

# **Proposal For a Masters Track In Clinical Nurse Leadership**

**College of Health Professions  
McAuley School of Nursing**

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**Prepared by**

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## **The CNL Planning Committee**

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## **Proposal for Masters Track in Clinical Nurse Leadership**

### **A. Summary**

This master's degree option will expand and enhance the Masters of Science in Nursing program of the McAuley School of Nursing (MSON) graduate program through the addition of a track that includes a focus on the clinical nurse leader role. Courses in the Clinical Nurse Leadership track build on courses currently offered in the Health Systems Management program and the master's core curriculum. The expansion of the McAuley School of Nursing graduate program through this interdisciplinary collaborative model will respond to the current nursing leadership shortages identified by health systems administrators in the Detroit area and in the state of Michigan, and is supported nationally by the American Association of Colleges of Nursing (AACN). Clinical Nurse Leadership programs can only be developed through partnerships between a university and health care systems. This program was initially planned in partnership with the Trinity Health System, the 3<sup>rd</sup> largest Catholic healthcare system in the U.S. As planning progressed, we have been approached by the VA Medical System, Henry Ford Health System, and the Detroit Medical Center for implementation and development of this role within their systems. Courses will be offered using the cohort model that the MSON has successfully implemented with the BSN completion program.

There are three major components of the current MSON masters curriculum: the interdisciplinary core, the clinical outcomes core, and the care environment core courses. The Masters in Clinical Nurse Leadership will follow this same model. Students will complete the established interdisciplinary core courses. Additionally, the clinical nurse leader curriculum will include advanced practice core in the Family Nurse Practitioner program and courses from Health Systems Management to expand on outcomes management, leadership, informatics, and surveillance of the healthcare environment. This will prepare students for the role of Clinical Nurse Leader, a generalist advanced practice role established by the American Association of Colleges of Nursing. This is the first new nursing role in 35 years, developed to address needs for clinical leadership at the bedside with attention to information management, outcomes management, the development of change agents to address needed changes in care delivery models, and expert clinicians to facilitate implementation of evidence based practices to improve patient and organization outcomes. The total option consists of 42 credits and can be completed in seven semesters of part time study (6 credits per semester).

Upon completion of the 42 credit Masters in Clinical Nurse Leadership, students will receive a Masters of Science in Nursing, and will be eligible to sit for the examination for Clinical Nurse Leadership certification through the American Association of Colleges of Nurses (piloted in the fall of 2006). Graduates will meet the objectives of the Master of Science in Nursing:

1. Synthesize theory and knowledge from nursing, related health disciplines, the liberal arts, and sciences as a foundation for advanced nursing practice.
2. Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, populations and systems.
3. Practice advanced nursing reflectively within moral, legal and humanistic frameworks.
4. Demonstrate a commitment to social justice and advocacy for vulnerable populations in the delivery of advanced nursing practice services.
5. Exercise leadership, critical thinking and effective communication skills in the development and implementation of advanced nursing practice services.
6. Integrate professional nursing standards, values, and accountability into role and self-development as an advanced practice nurse.
7. Utilize inter and intra-disciplinary collaboration to facilitate desired health outcomes for clients, populations and systems.
8. Utilize information technology and an evidence-based research approach in the development of nursing knowledge and the design of health care services for clients, populations and systems.
9. Analyze the financial, sociopolitical and organizational forces of the health care environment that impact the advanced nursing practice role.

The McAuley School of Nursing Masters program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Since the new program conforms to our accredited program standards and objectives, and to the national guidelines established by the national professional organization AACN, CCNE requires written notification of the change. Upon approval of this master's program by the University program approval process, the McAuley School of Nursing will notify CCNE of the addition of the track in the graduate program.

