



TOURO UNIVERSITY

C A L I F O R N I A

School of Nursing

Preceptor Handbook

Master of Science

Clinical Nurse Leader Program

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Introduction

Thank you for agreeing to be a preceptor and contributing to the education of Touro University California ADN to MSN students. We appreciate the time and energy you spend as well as the expertise you provide our students; and recognize that you make a significant difference in preparing outstanding Clinical Nurse Leaders. This handbook serves as a reference and guide for your role, as well as the roles of the faculty and student. It also serves as the basis for a signed agreement between you, the School of Nursing, and the student.

Program Overview

Touro University California is proud to contribute to the region with the notable addition of a School of Nursing; admitting the first cohort in August 2014. The Post-Licensure program builds on the strong foundation of ADN education by enhancing existing nursing knowledge and skills; additionally students will be able to apply for a Public Health Nursing Certificate upon graduation. The MSN course of study allows students to sit for the certification exam for the Clinical Nurse Leader. As transformational nursing leaders, graduates will be positioned to create and implement programs, provide care management, and facilitate optimal outcomes to meet the needs of the complex health care environment.

Mission of Touro University California

To provide graduate and professional educational excellence in the fields of Health Sciences, Public Health, and Education.

School of Nursing Mission Statement

To serve the community and larger society through the preparation of professional nurses as transformational leaders to meet the needs of the complex and diverse health care environment.

Purpose

To achieve the mission and to prepare registered nurses with Associate, Baccalaureate, and Graduate Degrees for roles as advanced nursing leaders, clinicians, and educators.

Values

- Leadership
- Diversity
- Professionalism
- Collaboration
- Life-long Learning

Vision

To be a leader in progressive nursing education.

Program Accreditation

Touro University California is located in Vallejo, California and is a branch campus of Touro College, New York. Touro University California is accredited by the Western Association of Schools and Colleges (WASC). The School of Nursing (SON) MSN program is accredited by the Commission on Collegiate Nursing Education and is approved by the California Board of Registered Nursing, giving students graduating from the program the ability to apply for Public Health Nurse Certification in the state of California.

The Clinical Nurse Leader Role (CNL)

The American Association of Colleges of Nursing (AACN, 2007) defines the CNL as “...a leader in the health care delivery system, not just the acute care setting but in all settings in which health care is delivered. The implementation of the CNL role, however, will vary across settings. The CNL role is not one of administration or management. The CNL assumes accountability for client care outcomes through the assimilation and application of research-based information to design, implement, and evaluate client plans of care. The CNL is a provider and manager of care at the point of care to individuals and cohorts of clients within a unit or healthcare setting. The CNL designs, implements, and evaluates client care by coordinating, delegating and supervising the care provided by the point of care to individuals and cohorts. The CNL designs, implements, and evaluates client care by coordinating, delegating and supervising the care provided by the health care team, including licensed nurses, technicians, and other health professionals.”

The CNL role encompasses the following broad areas (AACN, 2013):

Clinician: designer/coordinator/integrator/evaluator of care to individuals, families, groups, communities, and populations; able to understand the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments. The CNL provides care at the point of care to individuals across the lifespan with particular emphasis on health promotion and risk reduction services.

Outcomes Manager: synthesize data, information, and knowledge to evaluate and achieve optimal client outcomes.

Client Advocate: adept at ensuring that clients, families, and communities are well-informed and included in care planning and is an informed leader for improving care. The CNL also serves as an advocate for the profession and the interdisciplinary health care team.

Educator: uses appropriate principles and strategies as well as current information, materials, and technologies to teach clients, groups, and other health care professionals under their supervision.

Information Manager: able to use information systems and technology that put knowledge at the point of care to improve health care outcomes.

Systems Analyst/Risk Anticipator: able to participate in systems review to improve quality of client care delivery and at the individual level to critically evaluate and anticipate risks to client safety with the aim of preventing medical errors.

Team Manager: able to properly delegate and manage the nursing team resources (human and fiscal) and serve as a leader and partner in the interdisciplinary health care team.

Member of a Profession: accountable for the ongoing acquisition of knowledge and skills to effect change in health care practice and outcomes and in the profession.

