Certificate Assessment Plan: Post-Master's Clinical Nurse Leader (CNL)

University of Florida

College of Nursing

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College of Nursing
2012-13 Certificate Assessment Plan

A. Rationale

The Post-Master's Certificate for the clinical nurse leader is for the student who already has earned a Master's Degree in Nursing with preparation for practice in an advanced specialty and who would like to pursue the role of the clinical nurse leader. A Graduate Council approved concentration already exists in this area for a MSN degree. The difference between the concentration and the proposed professional certificate is that students in the Post-Master's Certificate program have already earned a Master's Degree in Nursing in another area of advanced practice area.

B. Mission

This certificate aligns with the College Vision Statement which includes "preparing nurses for leadership as clinicians who improve the health of individuals, families, and communities." It supports the University Mission which includes the education of "students so they are prepared to make significant contributions" that "address the needs of our societies." In keeping with the goals of The Florida Board of Governors Strategic Plan, this program address critical healthcare workforce needs for Florida.

C. Student Learning Outcomes (SLOs)

Knowledge:

1. A graduate with a Post-Master's Certificate will demonstrate a comprehensive, in-depth knowledge base for lifelong learning and professional development.

Skills:

2. A graduate with a Post-Master's Certificate will demonstrate clinical competence as an advanced practice nurse in the focus area of study.

Professional Behavior:

3. A graduate with a Post-Master's Certificate demonstrates competence in professional behavior as an advanced practice nurse in the focus area of study.

D. Assessment Timeline for Certificates

All certificates will use this timeline to map their assessments.

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Certificate Assessment Plan

SLOs	Assessment 1
#1	Pass-rates on national certification examination >80% annually.
#2	Satisfactory ratings on clinical course evaluations completed by faculty supervisors per semester (see attached clinical evaluation tool).
#3	Satisfactory ratings on clinical course evaluations completed by faculty supervisors per semester (see attached clinical evaluation tool).

E. Assessment Cycle Chart for Certificates

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Analysis and Interpretation: SLO #1 after completion of program; SLO #2 & SLO #3 at the end of each semester of enrollment in clinical courses.

Improvement Actions: SLO #1 within 6 months of program completion; SLO #2 & SLO #3 at the end of the semester following completion of each clinical course.

Dissemination: SLO #1 within 2 years of completion of program; SLO #2 & SLO #3 within 1 year of completion of program.

SLOs Year	12-13	13-14	14-15	15-16
#1		X	X	X
#2	X	X	X	X
#3	X	X	X	X

F. Methods and Procedures

SLO #1: Graduates sit for the national certification examination starting 1 month – 6 weeks after program completion. Results are received and analyzed by June each year for previous calendar year graduates. (e.g. December 2013 graduates will take the exam starting in January/February 2014 and results will be analyzed by June 2014.) The College Academic Affairs Committee recommends programmatic changes to the College faculty, as appropriate, for implementation in spring term of the following year.

SLO #2 and SLO #3: Clinical course evaluation tools are used to evaluate student achievement of clinical competencies and competence in professional behavior at the end of each semester in which students are enrolled in clinical courses. Results for each cohort are analyzed during the following semester. Course faculty members consider changes in teaching methods, learning activities, and/or evaluation methods. Recommendations for improvements that require changes in course syllabi are made to the College Academic Affairs Committee and are approved by the College faculty prior to the semester in which the course is taught in the following year.

G. Assessment Oversight

See page 5 of the "Certificate Assessment Plan" instructions. Add additional rows as needed.

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Clinical Evaluation Form
University of Florida
College of Nursing
Master of Science in Nursing
NGR 6773: Clinical Nurse Leader Residency/Internship

Student _____
Faculty _____
Preceptor _____
Semester _____

Evaluation: A student must receive a rating of satisfactory performance in each of the categories by completion of the semester in order to receive a passing grade for the course. A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade (u).	Progression Date:___ _____ Initial: _ _____	Final Date: __ _____ Initial: _ _____

Program/Course Objectives:	Areas of Evaluation:	S	U	S	U
1. Utilize theories from nursing sciences and arts to develop a comprehensive and holistic approach to nursing care.	• Plans and delegates care for clients with multiple chronic health problems • Identifies nursing interventions to impact outcomes of care • Using an existing database, evaluates aggregate care outcomes for a designated micro-system, focusing on specific nursing interventions • Applies evidence based practice as the basis for client care decisions				

