This course of study presents the required sequence of learning activities developed to assist you in achieving competency in the subject area of Organizational Systems and Quality Leadership. You will need to pass two summative tasks (KOT1) to demonstrate competency. This course of study represents 4 competency units and may take up to 8 weeks to complete.

Introduction

Overview
Nurse leaders serve as clinicians, managers, and mentors to shape the future of healthcare and impact patient care outcomes in positive ways. When you complete this course of study, you will be more confident and better prepared to assume a leadership role that will enhance your growth as a professional nurse and benefit the organization in which you work.

Outcomes and Evaluation
There are 4 competencies covered by this course of study.

Competency 734.3.01: Principles of Leadership
The graduate applies principles of leadership to promote high-quality healthcare in a variety of settings through the application of sound leadership principles.

Competency 734.3.02: Interdisciplinary Collaboration
The graduate applies theoretical principles necessary for effective participation in an interdisciplinary team.

Competency 734.3.03: Quality and Patient Safety
The graduate applies quality improvement processes intended to achieve optimal healthcare outcomes, contributing to and supporting a culture of safety.

Competency 734.3.04: Healthcare Utilization and Finance
The graduate analyzes financial implications related to healthcare delivery, reimbursement, access, and national initiatives.

Preparing for Success
To successfully complete Organizational Systems and Quality Leadership you will need the appropriate 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.

Your Learning Resources
Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

Enroll in Learning Resources
You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the “Learning Resources” tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the “Learning Resources” tab, please see the “Acquiring Your Learning Resources” page.

Elsevier Learning Resources
You will need to enroll in several learning resources as a part of this course of study.

The following E-text is available to you free of charge via your Learning Resources tab.


The following online course is separate from the e-text enrollment. It is also free of charge. Go to your Learning Resource tab to enroll in the online course.

- Issues and Trends Online, 4th/edition by the same authors as your e-text, Cherry & Jacob.

Note: You will be emailed two separate registration emails for both the Cherry & Jacob 5th edition e-text & Cherry & Jacob 4th edition online course.

IHI Open School Courses
If you do not have an IHI account, you will need to create one. This tutorial will guide you in creating an account and accessing the required learning modules.

This course of study will require you to complete all the modules necessary to obtain the IHI Basic Certificate of Completion. Once completed, you will be required to upload your certificate to TaskStream as part of your assessment. While there are numerous modules, you will only upload the single certificate that indicates you have completed all the modules. If you are a registered nurse, you may also apply for continuing education credit for the lessons completed in IHI.

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, study notes, and FAQs are available in every course of study.

Use the "**Additional Learning Tools**" document to review these tools.

You will also want to access the Introduction BSN Organizational Systems and Quality Leadership Learning Community.. A link is provided on the Learning Resource tab. The Community is a place where you will receive notices and instructions related to this course and the associated clinical intensive, and share ideas and thoughts with your course mentor and other students.

**Accessing the Performance Assessment**

At the end of some of the sections in this course of study, you will need to complete and submit performance tasks in TaskStream to demonstrate your competence. In order to obtain the instructions for each task and to submit your work, you will need to be enrolled in TaskStream. Additional information on TaskStream can be found in the Student Portal on the "Resources" tab at the bottom of the page. You can use the "**TaskStream Help**" link above to get more help. Contact your mentor to go over these TaskStream processes and requirements.

Follow these directions to **access your performance assessment**.

After writing up your tasks, check that you have covered all the requirements in the rubric before submitting it. If you need help, contact the course mentor.

**Nursing Standards**

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- **WGU Library Nursing E-Reserves**

**Leadership and Management**

Nurses, regardless of the position they hold, are leaders when they use their knowledge and skills in the provision of high quality patient care. In this section you will learn key concepts related to leadership and management that are essential for the delivery of safe and effective patient centered care.
Competencies covered by this subject
734.3.01 - Principles of Leadership
The graduate applies principles of leadership to promote high-quality healthcare in a variety of settings through the application of sound leadership principles.

