This course of study will help you to pass the Nursing Administration Specialist performance assessment (NET1). This course may take up to 24 weeks to complete.

Introduction

Overview
Today the master's degree prepared nurse is considered a leader in the field, taking increasing responsibility for patient care and advocacy, practicing evidence-based medicine, and affecting change in healthcare.

The knowledge you will gain in this course will be necessary as you pursue your goal of becoming a nursing leader. This course will provide an opportunity for you to learn about strategic planning; operational decision making; change; organizational, political, and personal growth; building organizational talent; coaching and development; and performance appraisal and discipline.

Outcomes and Evaluation
You will be evaluated on a set of performance tasks in TaskStream and on a comprehensive objective assessment. Once you have completed this course, you will take the American Nurses Credentialing Center (ANCC) certification exam as the final competency exam for this program. TaskStream tasks are indicated throughout the course of study when they should be completed.

There are 20 competencies covered by this course of study; they are listed in the “Nursing Administration Specialist (NET1)” page.

Nursing Dispositions Statement
Please review the Statement of Nursing Dispositions.

You will complete the following assessments as you work through the course of study.

Performance Assessment
You will complete the following performance assessment in TaskStream:

- NET1

Previews of task instructions and evaluation rubrics for this assessment are available via the “Assessment Preparation” box in the online course of study.

Preparing for Success

You will need the appropriate learning resources to successfully complete the activities in this course of study. 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
The learning resources listed in this section will be required to complete the activities in this
course of study. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them.

**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 of study. The activities that follow do not specifically assign readings from the text, but you will be directed to reading assignments by the course modules. To access the e-text, click on the linked reference below.


*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.*

**CE Direct**

You will be directly linked to specific CE Direct modules at the activity level within this course of study.

**Enroll in Learning Resources**

You will need to enroll in or subscribe to 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 Evolve**

The following online course is separate from the e-text enrollment. Enroll for the following online courseware through the Learning Resources tab:

- Yoder-Wise, P: Leading and Managing in Nursing, 5th Edition

For assistance locating the Evolve materials assigned in the activities of this course, see the following help document:

- **Elsevier Evolve Navigation Instructions**

**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 study.

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

**Message Boards**
As you work through the course of study, you will encounter times when you will be directed to post a question or comment in the message board for your peers or the course mentor.

Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course mentor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.

**Study Notes**
As you engage with the activities throughout this course of study, you will answer questions, complete exercises, sketch out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study.

A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment. Use this also to reflect on your own practice.

**Developing Concept Maps**
Throughout this course of study, you will be asked to make concept maps. The initial concept map for each topic is intended to help you see what you already know before you begin any activities. This will help you focus your learning and concentrate on those topics where you need the most work. It will also serve as a way to see how far you have progressed.

You will be surprised by how much you learn and how much more depth your understanding has after you have completed a topic section. So, do not skip the concept maps. They are very important and will be excellent resources when you are studying for the final assessment.

**Evaluation**
You will be evaluated on a set of performance tasks in TaskStream and on a comprehensive objective assessment. Once you have completed this course, you will take the American Nurses Credentialing Center (ANCC) certification exam as the final competency exam for this program. TaskStream tasks are indicated throughout the course of study when they should be completed.

**Accessing the Performance Assessment**
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:

- [Nursing Standards E-Reserves](#)

**Strategic Working Relationships**

As a new nurse executive, you are now part of the hospital management system. The nurses you worked with on the unit treat you differently, and you have questions about how to maintain relationships while taking on these new leadership responsibilities. Before you begin this section, consider the following questions:

Do you know what the difference is between a leader and a manager?

- What are the characteristics of a leader?
- Would you agree that the leader is the one in front, paving the path, moving beyond what is into what is envisioned?
- Who is it that facilitates the vision of a leader? Is that a manager's role?
- Can the leader achieve the vision without the assistance of those with the skills to bring the work about?
- What kind of leader are you?

Write a reflection in your journal.

Nurses in leadership positions need to have knowledge about leadership and management roles and functions.

Competencies covered by this subject
723.1 - Strategic Working Relationship
The graduate integrates leadership and management roles and functions to meet current and anticipated demands.

**Nursing Leadership and Management Roles**

Leadership at the bedside is the role of the Bachelor of Science in nursing (BSN) nurse. However, the role of a nurse executive is expanded to include a wider range of leadership and management. In this section, you will learn about common leadership roles and management styles.

**Concept Map: Leadership and Management Roles**

Create a table that lists leadership and management roles. Consider the following questions:
role categories?
- What leadership traits are you bringing into this course of study?

You will have an opportunity to discuss this in your weekly chat.

**Online Course: Module 01**

Begin the Evolve online course that aligns with the Yoder-Wise text. Complete module 01 ("Lead, Manage, and Follow").

- **Course Folder**
  - Module 01: Lead, Manage and Follow

As you work through the module, you will encounter activities. You should complete each of these activities as they help you to develop competency and apply new knowledge. They will also challenge any previous beliefs you have about management.

**Leadership Application Activity**

Complete the following CE Direct course module:

- "[Developing Your Leadership Potential](#)" (6.8 hours)

After you have completed the "Developing Your Leadership Potential" course, go to the message board and initiate or add to a discussion thread about a nursing leader you admire. Also, consider the following questions:

- What characteristics are most effective in nursing leaders?
- What kind of leadership characteristics do you have?

Investigate leadership versus management roles.

- What is the difference between leadership and management roles?
- Do managers have different responsibilities from leaders in nursing?

Add to your initial concept map with ideas you now have on leadership. What competencies do you need to develop to become an efficient nurse executive?

Reflect on your own leadership qualities and practice.

**Reflection: Nursing Leadership and Management Roles**

Reflect on what you have learned in the preceding activities. What questions do you still have? Modify your initial concept map to incorporate your new understanding of nursing leadership and management.

**Assessing Understanding (1)**

Complete the following module exam in the Evolve online course:
• Course Folder
  - Module 01: Lead, Manage and Follow
    - Module 01: Lead, Manage and Follow - Exam

If you do not score well on any elements of the exam, go back and work through those sections of the module.

**Understanding the Healthcare System**

Complete the following modules in the Evolve online course:

• Course Folder
  - Module 05: Understanding Healthcare Organizations
  - Module 10: Care Delivery Strategies

Consider the following:

- What influences healthcare?
- What different types of healthcare organization are there?
- What are critical organizational elements?
- Why is a mission and vision important?
- What are the various methods and models of Care Delivery?

In your journal reflect on any vision you might have had of how your unit could have been improved. Were you able to actualize that vision as a staff nurse, manager? What other thoughts do you have?

**Assessing Understanding (2)**

Complete the following module exam in the Evolve online course:

• Course Folder
  - Module 05: Understanding Healthcare Organization
    - Module 05: Understanding Healthcare Organizations- Exam
  - Module 10: Care Delivery Strategies
    - Module 10: Care Delivery Strategies- Exam

If you do not score well on any of the elements of the exam, go back and work through those sections of the module.

**NET1 Performance Task 723.1.1-03, 07, 2.1-05**

Complete the following task in [TaskStream](#):

- 723.1.1-03, 07, 2.1-05

**Diversity**

A nurse on one of the medical units has had a stroke, which results in leg weakness. While the
nurse has been released by the doctors to return to work, standing or walking for long periods is not recommended. As the nurse executive, you need to decide where the best placement of the returning nurse is. How does the disability affect the nurse’s ability to function safely? What are your responsibilities?

Nurse leaders must make many difficult decisions regarding diversity. At the same time, they need to be able to help their staff members be sensitive to the needs of other employees and patients that have diverse needs.

Competencies covered by this subject

713.1.2 - Valuing Diversity

The graduate assists employees with special needs to become effective and productive members of the nursing workforce, and recognizes the diverse needs of clients.

**Nursing Values and Needs With Diverse Employees**

Most nurses are trained to be sensitive to the diverse needs of their patients. However, as a nurse leader, you will also need to be sensitive to the diversity of your employees. This might include language, culture, or ability diversity.

**Cultural Diversity and Competence**

Complete the following module in the Evolve online course:

- Course Folder
  - module 06 Cultural Diversity

Complete the module, including all activities.

- What is the Campinha-Bacote Model? Why is this important?
- How does the leader foster cultural harmony?

Go to the [Quality and Culture quiz](#) and complete the cultural competency quiz.

Review your score and the answers to each question. How did you do? What do you need to know more about regarding cultural competence?

**The Rights of the Diverse Employee**

What are the rights of employees at your facility? Speak with the CNO or other nurse leader at your workplace to learn about the rights of employees at your specific facility. Discuss in the message board how these rights are protected. Review the employee grievance plan at your facility. Do you think it is comprehensive? Why or Why not?

**Americans With Disabilities Act**

**URL:** [http://www.ada.gov/](http://www.ada.gov/)

Review the U.S. Department of Justice Americans with Disabilities Act (ADA) at the URL listed above. Consider the following questions:
- What are the rights of disabled employees?
- What must the CNO and healthcare organization do to meet the requirements of ADA?
- Add notes to your concept map.

Assessing Understanding

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 06: Cultural Diversity- Exam

If you do not score well on any elements of the exam, go back and work through those sections of the module again.

