

Nurse Manager Certificate Program Facilitator's Guide



The **Nurse Manager Certificate Program** is a *robust Web-based educational tool* using the latest evidence-based content. It is designed to help develop nursing management competencies necessary to function in today's fast-paced and ever-changing health care environment.

The curriculum and content were created by nurses with both academic and clinical expertise in leadership and management. Each course contains didactic content and learner activities designed to involve and engage the learner. Continuing nursing education hours are awarded for successful completion of each course. When all of the courses in the program and the Post-Assessment have been completed, the learner will receive a Certificate of Completion of Sigma Theta Tau International's Nurse Manager Program.



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Nurse Manager Certificate Program

Facilitator's Guide

Program Overview

Introduction

This facilitator's guide is a companion to the online continuing nursing education (CNE) course. It is intended to guide facilitators in the effectiveness of learning. Included in this guide are course purpose statements, amount of CNE awarded per course, Quality and Safety Education for Nurses (QSEN) and American Organization of Nurse Executives (AONE) mapping information, course outcomes, learning activities, and course outlines. The course features are listed which includes the content and intended use for the Learner Development Plan that is available at the beginning of each of the 16 courses. This guide is intended to engage and maximize the development of learners on this topic. Learning activities can be utilized for small or large group discussions/project or as individual assignments to submit to the instructor.

Program Introduction

The Nurse Manager Certificate Program serves as a foundational leadership program to build competency, skills, and provide resources/tools for registered nurses who are developing in their knowledge of the nurse manager role. The program contains 16 courses which contain 1-6 modules of related content. There are many course features, discussed in more detail within this guide, which enhance the learners' experience, such as knowledge check questions, case study application, and a post-test at the end of each course. The facilitator may also want to utilize the Pre- and Post-Assessment to evaluate learning of the program in its entirety.

Mapping

Each course is mapped to QSEN competencies and the AONE Nurse Manager Competencies to demonstrate the direct link between this program and the professional standards of nursing. These competencies served as a framework for course content development.

"The mission of QSEN is to address the challenge of assuring that nurses have the knowledge, skills, and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work (Dolansky & Moore, 2013)."

"The Nurse Manager Competencies are based on the Nurse Manager Learning Domain Framework and capture the skills, knowledge and abilities that guide the practice of these nurse leaders. The successful nurse leader must gain expertise in all three domains (American Organization of Nurse Executives, 2015)."

Target Audience

The target audience is entry-level nurse managers, nursing students, and others interested in healthcare management and nursing leadership. This course will serve well with educating the novice registered nurse or experienced registered nurse.

Dolansky, M. A., & Moore, S. M. (September 30, 2013). Quality and safety education for nurses (QSEN): The key is systems thinking. *The Online Journal of Issues in Nursing*, 18(3), Manuscript 1.

American Organization of Nurse Executives. (2015). *AONE nurse manager competencies*. Chicago, IL: Author. Accessed at: www.aone.org



Nurse Manager Certificate Program

Facilitator's Guide

List of Course Titles

- Introduction to Administrative, Management, and Organizational Theories
- Using Evidence to Guide Decision Making and Management Practices
- Using Evidence to Guide Strategic Planning
- The Art of Leading
- Human Resources: Issues and Strategies
- Project Management
- Managing the Team
- Patient Satisfaction
- Facilitating Staff Development
- Patient Safety in the Health Care Workplace
- Creating Budgets and Business Plans
- Safety for the Health Care Worker
- Nursing Liability
- Legal Documentation and Defenses
- Ethical Principles for Nurse Managers
- Life Balance for Nurse Managers



Nurse Manager Certificate Program Facilitator's Guide

Course Features

Learner Development Plan: Each course features a Learner Development Plan to form goals to guide the student's learning.

Sample Learner Development Plan


DEVELOPMENT PLAN

NURSE MANAGER CERTIFICATE PROGRAM
The Art of Leading

The Learner Development Plan will help guide your learning through the course. Think about which learning outcomes listed in this course are the most important for you as you begin this course. Focus on these outcomes and develop goals for your learning. Enter the goals and the rest of the information in the table below. At the end of the course, revisit your goals and make any changes you feel are appropriate.

Learner Development Plan

Goals What do I want to be able to do or do better?	Success Criteria How will I recognize my success? How will I review and measure my improvement?	Actions What methods will I use to achieve my goals?	Implementation How will I practice and apply what I learn?



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Interactive features: Throughout the courses the learner will encounter interactive features, like links to websites, pop-up boxes, and clickable buttons and boxes. It is important to ensure the pop-up blocker is turned off, and to watch for instructions on the pages for interactive features.

Audio and video content: The courses contain some audio and video content. Learners will need to have a computer with speakers or a headset in order to hear the content.

Knowledge check questions: These questions will be throughout the course material and are not graded. They are in place to call attention to main points and ensure comprehension.

Notes and sidebars: Notes and sidebars draw attention to important or additional information.

Learning activities: The courses contain short answer questions and additional activities to further understanding. The learning activities are specific to each course. They are built into the course and are linked to PDF versions which can be printed or saved and performed as an assignment or group activity. Each of the courses' learning activities are listed under each course within this guide.