## **B. Description of the Program**

### **Program Description (Catalog)**

The Master of Science in Nursing with a major in Clinical Nurse Leadership (CNL) prepares a generalist advanced practice nurse to provide clinical leadership

at the point of service in a variety of practice settings. Built from the core curriculum in other master's degree programs, this generalist advanced practice nurse is differentiated from other advanced practice nurses in their abilities to manage complex clinical cases, scan the practice environment to identify opportunities for process improvement, use of technology and informatics to support quality improvement initiatives and outcomes measurement, and leadership in the delivery of nursing and health care in multiple settings across the health care continuum. The program will assist nurses in developing the knowledge, skills, and abilities needed to provide clinical leadership in all healthcare settings; implement evidence based and outcomes-based practice; initiate quality improvement strategies; and create and manage microsystems of care that will be responsive to the needs of individuals and families. The program is designed to prepare nurse leaders who can address contemporary issues in an evolving healthcare environment that include fragmentation of care, systems inefficiencies, and concerns about continuity of patient care, thereby demonstrating a return on investment for organizations by addressing gaps in care across the continuum. Consistent with the UDM and MSON mission, the program places emphasis on providing services to the medically underserved.

The MSN degree with the CNL major requires 42 credit hours and completion of a clinical immersion project (designed with the health system partner). The MSON is committed to flexibility in the program and therefore offers part-time options for degree completion. The master of science degree in nursing is conferred at the completion of the program requirements. The program is offered through a cohort model where students attend classes at the sites of the health systems partners (in the evening). Courses are web supported, and several courses are available via online delivery. Graduates of the CNL program are eligible to sit for the Clinical Nurse Leader board certification examination offered by the AACN after meeting post-graduation criteria as stipulated by the AACN.

Please see Appendix A for a matrix of course sequence and terms. This Program Plan was constructed based on current offerings of courses within MSON for other Master's Degree options. One new course will be developed to support the clinical immersion project (required by AACN). The clinical immersion project will be developed for each student in partnership with the health systems, the clinical preceptors, and the CNL faculty to ensure meeting the AACN requirements.

The CNL program will be offered as a cohort model, with classroom instruction and clinical immersion projects being completed onsite at our health systems partner locations. This program will follow the current BSN completion model where classroom instruction is delivered onsite at local hospitals (in Detroit and Grand Rapids). Blackboard applications will provide the information technology support to deliver courses online. Courses will be offered in the evenings (so that students can attend class after their work hours). At this time, it is anticipated that courses will be taught face-to-face, but instructional technology including video

conferencing and online delivery may be incorporated to capitalize on existing faculty abilities and to enhance the delivery of program objectives.

The CNL programs respects academic integrity and intellectual merit that is present throughout the MSON offerings by utilizing existing courses that have been approved and accredited by the CCNE.

There are several unique attributes of the Masters in Clinical Nurse Leadership:

- Interdisciplinary partnerships with Health Systems Administration
- Strengthening partnerships between the University and health systems as a requirement to offer the Master's Degree Program
- Program impacts nursing leadership and quality of care beyond the metropolitan Detroit area.
- Program meets an expressed need of potential students and healthcare systems to improve the delivery of care for the future.
- A pool of students identified and supported by Health System partners
- Provides graduates with the opportunity to become board certified after graduation and completion of the clinical immersion project.
- Roles identified by the Health Care System Partners that insure employment upon completion of the program.

It is anticipated that the Clinical Nurse Leader program will not have a negative impact on existing Master's degree programs since the focus of this degree is to prepare generalist practitioners at the microsystems level (in the provision of care at the bedside or unit level). Other MSON Master's degree programs prepare advanced practice specialists who function at the system, or macro level of care. However, it will result in net new increased enrollment in current master's core courses and select courses taken by FNP and HSM students.

### **C. Mission**

The following mission of the McAuley School of Nursing validates the fit with the overall University mission:

“The mission of the McAuley School of Nursing (MSON) program is to prepare skilled baccalaureate and master's level nurses who are committed to lead, provide high quality, cost-effective and culturally competent health care services

to individuals, families, and communities. Congruent with the University's mission, the program focuses on providing nursing care to the underserved in an urban context."

