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 serve as clinician, manager, and mentor. 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 in regard to the spread of infection. Then you will build a comprehensive body of knowledge includes 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. This is an exciting opportunity to learn how to make a difference both in your current and future roles. You will become a confident and competent leader in your field.

Outcomes and Evaluation

This course of study covers the following competencies:

**Competency 724.3.1: 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 724.3.2: 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 724.3.3: 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. 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 724.3.5: 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.

**Preparing for Success**

To successfully complete Organizational Systems and Quality Leadership, 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.

**Obtain Learning Resources**
Arrange to obtain the learning resources listed in the next 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.

**Gather Your Materials**

Purchase the following textbooks:


*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.*

**Additional Preparation**
There are many different learning tools available to you within your course of study in addition to the learning resources discussed above. Some or all of them may be very useful to you as your progress through this course of study. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

The following activities and information will help you as you work through this course of study. **Message Boards, Learning Communities, Study Notes, FAQs**

Message boards, learning communities, study notes, and FAQs are available in every course of
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. 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. You also have the ability to take these notes online through the web-enabled course of study.

Evaluation

The evaluation of this course is completion of the final tasks in TaskStream. Your mentor will need to refer you for these tasks if they have not already done so. Access TaskStream, read the task instructions, complete the tasks and submit for review.

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 often it is 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 exist 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 on everything you now know about patient safety. What is important? What is the nurse's role? What is error reporting? What if a near miss occurs?

Safety: a Culture of Change
The National Patient Safety Foundation supports mandatory reporting with no blame. See why by reading the NPSF press release. Why is the absence of blame essential to the effectiveness of this initiative? Write your thoughts down in your notes.

The Veteran's Administration emphasized prevention, not punishment. How can nurse leaders facilitate this culture change?

Read chapter 20 in Contemporary Nursing. Take notes.

Transforming Care at the Bedside

How does the "Transforming Care at the Bedside" 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" link 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 chapter 15 in Contemporary Nursing and chapter 19 in Leading and Management in Nursing. Think about how standardized practices can create an infrastructure to support professional practice. Do you have any examples of infrastructure you could share on the message board?

The following list is made up of the 14 standards of practice for nurse administrators. Explain in your notes or on the message board how these standards support safe nursing care. Ideally, you will provide examples of these and how these standards of practice are applied rather than just defining them.

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

Consider the following questions:
How would you use a root cause analysis to review an actual or near-miss event?

Based on the analyses in the examples, what recommendations would you present to your organizational leadership?

Visit the [Making Health Care Safer](#) website and the [Root Cause Analysis](#) website, and develop a communication plan to communicate concerns related to hazards and reporting errors.

**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**

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. What factors in healthcare make this so? How many lives are impacted by lack of foresight about quality improvement?

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.

**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. The graduate 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?

**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 above six steps to do the following:

- Identify a process for improvement.
- Work on a plan that you would implement to improve this process.

Use one of the following tools, which may be used to accomplish each of the above six steps:

- Flow charts
- Pareto charts
- Cause-effect diagrams
- Run charts

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

Quality Improvement Methodologies

Examine quality improvement methodologies and models. Begin by reviewing the readings for this topic. Go to the [ASQ website](http://asq.org) 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 initial concept map. Have you learned new information about performance improvement? Add to or 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 nurses' number one priority. Everything nurses do is for patients. Nurses are called upon to see care through the patients' 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. You will gain knowledge about the way task 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, 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 your experiences with its functionality on the message board.

**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
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 (Google, Bing, etc.), locate three to five resources for effective communication.

Post an annotated bibliography that includes these resources on 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 specific examples of each of the following techniques that you identified in your interview:

- Paraphrasing the content of the message
- Reflecting 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 Concept Map on Patient-Centered Care

Review your initial concept map on patient-centered care and modify it as appropriate.
Leadership and Critical Thinking

How would you describe your communication skills? The answer to this question is important to reflect on because nurses need to be effective leaders of teams within the profession and in interdisciplinary teams as well. Nurses need to recognize their own limitations and seek approach consultation and support in order to become a more effective communicator.

Nursing is not an isolated profession. Optimal patient care is delivered through collaboration with other disciplines. Nursing is at the center of patient care and, therefore, most often assumes a leadership role. How many times have you assumed a leadership role on your healthcare team? What was the experience like? What would you like to have seen change?

Critical Thinking Principles

Much has been put forth about critical thinking in nursing, yet critical thinking often becomes just an empty phrase. Think about your definition of critical thinking and how you use it in the workplace as you prepare to perform the following exercises. Think of a time that you felt particularly effective when interacting with the interdisciplinary team. What constructive characteristics did you exhibit? Did you exhibit any negative characteristics? Compare your experience with the concepts you will examine in the following activities.

