Program Guidebook

Bachelor of Science and Post-Baccalaureate Certificate, Nursing + Master of Science, Nursing - Leadership and Management (RN to MSN)

Students enrolled in the RN-to-MSN track will first complete the Bachelor of Science and Post-Baccalaureate Certificate in Nursing (RN-MSN track) program, and will have completed the necessary bachelors course work to receive a Bachelor of Science, Nursing degree, as well as the Post-Baccalaureate certificate. Students will progress to selecting and meeting the program requirements of one of WGU's specialty graduate nursing programs. The Master of Science, Nursing - Leadership and Management (RN to MSN) is a competency-based program that builds on the foundation of students' previous nursing education at the associate degree or diploma levels. The BSN portion of the program focuses on contemporary nursing practice, developing students' skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses. Graduates are equipped to function in new roles as members of healthcare teams in many settings by expanding their knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U.S. Public Health, and VA appointments, as well as roles in school health, community, occupational, and other care settings. The MSN portion of the program further prepares graduates to be leaders and managers in diverse settings; hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. Graduates use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across diverse nursing and healthcare settings.

Understanding the Competency-Based Approach

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the

The benefit of this competency-based system is that it enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the

Accreditation

Western Governors University is the only university in the history of American higher education to have

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as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success. Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your

You will also be assigned to a course instructor for each course. Course instructors are doctoral-level subject matter experts who will assist your learning in each individual course. When you begin a new course, your assigned course instructor will actively monitor your progress and will be in touch to offer one-on-one instruction and to provide you with information about webinars, cohort sessions, and other learning opportunities available to help you acquire the competencies you need to master the course. Your course instructor can discuss your learning for the course, help you find answers to content questions, and give you the tools to navigate the course successfully. In addition, you will communicate with course instructors by posting in the online learning community and participating in live discussion

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it "passes," these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal MyWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will interact with faculty and other

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services associates to help you and your program mentor solve any special

Orientation

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

Click here for the Student Handbook

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program mentor will review the progress you have made and revise your Degree Plan for your next six-

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good

academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible

Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items. Certifications verified through third parties may also be included in your program. More

Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning

Standard Path *for* **Master of Science, Nursing - Leadership and Management (RN to MSN)**

Course Description	CUs	Term
Advanced Standing for RN License	50	0
Interprofessional Communication and Leadership in HealthcaErCor RN License		

Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to

Areas of Study for Master of Science, Nursing - Leadership and Management (RN to MSN)

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Nursing Core

Advanced Standing for RN License

Advanced Standing for RN License

Interprofessional Communication and Leadership in Healthcare

Interprofessional Communication and Leadership in Healthcare is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare them to handle the challenges of all academic programs. In this course, students will participate in group activities and complete several individual assignments. The group activities are aimed at finding support and gaining insight from other students. The assignments are intended to give the student an opportunity to reflect on where they are and where they would like to be. The activities in each group meeting are designed to give students several tools they can use to achieve success. This course is designed as a four-part intensive learning experience. Students will attend six group meetings during the term. At each meeting, students will engage in activities that will help them understand their own educational journey and find support and inspiration in the journey of others. There are no prerequisites for this course.

This course covers the following competencies:

Begin your course bpport and self-

rather than value to the healthcare system. All prior courses in the sequence for this program serve as prerequisites for this course.

This course covers the following competencies:

will give candidates background in what constitutes sound research design and how to appropriately model phenomena

systems in the human body.

The learner analyzes the structures and physiological functions of the muscular system and the connections to complex systems in the human body.

The learner analyzes the structures and physiological functions of the nervous system and sensory organs and the connections to complex systems in the human body.

The learner describes the structures and physiological functions of the endocrine system and its regulation of complex systems in the human body.

Introduction to Communication: Connecting with Others

Welcome to Introduction to Communication: Connecting with Others! It may seem like common knowledge that communication skills are important, and that communicating with others is inescapable in our everyday lives. While this may appear simplistic, the study of communication is actually complex, dynamic, and multifaceted. Strong communication skills are invaluable to strengthening a multitude of aspects of life. Specifically, this course will focus on communication in the professional setting, and present material from multiple vantage points, including communicating with others in a variety of contexts, across situations, and with diverse populations. Upon completion, you will have a deeper understanding of both your own and others' communication behaviors, and a toolbox of effective behaviors to enhance your experience in the workplace.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner implements appropriate communication styles based on audience and setting.

The learner uses communication strategies for managing conflict.

The learner uses communication strategies to influence others.

Anatomy and Physiology II with Lab

This is Anatomy and Physiology II, a six section, four CEU course that enables students to develop an understanding of the relationships between the structures and functions of the cardiovascular, respiratory, digestive, urinary, reproductive, and lymphatic systems in the human body. This course will involve laboratory activities, simulated dissections, textbook material,

Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 40–60 hours on the course content.