**Leading and Managing in Nursing**
The terms "leadership" and "management" are often used interchangeably, but they are not the same. You will be introduced to leadership and management skills and styles that will be most helpful to you in your role as a professional nurse.

**Issues, Trends, and Management**
Read the following chapter in *Contemporary Nursing*:

- chapter 16 Nursing Leadership and Management

Access the Evolve website and complete the Course Introduction before going on to the assigned module.

Access the Evolve course online and complete the following module (note that the module number is not the same as the chapter number):

- module 15: Nursing Leadership and Management, lessons 1-5

In your Study Notes, respond to the following questions:

- Which leadership and management skills will be most helpful to you as you assume new roles where you lead and manage others?
- Why does the nursing staff need to understand the health care organization's mission and values when they provide direct patient care?
- What type of team-building skills will help you the most when you work with an interdisciplinary team to coordinate a patient's plan of care?
- What resources can you use to enhance your management and leadership skills?

**IHI Open School Course: So You Want to be a Leader**

Complete the following IHI course:

- MHO 101: Achieving Breakthrough Quality, Access and Affordability
- PFC 101: Dignity and Respect
- L 101: So You Want to Be a Leader in Health Care

Complete the lessons and post-tests for each course.

As you complete the lessons in course L101, review the IHI message board postings. Using the WGU course message board, post your own responses to the following:
Meredith thinks of herself as a leader. What do you think she should say, and do, as she joins this group?

- What situations have you encountered recently when colleagues were complaining about something that was wrong—a defect, an injustice, a problem?
  - What role did you play in that conversation? Did you take a leadership stance? Why or why not?
- Think back to the situation you described of a recent encounter when colleagues were complaining about something that was wrong—a defect, an injustice, a problem—and the role you played in that conversation. How could you have taken the leadership stance in that situation?
- Choose at least two of the seven leadership suggestions, and write a short "script" of what you might have said if you applied each suggestion to your situation.
- Write down some forms of "if only" thinking that you've heard recently in your personal or professional life. For each "if only" statement, rewrite it as if you were taking the leadership stance.

Note: You must complete all required lessons to earn your IHI Open School Basic Certificate of Completion, which you will be required to upload to TaskStream as part of the course assessment.

Promoting Interdisciplinary Collaboration

Nursing is at the center of patient care and must communicate effectively and work collaboratively with members of an interdisciplinary team. In this section, you will learn about communication and conflict resolution skills that will enhance your collaborative skills as a team member, a team leader, and a patient advocate.

Competencies covered by this subject
734.3.02 - Interdisciplinary Collaboration
The graduate applies theoretical principles necessary for effective participation in an interdisciplinary team.

Essentials of Collaborative Practice: Communication and Conflict Resolution
As a professional nurse, being able to effectively communicate with colleagues and having the necessary conflict resolution skills are critical for the delivery of safe patient care. In this section you will learn about communication techniques that can prevent conflict and strategies that have been proven effective in building trusting collaborative relationships.

Effective Communication and Conflict Resolution

Read the following chapter in *Contemporary Nursing*:

- chapter 18 ("Effective Communication and Conflict Resolution")

Access the Evolve course online and complete the following module (note that the
module number is not the same as the chapter number):

- module 17: Effective Communication and Conflict Resolution, lessons 1-5

**Transforming Care at the Bedside (TCAB): Optimizing Communication and Teamwork**

How do we engage nurses at the bedside to become more creative about designing safety and quality processes? The Robert Wood Johnson Foundation (RWJF) and the Institute for Healthcare Improvement (IHI) did just that with the launch of Transforming Care at the Bedside (TCBS). This national, innovative initiative was designed to improve the work environment of medical/surgical units by implementing changes that would improve patient outcomes and staff satisfaction. The changes focus on strategic applications of improved communication techniques across multiple disciplines, including nurses, physicians, and other clinical and support staff.