2. Critique and apply research findings to provide quality health care, initiate change, and improve nursing practice	• Coordinates care for a client cohort based on desired outcomes consistent with evidence based guidelines and quality care standards
	• Analyzes unit resources and sets priorities for maximizing outcomes
	• Conducts patient care team research review seminar
	• Reviews and evaluates patient care guidelines/protocols and implements a guideline to address an identified patient care issue like pain management or readiness for discharge, and resolves the issue.
	• Conducts a multi-system analysis by:
	  o Identifying a clinical issue with a population focus
	  o Conducts a trend analysis of incident reports
	  o Evaluates a sentinel event and conducts a root cause analysis
	  o Incorporates analysis of outcome data
	  o Analyzes barriers and facilitators within the organization related to the identified issue
	  o Writes an action plan related to the analysis
	  o Presents/disseminates to appropriate audiences
	• Works with quality improvement teams and engages in designing and implementing a process for improving patient safety
	• Discovers, disseminates and applies evidence for practice and for changing practice
	• Contributes to interdisciplinary plans of care based on best practice guidelines and evidence based practice.
	• Revises patient care based on analysis of outcomes and evidence based knowledge				

Program/Course Objectives:	Areas of Evaluation:	S	U	S	U
3. Utilize theories and principles of health care policy, organization and finance to manage fiscal, human, and physical resources	■ Participates in development of or change in policy within the health care organization ■ Presents health care issues to appointed officials with a proposal for change ■ Identifies clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and client-centered care				
4. Critically and accurately assess, plan, intervene, and evaluate health experiences (including wellness and illness) of individuals, families, and communities.	■ Uses patient information system data to design and implement a plan of care for a cohort of patients ■ Uses aggregate data sets to prepare reports and justify needs for select care improvements ■ Evaluates the impact of new technologies on nursing staff, patients and families				
5. Apply knowledge of cultural diversity and global perspectives in delivering health care	■ Designs, coordinates, & evaluates plans of care for a cohort of patients incorporating patient/family input and team member input ■ Conducts multidisciplinary team meetings; incorporates client and/or family as part of the team meeting ■ Identifies potential equity and justice issues within the health care setting related to client care ■ Presents a seminars or case study at grand rounds or team meetings ■ Conduct health education of individual client or cohort based on risk profile ■ Develops health education plans for a unit-specific issue common to multiple clients ■ Implements & evaluates 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				
6. Utilize legal and ethical principles to guide decision-making in an advanced nursing practice role.	■ Analyzes the care of a patient cohort and the care environment in light of ANA Nursing Standards of Care and the Code of Ethics				

Program/Course Objectives:	Areas of Evaluation:	S	U	S	U
7. Utilize communication and interpersonal skills to facilitate collaborative relationships with clients and the health care team.	▪ Monitors/ delegates care in the patient care setting ▪ Conducts multidisciplinary team meetings; incorporates client and/or family as part of the team meeting. ▪ Participates in establishing and reviewing patient care plans with interdisciplinary team ▪ Communicates 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 ▪ Analyze interdisciplinary patterns of communication and chains of command, both internal and external to the unit, that impact care.				
8. Develop an ethical framework to guide one's advanced nursing role and foster one's leadership and growth within the nursing profession.	▪ Develops a lifelong learning plan ▪ Speaks at a public engagement to a public forum ▪ Participates in a professional organization/or agency wide committee				
9. Function at a beginning level in the Clinical Nurse Leader role.	▪ Models self-directed learning ▪ Validates practice with clients and health care team ▪ Recognizes own limitations in the CNL role ▪ Evaluates effectiveness of the CNL role ▪ Articulates the belief and values of advanced nursing practice ▪ Articulates clinical or professional issues ▪ Participates in professional nursing and CNL organizations				

Midterm Comments:

Signatures:

    Preceptor _____   Date _____

    Faculty _____

    Student _____

Final Comments:

Signatures:
                                                                  Dates of faculty observed clinical practice

    Preceptor _____   Date _____   _____

    Faculty _____   _____

    Student _____

                                     Final Grade _____   _____

Approved: Academic Affairs 5/99

Revised: 8/01