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Nursing Syllabi Spring 2019

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2019

602 Applying CNL Concepts for RNs

Marie Reynolds
reynoldsm@xavier.edu

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**Xavier University
College of Professional Sciences
School of Nursing**

Spring Semester 2019

Course Number & Title:	NURS 602 Applying CNL Concepts for RNs
Number of Credits:	3 Semester credits/30 didactic & 45 clinical hours
Pre requisites:	NURS 501, NURS 502, NURS 556, NURS 854
Co requisites:	None

Course Description:

This course focuses on 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.

Time and Location:

Wednesday, 7:00 PM – 9:30 PM
Cohen Center Room 34

Faculty:

Marie Reynolds, MSN, MS, RN, CNL
Cohen 131A – Office hours by appointment
reynoldsm@xavier.edu

513-550-0553 Cell
513-745-3814 Office

Linda Bova, MSN, RN, CNL

Cohen 188C – Monday 2-4 PM and Wednesday 1-2 PM; additional office hours by appointment

513-503-8969 Cell

513-745-3844 Office

boval@xavier.edu

Required Texts:

Harris, J. L. & Roussel, L. (2014). *Initiating and sustaining the clinical nurse leader role: A practical guide*. Sudbury, MA: Jones and Bartlett.

Harris, J., Roussel, L., Dearman, K., and Thomas, P. L. (2016). *Project planning and management: A guide for nurses and interprofessional teams* (2nd ed.). Burlington, MA: Jones and Bartlett Learning.

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

Additional Resources

E-reserves

Canvas

Teaching/Learning Strategies:

Classroom lecture and discussion

In class group discussions

Student presentations

Attendance: In order for a class of this nature to be a successful and meaningful experience, it is necessary for the student to take an interactive part through attendance and preparation. Attendance and participation is expected at all class sessions and essential for your success. Your input is valuable as we all learn from one another. In the event that you will miss a class, it is your responsibility to inform the faculty at least one hour prior to the experience via text message or email and to assume responsibility for missed class content. Failure to comply with this will be considered an unexcused absence. Unexcused absences will result in point reduction of 2 percentage points per absence, impacting the final grade for the course.

Classroom Protocol: It is important that everyone have the opportunity to share their thoughts and points of view in a positive and respectful environment. For everyone to benefit, it is necessary to be present with minimal distractions. Therefore, cell phones should be turned off during class and respectful attention should be shown to the presenter, be it faculty, guest speaker, or peer. Laptops used by students during class time are to be used for content specific to this course.

Social Media:

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, Myspace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student’s reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy at:

<http://www.xavier.edu/nursing/current-students.cfm>

Assignments: It is expected that assignments are submitted on time as per due dates listed on the course calendar and on Canvas. Unless otherwise noted or permission is received from the faculty member, **turning assignments in late will result in 10 points being deducted from the final grade of the assignment.** Late assignments will not be accepted a week past due. Written assignments should be presented in a professional manner and in APA format when appropriate.

Evaluation Strategies:

Clinical Microsystem Assessment Assignment		
PowerPoint		25%
Presentation		10%
Intervention Proposal		25%
CNL Role Strategy Presentation		20%
Student-Led Discussions		
Quality		10%
Change Theory		10%
Total		100%

Grading Scale:

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

Students with Disabilities:

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodation letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course. If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by

phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

Student Support: Occasionally, students may experience personal problems or difficulties during the term that can be emotionally disturbing and may seriously interfere with learning. If this should happen to you, please meet with me to see what can be worked out. In addition, the University provides supportive services for students. For more information, go to: <http://www.xavier.edu/sss/>

Academic Honesty Policy: (from Xavier policy)

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. **All work submitted for academic evaluation must be the student's own.** Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

Syllabus Change Policy 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 2019
Calendar**