Sample Learning Activity

The questions below will further your understanding of the topics presented.

Select the button to view a PDF version of the questions for you to print and record your responses.

Identify the strategies that your hospital is currently utilizing to recruit nurses. Also list other strategies that you may be familiar with. Are these strategies effective in recruiting nurses? Why or why not?

Learning Activity

NURSE MANAGER CERTIFICATE PROGRAM
Human Resources: Issues and Strategies

Final course test: The final course test must be completed in order to receive the continuing nursing education credit (CNE). Learners must score at least an 80% to pass.

Certificate of completion: Learners will be prompted to complete the post-assessment after completing all 16 courses. The courses do not have to be taken in any particular order. The completion of the Post-Assessment will generate a Certificate of Completion for the Nurse Manger Certificate Program.

Each course has an approximate time that it will take for learners to complete the course and learning activities.



Introduction to Administrative, Management, and Organizational Theories



Purpose/Goal: To introduce the learner to the ways in which theory-guided evidence can assist managers with planning, decision making, and understanding relationships.

CNE awarded: 5.0

QSEN: Evidence-based Practice

AONE: Foundational Thinking Skills, Relationship Management and Influencing Behaviors

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Describe the essential components of a well-developed conceptual model or theory.
- Compare the ways in which representative theories have been tested in health services and administrative practice.
- Identify the steps required to select and apply relevant theories to administrative decision making.

Learning Activities

Activity #1

- Interview a colleague about his or her personal theory of administrative practice. Ask your colleague about how he or she developed the theory and refined the theory over time. Prepare a summary of the themes you heard during the interview and note whether your colleague's perceptions are similar to or different from yours. If the perceptions differ, make a notation about how they differ and why you think they might.
- Review the definitions provided and determine how you would label your colleague's theory.

Activity #2

- Critically evaluate a published theory (e.g., theory, conceptual model, paradigm, philosophy). Record your impression for comparison with your subsequent opinion once you have completed the course.



Introduction to Administrative, Management, and Organizational Theories

Course Outline

- Overview of theory
 - Importance
 - Characteristics
 - Terminology
- Defining Theory
 - Types of theories
 - Ethical, personal and aesthetic knowing
- Forming and selecting theories of administrative practice
 - Systems theory and nursing
 - Pragmatic Mode
 - Framing the specific need
 - Debating relevancy and rigor
 - Conceptual models
 - Complexity theory
 - Sociotechnical Systems Theory
 - Theoretical sampling
- Critical appraisal of the guiding theories
 - Evaluating critical assessment
 - Critical reflection
 - Defining nursing behaviors
 - Taxonomy development
 - Six dimensions of taxonomy development process
 - Defining nursing behaviors
- Application of conceptual models to administrative practice
 - Theory refinement and exploratory studies
 - Looking at organizational empowerment
 - Developing an evidence-based culture
- Guiding pillars in organizational decision making
 - Selecting a theory
 - Organizational mission, vision and value statements



Using Evidence to Guide Decision Making and Management Practices



Purpose/Goal: To educate the learner on the steps required in applying evidence to administrative decision making.

CNE awarded: 7.0

QSEN: Teamwork & Collaboration, Evidence-based Practice, Quality Improvement

AONE: Human Resource Management, Foundational Thinking Skills, Technology, Relationship Management and Influencing Behaviors, Shared Decision-Making

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Describe the characteristics of evidence-based practice and how they have been refined over time.
- Identify the components of evidence-based decision making and how these can guide strategic planning, performance improvement, resource allocation, and other management considerations.
- Define the characteristics of the best available evidence and the methods required for evaluating evidence for management practice.
- Apply evidence-based critical analysis principles to sample research reports.

Learning Activities

Activity #1

- What framework works best for your organization and fits with your personal philosophy concerning what constitutes evidence? List possible sources of evidence that you believe are important to decision making in your organization.

Activity #2

- Study the words used to describe your organization's mission, vision, and values. Do they reflect appreciation of and expectations for continuous learning, discovery and the use of research, best practice standards, and other data-based sources? Note: Values may not be stated explicitly. The values of the organization may come across through the focus and words used in the mission and vision statements. If the organization's values are not stated, define in your own words what you believe the values are based on the foundational documents and your personal experience.

Activity #3

- Define a problem in your practice setting. Choose one or more of the most common, costly and visible activities in your organization that could benefit from action based on available evidence. Use the strategies outlined in this course to convert the identifiable need to an answerable question.

Activity #4

- Conduct your own literature search. Take your own question and break it down into key words associated with the need. These will guide your search of reference databases. Keep in mind the potential need to link specifying terms together to limit your search and to obtain information relevant to your topic. If necessary, get assistance from a reference librarian who is skilled in the data search process and who can identify other potential sources of information. Review the sources identified and select those that are relevant to your question.