Concept Map and Reflection: Diversity

Review your concept map regarding diversity. As you do, consider the following questions:

- How does the diversity of nursing employees impact nursing practice?
- Can you identify your own strengths in valuing diversity?

Operational Decision Making

Decision making within the organization is accomplished by individuals with varying opinions and values. What sort of a person are you when it comes to decision making, advocating as a leader, and moving the organization ahead with a feeling of congruence with the organization's values and beliefs?

Nurse leaders need to have knowledge about operational decision making in healthcare.

Competencies covered by this subject
- 723.1.3 - Operational Decision Making

The graduate uses problem solving processes to make decisions related to providing nursing care.

Operational Decision Making

The financial crunch has reached your hospital. You have been asked to participate on a committee to make major decisions about a new direction for the hospital. The final decision can have a major impact on nurse staffing, support, and availability of services. How do you see your role in this decision-making process? How can you be sure you bring the appropriate voice to this committee?

Concept Map: Decision Making

Write down a problem-solving theory that you are familiar with and may use in the workplace to provide nursing care. Do you know more than one theory? What do you know about shared decision making and strategic planning?

Decision-Making Tools

Think back about decisions you have had to make in the past in your work, and then consider the following questions:
- How have you made decisions in the past? What tools did you use?
- How would this tool assist in decision making?
- What are the barriers to effective clinical decision making in nursing?
- Incorporate your ideas into your concept map that you created at the beginning of this topic.

**Shared Decision Making**

Complete the following module in the Evolve online course:

- Course Folder
  - Module 04: Making Decisions and Solving Problems

Complete all activities as you move through the module.

Then consider the following questions:

- What are the seven steps in the decision making process?
- How do the different leadership styles affect productivity and satisfaction?

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 04: Making Decisions and Solving Problems
    - Module 04: Making Decisions and Solving Problems- Exam

How did you do? If you do not score well on any elements of the exam, go back and work through those sections of the module again.

**Concept Map and Reflection: Operational Decision Making**

Revisit your prior conceptions about decision making. Have you increased your knowledge and understanding of operational decision making? Add to or modify your concept map accordingly.

**Strategic Planning**

You are the CNO in a 200 bed hospital and are responsible for developing the strategic plan for nursing for the next five years. Planning comes before all management functions. What does that mean? Does it mean there will be choices to make? What is the difference between leading a strategic plan and managing a strategic plan?

Understanding the nurse executive's role in strategic planning can provide an avenue for making change.

Competencies covered by this subject
723.2.1 - Influence and Strategic Decision Making
The graduate develops and applies strategic plans for an organization.

**Elements of Strategic Planning**
An organization's strategic plan is traditionally driven by its mission, philosophy, and goals. The term *strategic planning* suggests that there is an organized way to go about effecting change. Often nurses are the first ones to recognize a need for change, but feel powerless to bring change about.

**Concept Map: Strategic Planning**

Make a concept map on everything you now know about strategic planning. Draw on your past experience. If you do not think you have had any such experience, just think about what the words mean. Write down all your ideas. You will come back and add to or modify the concept map later.

**Philosophy, Mission, and Vision**

Do you know your employer's mission statement? Is it prominently displayed in your facility? Where? When is it visited or referred to? Meet with the CNO at your facility and find out what the mission, philosophy, and vision of your facility are.

Why is a mission statement important? What does understanding mission statements have to do with strategic planning? Identify accountability-based care delivery systems. Add elements to your concept map.

**Strategic Planning, Goal-Setting, and Marketing**

Complete the following module in the Evolve online course:

- Course Folder
  - Module 13: Strategic Planning, Goal Setting and Marketing

Complete the module with all activities. Consider the following questions as you do so:

- Why is seeing the big picture important?
- Can you apply a SWOT (strengths, weaknesses, opportunities, threats) analysis?
- What more do you need to know?
- What is the difference in good and bad goals?
- What is the nurse's role in marketing?

**Strategic Visioning and Planning**

Consider the following types of visioning and planning:

- Long-range planning
- Mission
- Vision
- Values
- Goals
- Philosophy
- SWOT (strengths, weaknesses, opportunities, threats) analysis
- Costs
- Benefits of obtaining organization recognition
Community, state, and national disaster planning

- Marketing initiatives (e.g., engaging staff, health fairs)
- Needs assessment

What does each have to do with strategic visioning and planning? Why would it be important in each instance? Add a comment on your thoughts in the message board.

**Facility Factors Affecting Strategic Planning**

Investigate how hospitals are dealing with the following issues. Ask CNOs at your organization and talk with your peers about it on the message board.

- How does staffing, budgeting, level of nursing and other staff expertise, time, and other resources impact the strategic plan?
- How does the nursing shortage impact the plan?

**SWOT Analysis**


SWOT analysis is a planning tool used to understand the strengths, weaknesses, opportunities, and threats involved in a project or in a business. It involves specifying the objective of the business or project and identifying the internal and external factors that are favorable or unfavorable to achieving that objective. Complete the tutorial for SWOT analysis at the URL listed above.

**CNO's Role in the Governing Board**

Talk to administrators in your organization and find out what the role of the CNO is on the governing board. Investigate other hospitals on the Internet or talk to your peers to see if this role is the same across hospitals. Share what you have learned in the message board.

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 13: Strategic Planning, Goal Setting, and Marketing
    - Module 13: Strategic Planning, Goal Setting, and Marketing - Exam

What questions do you still have? If you do not score well on any elements of the exam, go back and work through those sections of the module again.

**Concept Map and Reflection: Strategic Planning**

Revisit your prior conceptions about strategic planning. Have you increased your knowledge and understanding of strategic planning? Add to or modify your concept map accordingly.

**Planned Changes in Healthcare**
Your facility is about to develop a five-year plan for growth and redevelopment. It is to be based on the needs of patients, staff, and the facility itself. It also should address the Institute of Medicine's (IOM) standards. You have been asked, as the nurse executive, to be on the committee. At the first meeting, you suggest that the committee begin with both a survey of patients and staff and some focus groups. However, you meet strong opposition from some members of the committee who have their own ideas of what should be in the plan and do not want to risk others' input. Change is hard for many. What do you do now? How can you work with the committee to bring about change?

The healthcare environment is one of constant change with continuous process improvement, challenges of employee retention, and the need for restructuring to meet ongoing demands in the field.

Competencies covered by this subject
723.2.2 - Planned Change
The graduate applies change theories to plan, implement, and evaluate change in the work setting.

**Planned Change**

Planned change is imperative in today's healthcare environment, which is driven by forces including workforce issues, growth of technology, and the needs of the vulnerable in society. Have you been involved in planned change in your healthcare environment? In the activities for this topic, you will be able to explore change theory and learn how to incorporate it into your leadership opportunities.

**Concept Map: Planned Changes**

Make a concept map on as many change theories as you know. Consider how each theory helps you plan, implement, and evaluate change in your work setting. How does your leadership differ from management in charge?

**Leading Change**

Complete the following modules in the Evolve online course:

- Course Folder
  - Module 14: Leading Change
  - Module 28: Thriving for the Future

Complete all sections including all activities. As you do so, consider the following:

- What is change?
- Describe a force field analysis.
- How do chaos theory and learning organization theory affect change in healthcare?
- What are the components of bringing about change? What is the nurse leader's role?
- Describe strategies for change.
- How would situational leadership play a role in change?

**Changes in Healthcare**
Identify issues and changes that have occurred over the past 40 years that have placed increasing demands on healthcare delivery systems, finance and administration of healthcare, and nursing education and practice.

Review the article "Challenges of Change: A Qualitative Study of Chronic Care Model Implementation".

Review the theory of change and implementing and maintaining policies and procedures from your reading for identifying, assessing, and controlling manual handling risks.

Change Theory

List 5-10 ways a nurse executive can be an agent of change. Go to the message board and initiate or add to a discussion on the nurse leader as an agent of change.

Systems Theory

Some of the biggest breakthroughs in how change is understood and guided in organizations are systems theory and systems thinking. To understand how they are used in organizations, you first must understand a system. You may have an intuitive understanding of the term. However, you need to make the understanding explicit in order to use systems thinking, theory, and tools in organizations. Visit the U. S. National Library of Medicine at the National Institutes of Health to read about Systems Thinking and Patient Safety.

Access Understanding

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 14: Leading Change
    - Module 14: Leading Change- Exam

If there are areas that you do not understand go back and work through the lessons again.

Reflection and Concept Map: Change

Go back to your concept map and add new information about planned changes in healthcare. As you do, consider the following questions:

- Who should be involved in change?
- What have you learned about change?
- Why is change important?
- How would you facilitate change in your organization?

Healthcare Evaluation and Outcome Measures

The Institute of Medicine (IMO) and other healthcare concern groups have made recommendations for improving the safety and quality of healthcare. In order to undertake action to improve the facility's quality and safety, it is important to have a good evaluation plan that includes outcome measures. In this section, you will learn about healthcare evaluation and appropriate outcome measures.
Concept Map: Healthcare Evaluation and Outcome Measures

Make a concept map on everything you know about healthcare evaluation and outcome measures. What do these terms mean? What do they mean for the nurse executive?

National and Organizational Indicators of Healthcare

Investigate the Institute of Medicine’s (IOM) report on healthcare safety and quality. As you do, answer the following questions:

- What are the purpose, process, and evaluation methods for evaluating healthcare?
- Why is evaluating healthcare important?
- What indicators suggested to the IOM that there was a problem with healthcare?