DATE	TOPIC	Assignments/Learning Activities
Week 1 Jan 16	Introduction Overview of course Review role of preceptor in immersion experience Preceptor form review Clinical Microsystem Assessment utilizing the 5 P© Methodology	Documents will be located on Canvas Read Chapter 8 – Preparing preceptors for CNL immersions (Harris et al., <i>Initiating and sustaining the CNL role</i>) Read Ch. 11 & 13 (Nelson et al., <i>Quality by design</i>) See Canvas/Course Documents for 5 P Template – Review template Sign up for Change Theory and Quality/Process Improvement Presentations
Week 2 Jan 23	No Class	Work on upcoming presentations
Week 3 Jan 30	CNL as change agent and transformational leader IRB Process	Read Ch. 4 & 5 (Harris et al., <i>Project planning and management</i>) Read Ch. 23 CNL: Creating a Vision (Harris et al., <i>Initiating and sustaining the CNL role</i>) Review Ch. 3 (Harris et al., <i>Project planning and management</i>) – IRB Process Return preceptor forms!!!
Week 4 Feb 6	Change Theory Student Presentations <i>20-25 minute slide presentation of theory components and microsystem application</i>	See Canvas Documents for guidelines and rubric Change theories: Lewin Kotter Complexity Prochaska Havelock See Canvas for posted articles by student presenter related to change theory presentations

Week 5 Feb 13	No Class	Work on 5 P assessment and quality improvement presentations.
Week 6 Feb 20	Risk anticipation, risk assessment, and risk management Selecting themes for improvement Literature Review vs. Annotated Bibliography/Bova	Read Ch. 15 (Nelson et al., <i>Quality by design</i>) Read Ch. 7 (Harris et al., <i>Project planning and management</i>) Read Ch. 11 Quality Care and Risk Management (Harris et al., <i>Initiating and sustaining the CNL role</i>)
Week 7 Feb 27	5 P© Assessment Student Presentations 20-25 minute slide presentations	Clinical microsystem assessment assignments due 2/27 at 7 PM <ul style="list-style-type: none"> • 5 P template completed • 5 P Assessment summary presentation PowerPoint
Week 8 March 6	Information management in project planning Evidence based interventions based on data Clinical Outcomes Management	Read Ch. 8, 9, & 10 (Harris et al., <i>Project planning and management</i>) Read <ul style="list-style-type: none"> • Ch. 13 The Role of Informatics and Decision Support and Advancing CNL Practice; • Ch. 14 Using Evidence to Guide CNL Practice Outcomes (Harris et al., <i>Initiating and sustaining the CNL role</i>) Prepare questions for nursing leadership panel.
March 13	Spring Break	No Class
Week 9 March 20	Interprofessional collaboration/Building teams Quality Improvement Presentation/Reynolds	Read Ch. 6 Effective Communication and Team Collaboration (Harris et al., <i>Initiating and sustaining the CNL role</i>) Read Ch. 22 & 23 (Nelson et al., <i>Quality by design</i>)
Week 10 March 27	Nursing Leadership and Practicing CNL Panel <i>CNL as advocate/an effective communicator for facilitating lateral integration of care for a cohort of patients/clients within a multidisciplinary team.</i>	Read Ch. 4 Creating a Business Case for the CNL Role (Harris et al., <i>Initiating and sustaining the CNL role</i>) Come prepared to ask questions.
Week 11 April 3	Quality/Process Improvement Student Presentations	See Canvas/Course Documents for guidelines and rubric

	<i>20-25 minute slide presentation of process/quality improvement tool</i>	Quality/process improvement tools: <ul style="list-style-type: none"> • Root Cause Analysis (RCA)/5 Whys • Fishbone • Plan-Do-Study-Act (PDSA)/SMART goals • Failure Mode and Effects Analysis (FMEA) • LEAN/5 S
Week 12 April 10	Strategies for successful CNL immersion experience: Overview of NURS 853/855 Disseminating results	Read Ch. 21 Creating Meaningful Clinical Immersions (Harris et al., <i>Initiating and sustaining the CNL role</i>) Read Ch. 11 (Harris et al., <i>Project planning and management</i>)
Week 13 April 17	Intervention Proposal for NURS 853/855 Student Presentations 20-25 minute slide presentation	Intervention Outcome Proposal Be prepared to answer questions
Week 14 April 24	No Class	Work on strategic plan presentation.
Week 15 May 1	CNL Strategic Plan Student Presentations 20-25 minute slide presentation	See Canvas/Course Documents for guidelines and rubric Practicum hours documentation due - Upload to Canvas by 7 PM