Access 'Transforming Care at the Bedside'.

Read the "Transforming Care at the Bedside How-to Guide: Optimizing Communication and Teamwork" document by clicking the link in the "Documents" window.

Go to the message board. Select two of the four changes made in optimizing team communication and discuss how they were implemented at the TCAB-participating hospitals.

**Creating a Culture of Safety for Quality Patient Care**

Medical errors are one of the nation's leading causes of death and injury. 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.

Competencies covered by this subject

734.3.02 - Interdisciplinary Collaboration
The graduate applies theoretical principles necessary for effective participation in an interdisciplinary team.

734.3.03 - Quality and Patient Safety
The graduate applies quality improvement processes intended to achieve optimal healthcare outcomes, contributing to and supporting a culture of safety.

**Patient Safety First: Avoiding Errors in Health Care**

In this section, you will watch prominent clinicians describe the errors they have made and how those errors still haunt them today. Errors can be significant learning opportunities as they point out measures that can be implemented to reduce the likelihood of reoccurrences.
Quality Improvement and Patient Safety

Read the following chapter in *Contemporary Nursing*:

- chapter 21 ("Quality Improvement and Patient Safety")

IHI Open School for Health Professions

Access [IHI Open School for Health Professions](#) and watch the following two videos:

- [The Mistake: Part 1 (8:35)](#)
- [The Mistake: Part 2 (7:57)](#)

*Note: See side panel to access Part 2.*

Go to the message board and share your experience of an error you (or someone you know) made in a health care setting. What did you learn from it? How might it have been prevented?

Complete the following [IHI University Courses on Patient Safety](#):

- PS 100: Introduction to Patient Safety
- PS 101: Fundamentals of Patient Safety

*Note: You must complete all of the required lessons to earn your "IHI Open School Basic Certificate of Completion," which you will be required to upload to TaskStream as part of the course assessment.*

Patient Safety First: Overcoming Barriers to Error Disclosure

Besides being deadly, medical errors can also be a source of great injury and sufferings for patients and their families. Many barriers exist to discourage the open, honest disclosure of errors in the healthcare settings. In this section, you will view three short videos dealing with this important topic.

IHI Open School for Health Professions

Access [IHI Open School for Health Professions](#).

Watch the following 3-part series (see side panel for links to Part II and Part III):

- [The Patient and the Anesthesiologist, Part 1: The Incident](#)
- [The Patient and the Anesthesiologist, Part II: The Connection](#)
Discuss the following questions on the Message Board with your peers:

- What are some of your fears surrounding the idea of apologizing to a patient after making a mistake?
- What are steps you can take to keep yourself from being desensitized to human suffering as you go through the nursing program?
- What have you learned from the experience of clinicians who have made mistakes?

Complete the following IHI University Courses on Patient Safety:

- PS 102: Human Factors and Safety
- PS 103: Teamwork and Communication

Note: You must complete all required lessons to earn your IHI Open School Basic Certificate of Completion, which you will be required to upload to TaskStream as part of the course assessment.

Initiatives, Strategies and Tools to Ensure Safe, Quality Patient Care

In this section, we will explore some initiatives such as the National Safety Patient Goals and safety tools that are being increasingly used to provide safe care. As you review this section, reflect on how you may use these initiatives, strategies and tools to improve your patient outcomes.

National Safety Patient Goals

Do a web search and find the National Patient Safety Goals (NPSGs). According to the Joint Commission, the purpose of the National Patient Safety Goals (NPSGs) is to improve patient safety. The Goals focus on problems in health care safety and how to solve them and have specific requirements for protecting patients.

As you review the goals, you will notice that patient safety measures indicated for each goal are measures that you have already learned and are implementing in your respective health care settings. You will also notice that significant focus has been placed on the most pressing patient safety issues that all organizations are struggling to manage effectively.

Write the goals in your Study Notes.