Look up the "Healthy People 2010" report. How does it compare to what the IOM said? What indicators does the report suggest need to be met to improve healthcare?

Accrediting Agencies and Regulatory Bodies

Healthcare accrediting agencies and regulatory bodies include the Joint Commission, the Center for Medicare and Medicaid Services (CMS), and the National Committee on Quality Assurance (NCQAI).

Does your agency have Magnet status? Discuss what this means or would mean to your facility with your nurse executive.

Measurement of Patient Needs and Impact on Patient Outcomes

URL:
http://www.qualitymeasures.ahrq.gov/browse/most-viewed.aspx

Go to the government site on national quality measures at the URL above and review the following: Patient classifications, acuity, staffing plan, and interdisciplinary resources. Now meet with your nurse executive or another administrator in your facility and discuss how these measures are dealt with in the facility. Ask for specific instances to help you understand the impact.

Translating Research into Practice

Complete the following modules in the Evolve online course:

- Course Folder
  - Module 02: Patient Safety
  - Module 19: Translating Research into Practice

Access Understanding

Complete the following module exams in the Evolve online course

- Course Folder
  - Module 02: Patient Safety
    - Module 02: Patient Safety - Exam
Module 19: Translating Research into Practice

Reflection and Concept Map: Healthcare Evaluation

Go back to your original concept map from the beginning of this section and modify or add to it. Be sure you understand this concept and the impact it has on your work as a leader.

Fiscal Resources

Fiscal planning may be the most challenging experience you have as a nursing leader. How do you feel about managing your own money? How do you feel about the responsibility of stewardship over healthcare dollars in this precarious financial environment? Can you be creative as you find resources and ways to manage the needs of your organization?

Nurse leaders need to have knowledge about business skills and principles to manage fiscal resources at an institutional level. Planning ahead, projecting costs, and accounting for money spent is especially difficult for a person who has not been educated in this process. The activities presented in this section will help you identify principles and skills to function in the role of a fiscal planner.

Competencies covered by this subject

723.2.3 - Financial Acumen

The graduate applies business skill and principles to manage fiscal resources at an institutional level.

Budgets

What is a budget? Is it the box where you place your bills, only to pull them out periodically and pay them? Is it a list of what you pay? Or is it, as defined, a financial plan that includes revenue and expenditures for a period of time? Does the idea of staying within a budget overwhelm you? Sometimes just facing the facts is all that is needed to produce a viable, meaningful budget.

Concept Map: Institutional Finances

Have you worked with finances at an institutional level? Reflect on your experience and make a concept map on what you know about finances on the unit where you work and the hospital as a whole.

Managing Costs and Budgets

Complete the following module in the Evolve online course:

- Course Folder
  - Module 09: Managing Costs and Budgets

Complete the module with all activities. As you do so, consider the following questions:

- Who pays for healthcare?
- How can the nurse leader effect controlling costs of healthcare?

Be sure you understand all elements of budgets and can construct an effective budget.
Cost-Effectiveness

http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/Table ofContents/Volume122007/No3Sept07/CostUtilityAnalysis.aspx

Read the article available at the URL above about cost-effectiveness in nursing. Discuss with the CNO at your facility the following budget issues:

- Cost-benefit analysis budget principles (e.g., zero based, capital, operational)
- Human resource (i.e., merit increases, benefits, bonuses)
- Material acquisition

Assessing Understanding

Complete the exam for module 08.

If you do not score well on any of the elements of the exam, go back and work through those sections again until you feel competent with the information.

Reflection and Concept Map: Finance

Go back to your prior conceptions to identify what you have learned regarding finances and decide how you will add to the concept map you created on types of budgets, finances, and communications.

Quality and Cost-Effective Services

A patient acquires an infection while in the hospital. Another patient develops pressure sores in an extended-care facility. Treatment is necessary and costly. However, Medicare refuses to pay for treatment that was necessitated due to error or neglect by staff. Healthcare administrators say that these occurrences were unavoidable because of limited staff due to budget cuts. Do you think quality and cost-effectiveness are mutually exclusive? How can you, as the nurse executive, maintain a balance between quality and cost?

The nurse administrator will have to deal with issues and make decisions based on quality as well as cost-effectiveness.

Competencies covered by this subject
723.3.2 - Customer Orientation
The graduate applies knowledge of patient care delivery systems to ensure that quality and cost-effective services are provided.

Quality Versus Cost

In this section, you will learn about how the nurse administrator can support quality care while working within the constraints of healthcare finances.

Concept Map: Quality and Cost-Effectiveness
Make a concept map on all you know about quality and cost-effectiveness. To help you begin, think about the following questions:

- What is your definition of quality and cost-effectiveness?
- How have you paid attention to these aspects of healthcare delivery in your practice setting?
- How do you feel stewardship over resources is your responsibility?
- How might this stewardship be different for a nurse leader’s stewardship?
- How are quality and cost-effective services ensured to be provided to patient-care delivery systems?

**Non-Payment for Medical Errors**

URL: [http://www.duanemorris.com/articles/static/modern_healthcare_mar08.pdf](http://www.duanemorris.com/articles/static/modern_healthcare_mar08.pdf)

Medical issues such as pressure sores and hospital-acquired infections are no longer covered by Medicare. How does this affect nursing care? How does this affect management and budgeting? Go to the article at the URL listed above to help you understand this issue.

**Using Evidenced-Based Research to Improve Care**

Using an Internet search engine of your choice, locate three articles on using evidenced-based research to improve care. Consider how data are used to develop innovative care, justify redesign of care, and provide cost-effective services.

**Reflection and Concept Map: Quality and Cost-Effectiveness**

Go back to your original concept map and add the new knowledge you have gained. As you do, consider the following questions:

- What have you learned about quality and cost-effectiveness?
- What evidence did you discover for implementation of changes to improve care and increase quality?

**Quality and Cost-Effective Services Part II**

A patient acquires an infection while in the hospital. Another patient develops pressure sores in an extended-care facility. Treatment is necessary and costly. However, Medicare refuses to pay for treatment that was necessitated due to error or neglect by staff. Healthcare administrators say that these occurrences were unavoidable because of limited staff due to budget cuts. Do you think quality and cost-effectiveness are mutually exclusive? How can you, as the nurse executive, maintain a balance between quality and cost?

The nurse administrator will have to deal with issues and make decisions based on quality as well as cost-effectiveness.

**Competencies covered by this subject**

- 723.3.2 - Customer Orientation

The graduate applies knowledge of patient care delivery systems to ensure that quality and cost-effective services are provided.
Fiscal Management and Financial Outcomes
When you step into the role of management as a nurse leader, your view on fiscal management shifts. What seemed necessary or reasonable when you were a staff nurse, you may now see in a different light. How do you weigh the need for quality care and the need for cost containment?

Concept Map: Fiscal Management and Financial Outcomes
Make a concept map that includes everything you now know about fiscal management.

Review of Your Facility's Resource Management
Review with your nurse executive or other administrator your facility's resource management. As you do, focus on the following question:

- What types of contractual arrangements (e.g., vendor, staffing) and payment systems (e.g., self-pay, third-party payers, charity care, prospective payment system [PPS], pay-for-performance [P4P]) does your facility have? Be sure you understand how these work and how they affect the quality and availability of care.

Also consider the following questions:

- What is cost containment and cost-center management (including grants)?
- Why is it important for the nurse leader to understand cost containment?
- What effect does cost containment have on the quality of care?

Reflection and Concept Map: Fiscal Management
Go back to your original concept map and add the new knowledge you have gained. As you do, consider the following questions:

- What have you learned about fiscal management?
- What evidence did you discover for implementing changes to improve care and increase quality?

Organizational, Political, and Personal Power
You have probably been in an organization where the power is held by one individual and all decisions are of a top-down nature. You may also have been in organizations where there is shared governance and power is not controlled by one individual. What effect does individual or shared power have on the organization? Whether power is organizational, political, or personal, it has a profound effect on the organization and on how staff respond to decisions within the organization. How do you define power? Is it a good attribute or a bad attribute? What about authority?

Through positive use of power, nurse executives can accomplish the goals of the institution. Nurse executives must be agents of change and influence others.

Competencies covered by this subject
723.3.1 - Organizational, Political, and Personal Power
The graduate applies principles of power to function as a nurse manager/leader in a variety of
settings.

**Power**

In this section, you will investigate different types of power. While some types of power are positive and effect change, other uses of power may have a negative effect.

**Concept Map: Power**

Develop a concept map that shows what you know about power and how it is used. Think back to your experiences with leaders and managers. How was power used? Was it effective? Would you do something different with power if you were in a leadership position? What and how?

**Empowerment in Leaders**

Complete the following CE Direct course module:

- "**Spread Your Wings: RNs Have What It Takes to Be Effective Leaders**" by Maureen Habel.

This module in Nursing Spectrum is worth 1 CEU.

Complete the exam at the end (remember to print your CEUs).

**Power, Politics, and Influence**

Complete the following in the Evolve online course:

- Course Folder
  - Module 07: Power, Politics, and Influence

Complete all sections including activities. Then consider the following questions:

- What is power?
- How can the nurse leader effectively use power in a positive way?