Lifelong Learner: recognizes the need for and actively pursues new knowledge and skills as one's role and needs of the health care system evolves.

The roles of the CNL include:

- Leadership in the care of the sick in and across all environments
- Design and provision of health promotion and risk reduction services for diverse populations
- Provision of evidence-based practice
- Population-appropriate health care to individuals, clinical groups/units, and communities
- Clinical decision-making
- Design and implementation of plans of care
- Risk anticipation
- Participation in identification and collection of care outcomes
- Accountability for evaluation and improvement of point-of-care outcomes
- Mass customization of care
- Client and community advocacy
- Delegation and oversight of care delivery and outcomes
- Team management and collaboration with other health professional team members
- Development and leveraging of human, environmental, and material resources
- Management and use of client-care and information technology
- Lateral integration of care for a specified group of patients

(American Association of Colleges of Nursing, 2007, p. 10-11)

Student Learning Outcomes:

At the end of this program the graduate of the program will demonstrate

1. Synthesizes knowledge from nursing and other academic disciplines (bio/psychosocial, computer science, genetics, communication, public health, ethics, and lifespan development) to continually improve the delivery of nursing care for diverse populations across complex health care environments.
2. Analyzes organizational and systems leadership skills to promote high quality and safe health care.
3. Designs, implements, and disseminates a quality/safety improvement project within a health care system to improve health care outcomes.
4. Integrates translational research concepts and evidence in increasingly complex and diverse practice settings to improve healthcare outcomes.

5. Integrates data from nursing, computer, and communication and information science to coordinate and improve health care outcomes.
6. Analyzes health care policy and advocates at the systems level through the policy development process to improve health and health care.
7. Implements relationship-centered leadership to build and sustain collaborative, inter-professional teams to coordinate care delivery.
8. Integrates health promotion/risk reduction and population health concepts in the design and delivery of health care.
9. Demonstrates advanced depth and breadth of nursing and related sciences, and integrates this knowledge into practice.

Curriculum

The CNL program is designed in an accelerated and hybrid format to provide students the opportunity to demonstrate achievement of the CNL Competencies as delineated in the *AACN Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice* (2013). The courses cover topics of: leadership, ethics, evaluation research, professional communication, resource and outcomes management, health policy and education, and population health.

All students complete a minimum of 400 clinical hours with the majority (310) in the final semester of the program. Students complete a quality improvement project during their final semester and display the project in a formal class poster presentation. Students must also complete a scholarly paper of the quality improvement project. Experiences within the precepted clinical immersion are facilitated by the preceptor and it is the student's responsibility to seek out the preceptor for guidance.

The clinical experience may take place in the same agency where a student is employed if approved by the health care agency. Hours spent during paid working hours are not counted toward the CNL immersion practice hours. The clinical hours may be completed, "...completed in one setting or in several settings with different preceptors depending upon the needs of the student" (AACN, 2013).

Students that enter the program with an Associate Degree in nursing complete the transition semester prior to entering the Master's portion of the program. The transition semester includes the *Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008) and the Public Health Nurse requirements for the PHN Certification in California. Those students with Bachelor's Degrees in Nursing enter the program in the first semester of the Master's portion of the program.

At the successful completion of the program, students are eligible to sit for the examination for National Certification as a Clinical Nurse Leader.

