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602 Applying CNL Concepts for RNs

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Xavier University
College of Social Sciences, Health, and Education
School of Nursing

Spring Semester 2012

Course Number & Title:	NURS 602 Applying CNL Concepts for RNs
Number of Credits:	3 Semester credits/45 didactic & 30 clinical hours
Pre requisites:	NURS 502, NURS 556, NURS 854
Co requisites:	None

Course Description:

As the second of four Clinical Nurse Leader (CNL) application courses within the MSN-CNL concentration, the goal of the course is the transition into advanced nursing practice and the CNL role by using skills of nursing leadership, clinical outcomes management, and care environment management. Using a holistic assessment of the microsystem, emphasis is placed on identifying patient processes for improvement related to quality and patient safety and designing interventions to address those processes based on best practice and best evidence. Development of an intervention outcomes proposal based on the microsystem assessment is a major focus of the course. Strategies for implementing the CNL role in the practice setting will be considered including CNL concepts of lateral integration, risk management, advocacy, team and information management, change theory, systems theory, educator, and outcomes management.

Course Objectives:

1. Examine CNL practice at the microsystem level with emphasis on nursing leadership, care environment and clinical outcomes management.
2. Analyze a microsystem using information systems management and microsystem principles.
3. Investigate best evidence and best practice for optimal care delivery.
4. Describe an evidence based intervention based on data from the holistic assessment that addresses a patient care quality and/or safety issue within a microsystem.
5. Apply methods of evaluating patient outcomes.
6. Develop personal/professional strategies essential to be successful in the CNL role.

Faculty:

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SyllabusNURS602/2012

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Required Texts:

Harris, J. L. & Roussel, L. (2010). *Initiating and sustaining the clinical nurse leader role: A practical guide*. Sudbury, MA: Jones and Bartlett.

Harris, J. L., Roussel, L., Walters, S. E., & Dearman, C. (2011). *Project planning and management: A guide for CNLs, DNPs, and nurse executives*. Sudbury, MA: Jones and Bartlett.

Nelson, E.C., Batalden, P. B., & Godfrey, M. M. (2007). *Quality by design: A clinical microsystems approach*. San Francisco, CA: Jossey-Bass.

E-reserves
Blackboard

Teaching/Learning Strategies:
Classroom lecture and discussion
In Class group discussions

Attendance Policy

Reasonable attendance at all class meetings is expected. If a student is unable to attend a class the responsibility of missed class content is the sole responsibility of the student. Written assignments and projects may include content covered in class or in assigned readings.

Evaluation Strategies:

Clinical Microsystem Assessment (see rubric)	40%
Intervention Proposal (see rubric)	35%
CNL Role Strategy Presentation (see rubric)	25%
Total	100%

Grading Scale:
Graduate Courses

100-94%	A	89-87%	B+	79-76%	C+
93-90%	A-	86-83%	B	70-75%	C
		82-80%	B-	69.4-0%	F

Caveat:

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

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NURS 602 Applying CNL® Concepts for RNs
Spring 2012 Calendar

DATE	TOPIC	Assignments/Learning Activities
Week1 1110/12	Overview of Course Review of Microsystems Thinking and Complexity Theory related to the CNL role	See Blackboard for PowerPoint and articles Leahy, Sublett, Harland
Week2 1117/12	Clinical Microsystem Assessment utilizing the 5 P© methodology Review key aspects of Care Environment and Clinical Outcomes Management <i>CNL as Information Manager and Outcomes Manager</i>	See Blackboard/Course Documents Chapter 13 <i>Quality by Design: A Clinical Microsystems Approach</i> Supportive materials/articles etc. for: (Discuss utilization of information systems and technology for retrieving aggregate data for assessment) Leahy
Week3 1124/12	Clinical Microsystem Assessment utilizing the 5 P© methodology continued Review key aspects of Care Environment Management <i>CNL as Systems Analyst/Risk Anticipator/ related to care quality, safety, and cost</i>	See Blackboard/Course Documents Supportive materials/articles etc. for: (Discuss trend analysis/RCA/FEMA /identifying organizational/system barriers related to quality improvement) Harris et al., Ch. 6,7 Leahy
Week4 1131/12	Review key aspects of Care Environment Management <i>Review of outcomes study process</i>	See Blackboard /Course Documents Supportive material/articles for: (Facilitating the utilization of team resources for assessment process/team meeting guidelines etc.) (Review of proposal process, develop problem statement/purpose for the need