Discuss in the message board types of power that you have experienced in the workplace.

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 07: Power, Politics, and Influence
    - Module 07: Power, Politics, and Influence- Exam

**Reflection and Concept Map: Power**

What have you learned about the role of power in healthcare management? Go back to your initial concept map and add to or modify it.

**Legal, Regulatory, and Ethical Issues**

Nurse leaders and administrators must use ethical principles to address and understand
complex healthcare issues. In addition, there are many legal policies and regulations that influence the decisions about the operation and financing of healthcare today.

In this section you will investigate the legal and regulatory policy that affects your practice as a nurse executive. You will also learn about ethical issues in management.

**Concept Map: Legal, Regulatory, and Ethical Issues**

Make a concept map on everything you know about legal, regulatory, and ethical issues. Have you ever been involved in a legal or ethical issue in practice?

**Liability, Malpractice, and Negligence**

Complete the following module in the Evolve online course:

- Course Folder
  - Module 03: Liability, Malpractice and Negligence

Complete all sections and activities.

Be sure you understand and can explain to a peer all legal concepts. Consider the following question:

- What determines delegation?

**Investigation Activity on Policies and Regulations**

How do policies and regulations for each of the following affect policies you must address as a leader in a healthcare facility?

Use your text, the Internet, and interviews of your nurse executive or other administrators to help you learn more about each of the following:

- The Center for Medicare and Medicaid Services (CMS)
- Healthcare funding and reimbursement
- Private (e.g., third party payers, managed care, self-pay)
- Public (federal and state funding)
- The Center for Disease Control (CDC) guidelines
- Mandatory reporting (e.g., of neglect, abuse, communicable diseases, and practice issues)
- Research guidelines (e.g., federal directives, guidelines for protecting subjects, funding guidelines)
- Nurse practice acts (including collaborative practices)
- The Patient Self-Determination Act (i.e., advanced directives, living wills, durable medical power of attorney)

**Legal Risks and Liabilities**

What are the licensing organizations (e.g., U.S. Department of Health and Human Services, state boards of nursing) that regulate your practice as a nurse and the practice of a healthcare
facility? Review the factors that make a situation malpractice and negligence. Obtain a copy of the regulations for your state and review them.

Make a table that includes the following, and write a brief description and an example of each:

- Abandonment
- Neglect
- Restraints
- Falsification
- Exploitation
- "Whistle blowing"
- Informed consent
- Fraud (in relation to Office of Inspector General [OIG], corporate compliance)
- Abuse, violence, and harassment (of staff, patients, and peers)

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 03: Liability, Malpractice and Negligence
    - Module 03: Liability, Malpractice and Negligence-Exam

Be sure you feel competent in each concept and can explain it to a peer.

**Reflection and Concept Map: Power**

What have you learned about legal, regulatory, and ethical issues and decisions? Go back to your initial concept map and add to it or modify it accordingly.

**Building Organizational Talent**

Nurse 1 is a new BSN graduate who comes with good skills but needs support in developing confidence, especially in having crucial conversations with patients. Nurse 2 has been a staff nurse for over 15 years and is tired of working on the same unit. Nurse 2 is an excellent nurse who you can depend on to work with new graduates, so it is hard to think of moving Nurse 2 to another position. As the nurse executive, it is your job to recognize where your talent lies and to know how to help your staff members grow in their professional development.

How fortunate are leaders who can identify the strengths of the people they lead. When a leader leaves an organization, one of the ways of knowing if that leader has succeeded is if the people who are left can carry on without that leader.

Nurse leaders need to have knowledge about staffing and organizational talent.

Competencies covered by this subject

723.4.1 - Building Organizational Talent

The graduate applies appropriate workforce management strategies to the recruiting, hiring, and retaining of new nurses.
723.4.2 - Coaching and Development
The graduate plans a variety of activities to develop and manage human resources.

**Professional Practice**

In order to be a mentor and leader for others, it is important that you have a plan for your own professional development and growth. Becoming a lifelong learner is essential to being a good nurse leader.

**Self Management and Career Management**

Complete the following modules in the Evolve online course:

- Course Folder
  - Module 26: Self Management
  - Module 27: Career Management

Be sure to complete all activities.

As you do so, complete the following:

- Look at your resume if you have one. How does it compare to what you have learned in this module?
- If necessary, complete an updated resume.
- Practice interviewing.

**Staff Education**

Who is the staff educator in your facility? What are the staff educator's responsibilities?

Talk to the staff educator at your facility. Spend some time seeing what is done.

Spend some time seeing what is done. After you have done this, think about your role as a nurse executive. How can you rely on the skills of the staff educator to help you in your own professional development and the professional development of your staff members?

**Assessing Understanding**

Complete the following module exams in the Evolve online course:

- Course Folder
  - Module 26: Self Management- Exam
  - Module 27: Career Management- Exam

**Role Transition**

Complete the following in the Evolve online course

- Course Folder
  - Module 24: Role Transition
As you do so, consider the following questions:

- How ready are you to unlearn? To change roles?
- What role do mentors play in the role transition process?

**Assessing Understanding II**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 24: Role Transition
    - Module 24: Role Transition- Exam

Be sure you can demonstrate understanding of all concepts.

**Staffing**

One of the new ideas in healthcare over the past years is that staffing needs to be sufficient, efficient, and cost-effective. As you think about this, consider the following questions:

- Have you ever felt you were left shorthanded on the unit?
- Have you ever looked at the other perspective in regard to the need to have an adequate number of staff members but to be cost-effective as well?
- What is the best "skills mix," and how do you have maximum effectiveness in nursing care?

**Concept Map and Reflection: Staffing (1)**

Make a concept map of the strategies that you are currently familiar with in terms of recruitment, hiring, and retention of nurses. As you do so, consider the following questions:

- How was your own experience when you were hired into your work setting?
- Can you identify strategies that were used in your hiring process?
- Is retention a factor where you work?

**Staffing and Scheduling**

Complete the following in the Evolve online course:

- Course Folder
  - Module 10: Staffing and Scheduling

Complete all of the activities. As you do so, address the following:

- How does cost affect staffing?
- What is the staffing process?
- What are staffing standards and how do state standards affect staffing?
- Use forecasting in a situation where you work.
- What variables affect a master staffing plan?
- Describe patient classification systems and how they affect staffing.
What are labor costs per unit of service?

Add what you have learned to your concept map on staffing.

Recruiting, Hiring, and Retaining Nurses

Nurse executives and nurse managers play a critical role in retaining, motivating, and developing nursing staff members. As a leader and mentor for current and future nurses, you are an important link to creating and sustaining a culture of excellence in healthcare facilities. In fact, research confirms that employees' relationship with their immediate supervisor is a primary determinant of their satisfaction level and how long they remain with an employer.

There is a growing interest in moving beyond trying to just satisfy nurses to actually getting them to engage in the workplace. Research shows that employees' engagement with their work is an important predictor of job satisfaction and their intention to remain in an organization. Various research efforts are beginning to distinguish between satisfied workers and engaged workers. Nurses who are engaged in an organization seem to use discretionary energy in ways that drive an organization to top performance. The level of employee engagement significantly impacts retention, absenteeism, patient satisfaction, patient outcomes, and ultimately patient safety.

Efforts to improve the quality of nursing work environments are critically important to sustaining a strong nursing workforce for the future.

Matching a job with an experienced nurse first requires a selection process.

As you think about this selection process, consider the following questions:

- What is the first step in this process? Often organizations want to skip the job analysis step. What consequences to avoiding this step might there be? In your opinion, is it necessary to do a job analysis? Why?
- What approach does your organization use to recruit employees? Is it effective? How could they improve?
- What is the difference between appropriate and inappropriate nurse recruitment?

Concept Map and Reflection: Staffing

Review your prior concepts about staffing. Consider the following questions:

- What can you add to what you previously knew about building organizational talent?
- Could you perform in a leadership role with the interview process?

Assessing Understanding

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 11: Staffing and Scheduling
    - Module 11: Staffing and Scheduling - Exam
Managing Human Resources
Do you value what nurses bring to the work environment? Have you felt valued as an employee in your profession? What barriers have you faced? If you knew how important you were to your organization, would your attitude or behavior be affected? When you are a nursing leader, how will you look for ways to manage the human resources in your work environment?

Concept Map and Reflection: Managing Human Resources

Develop a concept map. As you do, reflect on what you currently know about managing human resources.

Go to your Human Resources (HR) Department and discuss staff development needs, legal and ethical considerations, and orientations of new staff.

Orientation Guides for Nurses

Visit your department of nursing and discuss how the orientation for nurses returning to the profession might differ from the orientation for a new nurse. What are the issues in terms of balancing employer-employee needs?

Eliminating Workplace Violence and Abuse

Complete the following Module in the Evolve Online course:

- Course Folder
  - Module 25 Workplace Safety

Access the Joint Commission website and review the sentinel event alert concerning disruptive behavior.

After you complete the reading, consider the following questions:

- What strategies and policies did your facility implement to address the issue discussed at the URL above?
- What can the CNO suggest to decrease the incidence of workplace violence and abuse? Investigate the proper chain of command for reporting of incidents of violence and abuse in your facility.