COURSE OF STUDY
ADN and BSN to MSN Program

Course #	ADN to MSN		BSN to MSN	
	Fall Semester	Units		Units
NRSC 601 NRSC 602 NRSC 603	Transition to Graduate Education Community Health Nursing Community Health Nursing Clinical (90 hours for PHN certification)	8 3 2		
	Session 1 Spring Semester		Session 1 Spring Semester	
NRSC 604 NRSC 607 NRSC 608	Advanced Physical Assessment Advanced Pharmacology Advanced Pathophysiology	3 3 3	Advanced Physical Assessment Advanced Pharmacology * Advanced Pathophysiology	3 3 3
	Session 2 Spring Semester		Session 2 Spring Semester	
NRSC 605 NRSC 606 NRSC 609	Leadership in Health Care Systems CNL Role: Leadership (45 hours) Evidence Based Practice & Informatics	2 1 2	Leadership in Health Care Systems CNL Role: Leadership (45 hours) Evidence Based Practice & Informatics	2 1 2
	Session 3 Summer Semester		Session 3 Spring Semester	
NRSC 610 NRSC 611 NRSC 612	Health Care Policy and Ethics Resource Management in Health Care CNL Role: Care management (45 hours)	3 2 1	Health Care Policy and Ethics Resource Management in Health Care CNL Role: Care Management (45 hours)	3 2 1
	Session 4 Fall Semester		Session 4 Fall Semester	
NRSC 613 NRSC 614 NRSC 615	Health Promotion Risk Reduction Epidemiology/Population Statistics CNL Role: Education & Outcomes Improvement (90 hours)	3 2 2	Health Promotion Risk Reduction Epidemiology/Population Statistics CNL Role: Education & Outcomes Improvement (90 hours)	3 2 2
	Session 5 Fall Semester		Session 5 Fall Semester	
NRSC 616 NRSC 617	CNL Role Synthesis CNL Immersion (220 Hours)	3 3	CNL Role Synthesis CNL Immersion (220 hours)	3 3
	Total Units	46	Total Units	33

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Course Descriptions

***ADN to MSN (46 Units)**

BSN to MSN Course of Study (33 units)

***Transition to CNL Graduate Education (8 units):** Introduction to graduate nursing education builds on the foundational degree knowledge and experience. Integrative learning strategies focus on the baccalaureate essentials, knowledge, and competencies in the areas of: ethics, evidence-based practice, genetics and genomics, information management, leadership in health care, theory, professionalism, and writing in the discipline.

***Community Health Nursing (3 units):** Explores the role of the community health nurse presented within a public health framework; emphasizing the concept of community as client. Presents nursing interventions related to groups and aggregates identified as high risk for the development of health problems.

***Community Health Nursing Clinical (2 units):** Clinical learning experiences provided across community-based settings with emphases on community assessment and providing interventions designed to prevent and/or reduce risk of disease and injury and promote health and wellness of diverse populations across the lifespan.

Advanced Physical Assessment (3 units): Focuses on health and wellness and associated anatomical dimensions, including health within the context of disability; assessment criteria and techniques are examined and developed.

Advanced Pharmacology (3 units): Conceptual and systematic study of pharmacodynamics, pharmacokinetics, pharmacoeconomics and therapeutic implications for healthcare practitioners.

Advanced Pathophysiology (3 units): Explores the cellular mechanisms by which disease occurs, the body's response to the disease process, and the effects of the disease process and genetics on normal function.

Leadership in Health Care Systems (2 units): Explores the CNL role in creating and sustaining cultures of quality and safety in complex health care delivery systems; utilizing theories of change and intra and inter-professional communication and teamwork.

Evidence Based Practice & Informatics (2 units): Explores nursing research and information management as the foundation for clinical and organizational decision making and the improvement of outcomes in health care.

Epidemiology/Population Statistics (2 units): Overview of population-based public and institutional health including epidemiological concepts and applications, descriptive epidemiology, and measurements of morbidity and mortality.

Health Care Policy and Ethics (3 units): Examines issues of health policy, financing, and the organization and delivery of health services at the local, national, and global levels.

Health Promotion, Risk Reduction, and Disease Prevention and Management (3 units): Examines advanced health promotion, disease reduction, prevention, and management with a focus on risk assessment, health literacy, and health education to improve care outcomes.

Resource Management in Health Care (3 units): Overview of health care finance and management of human, financial and community resources to ensure quality, cost-effective and optimal outcomes of nursing care.

CNL Role Synthesis (3) Integrates principles of graduate education, CNL role development, and direct care experiences to design, implement, evaluate, and disseminate an outcome-based model of health care improvement; reflective of the CNL role in complex health care systems.

The role of the CNL is actualized through the following clinical experiences that provide the opportunity for students to observe, participate, and evaluate the role of the CNL at the microsystems level; providing a framework to facilitate optimal outcomes within the health care delivery system.