		<p><i>of intervention etc</i></p> <p>Harris et al., Ch. 6</p> <p>Leahy & Sublett</p>
Date	Topic	Assignment/Learning Activities
<p>WeekS 2/07112</p>	<p>Review key aspects of Care Environment and Clinical Outcomes Management <i>CNL as Clinician and Outcomes Manager with emphasis on evidence-based practice and best practice guidelines/or improving patient care outcomes</i></p>	<p>See Blackboard/Course Documents Small group work Be prepared to discuss your main theme and problem/issue identified from your microsystem assessment</p> <p>Supportive materials/articles etc. for: <i>Review how to conduct and write a supportive lit review for developing intervention/methodology etc.)</i></p> <p>Sublett & King</p>
<p>Week6 2114112</p>	<p>Review key aspects of Care Environment and Clinical Outcomes Management <i>CNL as Systems Analyst/Risk Anticipator and Outcomes Manager with emphasis on methods of evaluating patient outcome data</i></p>	<p>See Blackboard/Course Documents</p> <p>Clinical Microsystem Assessment assignment Due</p> <p>Supportive materials/articles etc. for: <i>(Discussing evaluation/analysis using appropriate statistics e.g. t-test, chi-square and ANOVA etc)</i></p> <p>Harris and Roussel, Ch 7, 8</p> <p>Sublett</p>
<p>Week 7 2/21112</p>	<p><i>CNL as Systems Analyst/Risk Anticipator and Outcomes Manager with emphasis on methods of evaluating patient outcome data continued</i></p>	<p>See Blackboard/Course Documents</p> <p>Small group work: Be prepared to discuss your intervention methodology related to your project</p> <p>Harland, King, Leahy & Sublett</p>
<p>WeekS 2/28112</p>	<p>Nursing Leadership</p>	<p>See Blackboard/Course Documents</p>

	<p><i>CNL as advocate</i></p> <p><i>Change TheO1y and how it applies to policy both internally and externally</i></p>	<p><i>Supportive materials/articles etc. for:</i></p> <p>Small group work for discussion regarding evaluating and sustaining change (e.g. best practice) within a micro system</p> <p>Harris and Roussel, Ch. 5</p> <p>Literature review due – minimum of 6 nursing research articles</p> <p>Harland</p>
Week 9 3/06/12	Spring Break No Class	Spring Break No Class
Date	Topic	Assignment/Learning Activities
Week 10 3/11/12	<p>Nursing Leadership</p> <p><i>CNL as advocate/an effective communicator for facilitating Conflict Resolution and Lateral Integration of care for a cohort of patients/clients within a multidisciplinary team</i></p>	<p>Check Blackboard for articles</p> <p>Review The CNL White Paper</p> <p>Harland</p>
Week 11 3/20/12	<p>Nursing Leadership</p> <p><i>CNL as advocate/educator and facilitator for ensuring social justice and care equity</i></p>	<p>Check Blackboard for articles</p> <p>King & Harland</p>
Week 12 3/27/12	<p>Intervention Outcome Proposal Presentations</p> <p>Presentations 5 minutes maximum/2-3 slides</p>	<p>Intervention Outcome Proposals Due</p> <p>Harland, King, Leahy & Sublett</p>
Week 13 4/03/12	<p>Intervention Outcome Proposal Presentations continued</p> <p>Strategies for successful CNL Immersion Experience</p>	<p>Harland, King, Leahy & Sublett</p>

	Guest speaker- Practicing CNL	<u>Leahy</u>
Week 14 4/10/12	CNL Role Strategic Plan Presentations 5 minutes maximum/2-3 slides	Blackboard Strategic Plan Due <u>Harland King, Leahy & Sublett</u>
Week 15 4/17/12 Last Day of Class	CNL Role Strategic Plan Presentations continued 5 minutes maximum/2-3 slides Course Evaluations	Blackboard <u>Harland, King, Leahy & Sublett</u>

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Clinical Microsystem Assessment Rubric

The purpose of this assignment is to examine the components of a clinical microsystem, including patients, families, care teams, and shared information. This assignment will increase the understanding of the microsystem as a complex adaptive system where quality, safety, outcomes, satisfaction, and staff morale are created. As an embedded system, linkages to the larger meso and macrosystems will also be explored. The outcome of the assignment is to determine a priority process that requires intervention. Students will submit the assignment using the powerpoint template provided.

CRNCA | Microsystem Assessment Workbook

Content Criteria = 100 Points	Points Earned	Comments:
<p>Please utilize the 5 Ps© Clinical Microsystems "Assessing, Diagnosing and Treating Your Inpatient Unit" for completing this assignment</p>		
<p>Submit a final assignment by the due date according to the topical outline. The workbook assignment must include:</p> <p>Steps 2 and 3 (See Path Forward): Complete pages 6 through 22</p> <p>Page 6: Complete as much as is possible (10 points)</p> <p>Page 7: Can substitute a current satisfaction survey/comment/compare your current survey versus workbook survey (one half page summary of comparison as an addendum) (4 points)</p> <p>Page 8: Follow with a patient if possible/can role play if this works best (10 points)</p> <p>Page 9: Can substitute a current satisfaction survey/comment/compare your current survey versus workbook survey (one half page summary of comparison as an addendum) (10 points)</p> <p>Pages 10 & 11: In addition to you have two other RNs complete as well (10 points)</p> <p>Page 12: Ask one person from each of the following disciplines (MD, RN, PCA, and Clerk) to list their activities for a typical day/shift etc. (10 points)</p> <p>Page 13: Track at least two patient admissions (7 points)</p>		

Page 14: In addition to you, have at least one other person complete- adjust to meet your specific unit and do a flow chart (see example on page 15) (7 points)

Page 16: In addition to you, have at least one other person complete (7 points)

Pages 17 & 18: Complete if possible

Pages: 20 & 21 Important to complete (15 points)

Page: 22 Identify your theme and a process for improvement. **Your intervention proposal will focus on this identification** (10 points)

Total Points/Percentage	
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