Assessing Understanding

Complete the following module exam in the Evolve online course

- Course Folder
  - Module 25: Workplace Safety
    - Module 25: Workplace Safety- Exam

Selecting, Developing Staff

Complete the following in the Evolve online course:
Complete all activities in these sections.

- What are the role and responsibilities of the nurse leader in this area?
- What is involved in the interview process? What makes an effective interview?
- What are the important parts of staff development?

Explore the Magnet process.

**Mentoring**

Have you ever mentored a nursing student? If so, did you find it an enjoyable experience?

Go to the message board and post a message about a mentoring experience you have had.

Think about how the experience affected your career. Critique what your work organization does to mentor or coach new nursing staff members. What strategies are used?

Speak with your supervisor and discuss issues of mentoring. Then develop your own plan for mentoring as a nurse leader.

**Concept Map and Reflection: Managing Human Resources**

As you revisit your prior conceptions about HR management, consider what you have learned about coaching and development in your nursing unit. Add to or modify your concept map. As you do, focus on the following areas:

- Time management
- Stress management
- Staff coaching and counseling (e.g., referrals from employee support, benefits, education, promotion opportunities, absenteeism)
- Initiating and managing change
- Role modeling and mentoring (of staff, peers, and students)

Succession planning
Advocacy for the nursing profession (e.g., professional organizations, political activities, lobbying, community stewardship)

**Performance Task 723.4.1-05, 07_10, 4.2-03**

**URL:**

http://www.taskstream.com

Go to TaskStream and complete performance task 723.4.1-05, 07-10, 4.2-03 as part of the Nursing Administration Specialist performance assessment.

**Professional Appraisal and Discipline**
Nurse 1 shows up late for work at least three out of five days. This has caused other nurses to stay over their already long 12-hour work periods. You have received numerous complaints from nursing staff members about Nurse 1’s tardiness. You have been called in to deal with this situation. The charge nurse on the unit has spoken to Nurse 1 but there has been no change. The charge nurse feels that Nurse 1 is taking advantage of the unit being short staffed and of being a good, skilled nurse that the unit will want to keep on. What do you do? As you think about this situation, consider the following questions:

- Have you ever been disciplined?
- Did you learn from the experience?
- Do you now value the opportunity for improvement?

Use your experiences to develop the skills of a manager in providing professional appraisals and discipline.

For the most part, employees want to do a good job. Sometimes they need mentoring, education, and support in improving in their role. The nurse leader needs to be able to identify areas for growth and also areas that are an impediment to the safety and quality of care for patients. This section will introduce the major concepts and issues related to performance appraisal and discipline.

Competencies covered by this subject
723.4.3 - Performance Appraisal and Discipline
The graduate determines appropriate performance appraisal processes for evaluating, motivating, rewarding, and identifying the developmental needs of staff; and applies positive disciplinary actions to support nurses’ professional growth and to meet organizational goals.

**Performance Appraisal**

Nurse 1 is due for a yearly performance appraisal. You have received reports from Nurse 1’s immediate supervisor that Nurse 1 is frequently late to duty. How will you handle the situation? Can you develop a plan to help Nurse 1 improve punctuality? What other factor might be at play in this situation that would have an effect?

**Concept Map and Reflection: Performance Appraisal**

Develop a concept map. Focus on what you know about performance evaluations. To help you do so, consider the following questions:

- Have you had a performance evaluation from a supervisor?
- Are you familiar with appraisals, or have you ever had disciplinary action taken against you or someone you know?
- What was done during a performance evaluation to support professional growth?

**Application Activity: Appraisal**

It is essential that performance appraisals accurately reflect an individual employee's performance. Since pay raises and promotions often are linked to information from performance appraisals, inaccuracy can lead to promotion of less-competent staff members and thereby demoralize excellent staff. Overrating all of the staff, an all-too-frequent occurrence, can mean...
that a truly outstanding performer receives essentially the same appraisal ratings as less accomplished staff members. Match the lettered terms with the numbered scenarios described below.

a. Leniency error
b. Forced-distribution evaluation
c. Critical incidents
d. Recency error
e. Behavior-oriented rating scales
f. Halo error

1. _____ "The manager on my unit does not seem to discriminate at all. Nurse 1 received exactly the same rating on skills acquisition as me, and the manager praised us both for how we had progressed in so short a time, but I always have to explain things to Nurse 1 and correct things Nurse 1 has done wrong!"
2. _____ "I like this new way of getting feedback at evaluation time. Competencies and expectations are really spelled out, and I know just what I am being evaluated on."
3. _____ "I was really impressed with my manager during my last evaluation. I was given several examples of very specific things that I had done, with detailed descriptions—like the time Patient 1’s spouse was so grateful that I stayed with Patient 1 throughout the procedure, even after my shift ended. That happened months ago! How did my manager remember?"
4. _____ "It seemed like I could do nothing wrong this year! My manager said such nice things about everything I do. I do not even know what I should work on for next year."
5. _____ "I am not sure my manager knows much about my performance, really. During my evaluation, I received only three specific examples, two good and one to work on, and they all happened in the last month. I do not feel like my manager has the whole picture."
6. _____ "My manager expressed regret to me that I was not rated higher this year and told me that there is a limitation to how many high marks can be given and that there had been a choice between several excellent staff members for the highest level. That does not seem fair, does it?"

Reflect on what components of your job (or clinical placement) are evaluated. Are they the appropriate ones? Would you change your evaluation method?

**Evaluating Staff**

Complete the following module in the Evolve online course:

- Course Folder
  - Module 12: Selecting, Developing, and Evaluating Staff (the section on performance appraisal)

Complete all activities. As you do so, consider the following questions:

- What is involved in a performance appraisal?
What is a behaviorally anchored rating scale and when is it used? Discuss management by objectives with your peers on the message board.

Be sure you can develop an evaluation document, conduct an evaluation and document the results.

**Developing a Guide for Staff Performance Evaluation**

Develop a guide to use in evaluating staff performance. Discuss your guide with your CNO. Go to the message board and initiate or add to an existing discussion thread and share your experiences with performance appraisals. What works well? What problems have you encountered?

**Negative Performance Appraisals**

Discuss with your supervisor the process for discipline in the case of a negative performance appraisal. As you do so, try to answer the following questions:

- What are grounds for termination?
- What strategies are used to deal with deficiencies?
- How is the root cause determined, and how would you design an improvement plan?

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 12: Selecting, Developing, and Evaluating Staff
    - Module 12: Selecting, Developing, and Evaluating Staff- Exam

If you still have any questions discuss them on the message board and review the online material.

**Concept Map and Reflection: Performance Evaluations**

Review your focus on performance appraisals and evaluations. What information have you gleaned from the activities and staffing discussion with your supervisors? Go back to your initial concept map and add to or modify it.

**Performance Task 723.5.1-04, 05**

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

Go to TaskStream and complete performance task 723.5.1-04, 05 as part of the Nursing Administration Specialist performance assessment.

**Staffing and Scheduling Policies**

A call from the critical-care unit indicates that two nurses have called in sick. This leaves only one qualified nurse in the unit. There are additional nurses on the medical unit, but none are qualified in critical care. Meanwhile, you get another call that the neonatal unit is also short
nurses today due to illness. You have one nurse on the pediatric floor who is qualified to work the neonatal unit, but that leaves the pediatric floor short. What will you do? How could prior planning have helped?

The nurse executive must understand the impact of staffing and scheduling as it impacts the entire facility, not just one unit.

Competencies covered by this subject
723.4.4 - Staffing and Scheduling Policies
The graduate develops plans for staffing and scheduling needs, using established policies and procedures of a given organization.

**Staffing and Scheduling**

While the nurse manager may plan, organize, staff, direct, and control -- doing a multitude of things simultaneously all day long -- the purpose of a great deal of this activity is to ensure that this responsibility will be carried out. Appropriate staffing has become even more critical as the focus on quality care at a reasonable cost has become paramount. In this section, you will learn about the role of the nurse executive in staffing and scheduling.

**Concept Map and Reflection: Staffing and Scheduling**

Consider what experience you may have in staffing and scheduling. Create a mock schedule for your unit or work with your supervisor to complete one.

**Staffing Case Study**

One of the central responsibilities of the nurse manager on a clinical unit is to provide the appropriate number and mix of nursing staff (nursing care hours [NCH]) to match actual or projected patient care needs (patient care hours) that will result in safe, effective, quality care for the patients on the unit. Reflect on your experience with staffing. Use any work setting where you are or have been an employee. How well did the staffing work? Was there adequate coverage to meet the needs of the organization?

Then, consider the following case study: In the unit where you are planning the budget, it has been determined that patients need 4 hours of registered nurse (RN) nursing care hours per day (NHPD), 2 hours of licensed practical nurse (LPN) nursing care per day, and six hours of unlicensed assistive personnel (UAP) care per day. This information is based on data from last year and assumes no change in patient census or acuity for the upcoming year. The average daily census is 32 patients.

Instructions:
Using the information from the situation above, determine the nursing care hours (NCHs) for each category of staff per pay period:

- Number of RNs: _________
- Number of LPNs: ________
- Number of UAPs: ________

Using the figures above, determine how many full-time equivalents (FTEs) in each category of
staff will be needed to staff this unit per pay period. How might the number of nursing care hours needed in each category of care in the staffing pattern have been determined?