CNL Role Development in Leadership (1 unit-45 hours):

CNL Role Development in Management of Care (1 unit-45 hours):

CNL Role Development in Education and Improving Outcomes (2 units-90 hours):

CNL Immersion (3 units-220 hours):

Preceptor Role

The preceptor's role is to facilitate the Clinical Nurse Leader (CNL) student's achievement of the end of program competencies. The preceptor should have a clear understanding of the CNL role functions delineated in the AACN (2007) *White Paper on the Education and Role of the Clinical Nurse Leader*. Though several individuals or preceptors may be identified to provide the breadth of clinical experiences necessary for the students to attain the expected competencies, one individual should be designated as the preceptor of record. The preceptor must be able to guide the students toward clinical practicum experiences that will assist them to meet their learning goals and course objectives and enable them to reach optimum effectiveness in their practice.

Preceptors need not be in a position that utilizes all the aspects of CNL practice; however, they should be in a position to facilitate the student's ability to learn and practice in the CNL role. The preceptor should be knowledgeable about the health care system in which they operate and be able to arrange appropriate experiences for the student. For example, the preceptor should be able to arrange for the students to work with information technology system personnel to learn about clinical data collection and management - and should have the support of nursing and other administrative personnel to do this.

Preceptor Requirements

Preceptors shall be Clinical Nurse Leaders, staff development educators, or nursing leaders with a minimum of a Master's degree.

Preceptors shall:

- Review the student resume and specific learning objectives.
- Orient the student to the agency's procedures and policies.
- Meet with the student at the beginning of each semester and regularly during the semester to discuss the clinical experiences and review learning objectives.
- Meet with faculty advisor and/or student to review student progress in each clinical course.
- Review the course objectives and the student's personal goals for the clinical and assist student in modifying in accordance with available agency resources.
- Collaborate with the student to facilitate 400 hours of clinical experience that align with the organization's mission and are supportive of the student's goals in meeting the competencies for the CNL.
- Facilitate student access to the available resources to meet the learning, course, and certification requirements.
- Serve as a role model and mentor in the CNL educational process.
- Provide regular feedback to the student regarding his/her performance.
- Facilitate an understanding of how the role of the CNL differs and/or overlaps with other professionals and leaders in the setting.
- Contact the student's faculty advisor for any concerns (as soon as an issue surfaces).
- Complete the final clinical evaluation of the student's performance and return it to course faculty at the end the program.
- Submit a current CV to the student to share with the School of Nursing faculty.

SON Faculty Requirements:

- Facilitate student placement with director of education/designee.
- Conduct initial meeting with preceptor and student in person, to initiate the practice-academic relationship.
- Maintain ongoing contact with preceptor regarding student performance and progress in the course.
- Approve clinical activities, such as the CNL project.
- Evaluate student clinical activities, such as the journal, portfolio, and data analysis.
- Review and comment on the student's reflective journaling via Blackboard.
- Consider a written evaluation of the student by the preceptor in awarding a grade for the course.

Student Requirements:

The CNL student will:

- Represent the nursing profession and TUC School of Nursing in a professional manner at all times.
- Wear TUC identification and TUCSON lab coat when in the clinical site.
- Dress in a professional manner consistent with clinical facility guidelines.
- Maintain appropriate confidentiality regarding organizational proprietary information outside the realm of the clinical.
- Complete all required health/background checks requirements
- Complete preclinical requirements as mandated by the facility prior to starting clinical hours.
- Discuss course objectives and goals for the clinical with the preceptor prior to beginning the clinical.
- Negotiate details of course project with the preceptor and submit to course faculty for approval.
- Work in a mentored relationship with the preceptor with regard to achieving course objectives and student goals for the clinical.
- Maintain open communication with the preceptor and faculty.
- Assume accountability for own learning activities.
- Demonstrate accountability for own nursing actions while in the clinical setting including attendance as agreed upon with preceptor.
- Contact faculty by telephone or email with concerns and for any unexpected clinical outcomes.
- Develop expanded knowledge and skills in the defined area of the nursing clinical.
- Use problem solving and critical thinking to adapt scientific knowledge to the clinical area.
- Complete self-evaluation.
- Adhere to agency policies and procedures.
- Develop and maintain collaborative professional relationships with clients, preceptor, agency personnel, and other health care professionals.
- Provide copy of clinical course syllabi and assignments to preceptor each semester.
- Complete clinical course requirements.
- Participate in the evaluation of the course.