Latest Hand Washing Guidelines from the CDC
It is difficult to discuss patient safety goals without addressing hand washing. Go to the Center for Disease Controls website and review the latest hand washing guidelines.

Go to the message board and post a common song, rhyme, poem, or pledge that you can repeat to yourself as you wash your hands that you know will take 20 seconds. Try to be original! You can repeat it; e.g. sing a song three times or recite a pledge two times.

**The Checklist Manifesto: How to Get Things Right**

The implementation of a low-cost checklist can drastically improve patient outcomes by helping to prevent patient errors.

Access and view the following video:

- **An Evening with Dr. Atul Gawande**
  
- **Better: A Surgeon's Notes on Performance**

Access and view the following video:

- **Authors@Google: Atul Gawande**

Go to the message board and answer the following questions:

- What accounted for the differences in these patient results or the bell curve?
- How is the performance of care providers who are 'on top of the curve,' different from those who were at the bottom of the curve?
- What key attributes did they possess to make their performance outstanding?

You are strongly encouraged to read his book:


**Bundling: Evidenced-Based Practices**

Recent data has shown dramatic success in improving the quality of patient care by focusing on the implementation of an entire group or bundle of evidenced-based practices to achieve a better outcome than when implemented individually. This new process is referred to as "bundling" of evidence-based practices.

Access and read the following:

- **Evidence-Based Bundle Increases Adherence to Recommended Practices, Leading to Fewer Central Line Infections and Lower Hospital Costs**
Getting to the Root Cause of Medical Errors: A Systems Approach

It is now commonly accepted that the majority of errors result from problems in the system and not necessarily individual behaviors. This section will focus on getting to the root of medical errors.

Competencies covered by this subject
734.3.03 - Quality and Patient Safety
The graduate applies quality improvement processes intended to achieve optimal healthcare outcomes, contributing to and supporting a culture of safety.

Use of a Systems Approach to Preventing Medical Errors

In this section you will learn how a system may contribute to either a safe working environment or barriers to patient safety and quality care. You can then use systems tools and strategies to join healthcare colleagues in the creation and building of a culture of safety.

Importance of Systems Thinking in Healthcare

Access the Systems Thinking and Systems Tools website and read the following:

- Systems Thinking
- Systems Thinking in Organization
- Organizations as Open Systems
- Five Disciplines of Systems Thinking - per Peter Senge
- Some Application of Systems Theory

After reading about systems and systems thinking, go to the Message Board and share with your peers at least two significant concepts learned about this topic, why you believe it's relevant, why it has application to nursing, and how it will impact your practice as a professional nurse.

Understanding Root Cause and Preventing Errors

Concepts of systems theory, thinking and tools are the underpinnings for our understanding of root cause of medical errors and in the continuing efforts to prevent errors from occurring.

Root Cause Analysis

Access and read the following:

- Ask "Why" Five Times to Get to the Root Cause
- Including patients in root cause and system failure analysis: Legal and psychological Implications. Click on the "View Article" button on the
lower left side to access the complete article.

Access and read the following:

- **The Unfortunate Admission**. The documents for the case study are linked in the "Documents" box. Read the case study first. Next review the PowerPoint slides of the winning student team that conducted the root cause analysis on the case study.

Discuss the following points on the Message Board:

- How have the readings informed your understanding of root cause analysis?
- How has your perspective changed or not changed about including patients in root cause and system failure analysis?
- Share at least two significant findings revealed in the case study as a result of conducting a root cause analysis.

**IHI Open School for Health Professions**

Complete the following [IHI University Courses on Patient Safety](#):

- PS 104: Root Cause and System Analysis
- PS 105: Communication with Patients After Adverse Effects
- PS 106: Introduction to the Culture of Safety

Note: You must complete a total of thirteen lessons to earn your IHI Open School Basic Certificate of Completion, which you will be required to upload to TaskStream as part of the course assessment.