#### **D. Market and Need**

- Nationwide, and in response to expert testimony from the Joint Commission on Accreditation of Healthcare Organizations, the American Association of Colleges of Nursing established the curriculum requirements and program guidelines for the Clinical Nurse Leader role (AACN position paper, 2004). Major hospital systems in the Detroit Area and the State of Michigan have identified a need for this role. The Trinity System has agreed to partner with the McAuley School of Nursing to plan for the development of the option. In March 2007, the College of Health Professions Advisory Board and the McAuley School of Nursing Advisory Board provided unanimous approval and consensus for the development and implementation of the CNL program. Members of both boards identified the CNL role as one that is needed and would be welcomed in their health care organizations as a critical role that would improve healthcare efficiencies and customer service. Please see Appendix B for the roster of Advisory Board members from the College and the School of Nursing.
- The CNL Master's degree requires a partnership between Universities and Health Care Systems since implementation of this role requires a change in the method of delivering care. Interest in developing a master's degree in clinical nurse leadership track was a result of a nation wide focus to establish educational programs and health care systems partnerships to meet the future needs in healthcare. These efforts resulted in the development and recognition of clinical leaders, a data driven, outcomes focused practitioner to meet the regulatory requirements to improve patient safety, organizational efficiency, and healthcare delivery redesign. The purpose of these partnerships is twofold. First, the healthcare organization will benefit by developing human capital and future leaders within their organization, addressing real issues that impact organizational success. Second, this program will offer nurses the option to remain in bedside nursing care and develop additional skills to facilitate organizational success related to clinical excellence, outcomes management, and healthcare delivery redesign. Upon completion of their degree, students will benefit by having job opportunities within their existing healthcare organizations and organizations will benefit through retention of staff through continued employment in their new role. The University and the School of Nursing will benefit from responding to an identified community need.
- There is growing concern in healthcare systems about the quality of patient care and errors in care delivery. Inherent in these concerns is recognition that the adequacy of nurse staffing is not just an issue of numbers but also of appropriate education. While there is ample evidence for the need to produce more nurses to meet the pressing health care needs of society, this is not just a matter of

- increasing the volume of the nursing workforce. Universities and the nursing profession are expected to produce quality graduates and practitioners who:
- Are prepared for clinical leadership in all health care settings;
  - Are prepared to implement outcomes-based practice and quality improvement strategies;
  - Will remain in and contribute to the profession, practicing at their full scope of education and ability; and
  - Will create and manage microsystems of care that will be responsive to the health care needs of individuals and families (AACN, 2004).
- Currently there are no universities in the metropolitan Detroit area that offer a masters degree in clinical nurse leadership. While the AACN has identified partnership agreements between 4 other universities and corresponding health systems partners in Michigan (Grand Valley State University, Hope College, Michigan State University, and Saginaw Valley State University -AACN August, 2006), none of these University/Health System partnerships have initiated steps toward implementation. Therefore, University of Detroit Mercy would be the first University in the state to respond to this national need.

Support and interest for the program has been expressed by the Veteran's Administration, Henry Ford Health System, the Detroit Medical Center, and the Trinity Health System for implementation of this role. Partnerships have been established with Trinity Health to address/implement this role from a system-wide perspective (initially in Western Michigan and Southeast Michigan with an eventual national rollout). Trinity plans to use the CNL role as a prototype to support the Excellence in Patient Care Experience for their health system throughout the country. Discussions and planning have been ongoing with Executive leadership at the corporate and member organization levels for implementation of this role throughout their system. The Veteran's Administration has national approval for the implementation of the CNL role and plans to implement this in the Detroit region through the Veterans Integrated Service Network (VISN), a prescribed territory that includes Detroit, Saginaw, Ann Arbor, Battle Creek, Northern Indiana, Indianapolis, Danville Illinois, and Fort Wayne Indiana veterans hospitals. Various stakeholders have been engaged in curricular input from all systems to ensure that the curriculum meets the identified needs as well as core competencies within health systems.

## **E. Objectives, Learning Outcomes and Assessment**

Fundamental aspects of the clinical nurse leader role described by the AACN are:

- 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;
- Client and community advocacy;
- Education and information management;
- 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; and
- Lateral integration of care for a specified group of patients.

