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LEADERSHIP & MANAGEMENT IN

AN UNFOLDING
CASE STUDY
REVIEW

NURSING

TEST SUCCESS



Key Features:

- Encourages “think like a nurse” approach
- Utilizes all types of NCLEX-style questions
- Web links to supporting multimedia content

eResources
Provided to Supplement

**Leadership and Management in
Nursing Test Success:
An Unfolding Case Study Review**

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ISBN: 978-0-8261-9424-4
Digital Product

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1

Understanding the Complexity of Leadership in Nursing

- e** **eResource 1-1:** Dr. Bennett shows the class brief videos regarding leadership:

 - *Leadership Styles*: <http://goo.gl/001ns>
 - *Inspirational Leader Versus Good Leader—What’s the Difference?*: <http://goo.gl/dQ1AD>

- e** **eResource 1-2:** To test her understanding of leadership concepts, Beyonce completes *Distinguishing Leadership and Management Activities*: <http://goo.gl/IJ6FU>

- e** **eResource 1-3:** The instructor has the class take a leadership style test to provide students an opportunity to reflect upon their own leadership style: <http://goo.gl/Pnx6X>

- e** **eResource 1-4:** To supplement their understanding of motivation, the class reviews the *Principles of Motivation*: <http://goo.gl/PWq8W>

- e** **eResource 1-5:** To learn more about alignment, the class reviews *Mission, Vision, Values, Objectives, and Philosophy of an Organization*: <http://goo.gl/zvxSF>

- e** **eResource 1-6:** Dr. Bennett shows the class a video that provides a brief overview of *Skills for Developing Emotional Intelligence*: <http://goo.gl/qAAvS>

- e** **eResource 1-7:** To further enhance the students’ understanding of emotional intelligence, Dr. Bennett shows the class a video vignette demonstrating emotional intelligence in practice: <http://goo.gl/bsIgY>

- e** **eResource 1-8:** The instructor asks the class to take an emotional intelligence test to see what their own emotional intelligence score is: <http://goo.gl/8NJ1R>

2

Organizational Structure

- e** **eResource 2-1:** To further clarify these concepts of organizational structures, Dr. Bennett has the class review the Food and Nutrition Organization of the United Nations tutorial, Structure of an Organization: <http://goo.gl/YZkQf>
- e** **eResource 2-2:** To learn more about quality improvement in health care, the students consult several resources recommended by Dr. Bennett:

 - Quality and Safety Education for Nurses (QSEN): <http://qsen.org/competencies/pre-licensure-ksas/>
 - Agency for Research and Healthcare Quality's *Improving Health Care Quality Fact Sheet*: www.ahrq.gov/news/qualfact.htm
 - The National State Board of Nurses' response to *The Future of Nursing: Leading Change, Advancing Health* report: <http://goo.gl/vquCc>
 - A detailed overview of Quality Assurance and Management: <http://goo.gl/SEJen>
- e** **eResource 2-3:** To help the students understand different models of care, Dr. Bennett provides additional resources to help them understand these different models of care:

 - CurrentNursing.com's overview of *Models of Nursing Care Delivery*: <http://goo.gl/03pOR>
 - University of North Carolina at Chapel Hill's learning activity *Nursing Care Delivery Systems: Models of Care*: <http://goo.gl/SJjOj>
- e** **eResource 2-4:** To support the students' understanding of the nurse's responsibilities in delegation, the five rights of delegation, Dr. Bennett directs the students to review:

 - The National Council of State Boards of Nursing's publication *The Five Rights of Delegation*: www.ncsbn.org/fiverights.pdf
 - Nursing Currents, *Delegation as a Management Function*: <http://goo.gl/RISSy>
- e** **eResource 2-5:** To reinforce the importance of delegation and the decision making that goes into effective delegation, Dr. Bennett shows the class a PowerPoint presentation, *Best Ways for the Successful Delegation of Work!* (no audio): <http://goo.gl/tztiH>

3

Communication

- e** **eResource 3-1:** To learn more about the communication process, Jacob reads the following on NursingPlanet’s website:

 - *Communication*: <http://goo.gl/iQrbj>
 - *Therapeutic Communication in Psychiatric Nursing*: <http://goo.gl/UnCdX>

- e** **eResource 3-2:** To supplement his understanding of the communication process, Jacob watches *How the Communication Process Works*: <http://youtu.be/q6u0AVn-NUM>

- e** **eResource 3-3:** Dr. Bennet provides the class with a handout that summarizes therapeutic communication techniques that facilitate communication and those that block communication: <http://goo.gl/267ZX>

- e** **eResource 3-4:** Dr. Bennett shows the students the American Health Lawyers Association publication *Conflict Management Toolkit*: <http://goo.gl/PdghM>

- e** **eResource 3-5:** To reinforce the class’s understanding of conflict resolution, Dr. Bennett has them pair up and complete a conflict resolution learning activity: <http://goo.gl/rv6Ax>

- e** **eResource 3-6:** The class reads a handout provided by Dr. Bennett that provides an overview of conflict resolution skills: <http://goo.gl/Ymgui>

- e** **eResource 3-7:** Dr. Bennett reminds the students that it is important to pay attention to cultural values when communicating with patients. “Health care providers who consider cultural beliefs, values, and practices are more likely to have positive interactions with their patients. So, let’s review the University of Washington Medical Center’s *Communication Guide: All Cultures*”: <http://goo.gl/S3wFJ>

- e** **eResource 3-8:** Dr. Bennett shows the class a video that presents the value of therapeutic communication from a patient’s perspective, *Qualities of a Nurse—Therapeutic Communication for Nurses*: <http://youtu.be/Nipj7PwCjTc>

- e** **eResource 3-9:** To support the students’ understanding of the importance of information literacy and its impact on “handoff” and patient safety, Dr. Bennett shows the class a video, *Listen Did You Know?*: <http://goo.gl/mhSSl>

4

Delegation

- e** **eResource 4-1:** Beyonce also reviews the following:
 - Standards of Nursing Practice: <http://goo.gl/Rnw2z>
 - American Nurses Association's (ANA's) Code of Ethics for Nurses with Interpretive Statements: <http://goo.gl/mSPrD>

- e** **eResource 4-2:** Beyonce reviews
 - National Council of State Boards of Nursing's (NCSBN) publication *The Five Rights of Delegation*: www.ncsbn.org/fiverights.pdf
 - The American Nurses Association (ANA) and the NCSBN Joint Statement on Delegation: <http://goo.gl/FyVHc>

- e** **eResource 4-3:** The class reviews the underlying principles of communication by:
 - Taking an Interpersonal Communication Skills Test: <http://goo.gl/LbQlC>
 - Reviewing *How the Communication Process Works*: <http://youtu.be/q6u0AVn-NUM>

5

Evidence-Based Practice

- e** **eResource 5-1:** To learn more about EBP, Jacob visits Current Nursing: <http://goo.gl/s01xF>

- e** **eResource 5-2:** Jacob remembers a guest lecture the class had last term where the speaker discussed the value of EBP:
 - *Evidence-Based Practice in Nursing*: <http://goo.gl/0Qh5j>
 - *Why We Need Evidence-Based Health Care*: <http://goo.gl/6rVZT>

- e** **eResource 5-3:** To supplement his understanding, Jacob watches *Framing Your Search: Using PICOT*: <http://goo.gl/Lxq8G>

- e** **eResource 5-4:** For more information, Jacob consults the following:
 - A video, *How to Calculate Samples Size Proportions*: <http://goo.gl/cjgc3>
 - Russ Lenth's *Power and Sample Size Page*: <http://goo.gl/d72G4>
 - StatPage.net, *Power, Sample Size and Experimental Design Calculations*: <http://statpages.org/#Power>

- e** **eResource 5-5:** To learn more about the protection of human subjects and research ethics, Jacob reviews:
 - The American College of Physicians (ACP) *Ethics Manual, Sixth Edition*: [Pathway: <http://goo.gl/5qvPt> → scroll down and select “Protection of Human Subjects” and review content]
 - University of California San Francisco's (UCSF) *Research Ethics* in their publication *Ethics Fast Facts*: <http://goo.gl/6A2Je>