**Basic Principles of Safety and Quality Improvement**

In this section, you will examine principles relevant to the provision of safe, quality care. Understanding and applying best practices gained from the national quality and safety initiatives help to ensure a safe healthcare environment and the provision of quality care.

Competencies covered by this subject

734.3.03 - Quality and Patient Safety

The graduate applies quality improvement processes intended to achieve optimal healthcare outcomes, contributing to and supporting a culture of safety.

**Quality Improvement and Patient Safety**

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. An understanding of principles such as process improvement, clinical indicators, and standardized care processes is essential for the provision of safe, timely, effective, efficient, equitable, and patient-centered care.
Quality improvement and Patient Safety

Review the following chapter in Contemporary Nursing:

- chapter 21 ("Quality Improvement and Patient Safety")

Access Issues and Trends Online (note that the module number is not the same as the chapter number) and complete the following module:

- module 20: Quality Improvement and Patient Safety, lessons 1-5

IHI Open School Courses

Complete the following IHI University Courses on Quality Improvement:

- QI 101: Fundamentals of Improvement
- QI 102: The Model for Improvement: Your engine for change
- QI 103: Measuring for Improvement
- QI 104: Putting It All Together: How quality improvement works in real health care settings
- QI 105: The Human Side of Quality Improvement
- QI 106: Level 100 Tools

Note: You must complete a total of thirteen lessons to earn your IHI Open School Basic Certificate of Completion, which you will be required to upload to TaskStream as part of the course assessment.

Staffing and Nursing Delivery Models to Promote Safe Patient Care

The ability to provide safe patient-centered care is dependent upon many factors. As a professional nurse, it's important to be knowledgeable about the illness of the patients, the amount of nursing time available, the care delivery model, care management tools, and organizational support needed to facilitate care. Competencies covered by this subject 734.3.03 - Quality and Patient Safety

The graduate applies quality improvement processes intended to achieve optimal healthcare outcomes, contributing to and supporting a culture of safety.

Staffing and Nursing Delivery Models

An important skill of the nurse leader is to ensure that staffing patterns are effective for safe, patient-centered care. Patient factors that must be considered in developing staffing schedules, staff and environmental factors, and how staffing patterns are impacted by the unit's delivery model are some of the issues addressed in this section.

Staffing and Nursing Care Delivery Models
Read the following chapter in *Contemporary Nursing*:

- chapter 20 ("Staffing and Nursing Care Delivery Models")

Access the Evolve Issues and Trends online course and complete the following module (note that the module number is not the same as the chapter number):

- module 19: Staffing and Nursing Care Delivery Models, lessons 1-5

Review the following article on RN Staffing and the impact on patient outcomes:

- **Hospital Nurse Staffing and Quality of Care**

In your Study Notes, respond to the following questions:

- How does staffing affect patient care, staff satisfaction, and the organization's financial status?
- What staff mix (for example, combination of RNs, LVNs/LPNs, NAP, technicians) is required to provide quality patient care?
- What factors should be considered when making patient care and other work assignments?
- Is the work assigned by task or by patient?
- How is communication about patient issues managed?
- What factors are considered when choosing a nursing care delivery model?
- What is case management, and how is it used to provide patient care?

**Healthcare Delivery System: Resources and Financing Implications**

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.

**Competencies covered by this subject**
734.3.4 - Healthcare Utilization and Finance

The graduate analyzes financial implications related to healthcare delivery, reimbursement, access, and national initiatives.

**Healthcare Delivery in America and Around the World**

The delivery of healthcare in America differs significantly from countries around the world. This section will compare the perspectives of healthcare providers in the United States with those in countries in which healthcare is affordable and accessible to most of its citizens.

**A Global Perspective of Health Care**

View the following videos:
- **PBS Frontline: Sick Around the World**
- **Critical Condition, Parts I and II**

Select one of the five countries in the Frontline report and compare healthcare cost of your selected country with healthcare cost in the United States. Post your comparison on the Message Board. Did the comparisons of healthcare cost and delivery around the world change or influence your perspective about national health coverage? Post your response.