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Clinical Nurse Leader Preceptor Agreement

Student: _____ Date: _____

Agency: _____ Unit: _____

Preceptor Name: _____ Title: _____

Preceptor Contact Information: _____

The purpose of the clinical experience is to provide the Clinical Nurse Leader (CNL) student with the opportunity to function within a precepted experience in a clinical setting to actualize the role of the CNL. The clinical experience involves a minimum of 400 documented hours in which the student will focus on implementing the CNL role in the selected clinical environment. During the clinical experience, the student will not fill gaps in staffing patterns. The experience will be guided by the AACN *Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice* (2013).

Student Signature

Date

Preceptor Signature

Date

TUC SON Faculty Signature

Date

Agency where student is conducting CNL hours **if different** from preceptor's:

TUCSON/Agency Contract expiration date: _____

**Touro University California School of Nursing
Clinical Nurse Leader
Student Evaluation of Preceptor**

Preceptor: _____ Site: _____

Student: _____ Date: _____

Please select ratings according to the following scale:

5 = Always 4 = Frequently 3 = Occasionally 2 = Rarely 1 = Never 0 = N/A

Quality	5	4	3	2	1	0	Comments
Available to student.							
Demonstrates understanding of CNL role.							
Utilizes student's strengths and Knowledge.							
Serves as a positive role model.							
Demonstrates effective rapport with student.							
Encourages student to assume increasing responsibility during clinical experience.							
Assists student in identifying goals and needs for experience.							
Provides immediate and insightful feedback.							
Offers constructive comments related to CNL practice.							
Encourages questions.							
Discusses alternative strategies for solving problems.							
Communicates clinical and didactic knowledge effectively.							

Preceptor Evaluation Continued							
Quality	5	4	3	2	1	0	Comments
Utilizes other members of the facility to broaden learning experiences.							
Suggests and provides additional learning experiences.							
Provides alternative experiences when appropriate.							
Encourages critical thinking and clinical reasoning.							
Communicates with university faculty.							
Familiar with the agency.							
Recommend this preceptor to future students.							

Comments:

Student Signature

Date

Touro University California
School of Nursing
Clinical Nurse Leader

Preceptor Evaluation of Student

Student: _____

Preceptor: _____

Date: _____

5 = Always 4 = Frequently 3 = Occasionally 2 = Rarely 1 = Never 0 = N/A

Activities of CNL Practice	1	2	3	4	5	Comment
Demonstrates clinical leadership.						
Measures client care outcomes.						
Utilizes and/or prepares practice guidelines.						
Maintains currency in professional practice.						
Coordinates care for a group of patients.						
Leads nurses and other members of the multidisciplinary teams in practice settings.						
Assesses readiness for change.						
Utilizes systems review to improve quality of client care delivery.						
Uses information systems and standardized language.						
Demonstrates fiscal stewardship.						
Integrates concepts of social justice in the planning of care.						
Incorporates varied technologies to evaluate patient care.						

Demonstrates appropriate delegation of care.						
Demonstrates effective interpersonal, interprofessional and group communication skills.						
Considers ethical implications in the delivery of care.						
Integrates evidence-based practice concepts in quality and safety improvement.						
Utilizes lateral integration of care to facilitate optimal care outcomes.						
Employs teaching/learning strategies to facilitate health promotion/risk reduction.						
Exhibits professionalism: behavior, attitude, accountability, and dress.						

Additional Comments:

Preceptor Signature

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School of Nursing
Clinical Nurse Leader

Student Evaluation of the Clinical Agency

Date: _____

Student: _____

Please complete a score for each of the items below:

Item	Strongly Agree	Agree	Disagree	Strongly Disagree
Orientation was adequate and effective.				
Supportive learning environment.				
Able to meet learning objectives.				
Resources available for meeting objectives.				
Recommend agency in the future.				