Please see Appendix C for course descriptions and learning objectives for each of the courses offered in this program. Program objectives were provided in the summary.

- The MSON Systematic Evaluation Plan will guide program evaluation. Formative and summative evaluation will be used to measure learning outcomes and objectives. The CNL program will utilize the evaluation methods and reporting strategies currently used by other master's degree options in the MSON. They include metrics related to recruitment and retention of students, graduation rates, board certifications rates, graduate satisfaction rates, and costs for the program. Focus groups with students, healthcare administrator partners and CNL preceptors will also be conducted to identify barriers in the admission process, to identify problems, and suggestions for program improvement. All programs within the MSON utilize continuous quality improvement strategies to insure data driven course and program decision making.

## **F. Students**

Students admitted to the CNL program will be nurses who have completed a BSN program and have 2000 hours of clinical practice prior to enrollment in this part time program. Students will be identified by their healthcare systems leaders as individuals that the organization believes have the skills and abilities to successfully implement the CNL role. Students will attend class at their site of employment (where the partnerships have been established) and complete 42 credit hours of part time study (over 7 semesters) while enrolled in the CNL program. A part-time cohort model has demonstrated success in previous program deliveries in the MSON. The student population are all adult nurses with full-time employment who warrant a part-time delivery mode. Partners have also agreed to establishing cohorts of 20 students.

One of the AACN requirements to offer this program is that a Health System must agree to partner with UDM. Therefore, existing students would not have the option to enroll in this program unless their employer agreed to enter a partnership with UDM to support the program objectives.

It is anticipated that the CNL will attract new students to the program because of the partnerships established with organizations and the cohort delivery model (offered in the evening at the students' place of employment). Discussions about the CNL has stimulated an interest in other MSON masters programs. This interest has led to the request to extend the HSM track to the Grand Rapids and Muskegon areas and we will begin graduate track offerings on the western side of the state.

The program will attract a diverse student body based on the partnerships with health systems in the greater metropolitan Detroit and Grand Rapid) areas. Since the student body will be representative of the diversity found in the healthcare systems and the healthcare systems that have shown interest in the CNL reside in under served areas with diverse ethnic, racial, and gender composition, the students will be reflective of the communities in which they work.

## **G. Faculty**

Faculty for the CNL program will be drawn from the existing master's degree faculty in the Nurse Practitioner, Health Services Management, and Health Service Administration tracks. However, new faculty will be needed to launch this graduate track to ensure quality delivery in the program. Additional current faculty will deliver the interdisciplinary core, the advanced practice core, and the advanced practice specialty core courses for the CNL track.

Listed below are faculty in the MSON who will be involved in the implementation and curriculum for the CNL track.

### Detroit

Patricia Thomas PhD, RN- identified CNL Coordinator

Julia Stocker-Schneider PhD, RN, HSM Coordinator

Patricia Rouen PhD(c), FNP, RN-Advanced Health Assessment

Mary White MSN, FNP, RN-Pathophysiology

Janet Baiardi PhD, FNP RN Pharmacology

Joyce Connelly PhD, RN-Research Methods

Todd Ray RN, MSN, MBA, Dr. PHc, Health Care Delivery and Policy, Health Services Administration

### Grand Rapids

Sister Linda Thiel, PhD. FNP, RN – Research Methods & Advanced Health Assessment

Robi Thomas PhD(c), CNS, RN- Research Methods and Health Care Policy and Delivery Issues

With the commitment by Trinity Health to begin a cohort on the Western side of the state, along with the request to begin the HSM option, additional faculty will be needed. While we will use faculty currently teaching in Grand Rapids, additional positions will be necessary to establish a graduate Coordinator in the Grand Rapids area and to insure that our current programs (a pre licensure program and 2 cohorts of BSN completion students) have adequate faculty to sustain their growth. See Appendix D for expenses, faculty needs, and enrollment and revenue projections.

Faculty will be attracted to the CNL program because of the generalist focus of the Master's program and the breadth offered in the interdisciplinary core. The CNL program is unique in the health systems partnerships required for this masters program. Faculty will have a unique opportunity to support student development and see changes in the healthcare delivery models, enacted through the clinical immersion experiences in the organization.

