategic Planning and Management"\)](#)
- pages 443–446 and 467–471 of [chapter 11 \("Budgeting Principles for Nurse Managers"\)](#)

Review the following website:

- [Kaiser Family Foundation](#)

Consider the following scenario:

- You are working on the planning and implementation of a new service within nursing.



The service is a nurse call system that provides nurse locator and communicator technology. It also tracks response times to call lights, etc. The new system will cost \$3,000,000 to purchase and implement.

Complete the following:

- Discuss the strengths and weaknesses of implementing this new type of service/product.
- Define and detail a business plan regarding this new product that includes the following (refer to figures 9-24 and 9-25 in [chapter 9 \("Strategic Planning and Management"\)](#)):
 - the purpose of the plan
 - description of the new product and why replacement of the previous nurse call system is needed
 - operation plan including training and labor cost implications
 - marketing and communication plan (internal marketing to staff and other key stakeholders)
 - development and implementation schedule
 - financial plan (methods/steps necessary to secure capital)
 - organizational relationships that need to be considered when planning for implementation
 - executive summary
- Evidence-based strategic planning incorporates the concept of a balanced scorecard. In some situations, a capital investment may not return specific revenue to the bottom line. However, the capital investment may improve quality or patient safety. Having a balanced scorecard ensures that all components of patient care are considered- rather than only focusing on one element (i.e. finance). Given this concept, answer the following questions:
 - How could you, as a nursing leader, determine the return on investment of this new nurse call system?
 - How would you create a cost/benefit analysis related to this new nurse call system (e.g., patient safety, patient satisfaction, the cost of using capital on this project that will take capital away from other projects)?

Read: Healthcare Economics

Read the following sections in *Management and Leadership for Nurse Administrators*:

- pages 467–471 of [chapter 11 \("Budgeting Principles for Nurse Managers"\)](#)
- [chapter 17 \("Quality Management: Key to Patient Safety"\)](#)

Review the following website:

- [Kaiser Family Foundation](#)

The concepts unique to healthcare that must be considered when developing a comprehensive approach to managing patient populations include, but are not limited to, the following:



- healthcare economics
 - payer mix and the revenue sources of healthcare organizations (e.g., Medicaid, Medicare, private insurance)
- regulatory requirements
 - joint commission, centers for Medicare and Medicaid services (CMS), state agency and other regulatory bodies
 - hospital quality initiative required by CMS for healthcare organizations to report publicly
 - HCAHPS: The CMS-required "patient experience" measurement and reporting tool
 - core measures: clinical processes of care and clinical outcomes
- quality and patient experience
 - customer service, patient experience, and patient-centered care
 - quality outcomes and quality improvement programs

Identify a leader within your business office. Interview that person regarding the following:

- the differences between Medicaid and Medicare
- the different commercial payors (private insurances)
- how different payors become your organization's payor mix
- how each individual payor impacts your organization

Identify a leader within your organization who is responsible for regulatory requirements. Interview that person regarding the following:

- the accrediting agency standards to which your organization is held accountable
- how the standards from this agency are carried out in your agency
- how the standards impact the operations of your agency

Identify your quality or customer service leader. Interview that person regarding the following:

- how quality improvement plans are written and identified within your organization
- how the outcomes are measured
- how these plans impact the organization and patient care

Contemporary Issues

This topic addresses the following competency:

- **Competency 7006.1.5: Contemporary Healthcare Leadership Issues**
The graduate analyzes the impact of contemporary healthcare trends and practices on the delivery of healthcare.

This topic highlights the following objectives:

- Identify the ethical implications of genetics, new science, and innovations in healthcare.
- Assess the cost implications of genetics, new science, and innovations in healthcare.



- Identify the role of the nurse manager as it relates to patient safety and a nurse's fitness for duty in the healthcare environment.
- Compare several appropriate quality improvement models that address care continuum priorities.
- Analyze national patient safety goals and other regulatory standards.
- Analyze trends in the development of safety measures in healthcare delivery systems.

The activities in this topic build upon each other. Complete them in order.

Read: Healthcare Safety

Read the following sections in *Management and Leadership for Nurse Administrators*:

- [chapter 1 \("Trends Shaping Nursing Leadership Implications for Education and Practice"\)](#)
- [chapter 2 \("Conceptualizing Professional Practice Nursing Practice"\)](#)
- pages 536–549 of [chapter 14 \("Health Policy, Laws, and Regulatory Issues"\)](#)

Review the following web resources:

- [NDNQI](#)
- [The Joint Commission](#)

Complete: Patient Safety in Healthcare Scenario 1

Consider the following scenario:

- You are a nurse manager responsible for a multidisciplinary team over patient safety.

Complete the following:

- Discuss specific methods the multidisciplinary team could utilize to ensure feedback from the community regarding patient safety.
- Identify potential questions you could ask a panel of community members regarding patient safety and ethics.
- Research quality improvement models used by your team and other teams, specific to care continuum focuses of your healthcare system.
- Based on this feedback, determine types of care processes your interdisciplinary team might consider, adopt, and implement relating to healthcare policy.
- Discuss what you believe your role to be, based on current healthcare policy and ethical concerns.
- As the nurse manager responsible for the patient safety multidisciplinary team, decide whether you would you incorporate healthcare policy relating to genomics and other ethical components into the scope of your team. Explain your decision.

Complete: Patient Safety in Healthcare Scenario 2

Consider the following scenario:



- The director of Human Resources has asked to join your team in order to incorporate processes for ensuring that the organization is in compliance with state board of nursing requirements, for the purpose of ensuring patient safety.

Complete the following:

- Discuss the nurse practice act in your current state of residence.
- Discuss how standards are set in your state for nursing.
- Explain how these standards help to ensure patient safety within your organization.
- Suggest the incorporation of any additional policies or standards that would improve the patients' experience.

Consider the following scenario:

- You have been functioning as the nurse manager responsible for a patient safety multidisciplinary team that includes ethical issues relating to genomics. Your team has been working with a patient focus group selected from diverse segments of the community. Your outcomes have been outstanding, and the CNO has asked you to improve the patient care continuum process. Based on feedback you received from the patient focus group, you know that a major concern is a patient population of uninsured or underinsured individuals who do not have primary care providers.

Answer the following question:

- What innovative approaches would you and your teams consider in order to reduce the reliance of this population on the emergency department for their primary care needs?

Complete: Patient Safety in Healthcare Scenario 3

Consider the following scenario:

- Because of the overwhelming success of your team due to your demonstrated leadership abilities, the hospital executive team would like you to partner with the organization's information technology director to develop an innovation and technology council. You will build another multidisciplinary team to include physicians and other key stakeholders.

Complete the following:

- As the co-team lead of this new council, discuss ways you would advocate and support innovation and technology for improved patient care.
- List the types of nursing roles related to technology that you might recommend incorporating into the organization.
- Research innovative ways genomic technologies are being utilized in healthcare. Discuss innovative technologies relating to genetics that you would present to your multidisciplinary team. Identify cost and ethical implications of each innovative genetic technology you list.



Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.