Comments:

References

- American Association of Colleges of Nursing (2007). *White Paper on the Education and Role of the Clinical Nurse Leader*. Washington DC: Author
- American Association of Colleges of Nursing (2008). *Essentials of Baccalaureate Education for Professional Nursing Practice*. Washington, DC: Author
- American Association of Colleges of Nursing (2011). *The Essentials of Master's Education in Nursing*. Washington, DC: Author
- American Association of Colleges of Nursing (2013). *Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice*. Washington, DC: Author

APPENDIX A: CNL Clinical Experiences/Competencies

**Touro University California School of Nursing
CNL Competencies - Student Evaluation**

Student:

Date:

Preceptor:

Agency

This form delineates the competencies expected of every graduate of a CNL master's degree education program. A minimum set of clinical experiences required to attain the end-of-program competencies are included. **Describe the activities you completed through the 400 clinical hours.**

Graduate Level Curriculum Elements	CNL Role Function	CNL Role Expectations	End of Program Competencies	Required Clinical Experiences
<p style="text-align: center;">Nursing Leadership</p>	<p style="text-align: center;">Advocate</p>	<ul style="list-style-type: none"> • Keeps clients well informed • Includes clients in care planning • Advocates for the profession • Works with interdisciplinary team • Strives to achieve social justice in the microsystem 	<p>Effects change through advocacy for the profession, interdisciplinary health care team, and the client.</p> <p>Communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.</p>	<p>Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and client-centered care.</p> <ul style="list-style-type: none"> • Communicate within a conflict milieu with nurses and other health care professionals who provide care to the same clients in that setting and in other settings. • Review and evaluate patient care guidelines/protocols and implement a guideline to address an identified patient care issue like pain management or readiness for discharge; follow-up to evaluate the impact on the issue. • Discover, disseminate and apply evidence for practice and for changing practice. •

				<p>Participate in development of or change in policy within the health care organization.</p> <ul style="list-style-type: none"> Identify potential equity and justice issues within the health care setting related to client care. Present to appointed/elected officials regarding a health care issue with a proposal for change Analyze the care of a patient cohort and the care environment in light of ANA Nursing Standards of Care and the Code of Ethics. Analyze interdisciplinary patterns of communication and chain of command both internal and external to the unit that impact care.
Nursing Leadership	Member of a Profession	<p>Effects change in health care practice</p> <p>Effects change in health outcomes</p> <p>Effects change in the profession</p>	Actively pursues new knowledge and skills as the CNL role, needs of clients, and the health care system evolve.	<p>Develop a life-long learning plan for self.</p> <ul style="list-style-type: none"> Speak at a public engagement to a public forum. Participate in a professional organization/or agency wide committee.

<p>Care Environment Management</p>	<p>Team Manager</p>	<p>Properly delegates and manages</p> <ul style="list-style-type: none"> • Uses team resources effectively • Serves as leader/partner on interdisciplinary team 	<p>Properly delegates and utilizes the nursing team resources (human and fiscal) and serves as a leader and partner in the interdisciplinary health care team.</p> <p>Identifies clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality, and the degree to which they are client-centered.</p>	<p>Design, coordinate, & evaluate plans of care for a cohort of patients incorporating patient/family input and team member input.</p> <ul style="list-style-type: none"> • Monitor/delegate care in the patient care setting. • Present to the multidisciplinary team a cost saving idea that improves patient care outcomes and improves efficiency. • Conduct a multidisciplinary team meeting; incorporate client and/or family as part of the team meeting.
<p>Care Environment Management</p>	<p>Information Manager</p>	<p>Uses information systems/ technologies</p> <p>Improves health care outcomes</p>	<p>Uses information systems and technology at the point of care to improve health care outcomes.</p>	<p>Using patient information system data, design and implement a plan of care for a cohort of patients.</p> <ul style="list-style-type: none"> • Use aggregate data sets to prepare reports and justify needs for select care improvements. • Evaluate the impact of new technologies on nursing staff, patients and families. •
<p>Care Environment Management</p>	<p>Systems Analyst/Risk Anticipator</p>	<p>Participates in system reviews</p> <p>Evaluates/anticipates client</p>	<p>Participates in systems review to critically evaluate</p>	<p>Participate in establishing and reviewing interdisciplinary patient care plans with team.</p>