Using Evidence to Guide Decision Making and Management Practices

Course Outline

- Introduction to principles of evidence-based practice
 - What is evidence-based practice
 - History of evidence-based practice
 - Relevance to practice
 - Conceptual framework for an evidence-based practice culture
 - Criticisms of evidence-based practice
 - Transferring knowledge
 - “Best Practice”
- Seven-step approach to utilization of evidence in practice
 - Cultivate a spirit of inquiry
 - Ask the clinical question in PICOT format
 - Search for relevant and best evidence
 - Levels of evidence
 - Critically appraise the evidence
 - Integrate evidence with clinical expertise and patient preferences and values in decision making or change
 - Evaluate outcomes of the practice decision/change
 - Disseminate the outcomes
- Applying evidence-based practice to decision making
 - Creating an evidence-based practice culture
 - Planning and implementing
 - Rogers Diffusion Model



Using Evidence to Guide Strategic Planning



Purpose/Goal: To introduce the learner to the ways in which theory-guided evidence can assist with strategic planning to achieve goals. Key dimensions of strategic planning methods are reviewed and evidence that promotes the application of concepts to administrative practice is discussed.

CNE awarded: 5.0

QSEN: Patient-Centered Care, Teamwork & Collaboration, Evidence-based Practice

AONE: Human Resource Management, Strategic Management

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Identify the critical dimensions of strategic planning.
- Compare and contrast the attributes of successful and unsuccessful strategic planning initiatives.
- Propose potential sources of evidence for assistance with strategic planning and program development decision making.
- Develop a strategic planning document that reflects the key dimensions of an organization's vision, mission, and values statements.

Learning Activities

Activity #1

- Review the information provided in this lesson about benefits and barriers to strategic planning. Then take a moment to list potential barriers within your organization that might interfere with your strategic agenda. Next consider what steps you might implement to address those barriers.

Activity #2

- Think about the underlying beliefs, values, rituals, symbols, and assumptions that members share about what constitutes appropriate behavior within your organization. How might these facilitate or hinder the development of a meaningful strategic plan? What strategies might be needed to address these issues prior to implementing the plan?

Activity #3

- Locate or prepare a brief statement that defines your unit's or department's strategic agenda. Which key words set the direction for the future?



Using Evidence to Guide Strategic Planning

Course Outline

- Organizational strategic planning
 - Defining strategy
 - Strategic agenda
 - Defining strategic planning
 - Goals-based or issues-based focus
 - Responsiveness to changing environments
 - Framework
- Strategic components and their purpose
 - Value statements
 - Mission and vision statements
- Strategic planning process
 - SWOT analysis
 - SWOT analysis versus gap analysis
- Strategic planning vs. strategic thinking
 - Differences
 - Thinking strategically
 - Strategic alignment
 - Organizational culture
- Benefits and barriers of strategic planning
 - Best practices for strategic health care management
- Strategic orientation model
- Considering cost analysis methods



The Art of Leading



Purpose/Goal: To explore the components of what makes up leadership. It will also address creating a shared vision, empowerment, and staff recognition.

CNE awarded: 4.0

QSEN: Teamwork & Collaboration

AONE: Strategic Management, Human Resource Leadership Skills, Relationship Management and Influencing Behaviors, Career Planning, Reflective Practice Reference Behaviors

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Describe the characteristics of artful leaders.
- List tips for transitioning to a management position.
- Demonstrate importance of recognizing employees.
- Explain top motivating techniques.
- Define a shared vision.
- Describe methods to empower employees.

Learning Activity

Activity #1

- Think about two leaders who you admire. These leaders can be anyone – from your workplace, from your educational background, or from society. Describe these leaders and why you think they have demonstrated leadership.

Activity #2

- Recall a time when you were recognized for something you did. How did you feel (e.g., proud, uncomfortable, etc.)? Was that your preferred recognition style?

Activity #3

- Reflect on what you've learned about creating a shared vision. Select two of the questions below and write a response.
 - Can I explain what makes the shared vision work in my areas?
 - Have we maximized communication about the organizational vision and our commitment to shared vision?
 - Do nurses and staff describe the shared vision as the roadmap?
 - Do we share "our leading practices" as part of the daily operation?
 - Are there opportunities for dissemination?
 - What communications do patients receive and what feedback do they provide about teamwork?



The Art of Leading

Course Outline

- The art of leading
 - Management vs. leadership
 - Leadership styles
 - Self-development
 - Behaviors
 - Self-appraisal
 - Culture of trust
- Transitioning from staff to leader
 - Setting expectations
 - Dispositions of nurse managers
 - Making a smooth transition
- Staff recognition
 - Benefits of recognition
 - Recognition and engagement
 - Intergenerational recognition
- Creating a shared vision
 - Communicating the vision
 - Shared vision culture
 - Role of nurse manager
- Empowerment and inspiration
 - Defining empower, inspire, and motivate
 - Developing your team
 - Restore passion and energy
 - Take ownership
 - Empowering patients



Human Resources: Issues and Strategies



Purpose/Goal: To introduce the learner to human resources management, with a specific focus on recruitment and hiring practices. Strategies to create a positive work environment and increase staff retention will also be discussed.

CNE awarded: 5.0

QSEN: Evidence-based Practice, Evidence-based Practice, Informatics

AONE: Human Resource Management, Technology, Appropriate Clinical Practice Knowledge, Human Resource Leadership Skills, Relationship Management and Influencing Behaviors, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Identify the functions/responsibilities of the Human Resources department.
- Define and describe five laws related to employment.
- Describe two effective interviewing strategies.
- Identify and describe the steps involved in salary negotiation.
- Discuss four retention strategies.
- Describe how to develop a social media policy.