To attract diverse faculty, we will advertise open positions in a wide variety of professional journals and ask our health systems partners to help identify prospective faculty candidates.

One new course will need to be developed for the CNL Master's Track. NUR 594 will be developed to support the CNL clinical immersion requirement. NUR 592, the current Scholarly Project Course, will outline the students evidence-based practice requirement and provide the foundation for the clinical immersion project. NUR 594 is the clinical immersion experience, developed in partnership with the health system partners as a mechanism to implement the CNL role at the students' place of employment. The clinical immersion project will be designed to address organization-specific concerns or areas of improvement through the enactment of the CNL role. Guidelines for these projects are provided by the AACN. Please see Appendix E for website information provided for these guidelines.

## **H. Administration and Support**

Administration and support of the CNL program will be provided by existing MSON policies and administrative staff. Information technology support offered in Blackboard and existing teleconference capabilities will be utilized and no additional needs are identified at this time. The writing lab and library services offered to existing students will be utilized in this program and no additional lab space or administrative supports are anticipated.

## **I. Library Resources**

Margaret Auer, Dean of Libraries, was contacted regarding the CNL proposal. Students in the CNL program would have access to the UDM resources including the online library and Blackboard support. Additional resources for print journals

and reference books are not anticipated as CNL students will utilize existing UDM resources for their course of study. Compliance with copyright requirements will be met regarding reserved reading materials at two different campuses.

## **J. Facilities**

The CNL master's program will be offered as a cohort model with classes conducted at the site of our clinical partners. This model has been successful in the BSN completion program and establishes a convenient location for students to attend class while establishing a partnership between the MSON and health systems partners to deliver education at the students' workplace. The CNL program will use the existing video conferencing equipment in the College of Health Professions at the McNichols campus and in Grand Rapids as needed to support delivery of course content across the state dependent on available faculty, availability of guest lecturers, and for the integration of technology to meet course objectives.

Diane Praet (Registrar's Office) has been contacted and indicated that she would review the proposal as it is moving through the university approval process.

It is anticipated that no additional laboratory or classroom space would need to be provided as this will be cohort model offered at the site of our health systems partners. Office space for faculty would need to be identified (at the UDM campuses in Detroit and Grand Rapids).

## **K. External Support**

CCNE is the accrediting body for nursing programs and is the accrediting body for existing programs in the McAuley School of Nursing. Upon approval of the CNL program, CCNE will be notified of this addition and this program will be evaluated during the usual cycle for self study and program site evaluations.

Upon approval of this program, external funding sources (federal and foundation) will be sought along with support from health system partners.

## **L. Operating Revenue and Costs**

Appendix D details the operating revenue and costs for the implementation of the CNL program. Assumptions in building this budget include a cohort model of 20 students (with 2 cohorts [40 students] starting in Winter 2008). Building in the student revenue from the HSM program that is already operating is provided to support the expansion of graduate offerings to the western side of the state, where we currently have a growing prelicensure and BSN completion programs. Additional CNL cohorts (of 20 students) along with 2 cohorts of HSM students

have been detailed in the 5-year financial model. Students will complete both the CNL and HSM credit hours in 7 semesters of part-time study.

**M. Approval Process**

Approval for this Master's degree program will follow the university process. Presentation of the CNL Master's program will include the Graduate Standards Committee, the McNichols Faculty Assembly (MFA), the Academic Leadership Team (ALT) and the Provost as part of the approval process.

Consensus support and approval for the CNL program were achieved during the College of Health Professions Advisory Board and the McAuley School of Nursing Advisory Board in March, 2007. MSON faculty discussed the CNL role when it was first proposed by AACN and approved the development of the collaboration and planning for the Masters in Clinical Leadership. The CNL proposal will be presented to the McAuley School of Nursing Faculty in April for final approval.