6

Triaging

- e** **eResource 6-1:** For more information about TJC, Beyonce has Jacob visit the TJC's website: www.jointcommission.org

- e** **eResource 6-2:** To help the students learn more about steps to be taken after workplace exposure, Dr. Bennett reviews OSHA's web-based training resources, Hazard Communication, with the class:
<http://goo.gl/bCzTt>

- e** **eResource 6-3:** Dr. Bennett shares with the class a variety of additional web-based resources that provide guidelines for protection of workers and the workplace environment:
 - OSHA's Web Library: www.osha.gov/dte/library
 - Oklahoma State University's free online environmental health and safety training: <http://goo.gl/GFaY0>

- e** **eResource 6-4:** Roxanne recalls the guidelines reviewed in class the day before the simulation: <http://goo.gl/8jbP9>

- e** **eResource 6-5:** To help with their triage decisions in the field, the students have downloaded the CDC's Field Triage Guide for use:
 - Mobile App: www.cdc.gov/fieldtriage/mobile.html
 - Pocket Guide: <http://goo.gl/znwP1>

7

Ethics

- e** **eResource 7-1:** To prepare for clinical, Beyonce
- Reviews a series of four videos: (1) *What Is Ethics?* (2) *5 Ways to Think Ethically*, (3) *Strategies to Manage Ethics*, and (4) *Am I Responsible?*: <http://goo.gl/mkgRD>
 - In addition, Beyonce wants to make sure she has some readily available reference resources on her mobile device and finds the University of California School of Medicine's *Ethics Fast Facts*: <http://goo.gl/6dx8L>
- e** **eResource 7-2:** Beyonce's preceptor explains that ethics is guided by different theories and that all nurses should understand the basis of the theories as well as read two important documents:
- The American Nurses Association (ANA). (2001). *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, MD: ANA: <http://goo.gl/mSPrD>
 - The American Nurses Association (ANA). (2004). *Nursing's Social Policy Statement*. Washington, DC: ANA: <http://goo.gl/PmFpP>
- e** **eResource 7-3:** To supplement her understanding of the concepts associated with ethical decision making, Beyonce refers to Santa Clara University's *Ethical Decision Making* web resource: <http://goo.gl/ec7oq>
- e** **eResource 7-4:** To reinforce her understanding of ethical philosophies and the responsibility of nurses, the preceptor shows Beyonce several videos:
- *Ethical Issues in Nursing—Respect: Dignity, Autonomy, and Relationships*: <http://youtu.be/-GxuvKRL7ks>
 - *Ethical Issues in Nursing—Commitment: Patients, Professionalism, and Boundaries*: <http://youtu.be/XtuanLybaZs>
- e** **eResource 7-5:** To help Beyonce understand the decision process utilized when dealing with ethical dilemmas, he shows her *The ABCDE of Medical Ethics for Medical Students*: <http://youtu.be/dGLcYVQeUAE>

- e** **eResource 7-6:** To supplement her understand of the decision-making process, Beyonce

 - Views a brief video presentation *Tips to Improve the Decision Making Process*: <http://goo.gl/guvW1>
 - Completes two learning activities:
 - Decision-Making Methods: <http://goo.gl/rZ0Qo>
 - Problem Solving and Decision Making: <http://goo.gl/2MeAk>

- e** **eResource 7-7:** Beyonce quickly consults her mobile device to review information regarding a patient's rights to refuse treatment:
<http://goo.gl/JkPj8>

- e** **eResource 7-8:** Beyonce reviews a patient teaching video that explains *Advance Medical Directives* in simple terms:
<http://youtu.be/Hh8M-gx8Kt0>

- e** **eResource 7-9:** To learn more about advance directives, Beyonce reviews the topic in the University of California San Francisco's (UCSF) publication *Ethics Fast Facts*: <http://goo.gl/uVme7>

- e** **eResource 7-10:** Beyonce watches the preceptor interacting with the patient and sees that he is using the techniques she read about in *Therapeutic Communication in Psychiatric Nursing*: <http://goo.gl/UnCdX>