Learning Activities

Activity #1

- Identify the strategies that your hospital is currently utilizing to recruit nurses. Also, list other strategies that you may be familiar with. Are these strategies effective in recruiting nurses? Why or why not?

Activity #2

- Using what you have learned about interview scenarios, create an additional unit-specific case scenario that could be used in an interview. Also, write a bulleted list of what an above average response to the question would include, what an average response would include, and what a below average response would include.

Activity #3

- Case scenario: The Vice President of Patient Care Services has asked you to manage an additional nursing unit. You are currently responsible for a 30-bed telemetry unit, and she would like you to also have 24-hour accountability of a 26-bed observation unit. You are very flattered and agree to do so. However, with this promotion, there has been no mention of additional pay for the additional responsibility. You decide to schedule a meeting with the VP to negotiate a salary. Outline how you would approach your meeting. How would you prepare? How would you negotiate your salary?



Human Resources: Issues and Strategies

Course Outline

- Human Resource department functions
 - Employment
 - Orientation and onboarding
 - Benefits administration
 - Human Resource planning
 - Equal employment opportunity laws
- Nursing leadership and social media
 - Privacy, confidentiality and HIPPA
 - Social media polices and guidelines
- Pre-hire management responsibilities
 - Recruitment
 - Screening
 - Interviewing techniques
 - Salary negotiation
- Post-hire management responsibilities
 - Maintaining competency
 - Recruitment and retention strategies
 - Performance evaluations to improve performance
 - Peer reviews
 - Discipline
 - Progressive disciplinary model
 - Dismissal
- Creating a positive work environment
 - Characteristics of a Magnet hospital – retention of nurses
 - Leadership implications



Project Management



Purpose/Goal: To introduce the learner to the steps involved in project management, including how to select the appropriate members of the project management team.

CNE awarded: 4.0

QSEN: Teamwork & Collaboration

AONE: Human Resource Management, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Define the term project management.
- Identify three characteristics of effective project management team members.
- Discuss the steps involved in project management.
- Describe what is meant by gap analysis.
- Identify at least three methods used to establish a project management time line.

Learning Activities

Activity #1

- Create a hypothetical Joint Commission Accreditation of Healthcare Organizations readiness team for your unit. The purpose of the team is to prepare for the upcoming site survey. Who would you select to be team members? Would you be able to anticipate trouble spots in the group's chemistry? If so, how would you prepare yourself to resolve these conflicts?

Activity #2

- Refer to the Learning Activity you completed at the beginning of this course about a readiness team for an upcoming site survey. Outline how you would lead this project management team using the steps described in this course.
 - Step 1: Diagnostic Meeting
 - Step 2: Developing a Mission Statement
 - Step 3: Setting Goals and Objectives
 - Step 4: Assessment and Planning
 - Step 5: Administration and Outcome



Project Management

Course Outline

- Defining project management
 - Project management steps
 - Planning and managing principles
 - Selection of project team members
- Planning the project
 - Diagnostic meeting
 - Developing a mission statement
 - Setting goals and objectives
 - Assessment and planning
 - Planning process aids
 - Administration and outcome
- Role of project manager
 - Case study
 - Building support structures



Managing the Team



Purpose/Goal: To expose the learner to ways teams are formed, provide them with effective skills to build and lead a team, and assist them to deal with conflict within a team structure.

CNE awarded: 6.0

QSEN: Teamwork & Collaboration

AONE: Human Resource Leadership Skills, Relationship Management and Influencing Behaviors, Diversity, Shared Decision-Making, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Define a team and describe the value of teamwork.
- Identify the five stages of group development.
- Describe the leader's role in the five stages.
- Provide recommendations for successfully working with each generation.
- Describe how to plan, structure, and conduct a group meeting.
- Define interprofessional collaboration/collaborative practice.
- Define and describe the various conflict management styles.
- List the steps involved in conflict resolution.

Learning Activities

Activity #1

- Identify various teams with which you are currently involved — both professionally and personally. Describe whether the teams possess components of a highly effective team. Describe whether the teams are functioning at a high-performance level due to these components.

Activity #2

- Use the same teams you identified in the previous learning activity to describe which stage each is in. Did it take longer for some of your teams to get beyond the storming stage and into the forming and performing stages? Describe why this may have occurred. Describe what happened to the productivity of the team if membership changed — did the group return to the storming phase or continue to function in the performing stage?

Activity #3

- Choose one of the teams you identified in the previous learning activities. Did the team leader create a motivating team climate? If "yes," describe how; if "no," describe some of the barriers that impeded a supportive and encouraging team environment.

Activity #4

- Describe the last team meeting you attended. Was there an agenda and stated meeting purpose? Was the meeting productive? Why or why not?



Managing the Team

Activity #5

- Think of a current problem you are experiencing and apply the steps as listed to solve it. Did the steps help you to come up with an effective solution? Why or why not? What could you do differently next time?