**N. Appendices**

- Appendix A Program Plan
- Appendix B MSON and CHP Advisory Board Members
- Appendix C Course Descriptions and Objectives
- Appendix D Budget
- Appendix E AACN Website Resources

## Appendix A

Proposed Program Plan (based on current scheduling of courses offered by the MSON)

YR	Winter	Cr.	Summer	Cr	Fall	Cr
1	NUR 540 Management of Health Systems	3	NUR 514 Leadership and Human Resource Management in Healthcare  PYC 503 Advanced Statistics	3  3	NUR 502 Theoretical Foundations in Nursing	3
	HLH 590 Advanced Pathophysiology	3			NUR 511 Advanced Physical Assessment	3
YR	Total	6	Total	6	Total	6
2	NUR 580 Pharmacology for Advanced Practice Nurses	3 3	HLH 570 Health Care Delivery and Policy Issues  NUR 530 Nursing Informatics	3  3	NUR 560 Management of Patient Outcomes	3 3
	NUR 512 Quality Improvement and Strategic Planning for Health care Professionals				HLH 550 Research Methods in Health Care	
	Total	6	Total	6	Total	6

YR	Total	6
3	NUR 592 Evidence-based Scholarly Project	2
	NUR 594 Clinical Immersion Project	4
	Total	6

**Appendix B**  
**College of Health Professions Advisory Board**

Ms. Beverly Allen  
President & CEO  
OmniCare Health Plan

Anthony Armada, FACHE  
President & CEO  
Henry Ford Hospital & Health Network

Hassan Azar, J.D., M.H.S.A  
Manager – Healthcare Management  
Ford Motor Company

Mr. Gerald Fitzgerald  
President & CEO  
Oakwood Healthcare Inc.

Barbara Hertzler, RN, MS, COO  
St. Joseph Mercy Oakland Hospital

Kathleen Holycross  
President & CEO  
Visiting Nurse Association

Mr. Sandy Hudson  
Chief Operating Officer  
Detroit Wayne County Health Authority

Dr. Paul LaCasse  
President & CEO  
Botsford Hospital

Mr. Ronald P. Lilek  
Vice President, Human Resources  
Beaumont Hospitals

Hon. Conrad L. Mallett, Jr.  
President  
Sinai-Grace Hospital

Margaret Marchak, JD, MBA  
Counsel  
Hall, Render, Killian, Heath & Lyman,  
PLLC

Mr. Roger J. Panella  
Senior Manager  
Integrated Healthcare/Disability Planning  
Daimler Chrysler

Ms. Patricia Richards  
Senior Vice President & COO  
Health Alliance Plan

Kathleen Ryan, RN  
VP Operations – Acute Services  
(Chief Nursing Officer)  
Providence Hospital

Ms. Kim Sibilski  
Executive Director  
Michigan Primary Care Association

Mr. Mike Slubowski  
President, Hospital & Health Networks  
Trinity Health

Mr. Kim Sorget  
Vice President  
Provider Contracting & Pharmacy Services  
Blue Cross Blue Shield

Ron X. Stavale, PA-C  
Chair, PA Political Action Committee  
Michigan Academy of Physician Assistants

Cynthia Taueg, BSN, MPH  
Vice President  
Community Health  
St. John Health

Mr. Paul J. VanTiem  
Executive VP/COO  
St. John Health

Ms. Janice Whitehouse  
Senior Vice President  
Save Lives Save Dollars  
Greater Detroit Area Health Council

Mr. Ed Wolking, Jr.  
Executive Vice President  
Detroit Regional Chamber

## McAuley School of Nursing Advisory Board

Laura Cadieux, RN, BSN, MSA  
Director of Nursing  
St. John Hospital & Medical Center

Kathy Coburn, BSN, MBA  
V.P. of Patient Services, CNO  
St. Joseph Mercy Oakland

Connie Cronin, RN, MSN, CNA, BC  
Chief Nursing Officer  
Henry Ford Health System

Nancy Ann Dillion, RN, MS  
St. John Home Care  
Education Supervisor

Barbara Donahue, RN, MSN  
Personal and Preventive Health Services  
Oakland County Health Division