Concept Mapping, Journaling, and Reflection

Complete the following exercises in your study journal:

- Draw a concept map of your perceptions and feelings about being the member of a team.
- Describe how a team differs from a group.
- List barriers to communication that might affect the team.
- Reflect on how you might, as a leader, promote optimal team effectiveness.

Interdisciplinary Teams

A team is defined as a small group of individuals that achieve higher collective results or outcomes through cohesiveness; cooperation; consensus; collaboration; focus; commitment; and hard work, including empowerment of one another, togetherness, and effective use of small group dynamics.

Read chapter 18 (“Building Teams Through Communication and Partnership”) in Leading and Managing in Nursing and write your responses to the following questions in your journal:

- What are the communication tools needed by team members as well as team leaders?
- As team leader, how would you select appropriate team members?
- Review principles of group process and negotiation. How do they relate to effective team collaboration?

Reflection on Leadership and Critical Thinking

Participate in an interdisciplinary team meeting during at least one of your clinical rotations.
Observe the dynamics of the team meeting. Shadow one of the team members and notice how that team member prepares, participates, and follows up with team actions. Using an appropriate team assessment guideline, complete a team assessment.

- How does the team apply the standards for effective interdisciplinary work defined by the Institute of Medicine (IOM)?
- How do cognitive distortions influence your reactions in the clinical setting?

Coaching

Read chapter 11 in *Contemporary Nursing*, and reflect on the characteristics of the coaching process.

- What were the benefits?
- Were there any limitations?
- What barriers did you have to overcome?

Reflection and Concept Mapping

Reflect on new knowledge and integrate it with previous perceptions in your concept map. How have your thoughts, feelings, and perceptions changed? Modify your map as needed.

National Quality Initiatives

Every nurse should enter into a practice accepting accountability for the quality of care provided by the healthcare organization and taking a leadership role to implement improvements to achieve healthcare that is safe, timely, effective, efficient, equitable, and patient-centered.

In this section, you will examine principles of quality management, process improvement, and national quality care issues and initiatives. What quality management and performance improvement measures have you undertaken in your work setting?

National Quality Initiatives: Questions

What is a quality indicator? How is a quality indicator implemented in your workplace? Why would it be necessary to implement national quality initiatives? Gather your thoughts as you prepare for concept mapping.

Concept Map

Prepare a concept map that describes your current understanding of the national quality initiatives.

Consider the questions in the "National Quality Initiatives: Questions" section in developing your concept map. What can be done on a national level to improve quality?

Resource Allocation

Go to the message board and discuss how resource allocations affect healthcare delivery. Explore solutions to fiscal or resource allocation inefficiencies.

- How do national quality initiatives influence healthcare delivery in the United States?
- What current policy issues will affect reimbursement for hospital-acquired infections?
- What impact does this have upon nursing quality initiatives?

Explain the impact in terms of systems theory. Explain how evidence-based bundling can contribute to improved patient care.

**Reflection**

What are ways in which you can stay informed about current changes in policy, legislature, and national initiatives? Journal your responses and reflect. Are there ways that you can contribute to change in this area? How?

Interview a member of the resource management or financial management department.

Attend a meeting for discharge planning for one of your patients. Describe the impact of fiscal or resource implications on the discharge plans for your patient. Based on your participation in discharge planning meetings, identify at least one target for reducing complications.

**National Quality Initiatives Part II**

Every nurse should enter into practice accepting accountability for the quality of care provided by the healthcare organization and taking a leadership role to implement improvements to achieve healthcare that is safe, timely, effective, efficient, equitable, and patient-centered.

In this section, you will examine principles of quality management, process improvement, and national quality care issues and initiatives. What quality management and performance improvement measures have you undertaken in your work setting?

**Organizational Theory and Healthcare Systems**

Can you identify at least three systems operating concurrently that work in your organization? How does nursing fit into these systems? Think about your answers as you prepare for concept mapping.

Evaluate your new knowledge about organizational theory and healthcare systems. The knowledge of systems theory in any organization cannot be underestimated. Use your existing knowledge as you examine new learning resources on this topic.

**Concept Mapping and Reflection**

Construct a concept map to show the important concepts related to general systems theory, and consider the following questions:

- How do you think general systems theory relates to nursing or healthcare?
- How does nursing fall into the general organizational system of a healthcare institution?

**Overview and Exercises in General Systems Theory**

One of the biggest breakthroughs in how people understand and guide change in organizations is systems theory and systems thinking. To understand how they are used in organizations, you must first understand a system. Many people have an intuitive understanding of the term.
However, the understanding must be made explicit in order to use systems thinking and systems tools in organizations.

Read chapter 15 in *Contemporary Nursing* and consider what the essential components of general systems theory are.

Go to the [Free Management Library](#) website and link to the information on systems theory in the middle of the page.

Read chapter 7 ("Healthcare Organizations") in *Leading and Managing in Nursing*. Explain how a system's perspective helps the whole healthcare organization achieve excellence. Take notes that can be used for review at a later time.