Course Outline

- Forming the team
 - Value
 - Definition of team
 - Characteristics of successful teams
 - Strategies for creating a team
 - Changes in structure and maintenance of teams
 - Stages of team development/group stages
 - Leader roles in each of the stages
- Working across generations
 - Bridging the gaps
 - Leading different generations
 - Motivation factors
 - Communication
- Effective meetings
 - Purpose
 - Assigning roles
 - Setting ground rules
 - Leading the meeting
 - Disruptions and difficult situations

Decision making and problem solving

- Identifying the problem
- Weighing the alternatives
- Making the decision
- Implementing the plan
- Evaluating the decision
- Group decision making



Managing the Team

- Conflict resolution
 - Conflict management styles
 - Conflict resolution steps
 - Brainstorming sessions for resolving conflict
- The manager's role
 - Conversation tips
 - Expectations
 - Attitude
 - Corrective
- Interprofessional collaboration
 - The Future of Nursing IOM report
 - Impact on improving outcomes and patient safety
 - Building an interprofessional team
 - Team STEPPS



Patient Satisfaction



Purpose/Goal: To explore the nurse manager's role in patient satisfaction and address meeting administrative expectations, getting staff on board with initiatives, and excelling in patient satisfaction.

CNE awarded: 4.0

QSEN: Patient-Centered Care, Teamwork & Collaboration, Evidence-based Practice

AONE: Financial Management, Performance Improvement, Technology

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Recognize patient satisfaction's relationship to risk management and quality of care.
- Identify the connection between employee satisfaction and patient satisfaction.
- Communicate the impact access to care has on patient satisfaction.
- Identify tips to smooth access to care.
- List factors influencing patient's perceptions of care.
- Understand areas to focus on to improve patient satisfaction.

Learning Activities

Activity #1

- Patient satisfaction and patient experience are frequently used synonymously in current literature. Describe the differences.

Activity #2

- Evaluate the current patient environment where you work. Choose two of the questions below to guide your response.
 - How do senior leaders communicate patient experience expectations?
 - How do new employees learn about the patient experience?
 - How often are patient experiences and outcomes discussed?
 - When and how do the staff recommend change?
 - Is patient experience data displayed so nurses, nursing staff, physicians and others can review progress on a regular basis?
 - What method is used to recognize patient experience success?

Activity #3

- Investigate whether your organization has a patient satisfaction questionnaire. What kinds of questions does it ask? If there is no patient satisfaction questionnaire, research questionnaires from other organizations. What questions stand out to you as important?



Patient Satisfaction

Course Outline

- Patient satisfaction
 - CMS, HCAHPS, hospital compare, survey instruments
 - Relationship to risk management and quality of care
 - Reimbursement
 - Value of care
 - Timely and effective care measures
- Patient satisfaction vs patient experience
- Meeting expectations
 - Organizational
 - Patient experience
 - Ownership of expectations
- Getting staff on board with initiatives
 - How to shift the culture of a team to improve results
 - The connection between employee engagement and patient satisfaction
 - Empowerment of nursing and teamwork
- Excelling in patient satisfaction
 - Access to care
 - How to take your team from struggling to award winning



Facilitating Staff Development



Purpose/Goal: To convey effective staff development principles and the ways in which they provide value, not only to staff, but to patients and the organization. Learners will find tools needed to assess staff competency, to identify learning needs and to create composite plans.

CNE awarded: 5.0

QSEN: Patient-Centered Care, Teamwork & Collaboration
AONE: Financial Management, Human Resource Management, Human Resource Leadership Skills, Relationship Management and Influencing Behaviors, Diversity, Shared Decision-Making, Career Planning

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Identify three components of a successful staff development program.
- Define the purposes of orientation, ongoing competency assessment, and professional development.
- Create a development plan for individual staff members and a composite development plan for your unit or department.
- Distinguish between the preceptor, coach, and mentor roles.
- Describe three benefits of professional development for the individual and the organization.
- Engage in collaborative relationships with educators and human resource professionals.
- Address the needs of the recently graduated nurse.

Learning Activities

Activity #1

- Pick two patient populations that are common in your area. For each of the populations, briefly answer the Patient Population Consideration questions.

Activity #2

- Research some professional nursing and leadership organizations. Describe two organizations that you are interested in joining. How would a membership in these organizations help you on your leadership journey?



Facilitating Staff Development

Course Outline

- Components of staff development
 - Continued competency
 - Hiring and orientation
 - Learning plans
 - Nurse residency programs
- Planning for unit-level staff development
 - Learning needs assessment
- Collaborating with the education department
 - Centralized vs. decentralized education
 - Tips for working with educators
 - Budget constraints and value of training
- Teaching and learning strategies
 - Methods of learning
 - Distance/online education
- Professional growth and development
 - Resume vs. curriculum vitae
 - Conferences and seminars
 - Memberships in professional organizations and certifications
 - Adjunct faculty roles
 - Committee participation
 - Presenting and publishing
 - Career advancement programs
 - Professional portfolios
- Preceptors, coaches, and mentors
 - Selection criteria
 - Roles
 - Providing feedback and guidelines
 - Benefits



Patient Safety in the Health Care Workplace



Purpose/Goal: To understand the occurrence of errors and adverse or near-miss events in the delivery of health care despite best intentions and efforts. How to apply this understanding to making improvements in staff and patient safety will also be covered.