Rhonda R. Foster, Ed.D, MPH, MS  
V.P. of Patient Care Services  
Children's Hospital of Michigan

Valerie Gibson, RN, BSN, CCR  
V.P. of Patient Care Services  
Hutzel Hospital

Val Gokenbach, DM, RN, CNA  
V.P. & Chief Nurse Executive  
William Beaumont Hospital

Joy Gorzeman, RN, MSN, MBA  
Chief Nursing Office  
Trinity Health

Margaret Hasler, RN, MS  
Administrator, Nursing Service  
Botsford General Hospital

Mary Ellen Howard, RN, MA,  
Executive Director  
Cabrini Clinic

Jeri Jackson, MSN, M. Div., RN  
Associate V.P. of Nursing  
Henry Ford Health System

Donna Gray, MSN RN  
V.P. of Patient Care Services, CNO  
St. Mary Mercy Hospital

Barbara Medvec, RN, MSN, MSA  
Chief Nursing Officer  
Oakwood Hospital

Elizabeth Murphy, RN, BSCN, MFBA  
V.P. and Chief Nursing Officer  
Saint Mary's Health Care

Theresa Parker, RN, MBA, MSN  
V.P. of Patient Care Services  
Sinai-Grace Hospital

Anne Rosewarne, BS  
President, Michigan Health Council

John Secreto, RN, BSN, MHSA  
Director of Nursing Services  
Pontiac Osteopathic Hospital

Maria Strom, RN, MS  
VP of Operations - CNO  
St. John Macomb Hospital

Beth Ann Taylor, RN, BSN, MBA  
Associate Director of Patient Care  
Veterans Medical Center

Kathleen Van Wagoner, RN  
Chief Nursing Officer  
Crittenton Hospital

Mary Lou Wesley, RN, MSN  
Chief Nursing Officer  
St. Joseph Mercy Hospital – Ann Arbor

## Appendix C

### Courses currently taught in the Masters Programs – College of Health Professions Interdisciplinary Core

<p><b>PYC 503: Advanced Statistics</b> Basic statistical methods, designed to give practitioners an understanding of important statistical concepts (sampling, variable distribution, statistical inference) and standard bivariate tests. Introduction to more advanced methods (factor analysis, multiple regression), data analysis software, and critique of published research articles.</p>	
<ul style="list-style-type: none"> <li>• To appreciate the role of statistics in empirical research</li> <li>• To understand the mathematical and conceptual foundations of statistics</li> <li>• To acquire skills for conducting and interpreting bivariate statistical tests, along with a basic familiarity with common multivariate techniques</li> <li>• To be partially prepared to conduct original, hypothesis-testing research.</li> <li>• To be critical and informed consumers of scientific research</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics in research, Variable distributions</li> <li>• Mean and variance, Normal distribution</li> <li>• Probability concept, Sampling distributions</li> <li>• Statistical inference (one-sample), Confidence intervals</li> <li>• Hypothesis testing (two-sample), Power and effect size</li> <li>• Nonparametric tests</li> <li>• Correlation and Regression</li> <li>• Analysis of Variance ANOVA (one-way, post-hoc tests)</li> <li>• Analysis of Variance (factorial, repeated measures)</li> <li>• Computer Data Analysis</li> <li>• Evaluating Research Findings</li> </ul>
<p><b>HLH 550: Research Methods in Health Care:</b> This course provides students with a background in the research process relevant to practice/management as a health professional. The research literature is critically evaluated for application to professional practice and/or management, determining client/patient population needs, and evaluating outcomes. Using evidence-based research, students will develop a scholarly paper or grant proposal.</p>	
<ul style="list-style-type: none"> <li>• Analyze the steps of the research process</li> <li>• Conduct an advanced search of research literature</li> <li>• Critique evidenced-based and other research reports for application to practice/management</li> <li>• Analyze ethical issues in the conduct of research and the utilization of research findings in service delivery, legal liability and health policy</li> <li>• Incorporate interdisciplinary perspectives and appreciation of teamwork and diversity</li> <li>• Demonstrate the use of research in the management of clinical decision-making process.</li> <li>• Demonstrate effective written, verbal and internet-based communication skills</li> <li>• Synthesize relevant theory and research on health care topics for application to practice or management</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the Research Process, Research as Evidence, What is a Research Problem? Variables</li> <li>• Problem Statement, Theoretical Framework's, Review of the Literature</li> <li>• Using Electronic Data Bases for Review of Literature</li> <li>• Research Design</li> <li>• Ethical Considerations in Research</li> <li>• Measurement</li> <li>• Sampling and Data collection &amp; Protocols</li> <li>• Critiquing the Research Evidence</li> <li>• Data Analyses/Statistics</li> <li>• Discussion of Research Findings</li> <li>• Evidence Based Practice/Clinical Guidelines</li> <li>• Utilization of Research Evidence in Health Policy, Quality Management and Health Outcomes</li> </ul>