List the number of FTEs required for the each category of staff nursing care hours listed below:

- RNs
- LPNs
- UAPs
- Total nursing staff

**Writing Exercises: Continued Development**

Write down ideas on how the CNO can collaborate with nursing programs and professional associations for continued development. Investigate ways nursing programs have formed collaborations with hospitals to increase the availability of nurses coming into the workplace. What roles do the current nurses need to take on? What are preceptor programs, and how do they work? Are there different types of models?

Consider the following questions:

- What roles do the current nurses need to take on?
- What are preceptor programs, and how do they work?
- Are there different types of models?

**Concept Map and Reflection: Staffing and Scheduling**

What have you learned about staffing needs? What types of quality care issues may arise from inadequate nurse staffing? Add to your concept map accordingly.

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 11: Staffing and Scheduling
    - Module 11: Staffing and Scheduling Exam

Can you develop an effective staffing plan for your facility now?

**Communication**

A group of LPNs have started complaining that they are not valued and are only given nursing assistant duties. They state that they are being treated this way because English is their second language. They do not feel the head nurse is listening to their concerns, so they have come to you, as the CNO, to deal with the issue. Have you ever felt that you were not listened to or that you had a difficult time getting your point across? Can you appreciate the value of effective communication? Do you agree that it is a two-way street -- listening as well as speaking?

Nurse leaders need to have knowledge about directing and communicating on an
organizational, interpersonal, and group level.

Competencies covered by this subject

723.5.1 - Communicating With Impact
The graduate chooses a variety of methods to communicate effectively with diverse individuals and groups in an organization, writes and speaks effectively to a variety of audiences, and determines appropriate technology for effective communication within the healthcare setting.

723.5.2 - Empowerment
The graduate applies legal, professional, and safety principles for effective delegation to empower staff.

**Communication**

There are effective and meaningful ways to communicate, and the nurse leader who incorporates these tools of communication can be truly effective and successful. In this section, you will learn about styles of communication and the role of the nurse executive in promoting good, effective communication.

**Reflection and Concept Map: Communication**

Make a concept map of the modes of interpersonal communication that you are familiar with; which one do you feel the most comfortable using to communicate in a diverse setting?

**Review of Communication Styles**

Communication may be nonassertive, aggressive, or assertive. Nonassertive, or passive, communication is often used to avoid unpleasant situations such as conflict and confrontation. However, passive communication is an inefficient form of communication, often resulting in low self-esteem, self-pity, feelings of powerlessness, anxiety, frustration, and anger. Characteristics of nonassertive communication are apologetic speech, avoidance, withdrawal, a weak or hesitant voice, downcast eyes, fidgety hands, and frequent nodding. Passive communication is used to please or postpone. Frequent use of nonassertive communication usually means the person using it is easily manipulated -- an undesirable trait in a manager.

Conversely, aggressive individuals may have either high or low self-esteem and self-worth. They get what they want at others' expense. Aggressive individuals are often loud, sarcastic, rude, and hostile. Characteristic behaviors include blaming, belittling, humiliating, or embarrassing others, and assuming an air of superiority. As a result, the individuals targeted by the aggressor are humiliated, hurt, angry, and vengeful.

A passive-aggressive communication style is used in an effort to manipulate a situation without direct communication of intent. In passive-aggressive communication, a message is delivered passively with the purpose of getting what the sender wants without making individual feelings known. The receiver may be confused about the real meaning of the communication and find it difficult to respond effectively.

The most effective communication style is assertiveness. Assertiveness is the open, honest expression of feelings in a manner respectful of others. Think of a conflict situation you have been involved in at work, school, or home. What conflict management techniques did you use? How did you resolve the conflict? Based on the conflict-management techniques you have
learned, what other techniques might have been used, and how could the outcome have changed? Answer the following question to test yourself:

- A nurse manager who tells the staff to "come to me with any problem" but then keeps the office door closed is using what type of communication?
  - Diagonal communication
  - Metacommunication
  - Intrasender conflict
  - Upward communication

**Building Teams**

Complete the following in the Evolve online course:

- Course Folder
  - Module 15: Building Teams

As you do so, address the following:

- Describe effective teams.
- How and why is communication within teams important?
- Are there different types of teams?

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 15: Building Teams
    - Module 15: Building Teams- Exam

Be sure you feel confident in your understanding of building teams.

**Communication for the Leader**

Complete the following in the Evolve online course:

- Course Folder
  - Module 14: Leading Change
  - Module 16: Communication from a Leadership Perspective

Be sure to complete all activities. As you do so, consider the following questions:

- What are communications problems?
- What is complicated communication?
- How can effective communication be used to fix problems?

**Assessing Understanding (2)**

Complete the following module exam in the Evolve online course:
Be sure you feel confident in your understanding of communication.

**CNO's Role in Monitoring Communication**

Write down what strategies can be used to integrate leadership roles into organizational, interpersonal, or group communication practices and to build credibility. As you do, consider the following questions:

- How does a CNO monitor communication expectations?
- How does the CNO create an environment where a team can communicate a shared vision, goals, and strategies?

Go to the message board and initiate or add to a discussion regarding the CNO's role in monitoring communication. Also, consider how the CNO helps the nursing staff build credibility with physicians as champions of safe, quality care.

**Delegation**

The process of delegation requires knowledge of the concepts of responsibility, accountability, and authority. It is often a breakdown in the transfer of one of these things that causes delegation to be unsuccessful. The **steps of delegation** are as follows:

- Define the task.
- Decide on delegate.
- Determine the task.
- Reach an agreement.
- Monitor performance and provide feedback (evaluate outcome).

**Module 21**

Complete the following in the Evolve online course:

- Course Folder
  - Module 21: Delegation

This module includes many aspects of delegation that are important for the nurse leader. Be sure to work through all components and complete the activities.

**Reflection**

Reflect on how delegation is defined. Understand what tasks can and cannot be delegated. How is supervision defined? How does the scope of practice differ between registered and licensed practical and vocational nurses?
Select a nursing care plan for a patient you have taken care of, utilize the Delegation Decision-Making Tree tool found at the URL listed above, and identify which nursing actions can be delegated to an LPN or to a nursing assistant, and which functions must be done by an RN.

**Assess Understanding (3)**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 22: Delegation
    - Module 22: Delegation-Exam

**Concept Map: Communication**

What can you now add to your concept map about communication based on what you have learned through the preceding activities?

**Relationship Management**

A group of nurses on the medical unit comes to you complaining that they are having their hours cut while the nurses on the surgical unit can work all the hours they want. Resentment has arisen. When staffing is short on one of the units, nurses refuse to fill in. The conflict is affecting not only morale but also patient care. What can you do as a nurse executive? How can you use properties of relationship management to resolve the issue?

The nurse manager must be able to use principles of conflict resolution to solve problems in the healthcare setting.

- Competencies covered by this subject
- 723.5.3 - Relationship Management

The graduate chooses relationship management strategies to resolve issues in nursing practice settings, including conflict resolution.

**Managing Professional Relationships**

*Roles* are socially prescribed expectations for behavior by a person in a particular position. In addition to their professional roles, nurses are often parents, children, and spouses. Multiple roles often lead to multiple demands and inter-role conflict. When the expectations of an individual by two or more parties differ, this leads to inter-sender conflict. Person-role conflicts occur when role expectations are incompatible with the individual's personality, skills, or abilities (e.g., incompetence, over-qualification). Role conflict also occurs when roles are poorly defined (role ambiguity) or too demanding (role overload).

**Reflection: Relationship Management**

Using your current knowledge, write down strategies to resolve issues you are aware of in your practice setting. Are there sources of conflict or potential conflict? Reflect on how you could utilize these strategies in your practice with any of your staff members. Would these be good strategies for the new nurse manager to use with all of staff members as a way of identifying staff needs?

**Conflict**
Complete the following module in the Evolve online course:

- Course Folder
  - Module 21: Conflict

Consider the following questions:

- What is the role of the leader when conflict occurs?
- Are there different types of conflict?
- How do you deal with conflict (e.g., by avoiding, accommodating, competing, compromising, or collaborating)
- What is involved in charting conflict?

Assessing Understanding

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 21: Conflict
    - Module 21: Conflict- Exam

Review areas you are unsure of.

Staffing Disagreement Activity

The staff of a medical-surgical unit is in a disagreement about holiday scheduling. The nurse manager knows that this is what type of conflict? Reflect on what methods or tools the nurse manager could use to resolve the problem.

Managing Personal and Personnel Problems

Complete the following module in the Evolve online course:

- Course Folder
  - Module 23: Managing Personal and Personnel Problems

Be sure to complete all activities. Consider the following questions:

- What factors can cause workplace tension and how can the nurse leader ease tension?
- How does the nurse leader deal with issues such as absenteeism, bad attitudes, immaturity and clinical incompetence?
- How much of an issue is chemical dependency in the workplace?

Building Trusting Relationships

How can the CNO facilitate meaningful relationships with staff, peers, other disciplines and services, physicians, vendors, community leaders, legislators, and nursing and other educational programs? Talk to your CNO about experiences about building relationships. What were the challenges?

Assessing Understanding (2)
Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 23: Managing Personal and Personnel Problems
    - Module 23: Managing Personal and Personnel Problems- Exam

Be sure you understand and know how to address personal and personnel problems.