How did Moyer's documentary on health care reform validate Frontline findings about healthcare in the US? Share your findings with your peers on the Message Board.

**Healthcare Cost in America**

Healthcare cost in America is a major economic and political concern. This section will discuss your role as a professional nurse in terms of cost containment and how health care economics affect professional nurses.

**Ethics Toolbox: Healthcare Cost and Quality**

Access and read the following:

- **Healthcare Cost and Quality**

A prominent physician, Robert Sade, proposed that healthcare is a commodity and not a right. Do you agree? Defend your position on the Message Board.

Discuss the following on the Message Board:

- How resource allocations affect healthcare delivery, integrating concepts previously covered in this course of study.
- Solutions to fiscal or resource allocation inefficiencies from an ethical standpoint.
- How do national quality initiatives influence healthcare delivery in the United States?
- What current policy issues will affect reimbursement for hospital acquired infections? Explain the impact in terms of systems theory.
- Explain how evidence-based bundling can contribute to improved patient care.

**Paying for Healthcare in America**

Read the following chapter in *Contemporary Nursing*:

- chapter 7 ("Paying for healthcare in America: rising cost and challenges")

Access the Evolve Issues and Trends online course and complete the following module:
In your Study Notes, respond to the following questions:

- The role of the professional nurse is influenced by the employer's ability to pay for the costs that are associated with staffing and with providing quality health care services. Is this likely to continue in today's evolving health care environment?
- Why do I need to understand health care economics and its implications for my practice? Isn't that the role of the finance department or business office at my workplace?
- With so many variations in health care insurance, I find it difficult to understand my own insurance policy. What is my role in helping my clients understand their insurance options? Will I add value to my practice if I become a more informed consumer?

**Kaiser Health News**

Visit the Kaiser Health News website and select at least three videos that address healthcare costs and access in the United States.

- **Kaiser Healthcare News**

Go to the message board, identify one of the videos you have watched and describe what you learned from the video.

**Understanding Medicare**

Explore the following websites:

- **Providence Life Services**
- **Medicare.gov**

You should be able to:

- Identify who is eligible for Medicare Coverage
- Describe the difference between Medicare and Medicaid
- Explain what each part of Medicare offers (Part A, Part B, Part C and Part D)
- Discuss the restrictions of coverage related to hospitalization and coverage for patients transferred to a skilled care facility
- Discuss the coverage available for long term care

**ATI Review for Pre-Licensure Students Preparing for NCLEX**

If you are a pre-licensure student and you have already completed Professional Roles and Values, this would be a good time to take the ATI RN **Leadership Online Practice** test. Access your ATI account and see how much you have learned in this course.
Final Review

Congratulations! You have completed the Organizational Systems Quality and Leadership Course of Study. This course of study focused on the nurses role in promoting quality care including the importance of interdisciplinary collaboration and advocating for patient participation and patient safety.

The concepts you have learned and the exercises you have performed are crucial to your role as a professional nurse regardless of the setting. Patient safety, patient-centered care and health promotion are integral to quality care whether in the inpatient, outpatient, home or community environment. The professional nurse has a responsibility to join professional organizations that will promote ongoing education. Many nurses cite their professional organizations as the most effective way to continue their learning after school. Remember that most organizations offer discounts for students and expenditures related to professional advancement are tax deductible.

Accessing Performance Assessments
You should have completed the tasks as you worked through this course of study. If you have not completed the tasks in TaskStream, do so now.

- KOT1

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Feedback

WGU values your input! As part of an opportunity to participate in student governance within the nursing program, we encourage students to provide feedback upon course completion. Please remember to utilize the Feedback form below to contribute your comments for the course. Thank you!

To provide feedback on this or any other course of study, please use the College of Health Professions COS Feedback form.

ADA Requirements
Please review the University ADA policy.