CNE awarded: 7.0

QSEN: Safety

AONE: Performance Improvement, Technology, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Identify two specific frameworks that represent the complexity of health care work and the generation and progression of adverse and near-miss events.
- Describe human characteristics that contribute to adverse and near-miss events.
- Ensure safe practices in complex health care work situations.
- Explain two data collection methods for understanding the factors that contribute to health care work complexity.

Learning Activities

Activity #1

- Using the following questions, reflect on your current job:
 - What makes it difficult to do your job?
 - When one of these difficulties arises, what are you thinking and what is/are your goal(s)?
 - When this difficulty is present, what strategy(s) do you use so that you can make appropriate decisions or reach your goal(s)?
- Identify the following from your reflections:
 - What is contributing to complexity in your work?
 - What thoughts contribute to your decisions?
 - How do you cope and adapt with the complexity in your job?

Activity #2

- Recall your last very busy and hectic work day. Perform a mental walk-through from start to finish. Identify processes, systems, and people that did not perform or respond as you expected and contributed to the complexity of the day.

Activity #3

- Reflecting on your current work, identify potential challenges of the following list that may contribute to adverse or near-miss events.
 - Interruptions
 - Repeated travel
 - Waiting
 - Noise
 - Isolation



- Disjointed or unreliable equipment storage location and labeling
- Information inaccessibility

Activity #4

- Review your organization's existing Patient Safety Plan for the following:
 - Commitment to building a safety culture and learning from errors
 - Error and near-miss reporting and investigation policies and procedures
 - Involvement of front-line health care workers.
- Evaluate your organization's existing Patient Safety Plan for a focus on how well the plan reflects policies and procedures that avoid hindsight-bias conclusions and promote a non-blame culture following adverse and near-miss events.

Activity #5

- Reflect back to the case study involving Beth. Type a one or two sentence first story about what the nurse had omitted in terms of policy-driven care for her patient.

Activity #6

- Reflect on the staff that you manage or work with. Can you identify one or more nurses with whom you would not have taking care of your relatives? Can you identify one or more nurses with whom you do not like to work? If the reason is related to poor performance, what are you doing, or is management doing, as part of a focused plan to manage their poor performance?



Patient Safety in the Health Care Workplace

Course Outline

- Improving systems at the core of patient safety
 - Complexity science
 - Blunt-end, sharp-end human performance framework
 - Reason's Swiss Cheese of System Failure
- Human factors
 - Adverse and near-miss events
 - Cognitive overload
 - Barriers to improvement
- Individual versus system view on patient safety
 - Misconceptions
 - Hierarchy
 - Influential factors (government, media, leadership)
 - Cognitive task analysis
 - Focus groups
- Proactive efforts
 - Involving workers in new processes
 - Workflow evaluations
 - Failure mode and effects analysis (FMEA)
 - Ongoing analysis



Creating Budgets and Business Plans



Purpose/Goal: To explain the costs of health care and how to create budgets. The course also describes the parts of a business plan, teaches financial planning concepts, and provides instruction on how to present the plan.

CNE awarded: 4.0

QSEN: Patient-Centered Care, Evidence-based Practice, Evidence-based Practice, Safety, Informatics

AONE: Financial Management, Human Resource Management, Performance Improvement, Technology, Strategic Management, Human Resource Leadership Skills, Relationship Management and Influencing Behaviors

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Identify factors contributing to the allocation and management of financial resources.
- Describe the elements of a well-designed budget proposal.
- Develop an evidence-based proposal to request financial support for the development, implementation, and evaluation of new programs.
- Detail the essential components of a business plan.
- Calculate a break-even analysis.
- Outline how to present the business plan to stakeholders.

Learning Activities

Activity #1

- Perform an average cost calculation using the following information. The nurse manager is trying to determine the cost for a new procedure. The cost of the capital equipment needed is \$12,000. The supplies necessary to perform one procedure cost \$55. Figure the total average cost for 100, 200, 300, and 400 procedures.

Activity #2

- *Calculate a break-even analysis. A physician has requested a nurse manager to consider a new procedure. While the nurse manager knows that this procedure will be a good service for the patient population, an analysis must be done to see if this is a profitable procedure for the facility. The nurse manager and the requesting physician have estimated a volume of six procedures per month. This is what else she finds out:*

Expenses

- *Equipment: \$25,000.00*
- *Supplies: \$400.00 per patient*
- *Remodeling \$1,200.00*
- *Staff wages: \$80.00 per patient*
- *Loss of revenue \$0.00*

Revenue Sources

- *Patient Population:*
 - *Medicare 90%*
 - *Commercial 10%*
- *Reimbursement:*
 - *Medicare: \$590.00*
 - *Commercial: \$1,500.00*



Based on the information above, calculate your fixed costs for the service, your variable costs, and the break-even analysis.