**Reflection and Discussion on Conflict Resolution**

Were you able to come up with additional strategies to resolve issues in your workplace after completing the activities? Discuss conflict resolution with your mentor.

**Collective Bargaining, Unionization, and Employment Laws**

A nursing union has been unable to reach an agreement on staffing and salaries. They are threatening to go on strike. What effect will this have on patient care? What are the ethics involved? Unions were started to protect workers from unfair practices. How do you feel about collective bargaining and employment laws? Have you ever felt you need protection under the law?

Nurse leaders need to have knowledge about collective bargaining, unionization, and employment laws.

Competencies covered by this subject
723.5.4 - Collective Bargaining, Unionization and Employment Laws

The graduate examines collective bargaining, unionization, and legislative regulations related to workers’ rights.

**Collective Bargaining, Unionization, and Employment Laws**

Collective bargaining, unionization, and employment can have a positive impact on a nursing environment. In this section, you will investigate principles of collective bargaining, unions, and employment laws.

**Reflection: Collective Bargaining, Unionization, and Employment Laws**

Access your prior knowledge about this topic. Create a table using "Collective Bargaining," "Unionization," and "Employment Laws" as titles. List under the titles what you currently know about each topic. Consider your unit or work setting when listing your knowledge.

**Collective Action**

Complete the following in the Evolve online course:

- Course Folder
  - Module 17: Collective Action

Complete the module including all activities. Consider the following questions:

- What is shared governance?
- Is all collective action effective action?
Discuss workplace advocacy and collective bargaining.
What is the ANA's role in collective bargaining?

Collective bargaining (i.e., collective action taken by workers to secure better wages or working conditions) is controlled primarily by the federal laws pertaining to it. Nurses are not new to collective bargaining. In fact, people were beginning to recognize that collective action was necessary to improve horrific working conditions (poor wages, long hours, and no fringe benefits) in the late 1920s, just prior to the financial collapse of the Great Depression.

Reflect on your feelings and concerns about unionization of nurses.

Case Study: Labor Unions

A labor union has been trying to rally support from nurses in your hospital, asking them to join together and join the union. Investigate the pros and cons of labor unions in nursing.

Write a summary on labor unions (why to join or reject) for staff that includes the purpose of labor laws and the characteristics of labor-management relations. Consider the following questions:

- What can unions do for nursing in your facility, and what can they not do?
- What motivates a nurse to join or reject a labor union?

Labor-Management Relations

Investigate effective labor-management relations. Using an Internet search engine of your choice, locate at least three articles involving nursing and labor-management relations.

Occupational Safety and Health Act

Perform an Internet search for the Occupational Safety and Health Act of 1970.

Identify and write down the key provisions of this act.

Reflection and Discussion: Collective Bargaining, Unionization, and Employment Laws

Reflect on the following questions:

- What can you add to your table from the first activity in this section under the topics of "Collective Bargaining," "Unionization," and "Employment Laws"?
- Do you live in a union state?
- Have you needed to access employment laws in your career? If so, what were they?

Assessing Understanding

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 17: Collective Actions
Controlling Data Integration

Healthcare systems are complex, with a great deal of information that must be stored, shared, and secured. As the nurse executive, you will be intimately involved in working within these systems and ensuring that your staff maintains security of them. Data is only as good as those who input and use that data. Have you ever been involved in data collection at work? What was it for? Were you able to make changes related to what you found?

Nurse leaders need to have knowledge about data collection systems and processes used in the work setting.

Competencies covered by this subject
723.6.1 - Data Integration
The graduate identifies and recommends selection and modification of data collection systems and processes to support nursing practice and the delivery of care.

Controlling Data Integration

Computer technology and informatics are reshaping the way healthcare is provided. Constant change will continue into the future. These changes will impact nurses in all areas, including practice, education, administration, and research. Regular introduction of new technology for clinical interventions and care procedures is expectable in the workplace. Basic preparation for and comfort with computer use and information technology seem to be a minimal requirement for nurses entering the field. New roles for nursing information technology specialists are emerging.

Reflection on Data Integration

Make a concept map about all you know about data collection systems. As you do, think about the following questions:

- What type of data collection systems and processes do you currently use at your work setting?
- What systems or processes are you familiar with?
- Can you identify any areas where your personal computer skills might need improvement?

Technology

Complete the following module in the Evolve online course:

- Course Folder
  - Module 08: Managing Information and Technology

Consider technology in your work setting. As you do, consider the following questions:

- How does technology affect internal communications?
- What technology systems are in place in your site that has an effect on communication?
- What effect do information systems, electronic medical records, and standing orders
have on patient care and safety?
  • Do all nurses use SBAR (Situation, Background, Assessment, Recommendation) for communicating between the healthcare team?

Data Integration Systems Exercise

What are integrated systems? Consider the data integrations systems used in your work setting (how are these systems secured?).

Investigate the security system. Identify the disaster recovery plan and the information management plan. If there is not already a plan, work with your peers and mentor to develop one.
  • Then answer the following questions:
    • Why is it important to secure data?
    • What are ways to secure patient data?

Assessing Understanding

Complete the following module exam in the Evolve online course:
  • Course Folder
    o Module 08: Managing Information and Technology
    • Module 08: Managing Information and Technology- Exam

Do you understand the role of technology in nursing leadership?

Reflection and Concept Map: Data Collection

Have you added to your prior conceptions regarding data collection systems and processes? Go back to your initial concept map and add to it or modify it accordingly.

Quality Management

The nurses on a surgical unit in your facility have come to you with a concern about a routine procedure that has been in practice for as long as anyone can remember. However, some recent research suggests that the practice might actually put post-operative patients at greater risk for infection. The nurses would like to undertake a study to see if this finding is true and then work on a new procedure that would have less risk. How can you help the nurses to focus their study? Why is it important to encourage nurses to engage in evidence-based practice?

Quality management attempts to provide a process to document and measure patient outcomes. The nurse executive can promote this through encouraging evidence-based practice and research.

Competencies covered by this subject
723.6.2 - Quality Management

The graduate applies quality management techniques to improve patient outcomes.

Managing Quality of Care

Throughout the healthcare system, you hear about increasing the quality of care. Consumers
and consumer organizations as well as the Institute of Medicine want accountability for care, documentation of errors, and plans for providing safe quality care.

**Reflection: Quality of Care**

What types of quality management techniques are used in your work setting to improve patient outcomes? Make a concept map on what you know about quality management.

**Managing Quality and Risk**

Complete the following in the Evolve online course:

- Course Folder
  - Module 18: Managing Quality and Risk

Complete the module including all activities. As you do so, address the following:

- How can managing quality limit risk?
- What is quality management?
- Discuss principles of quality management.
- What is involved in the process of quality improvement?
- Discuss the near-miss and sentinel events.

**Performance Improvement**

What are methods, tools, processes, and outcomes; internal and external indicators and stakeholders; evidence-based practices; tracer methodology; and needs assessments for performance improvement in your work setting? What is the role of the CNO in performance improvement? Talk to your CNO to find out what is happening in your facility to improve performance.

**Environment of Care and Risk Management**

Review the following concepts to be sure you understand them, the principles involved, and the role of the CNO in regards to each of them:

- Access to care (external or internal environment)
- Americans with Disabilities Act (ADA)
- Environmental Protection Agency (EPA)
- Disaster preparedness and crisis management
- Joint Commission standards
- Patient safety
- Prevention (e.g., of falls, medication errors, and errors in hand-off communication)
- Infection control (e.g., isolation, standard precautions)
- Analysis (e.g., sentinel event analysis, root-cause analyses [RCA], failure mode and effects analysis [FMEA])
- Seamless transition across the continuum of care

**Continuous Quality Improvement**

The continuous quality improvement (CQI) process of the total quality management (TQM)
movement has become a focus of healthcare today. TQM, as a philosophy, requires a commitment by the organization to do the following:

- Possess a customer/client focus
- Be dedicated to total organization involvement
- Use quality tools and statistics for measurement
- Commit to the identification of key processes and continuous quality improvement

A tool known as a fishbone diagram is used to help understand problems. A fishbone diagram identifies the relationships and possible root causes of an identified problem. As an example, if the nurse manager identified an increase in back injuries of employees during the last six months, a beginning diagram might look like the one below.

The "bones" of the fishbone diagram are the answers to the question "why is this occurring?" As each possible reason is suggested and added (these are the bones of the diagram), the group persists in asking "why does this occur?" and generating more possible causes of the problem. The purpose is to move closer and closer to and, eventually, arrive at root causes that can be addressed by the organization.

**Scenario: Quality Improvement**

You are the manager for an ambulatory care center that provides outpatient diagnostic and minor emergency services. The center is staffed with nurses, allied health personnel, secretarial staff, and physicians. A diverse range of services is provided, requiring interdependence among all members of the care team. The center is open from 9:00am to 11:00pm daily. As the manager of the center, you are aware that patients have complained about the amount of time they must wait for results of diagnostic tests. Based on your knowledge about the services provided, you realize that this complaint does not have a simple answer. To provide continuous improvement in your care delivery, you decide to create a quality team to evaluate this problem.

Create a cause-and-effect (fishbone) diagram using your imagination and existing knowledge of causes for typical delays in diagnostic services.

As you identify possible causes of delays, you will create the fishbone diagram by asking "why" repeatedly at each level of the problem. Continue to ask "why" until you believe you have found the root of the problem.