		risks to improve patient safety	and anticipate risks to client safety to improve quality of client care delivery.	<ul style="list-style-type: none"> • Apply evidence-based practice as basis for client care decisions. • Conduct a microsystem analysis by: <ul style="list-style-type: none"> •Identifying a clinical issue with a focus on a population. •Conducting a trend analysis of incident reports •Evaluating a sentinel event and conducting a root cause analysis (RCA) • Incorporating analysis of outcome data •Analyzing barriers and facilitators within the organization related to the identified issue •Writing an action plan related to the analysis •Presenting/disseminating to appropriate audience. • Work with quality improvement team and engage in designing and implementing a process for improving patient safety.
Clinical Outcomes Management	Clinician	<ul style="list-style-type: none"> •Designs/coordinates/evaluates care • Delivers care in a timely, cost effective manner • Emphasizes health promotion/risk reduction 	Assumes accountability for healthcare outcomes for a specific group of clients within a unit or setting recognizing the influence of the meso- and	<ul style="list-style-type: none"> • Plan and delegate care for clients with multiple chronic health problems, identify nursing interventions to impact outcomes of care. • Using an existing database, evaluate aggregate care outcomes for a designated microsystem with focus on

			<p>macrosystems on the microsystem.</p> <p>Assimilates and applies research-based information to design, implement and evaluate client plans of care.</p>	<p>specific nursing interventions.</p> <ul style="list-style-type: none"> • Contribute to interdisciplinary plans of care based on best practice guidelines and evidence-based practice.
Clinical Outcomes Management	Outcomes Manager	<ul style="list-style-type: none"> • Uses data to change practice and improve outcomes. • Achieves optimal client outcomes 	<p>Synthesizes data, information and knowledge to evaluate and achieve optimal client and care environment outcomes.</p>	<p>Coordinate care for a group of patients based on desired outcomes consistent with evidence-based guidelines and quality care standards.</p> <ul style="list-style-type: none"> • Revise patient care based on analysis of outcomes and evidence-based knowledge. • Analyze unit resources and set priorities for maximizing outcomes. • Conduct a patient care team research review seminar.
Clinical Outcomes Management	Educator	<ul style="list-style-type: none"> • Uses teaching/learning principles/strategies • Uses current information/materials/techniques • Facilitates clients learning, anticipating their health trajectory needs. • Facilitates client care using evidence-based resources. 	<p>Uses appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of clients, groups and other health care</p>	<p>Present a seminar or case study at a grand rounds or team meeting.</p> <ul style="list-style-type: none"> • Conduct health education of individual patient or cohort based on risk profile. • Create or review an education module directed at patients and staff; develop a self-management guide for patients and families. •

		<ul style="list-style-type: none"> • Facilitates group & other health professions' learning and professional development 	professionals.	<p>Develop and implement a professional development session for other professional nursing and ancillary staff.</p> <ul style="list-style-type: none"> • Develop a health education plan for a unit-specific issue common to multiple clients. • Implement & evaluate the health education plan, evaluating the role of the team, the teaching learning methods used, the client interactions, the expected & actual outcomes, including health status changes
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APPENDIX B: Quality Improvement Project

The Capstone Assignment is a Quality Improvement Project and includes a scholarly paper and poster presentation of the intervention and the results.

Paper Organization: Utilize the assignment titles as headings to construct the final paper. The paper should be no more than 10 pages and free of spelling, grammar, and punctuation errors and **must** be formatted in APA with a cover sheet, running head, and appropriate margins, font, citations and reference list.

Introduction (page limit 1.5)

1. Background
 - A. Microsystem assessment
 - a. Prevalence of the problem
 - b. Stakeholders
 - c. Root Cause Analysis/Ishikawa Diagram
 - B. Impact of problem to nursing
 - a. Patient care/outcomes
 - b. Policy
 - C. Definitions
 - a. PICO Question/Problem Statement
 - D. Specific Aims

Literature Review (Roush, 2015, p.19)

- A. Synthesis of selected articles from EBP table (minimum 5 articles)
- B. Summarize the relevant finding of current literature

Methodology (Roush, 2015, p. 37) (page limit 1.5)