8

Health Care Informatics

- e** **eResource 8-1:** Roxanne reviews the information regarding NMDS from the University of Minnesota Center for Nursing Informatics: [Pathway: <http://goo.gl/ZtTDt> → review content “i-NMDS,” “USA NMDS,” and “USA NMMDS”]

- e** **eResource 8-2:** To learn more about the EHR Incentive Programs, Roxanne visits CMS.gov: [Pathway: www.cms.gov → enter “EHR” into the search field → select “EHR incentive program” and review content]

- e** **eResource 8-3:** To learn more about the benefits of EHRs, Roxanne visits HealthIT.gov: [Pathway: www.healthit.gov → enter “Benefits of EHR” into the search field → select “Benefits of Electronic Health Records (EHRs)” and review content]

- e** **eResource 8-4:** The preceptor shares with Roxanne the step-by-step process used to plan the EHR implementation process: [Pathway: www.healthit.gov → enter “implementation EHR” into the search field → select “How to Implement EHRs” and review content]

- e** **eResource 8-5:** As the preceptor explains that long-term support is essential to the successful implementation of the EHR, Roxanne remembers that in class, a guest speaker had discussed *EMR Implementation Challenges*: <http://goo.gl/18i0L>

- e** **eResource 8-6:** Roxanne recalls a lecture regarding effective communication using SBAR:
 - Using SBAR: <http://goo.gl/RJvtf>
 - SBAR: Effective Communication:
 - Example 1: <http://goo.gl/yHx8O>
 - Example 2: <http://goo.gl/RE3fi>

9

Nursing Unit Management

- e** **eResource 9-1:** To supplement their understanding regarding this important topic, the class reviewed:

 - *Approaching Death: Improving Care at the End of Life:* <http://goo.gl/VoTwl>
 - The American College of Physicians' *ACP Ethics Manual, Sixth Edition:* [Pathway: <http://goo.gl/5qvPt> → scroll down and select “Care of Patients Near the End of Life” and review content]

- e** **eResource 9-2:** To supplement the discussion, the class reads:

 - *Functions of Administration in Nursing:* <http://goo.gl/b2Zu1>
 - Nurse Manager Skills Inventory: <http://goo.gl/33l80>
 - Nurse Unit Manager Role: <http://goo.gl/nSvc4>

- e** **eResource 9-3:** To learn more about core measures, the class visits The Joint Commission's website: [Pathway: www.jointcommission.org → enter “core measures” into the search field → select “Core Measure Sets” and review content]

- e** **eResource 9-4:** The class reviews an overview of staffing a unit by reading *Staffing in Nursing Units:* <http://goo.gl/We3b8>

- e** **eResource 9-5:** To support their understanding about the manager's responsibility associated with this matter, the class reviews a brief video, *How to Manage Conflict at the Workplace:* <http://goo.gl/rBC3Q>

- e** **eResource 9-6:** Dr. Bennett tells the class about an additional resource that provides information regarding care received in the hospital via a nonprofit organization called the Leap Frog Group, which provides a report card to the public on safety, quality, and affordability of health care at participating health care organizations: [Pathway: www.leapfroggroup.org → scroll down and select “Hospital Safety Score” and “Compare Hospitals Now”]



eResource 9-7: To reinforce his understanding of the regulations, Jacob does a quick check for The Joint Commission’s regulations on his smartphone: [Pathway: <http://goo.gl/cwZ87> → select “JCAHO and CMS—Patient rights and use of restraints” and review summary]

10

Prioritization

- e** **eResource 10-1:** Beyonce recalls a lecture she had in her adult medical-surgical course on the topic of *prioritization*: <http://goo.gl/3mjWU>

11

Health Care Finances

- e** **eResource 11-1:** As a review, the preceptor asks Jacob what he knows about *Financial Statements: What Are They? What Do They Mean?* <http://goo.gl/1kJg3>

- e** **eResource 11-2:** Jacob remembers learning about the history of health care reform in the United States, visiting the Kaiser Family Foundation website: <http://goo.gl/8YTF3>

- e** **eResource 11-3:** Jacob remembers reading about health care costs online: [Pathway: www.kaiseredu.org → select “Cost and Spending” and “U.S. Health Care Costs” to review key content]