Fixed costs:

- Equipment cost \$ _____
- Remodeling cost \$ _____ Total fixed cost \$ _____

Variable costs:

- Supply cost: \$ _____
- Labor cost: \$ _____ Total variable cost \$ per patient _____

Revenue Sources:

- Patient Population:
 - Medicare 90%
 - Commercial 10%
- Reimbursement:
 - Medicare: \$590.00
 - Commercial: \$1,500.00

Payer Mix	Reimbursement Estimated Amount	Cost per Case	Profit per Case	Number of cases to pay for initial investment	Estimated break-even point based on 6 cases per month
Medicare	\$590.00	\$ _____	\$ _____	_____	_____ months
Commercial	\$1,500.00	\$ _____	\$ _____	_____	_____ months

Payer Mix	Profit per Case	Predicted % of Payer Mix	Estimated Profit by Payer Mix (profit X % of cases)	Fixed Cost per Case	Number of cases to pay for initial investment by payer mix %	Estimated break-even point based on 6 cases per month
Medicare	\$ _____	90%	_____	_____	_____	_____
Commercial	\$ _____	10%	\$ _____	_____	_____	_____
			\$ _____	\$ _____		_____ months



Creating Budgets and Business Plans

Course Outline

- Cost of health care
 - Cost containment
 - Variance analysis
 - Resource allocation
 - Staffing budgets, needs, turnover
- Developing a budget
 - Human resource considerations
 - Capital
 - Monitoring
- Components of a business plan
 - Financial impact
 - Fixed and variable costs
 - Break-even analysis
- Presenting the plan
 - Speaking tips
 - Addressing concerns
 - Knowing your audience



Safety for the Health Care Worker



Purpose/Goal: To gain the skills and knowledge needed to ensure a safe and healthful work environment in the health care setting. Topics include identifying and controlling risks, employee rights, and disaster preparedness.

CNE awarded: 5.0

QSEN: Safety

AONE: Human Resource Leadership Skills, Relationship Management and Influencing Behaviors, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Identify at least four health and safety risks in the health care setting.
- Select at least three strategies to control workplace safety risks.
- Identify the essential components to be disaster ready.
- Identify nursing roles and responsibilities in emergency preparedness and response.

Learning Activities

Activity #1

- Make a list of what you think the top hazards are in your area. Meet with health care workers in your area. Ask them what they think are the top hazards they face in their jobs. Compare their list with your list. If there are differences, what do you think are the reasons?

Activity #2

- Locate and read your facility's written Hazard Communication program. Do you remember your training in this topic? How often is training provided to employees? What is a Safety Data Sheet (SDS)? Where are the SDSs in your area located? If your facility does not have a Hazard Communication program, why? If it does not have a plan, how does it communicate chemical safety to its employees?

Activity #3

- If your workplace is covered by OSHA (Federal or State Plan), locate the "It's the Law Poster" in your facility. Is it posted in an area where all employees have access? To see what the poster looks like, go to <https://www.osha.gov/Publications/osha3165.pdf>. Look through employee accident reports for your work area for the past six months. Have the hazardous conditions that contributed to the accident been identified and fixed?



Safety for the Health Care Worker

Course Outline

- Identifying risks
 - Historical framework
 - Worker fatigue
 - Chemical hazards in the workplace
 - Physical hazards, lifting
- Control strategies
 - OSHA
 - Safety first
 - Hierarchy of controls
 - PPE
 - Training
 - Regulatory bodies impact on health care environments
- Responsibilities and rights of workers
 - Workers' compensation
 - Manager's responsibilities
 - Employee rights
- Disaster Preparedness
 - Epidemiology
 - Classifications and concepts
 - Mitigation
 - Preparedness, response, recovery, training



Nursing Liability



Purpose/Goal: To educate the learner on the standards and legal issues applicable to nurse managers and nursing staff in the litigious and highly regulated health care environment.

CNE awarded: 6.0

QSEN: Quality Improvement

AONE: Human Resource Management, Appropriate Clinical Practice Knowledge, Relationship Management and Influencing Behaviors, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Explain the differences between the various types of liability.
- Explain the differences between criminal and civil actions.
- Identify additional legal roles for nurses.
- Communicate the differences between malpractice and negligence.
- List the most common allegations filed against nurses.
- Explain the nurse manager role regarding allegations.
- Identify the root causes of two of the top 10 high-risk incidents which result in liability.

Learning Activities

Activity #1

- Research a case involving malpractice. Write a case example description like those presented in this course. What was the outcome of the case? Do you support this outcome? Defend your position.

Activity #2

- Does your department have a current list of standards for the clinical area you manage? If so, make a list of the standards of care. If not, create a list of what you think the standards of care should be.

Activity #3

- Refer to the Failure to Assess and Monitor Case Example on the previous page. Do you think that if the resident tore the hinge off that means the facility was not liable? Defend your answer.



Nursing Liability

Course Outline

- Liability issues
 - Supervisor's responsibility
 - Corporate liability
 - Apparent authority
- Defining the problem and gathering evidence
 - Civil and criminal processes
 - Testifying against a nurse
 - Nurse Practice Act
- Malpractice
 - Breach of duty
 - Causation
- Nursing negligence
 - Common allegations
 - Failure to follow the standards of care
 - Failure to use equipment in a responsible manner
 - Failure to communicate
 - Failure to document
 - Failure to assess and monitor
 - Failure to act as a patient advocate
 - Challenging provider orders
- Ten high-risk incidents
 - Unintended retention of a foreign body
 - Wrong patient, wrong site, wrong procedure
 - Fall
 - Suicide
 - Delay in treatment
 - Other unanticipated event
 - Operative/postoperative complication
 - Criminal event
 - Perinatal death/injury
 - Medication error



Legal Documentation and Defenses



Purpose/Goal: To educate the learner on legal documentation principles, classifying legal doctrines, and understanding risk management.