This course covers the following competencies:

The learner describes the structures and physiological functions of the cardiovascular system and the connections to complex systems in the human body.

The learner describes the structures and physiological functions of the respiratory system and the connections to

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate explains the biological perspectives of psychology.

The graduate explains the theories of learning and memory.

The graduate explains the concepts of personality development and social psychology.

The graduate identifies psychological disorders and treatment methods.

The graduate explains the foundations of psychology.

Global Arts and Humanities

The Global Arts and Humanities course contains three modules with corresponding lessons. This course is an invitation to see the world through the humanities, examine the humanities during the Information Age, and explore the global origins of music—essentially questioning what makes us human, and how people are connected across culture and time. Each module includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check learning. With no prior knowledge or experience, a learner can expect to spend 30-40 hours on the course content.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner analyzes diverse voices, ideas, perspectives, and cultural interactions through the lens of the humanities.

The learner analyzes the humanities during the Information Age.

The learner analyzes how music shapes and is shaped by diverse cultures and perspectives.

Introduction to Sociology

This course teaches students to think like sociologists, or, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms and how such behavior may result in social change, either on a large scale or within small groups.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate explains how societies are stratified across various social statuses.

The graduate explains reciprocal relationships between social institutions and individuals.

The graduate explains major perspectives and key contributors to the development of sociology.

The graduate identifies components of culture and socialization as they relate to individuals in society.

The graduate explains the constructs of conformity to and deviance from social norms.

Microbiology with Lab: A Fundamental Approach

Microbiology with Lab: A Fundamental Approach explores the science that microorganisms are everywhere, and they have positive and negative effects on the community. The course examines the structure and function of microorganisms, disease transmission and progression, and immune responses and other interventions, and it identifies key global diseases. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, and other relevant resources. Assessment activities with feedback also provide opportunities for students to check their learning, practice, and show how well they understand course content. To assist students in developing an applied, evidence-based understanding of microbiology, this course integrates several lab experiments to help determine the specific characteristic of an unknown microbial sample and a treatment plan. Because the course is self-paced, students may move through the material as quickly or as slowly as needed to gain proficiency in the four competencies that will be covered in the final assessment. Students who have no prior knowledge of or experience with this topic can expect to spend 48–60 hours on the course content. There are no prerequisites for this course.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized

course plan together.

The learner analyzes structures and characteristics of microorganisms that inform etiologies of symptoms and diseases.

The learner analyzes microbial transmission and progression and the care needed based on symptoms and environment

The learner analyzes methods to prevent and treat infectious diseases and influence positive community outcomes.

The learner analyzes disease characteristics to inform individuals about etiologies and treatments.

World History: Diverse Cultures and Global Connections

This is World History: Diverse Cultures and Global Connections. In this course, you will focus on three main topics—cultural and religious diversity; pandemics; and the relationship of empires and nation states—as well as the skills of identifying root causes, explaining causes and effects, and analyzing complex systems. This course consists of an introduction and four major sections. Each section includes learning opportunities through reading, images, videos, and other relevant resources.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner describes basic cellular responses and adaptation related to genetics, injury, aging and congenital anomalies.

The learner describes pathogenesis, manifestations, complications and variations of the muscular, skeletal, and integumentary systems.

The learner describes pathogenesis, manifestations, complications and variations of the neurologic systems.

The learner describes pathogenesis, manifestations, complications and variations of the cardiovascular and lymphatic systems.

The learner describes pathogenesis, manifestations, complications and variations of the respiratory systems.

The learner describes pathogenesis, manifestations, complications and variations of the gastrointestinal and renal systems.

The learner describes pathogenesis, manifestations, complications and variations of the endocrine and reproductive systems.

MSN Core

Professional Presence and Influence

Professional Presence and Influence is a masters-level course designed to guide students towards an enhanced state of presence, where therapeutic relationships are built between nurse and patient. Students will learn techniques for self-care practices that result in enhanced mental and physical wellbeing and that ensure ethically-generated patient care. Presence is an intrapersonal and interpersonal quality that allows the nurse to relate to others and to be aware of the world around them. The characteristics of presence, which include holism, intimacy, sensitivity and adaptability, create a heightened sense of awareness that fosters therapeutic relationships between the nurse and patient. Developing a mindful, authentic presence is central to health and spiritual practices in several cultures and a major element of leadership. Students will intentionally develop a focused mindfulness practice that will influence patient outcomes and lead to conditions that create joy in the workplace.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate promotes a healthy work environment by demonstrating a professional presence that includes self-awareness characteristics.

The graduate develops solutions and strategies that build positive relationships and promote mindfulness in the workplace.

The graduate recommends social communication strategies and technologies to promote a sense of caring and belonging.