**Case Study**

Read the case study at the [Novay](#) website. Explain the application of systems theory to nursing practice.

**Reflection and Concept Mapping**

Examine and summarize what you have learned concerning the complexity of organizations. Have your original advantages and disadvantages changed? Reflect on how and if your original concepts changed. Revise your concept map as needed.

**Healthcare Utilization and Financing**

This section will examine the concepts of healthcare utilization management and healthcare financing. It will include an overview of economic issues and trends driving changes in healthcare delivery, how healthcare is paid for, and how these issues affect nursing.

In the past several decades, the costs of healthcare have continued to increase, with economic issues taking a central role in healthcare decision making. How will the economic climate of today's society impact the already overburdened American healthcare system?

**Healthcare Utilization and Financing**

What are some of the major factors that influence healthcare utilization and financing in the United States? Keep these factors in mind as you prepare for concept mapping.

Government is the biggest influence in the health insurance market, generating half of hospital revenues and more than 25% of physician incomes. As a result of managed care, increased inefficiency in the delivery of care and decreased prices of service have resulted. What is your current knowledge about healthcare utilization and financing in your institution? What would you like to know about it? Use the resources in the next sections to gain more information.

**Concept Mapping**

Develop a concept map to identify your current knowledge about influencing factors on healthcare access and financing in the United States.

**Resources Management and Ethics in Healthcare Management**
Why is resources management important in the healthcare field today? How does resources management impact the ethical treatment of patients?

Keep your answers in mind as you construct your concept map.

Can you think of a situation in your practice setting where there was a conflict between conservation of resources and ethical treatment of patients?

Keep this situation in mind as you complete the following exercises:

Concept Mapping

Construct a concept map about the impact of resource management and ethics on healthcare organization. Include who makes these decisions and the positive or negative impact.

Effect of Economics on Nursing Practice

Explore an example of how the practice of a nurse leader is influenced by economic forces and an example of how the practice of a staff nurse is shaped by these same economic forces. Compare these two nursing experiences.

In the current healthcare system, a wide range of social, political, and economic factors influence the role of nurse leaders in shaping healthcare budgets. Consider healthcare economics, reimbursement systems and issues, budgeting processes, and plans.

Read chapter 10 ("Power, Politics, and Influence") in Leading and Managing in Nursing.

- What are some of the limitations facing nurse leaders today?
- What are the challenges created by these resource limitations?
- Examine the impact of the nursing shortage on shaping budget planning.

Chief Financial Officer (CFO) Interview

Interview the CFO of your organization and explore the major issues affecting healthcare access at your facility. During this interview, find out if your facility is using pay for performance. What are the strengths and limitations of this model?

Evaluation of Hospital Payment Systems, Internet Searches, and Message Board Discussions

Price per procedure is based on a protocol for each surgical procedure, defining which products and the number of products that are to be used. In what ways does this model affect nursing practice?

Using a search engine of your choice, identify online healthcare financing resources. Go to the message board and share your online resources.

Creating and Evaluating an Insurance Plan Chart

Develop a chart to indicate the differences of the following common types of health insurance plans in America:
- Fee for service (FFS)
- Preferred provider organization (PPO)
- Point of service (POS)
- Health maintenance organization (HMO)
- Medicare
- Medicaid
- TRICARE (Military Health System (MHS))

How do these types of plans differ in terms of reimbursement? What are the implications for nurses in managing cost-effective, high quality care? Please include as many characteristics in your chart as possible.

**Evaluating Program Quality Measurements**

What report cards or grading system is utilized by your facility? Review the reports for the last two quarters. What trends did you identify? How are these data used to improve care?

**Reflection and Concept Mapping**

Review your concept map. Modify it as needed based on your new knowledge.

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**Reflection and Concept Mapping**

Review your concept map. Modify it as needed based on your new knowledge.

**Final Review**

Congratulations! You have completed a major course in your journey toward a baccalaureate degree in nursing. This course 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:

- Leadership and Critical Thinking
Some of these points may have been more difficult for you than others, but do not give up until you master them. All nurses have had difficulty with some skills and may continue to for long periods of time. For this course, some difficulty may have occurred in the area of financing, which can be a complicated area in itself, yet when applied to the healthcare field, it can become even more complex. As a nurse you must be familiar with the cost of healthcare financing and the impact it has on patients. As with all other academic issues, always ask your mentors for direction if you are having difficulties.

**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.

**Next Steps: Assessment**
You will now complete a series of summative performance tasks in TaskStream to demonstrate competency in this course of study. Access TaskStream and click on the instructions, complete the tasks and submit for review.

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you request them through your AAP and your mentor approves your request.

- CVT1 [Task 1](#)
- CVT1 [Task 2](#)

**Accessing a Summative Performance Assessment**

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.

**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](mailto: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](#)