**Standing Order Protocol**

How can standing orders improve the quality of care?

Practice writing a protocol of your choice using your work setting as access to a protocol need.

**Service Recovery**

Think about what you know about service recovery, and answer the following questions:

- What is the CNO's role in service recovery for dissatisfied patients?
- How can the hospital staff develop strategies to provide service recovery?
Response Times

What can the CNO do to ensure appropriate response times in patient care? How can the CNO work with the staff to improve response time?

Work with your mentor to determine strategies to improve response time.

Go to the message board and initiate or add to a discussion thread about a performance improvement activity at your facility.

Concept Map: Quality Management

What can you add to what you already knew about quality management after completing the preceding activities? Revise your concept map accordingly.

Assessing Understanding

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 18: Managing Quality and Risk
    - Module 18: Managing Quality and Risk- Exam

How do you feel about your understanding of quality management and quality improvement now?

Risk Management

Your healthcare facility has reviewed issues with medication loss that appears to occur between the time a patient prescription is filled and the time it reaches the medication cart. To decrease any possible human factor that might occur during delivery, your facility has decided to move to a more automated method using a medication delivery robot. How does this move represent risk management? What other risks need to be weighed in this situation?

The nurse executive needs to be proactive to anticipate risks and develop policies and procedures to decrease these risks.

Competencies covered by this subject

723.6.3 - Risk Management

The graduate identifies potential risks and implements risk management strategies to create a safe working and care environment.

Managing Potential Risks in Healthcare

Preventing errors from occurring is always better than trying to fix the error after it has occurred. In fact, there are some errors that are terminal and cannot be fixed. Risk management attempts to identify the possible risks and develop plans to create a safer environment where risks are decreased.

Reflection and Concept Map: Risk Management

Make a concept map of risks or potential risks in your work setting. Based on what you currently
know, what strategies would you use to create a safe working environment?

Your Role in Risk Management

Reflect on the nurse's role in risk management, from the level of staff nurse up to and including the risk manager and administrative positions.

Think of examples of situations you have encountered where good risk-management interventions prevented possible lawsuits. Nurses are legally liable for their actions. Failure to function as a prudent nurse is negligence, which is referred to as malpractice in the case of healthcare professionals.

Review your state standards of practice to determine possible risks. In order for malpractice to exist, four elements must be present: duty, breach of duty, causation, and injury. Duty is the responsibility of a professional to act in a particular manner. Breach of duty occurs when an individual either performs an act (commission) leading to harm, or fails to perform (omission) as a reasonably prudent professional would. The breach of duty causes an injury to occur.

Consider the following scenario: Nurse 1 is an RN with 25 years of experience. Nurse 1 works in a small community hospital and is frequently the only nurse working on nights, which means Nurse 1 covers the emergency room and any other area of the hospital as needed. The hospital cares primarily for elderly patients. Pediatric and obstetric patients generally are referred to an urban hospital about 20 miles away. Emergencies are triaged, stabilized, and transported as soon as possible. Recently, a woman who had had no prenatal care arrived at the emergency room too far along in labor to transport her to another hospital. Fortunately, the physician on call arrived just in time to deliver the infant. The infant was apneic at birth, with a weak heart rate of 64. After some searching, Nurse 1 found an infant resuscitation bag and started ventilating the infant using adult rates, since Nurse 1 was not aware of any differences for infants and room air (21% FiO2). The infant steadily worsened and then died.

Instructions: Analyze the above scenario for evidence of the following, and identify whether evidence for malpractice exists:

- Nurse’s duty
- Breach of duty
- Injury
- Causation

Quality Metrics in Risk Management

What are quality metrics in risk management? Review the IOM quality and safety issues.

Go to the message board and discuss the following question:

- How does the IOM report affect the job of the CNO and the staff nurses?

Root-Cause Analysis

List and interpret the four steps of root-cause analysis to prepare for conducting an analysis.
Investigate any sentinel events that have occurred in your hospital. Was a root-cause analysis done? By whom?

**Consumer Relationships**

Complete the following module in the Evolve online course:

- Course Folder
  - Module 20: Consumer Relationships

Complete all activities. As you do so, consider the following questions.

- What is consumer driven healthcare?
- What are the components of a successful nurse-consumer relationship?
- What is service orientation vs. service lines?
- How can the nurse leader gauge patient satisfaction?
- How is the nurse a consumer advocate?

**Patient Claims Exercise**

Investigate payments made in your hospital for patient complaints. Discuss with your mentor what the incident was that caused these payments. How often does this incident occur? Does the healthcare facility have a policy concerning payouts?

**Assessing Understanding**

Complete the following module exam in the Evolve online course:

- Course Folder
  - Module 20: Consumer Relationships
  - Module 20: Consumer Relationships- Exam

Be sure you understand and can discuss examples of consumer relationships as well as the importance in healthcare today.

**Reflection: Risk Management**

What is the difference between risk management and quality control in terms of job description and information management? Revise your initial concept map based on your increased understanding of these ideas.

**NET1 Performance Tasks 723.6.2-03, 04, 08 and 723.6.3-04**

Complete the following task in TaskStream:

- 723.6.2-03, 04, 08
- 723.6.3-04

**Information Management**

Managing patient information can take place from across town or across the world. Patients'
medical information can be electronically recorded, stored, and shared when necessary to ensure safe, quality care.

What changes have you seen in the workplace environment over the years? Do you remember using paper charting on the unit, but you are now doing computer charting? How is the information you put into the computer managed? What are the responsibilities of healthcare providers to the patient with information management?

Nurse leaders need to have knowledge about information management in the healthcare setting.

Competencies covered by this subject
723.6.4 - Information Management
The graduate recognizes the impact of technology on managing information in a healthcare setting; investigates computer security controls; and identifies legal and ethical issues surrounding information.

**Information Management**
There is still a debate in nursing as to whether technology hinders or enhances patient care. Think of technology as a tool; focus on what technology can do to help nurses enhance the care they can provide. As more and more hospitals and other healthcare agencies move to electronic medical records, information systems, and high-tech equipment, it is critical for the nurse to take a part in leadership in nursing informatics.

**Information Management**
Make a concept map on what you know at this time about managing information. As you do, consider the following questions:

- What do you currently know about the technological management of information at your work setting?
- What security controls are in place at your work setting?
- Are there legal and ethical considerations surrounding the management of information?

**Nursing Informatics**
Meet with your supervisor or technology expert at your work setting to discuss nursing informatics. Focus on answering the following questions:

- What preparation do you think nurses need in their education programs to prepare them for continuous learning and change?
- What continuing education will be necessary?
- How can continuing education best be provided?
- What can you do in your workplace to ensure it is compliant with the Health Insurance Portability and Accountability Act (HIPAA)?

**Concept Map: Information Management**
Consider the following questions:
• What have you learned about technology security and ethical issues surrounding the management of information?
• What continuing education have you had in information technology?
• Is it sufficient to keep up with trends?

Go back to your concept map and make edits as needed.

Conclusion

Congratulations! You have completed the Nurse Administration Specialist course of study. This comprehensive course provided more of the foundation for your future nursing career. It took a great deal of effort, so be proud of yourself! You are on your way to increasing your nursing competence and skills!

Review of Major Points
Some of the major points in this course of study included strategic working relationships; operational decision making; influence and strategic decision making; planned change; organizational, political, and personal power; customer orientation; building organizational talent; coaching and development; performance appraisal; and discipline. This subdomain has prepared you to be a nurse administrator specialist. You have been prepared to become a nursing leader.

You have been exposed to the concepts, knowledge, principles, and skills necessary to be an effective nursing administrator.

Transfer and Application
The concepts you have learned will help you develop in your role as nurse leader who can take on administrative roles in the healthcare industry.

Next Steps: Take the Assessments
You should have completed all of the tasks in TaskStream by this time. You have now completed this course of study and will be able to request your objective assessment. Complete the application for the ANCC Nurse Executive exam. Send this application and your resume plus the demographic form to your mentor, who will submit the documents. You will receive information on taking your test at a proctored site.

Objective Assessment: Nurse Executive Exam

You will complete the Nurse Leadership Management assessment through the ANCC website:

• ANCC

You should fill out the online application completely and submit it. The code you will use at the checkout page is: WGU (please do NOT share this code with anyone; it is good only for specific WGU students). Once you have submitted the application you will need to request the assessment.

To request NNT1, go to your Degree Plan, click on the "Schedule Now" button for the appropriate course and follow the directions. The ANCC will process your application in 2
weeks after you have submitted your application and referral. Once you have scheduled this assessment, please provide your scheduler with the scheduled date and time before you take the assessment; this will allow your score to post. You should get a printout of your score at the testing center. Submit a copy of your score to scores@wgu.edu.

A retake of the Nurse Leadership Management assessment will be completed through the ANCC:

- **ANCC "Retesting Policy"**

You should download the application from the ANCC official website, fill it out completely and submit it to mgutierrez@wgu.edu (Assessment Delivery Manager). She will submit your application to the ANCC for processing after you have requested the assessment through your Degree Plan. To do so, follow the same instructions above.

**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.

- NST1
- NET1

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

**Feedback**

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

- Course Feedback

**ADA Policy**

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

- Policies and Procedures for Students with Disabilities