- A. Design of Study
 - a. Quantitative vs Qualitative
 - b. Setting
 - c. Sample (size, who, recruitment)
 - d. Tools used
 - e. Consent (copy of consent in appendix)
 - f. Data collection
 - g. Data analysis

Results (Roush, 2015, p. 69) (page limit 1)

- A. Preliminary analysis of data
 - a. Response rates
 - b. Sample size/demographics
 - c. Findings (descriptive analysis/statistical)
 - d. Project evaluation and outcomes

Discussion (Roush, 2015, p. 87)

- A. Review of the problem
- B. Discuss the sample
- C. What do your results mean?
- D. Discuss bias, generalization, reliability, validity
- E. Impact of results to nursing
- F. Patient care/outcomes
- G. Policy
- H. Finance

Conclusion (Roush, 2015, p. 101)

Abstract (Written after all chapters completed) Single spaced, 120-250 words maximum

- A. Reflection
 - a. QI question
 - b. Participants
 - c. Methodology
 - d. General results
 - e. Implications of the project
 - f. Finance

Poster Presentation: See following page for layout template. Posters should be professionally formatted, 36"by 48". See the next page for general poster outline or download a PowerPoint template at the following URL: <http://www.posterpresentations.com> or www.makesigns.com

APPENDIX C: End of Program Checklist

Item	Completed
1. QI Project Paper	
2. QI Project Poster	
3. CNL Competency Form	
4. Student Evaluation of Preceptor	
5. Preceptor Evaluation of Student	
6. Student Evaluation of Agency	
7. Course and Faculty Surveys (link will be sent)	
8. SON Exit Survey (link will be sent)	
9. CNL Hour Verification Form	
10. Turn In "End of Semester Student Checklist" Form to Faculty Advisor	

Appendix D: Picot Question Form

INTERVENTION

In _____ (P), how does _____ (I) compared to _____ (C) affect _____ (O) within _____ (T)?

THERAPY

In _____ (P), what is the effect of _____ (I) compared to _____ (C) on _____ (O) within _____ (T)?

PROGNOSIS/PREDICTION

In _____ (P), how does _____ (I) compared to _____ (C) influence _____ (O) over _____ (T)?

DIAGNOSIS OR DIAGNOSTIC TEST

In _____ (P) are/is _____ (I) compared with _____ (C) more accurate in diagnosing _____ (O)?

ETIOLOGY

Are _____ (P), who have _____ (I) compared with those without _____ (C) at _____ risk for/of _____ (O) over _____ (T)?

MEANING

How do _____ (P) with _____ (I) perceive _____ (O) during _____ (T)?

APPENDIX E: Project Proposal Form

Touro University California, School of Nursing

(Submit via Dropbox)

Student Name:
E-mail:
Phone:
Faculty Advisor
Anticipated Start Date:

A. Project Title:

B. Summarize the project's purpose, design, and procedures. There must be enough detail to give the reader an accurate and thorough understanding of the overall project.

C. Project Details

1. Where will this project take place? [specify agency and unit(s)]
2. Who will participate in this project?
 - a. How many people will participate?
 - b. List inclusion criteria.
3. Will you use inducements? YES NO
 - a. If "Yes", what inducements will be used?
4. How will participants be recruited? (Attach copies of flyers, letters, posters, or emails that will be used.)

C. Informed Consent

1. Will informed consent be obtained from the participants? YES NO
- a. If “Yes” you must attach a copy of the consent (see instructions for examples).
2. How will the participant’s rights to privacy and safety be protected?

D. Evaluation of Project

1. Describe the content of any tests, questionnaires, interviews, etc. Attach copies of the questions.
2. Is there risk of harm or discomfort? YES NO
- a. If “YES” please explain.

E. Equipment

1. Will there be any equipment, instruments, or drugs used in this project? YES NO
- a. If “YES” please describe
- b. If “YES” is there risk of discomfort or harm involved in the use of the equipment or drugs?

F. Taking all aspects of this project into consideration, what is the level of risk (physical, environmental, emotional, social) to the agency and/or the individual participants? Refer to the descriptions of the levels of risk in the instructions.

- Exempt
- No Risk
- Minimal Risk

Signature of Student

Date

Signature of Faculty Sponsor

Date