The graduate applies the principles of improvement science to solve the problem of hostility in the workplace and initiate organizational change designed to promote health and joy in the workplace.

The graduate implements the principles of academic writing to produce clear, concise, and evidence-based written communications.

Essentials of Advanced Nursing Roles and Interprofessional Practice

Essentials of Advanced Nursing Roles and Interprofessional Practice explores essential characteristics of the advanced professional nurse in the role of leader, educator, practitioner, or informatics specialist. In this course, students will apply evidence-based strategies to facilitate interprofessional collaboration on teams. Students will explore the role of nurses in advocating for change at the bedside, as well as leading teams to advocate for health policy reform. Students will gather and analyze data to identify patients and populations at risk and recommend policy change to improve health outcomes in the community.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate recommends strategies for practicing lifelong learning skills to encourage the continuous improvement essential for practicing as an advanced nursing professional.

The graduate recommends legal and regulatory policies that advocate for improved health outcomes in patients and populations.

The graduate analyzes the roles and interaction of interprofessional team members to assess the resulting impact on healthcare outcomes.

The graduate analyzes organizational performance data to guide recommendations for improving healthcare outcomes and disseminating results to a professional community.

Informatics for Transforming Nursing Care

The graduate proposes a strategic business plan to start a nurse-managed practice.

Advancing Evidence-Based Innovation in Nursing Practice

Advancing Evidence-Based Innovation in Nursing Practice introduces students to the dynamic union of healthcare innovation and evidence. Core competencies and behaviors required to be a nurse innovator are discussed. Strategies for measuring innovation at various system levels are presented, as well as techniques for synthesizing and disseminating evidence to advance innovation in healthcare. The skills needed to appraise the quality of diverse sources of evidence are presented within the framework of evidence-based practice. This course focuses on identifying new and emerging sources of evidence that can inform, translate, and scale the complexity of leading innovation in healthcare organizations. Students will experience building communities of practice for collaboratively developing innovative practices and policies designed to improve the health of populations and enhance the patient experience of care.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate analyzes evidence from research, clinical expertise, and patient experiences to contribute to the innovation of healthcare practices and policies

The graduate incorporates research strategies and processes to search and review relevant evidence from credible sources.

The graduate evaluates innovative best practices that support outcomes-driven healthcare practices.

The graduate incorporates new evidence from big data and emerging technologies to design innovative practices.

The graduate applies the theory of disruption when developing innovative strategies to improve healthcare outcomes.

The graduate synthesizes credible sources of evidence to propose innovative patient care practice guidelines, organizational goals and strategies, and population-based care policies.

Quality Outcomes in a Culture of Value-Based Nursing Care

Quality Outcomes in a Culture of Value-Based Nursing Care incorporates current standards of quality and safety within the context of value-based care. In a value-based healthcare system, the benefits are derived from measuring health outcomes against the cost of delivering the outcomes. These benefits are then extended to patients, providers, payers, suppliers, and society as a whole. This course introduces new healthcare delivery models, which stress a team-oriented approach to patient care and sharing of patient data so that care is coordinated, and outcomes can be measured easily. Emphasis is placed on performance and quality improvement methods that underlie value-based nursing care. The nurse in advanced practice today must exemplify the standards of quality and safety and be prepared to lead the delivery of value-based patient-centered care.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate analyzes the culture of continuous quality improvement and the provision of value-based care to optimize patient outcomes using a systems-thinking analytic approach.

The graduate develops a systematic process that incorporates quality measures and benchmarks to assess organizational strengths and vulnerabilities.

The graduate integrates performance and process improvement methodologies to develop solutions for identified quality and safety gaps in the practice setting.

The graduate establishes measurable metrics and processes to evaluate the effectiveness of value-based care strategies and initiatives.

Advanced Pathopharmacological Foundations

Advanced Pathopharmacological Foundations provides advanced practice nurses foundational knowledge in the many pathologies encountered in practice today. Advancing from the cellular tierses folooach. DC .sneooaiddologieexamines the pathologies of common conditions seen in healthcare today. Consideration iddalso given to the human affective response to alterations in health. There are no prerequisites for oaiddologie.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized

course plan together.

The graduate assesses alterations in cellular and genetic composition to determine the body's self-defense mechanisms to maintain homeostasis.

The graduate analyzes the etiology and pathophysiological alterations associated with common conditions across the lifespan to determine appropriate treatment plans.

Connecting Pathology with Disease Manifestation – The graduate analyzes pathopharmacological concepts and mechanisms of common conditions to guide clinical decision making.

The graduate assesses developmental, racial, ethnic, and cultural manifestations of pathopharmacology to determine their influence on patient outcomes.

The graduate distinguishes between relevant and irrelevant assessment findings to minimize pathologies and manage pharmacotherapeutics to promote optimal patient outcomes.