- e** **eResource 11-4:** For an overview of the health care benefits that pay for hospice, Jacob views *Paying for Hospice Care*: <http://goo.gl/xRj1T>

- e** **eResource 11-5:** Jacob reinforces his understanding of the levels of prevention by playing the *Levels of Prevention* game on Wisc-Online: <http://goo.gl/sZbLd>

12

Legal Issues

- e** **eResource 12-1:** To reinforce the students' understanding of the nurse's responsibility regarding an impaired nurse, Dr. Bennett has the class read an article, "The Impaired Nurse: Would You Know What to Do if You Suspected Substance Abuse?": <http://goo.gl/ZhAEC>
- e** **eResource 12-2:** To help the class better understand their responsibilities, Dr. Bennett:

 - Shows the class a video, *Documentation: Avoiding the Pitfalls*, in which a lawyer discusses the importance of proper documentation: <http://youtu.be/yeFr66flhXg>
 - Gives the class an article to read: "Nursing Documentation: Let's Get Back to Basics": <http://goo.gl/BFtHZ>
 - Provides a documentation template: <http://goo.gl/kkeHB>
- e** **eResource 12-3:** To supplement the class discussion regarding documentation, Dr. Bennett shows the class:

 - South Carolina Department of Health and Human Services' Documentation Guidelines: <http://goo.gl/O4F6j>
 - A presentation on nursing considerations related to documentation: <http://goo.gl/WIzki>
- e** **eResource 12-4:** To supplement Roxanne's understanding, the lawyer shows her the National Center for Patient Safety's (NCPS), recommended fall policy: <http://goo.gl/g6eMS>
- e** **eResource 12-5:** The lawyer gives Roxanne an article that discusses the *Problems Associated With the Use of Physical Restraints*: <http://goo.gl/4NM8C>
- e** **eResource 12-6:** To reinforce her understanding of patient's rights, Roxanne consults her mobile device to review information regarding a patient's rights to refuse treatment: <http://goo.gl/JkPj8>



eResource 12-7: To learn more about informed consent, Roxanne reviews the *ACP Ethics Manual, Sixth Edition*: [Pathway: <http://goo.gl/5qvPt> → scroll down and select “Informed Decision Making and Consent” and review content]

13

Human Resources

- e** **eResource 13-1:** To learn more about these regulations, Beyonce visits the EEOC’s website: [Pathway: www.eeoc.gov → select “Employer” tab, select “Discrimination by Type” and review content related to discrimination]
- e** **eResource 13-2:** To learn more about laws related to sexual harassment, Beyonce returns to the EEOC’s website: [Pathway: www.eeoc.gov → select “Sexual Harassment” under the “Employer” tab and review content]
- e** **eResource 13-3:** To learn more about laws related to sexual harassment, Beyonce returns to the EEOC’s website: [Pathway: www.eeoc.gov → select “Prohibited Practices” under the “Employer” tab and review content]
- e** **eResource 13-4:** Roxanne remembers that her instructor showed the class the National League for Nursing’s Nursing Education Competency Model:
<http://goo.gl/Pbl7M>
- e** **eResource 13-5:** Roxanne does a quick Internet search and discovers several examples of a clinical ladder:

 - Kaiser Permanente’s *Nursing Pathways*: <http://goo.gl/AHZkY>
 - Rockingham Memorial Hospital’s *Clinical Ladder*: <http://goo.gl/y326i>
- e** **eResource 13-6:** To learn more about workplace violence, Roxanne visits the Occupational Safety and Health Administration (OSHA) website: [Pathway: www.osha.gov → enter “workplace violence” into the search field → select “risk factors” as well as other content]
- e** **eResource 13-7:** The director gives the group two articles to read and discuss:

 - *Bullying Among Nurses*: <http://goo.gl/V9FuL>
 - *Workplace Bullying and Disruptive Behavior: What Everyone Needs to Know*: <http://goo.gl/SsfGN>



eResource 13-8: The HR director shows the group a video that is shown to all employees as part of their orientation, *Workplace Bullying Made Simple: Bullying Prevention for the Workplace*: <http://goo.gl/GkYue>