CNE awarded: 5.0

QSEN: Quality Improvement

AONE: Human Resource Management, Appropriate Clinical Practice Knowledge, Relationship Management and Influencing Behaviors, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Summarize documentation principles.
- Identify the type of documentation needed to complete an incident report.
- Classify legal doctrines which affect your practice.
- Discuss the basic premise of patient autonomy
- Explain which patients can and cannot consent to or reject treatment.
- List the differences between an adverse event and medical error.
- Understand how a facility's risk management department handles medical errors.
- Identify rationale and create a plan to avoid the "sins of customer service."

Learning Activities

Activity #1

- Think back to a time when you were overly fatigued during your shift. Do you think you made the best decisions? How did you handle it? Was it the best way (taking the patient into consideration)?

Activity #2

- Interview three colleagues of various ages about the power of an apology. What are their philosophies on apologizing? Have their opinions changed in recent years?



Legal Documentation and Defenses

Course Outline

- Documentation and defenses
 - Incident reports
 - Statute of limitations
- Legal doctrines pertinent to nurse administrators
 - Hiring
 - Licensure
 - Background checks
 - Delegation
 - Staffing
 - Policies and procedures
 - Chain of command
 - Performance evaluations
 - Impairments
 - Discipline and termination
 - Whistleblower
- Consent and Refusal
 - Informed consent
 - Process considerations and documentation
 - Noncompliance
 - Refusal to treat
- Patient outcomes
 - Error reviews and investigations
 - Full disclosure
 - Avoiding lawsuits



Ethical Principles for Nurse Managers



Purpose/Goal: To facilitate a better understanding of ethical issues and the application of this understanding for making decisions in health care delivery.

CNE awarded: 4.0

QSEN: Quality Improvement

AONE: Human Resource Management, Appropriate Clinical Practice Knowledge, Relationship Management and Influencing Behaviors, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Describe the ethical principles of respect for persons, autonomy, beneficence, nonmaleficence, veracity, confidentiality, and distributive justice.
- Apply the ethical principles which serve as a guide for cohesive, consistent, and morally correct action.

Learning Activities

Activity #1

- Reflect on a time when you were faced with an ethical dilemma. Describe the situation. How did you react? Given what you have learned about ethical principles, would you react differently if placed in the situation again?

Activity #2

- Select one of the ANA Code of Ethics provisions. Describe a situation you have encountered which relates to this principle.



Ethical Principles for Nurse Managers

Course Outline

- Codes of ethics
 - Historical considerations
 - Terminology
- Ethical management decisions
 - Distribute justice
- International Council of Nurses Code of Ethics for Nurses
 - Principal elements
 - Application of the elements
- American Nurses Association Code of Ethics for Nurses
 - Provisions



Life Balance for Nurse Managers



Purpose/Goal: To assist nurse managers to make informed, thoughtful choices based on an understanding of the importance of both personal and professional life balance.

CNE awarded: 4.0

QSEN: Quality Improvement

AONE: Human Resource Management, Appropriate Clinical Practice Knowledge, Relationship Management and Influencing Behaviors, Personal and Professional Accountability

Learning Outcomes

At the completion of this course, the learner is expected to be able to:

- Record his/her current state of life balance.
- Articulate priorities and compare these with current time allocations.
- Identify the stakeholders in both home and work life.
- Describe why self-care increases a manager's ability to care for others.
- Document a unique life balance plan based on personal priorities.
- Explain the importance of individual choices and/or changes in priorities to self and others.

Learning Activities

Activity #1

- Download and complete the self-assessment from the previous page. How many questions did you answer True? Were you surprised by the results? What strategies can you think of to improve your work/life balance?

Activity #2

- Create your Personal Balanced Scorecard using the steps below.
 - Document your goals, objectives, and the "must do's".
 - List specific activities under the "must do's".
 - Assign an appropriate and realistic amount of time to each "must do" item on a daily, weekly, or monthly basis (your choice).
 - Subtract the time allocated to each of the "must do's" from the total hours in your week (or day or month if you prefer). Divide the remaining hours among what is most important to you (not on your must do list) and your stakeholders.
 - List your "must do's" and the activities most important to you along with the time you plan to allocate to each.



Life Balance for Nurse Managers

Course Outline

- Evaluating your life
 - Challenges
 - Choices
 - Self-assessment
 - Debunking the myths
- With so many choices, what's a nurse to do?
 - Being a team player
 - Getting a handle on guilty feelings
 - Family time and taking care of one's self
 - Burnout warning signs
- Balancing the stakeholders
 - Devoting time
 - Organizational fit
 - Community
 - The profession
 - You
 - Physical maintenance
- Finding your purpose
 - Personal value, mission and vision statements
 - Your own legacy
 - Goal statements
- Taking action
 - Your personal balanced scorecard
 - Making a plan and adjustments
 - The naysayers

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