The graduate traces human responses to disease processes across the lifespan to identify holistic treatment options.

Advanced Health Assessment for Patients and Populations

Advanced Health Assessment of Patients and Populations builds on prior physical health assessment knowledge and skills acquired during undergraduate studies by focusing on the advanced assessment of biopsychosocial and sociocultural contexts in patients and populations across the life span. This course emphasizes the use of a comprehensive health promotion, disease prevention, and health restoration model to address health concerns in patients and communities. Students will acquire advanced assessment knowledge and skills for clinical interviewing, focused history taking, critical diagnostic reasoning, and clinical decision-making using a problem-focused framework that integrates authentic experiences with practical knowledge of health patterns in patients and communities.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate assesses the physical, biopsychosocial, cultural, spiritual, and environmental elements to improve health in patients and populations.

The graduate distinguishes comprehensive assessment strategies appropriate to evaluating the health of diverse patients across the life span.

The graduate analyzes assessment data to create health promotion plans for patients and communities.

The graduate performs a focused physical examination to identify applicable differential diagnoses based on evidence from the collected data.

The graduate analyzes epidemiologic methods to assess the health of communities and populations.

The graduate constructs strategies to develop disease prevention and control interventions.

Leadership and Management Specialty

Leading with Personal Mastery

Leading with Personal Mastery prepares the advanced professional nurse to demonstrate self-awareness, self-management, executive function, and social awareness skills while leading and managing in diverse healthcare settings. In this course, students will learn how to incorporate these skills when developing personal relationships and building teams. Developing both social and emotional intelligence as a nurse leader will ensure that students have the ability develop strong relationships and make wise decisions when interacting with others. Increasing personal mastery will provide students with a set of tools and strategies to improve healthcare by producing high-quality results. Understanding their strengths and weaknesses, as a leader in healthcare will help students create a vision for success that includes making choices that will help balance their work life more effectively.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner designs pathways to achieve personal mastery for leading and managing individuals and teams in diverse healthcare settings.

The learner develops a vision for assuming the role of a leader and manager that includes self-awareness, self-managemnet, interpersonal communication, executive function, and social awareness.

The learner applies effective communication and consensus-building strategies when consulting with internal and external stakeholders.

The learner applies the principles of scholarly writing by producing a clear, concise, and evidence-based paper for the purpose of contributing to the body of nursing knowledge.

Business Case Analysis for Healthcare Improvement

healthcare improvement project by identifying people, processes, and procedures that need to be in place for implementation. In addition, sociodemographic data on the population that may be affected by the healthcare improvement project will be analyzed to determine risks and opportunities. During this phase, students will perform an assessment of the forces for and against implementing the project. They will also identify short-term objectives and create action plans to align to the vision, mission, and values of the organization where the project will be implemented. Students will also examine the evolution of existing policies, procedures, and processes at the systems level for the purpose of advocating change that will support a healthcare improvement project. During this course, students will plan the implementation of their healthcare improvement project through the use of sociodemographic and health data, strategic planning, and a comprehensive integration of quality and safety concepts.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner evaluates existing policies at the systems level that have the potential to influence the implementation of a healthcare improvement project.

The learner uses sociodemographic and social determinants of health data to describe the target populations that will be affected by a healthcare improvement project.

The learner examines the structure, processes, and outcomes of an organizational plan that may facilitate or impede the implementation of a healthcare improvement project.

The learner leads the development of a collaborative implementation plan that includes oversight of the project and the scope of work with specific tasks, timelines, and deliverables.

Evidence-Based Measures for Evaluating Healthcare Improvements

Evidence-based measures for evaluating healthcare improvements is an essential component of the planning phase of the

The learner implements the training plan for the purpose of training staff, managers, and/or leaders regarding the implementation of the health improvement project.

The learner leads scheduled meetings with internal and external stakeholders for the purpose of providing status updates regarding the implementation process.

Nursing Leadership and Management Capstone

The Nursing Leadership and Management Capstone provides students with an opportunity to evaluate and close their capstone project. This is the final course in the MSN Leadership and Management program. Students will evaluate the success of their healthcare improvement project (HIP) by analyzing results, using the key performance indicators and metrics that were identified while planning the evaluation phase. Students will present the results of the improvement project in a final report and presentation with a focus on lessons learned throughout each of the phases: initiation, planning, implementation, and evaluation. Reflective and analytic thinking are essential aspects of a capstone project, as students reflect and report on the successes and challenges encountered in each phase. Nursing Leadership and Management Field Experience is a prerequisite for this course.

This course covers the following competencies:

The learner integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.

Accessibility and Accomodations

Western Governors University is committed to providing equal access to its academic programs to all qualified

collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948)

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at http://my.wgu.edu.