**HLH 570: Health Care Policy and Delivery Issues:** This course examine the theoretical and empirical bases for health care delivery and policy issues in the United States. Health policy decision re examined in relation to cost, quality, access, ethics, and managed care.

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| <ul style="list-style-type: none"><li>• Identify key historical events/periods in the development of the American Health Care System, Health Professional Education and Health Care Policy, particularly for vulnerable populations.</li><li>• Demonstrate a basic understanding of the economic, political, and social fundamentals of the health care system in the United States and resultant health care policy, particularly vulnerable populations.</li><li>• Evaluate changing patterns in the economic, social, and political environment and their effects on health professions education and the students' eventual role in health care delivery and health care policy.</li></ul> | <ul style="list-style-type: none"><li>• Integrate and apply financial and economic concept to the health care, health care delivery, and health professionals education and supply.</li><li>• Identify current and future models of health care delivery and their political policy, and economic implications particularly for vulnerable populations.</li><li>• Incorporate interdisciplinary perspectives and increase appreciation of diversity, teamwork and collegiality.</li><li>• Demonstrate effective written and verbal communication skills.</li></ul> |
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**Courses currently taught in the Masters Program – McAuley School of Nursing  
Clinical Outcomes Core**

<p><b>NUR 502: Theoretical Foundations of Nursing Practice</b> An examination of selected conceptual models and theories in nursing and their relationship to research and advanced clinical practice. The course include and overview of issues in philosophy of science and in developing a scientific body of knowledge in nursing. Students explore the historical roots and modern application of various grand and middle range perspectives used by nursing. Course work involves critical analysis of models, theory explications and the use of theory based strategies with clients and families from various cultural groups in diverse nursing situations.</p>	
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the modes of scientific thought and the process of theory and model construction in nursing.</li> <li>• Using a reflective/reflexive framework, identify major issues related to the development and utilization of theory.</li> <li>• Analyze and evaluate selected conceptual models and middle range theories utilizing established criteria</li> <li>• Compare ways in which person, environment, health, nursing, and caring are described within selected conceptual models and theories utilized in nursing.</li> <li>• Articulate the interrelationships among theory, research, and practice in nursing</li> <li>• Explore the relationship of middle range theories from nursing and related disciplines to advanced nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>• Changing worldviews of science and nursing, history of nursing science and nursing theory</li> <li>• Grand Theory</li> <li>• Conceptualizations of the client and environment, Conceptualization of health</li> <li>• Conceptualization of nursing and caring, emerging conceptualizations of nursing</li> <li>• Concept Analysis, Overview of middle range theory development</li> <li>• Feminist/Critical Theory</li> <li>• Middle Range theory development related to organizations/management</li> <li>• Middle range theory development related to family and health promotion</li> <li>• Future issues related to theory development and application to advanced practice</li> </ul>
<p><b>NUR 592: Research or Scholarly Project:</b> The master’s field research project may involve a research problem identified by the student or participation in some existing faculty and/or agency research projects. Students are involved in all aspects of the research process. The project involves application of the research process to health care organizations problems and their solutions.</p>	
<p>Evidence Based Scholarly Project</p>	<p>Student works with faculty to develop scholarly project that involve application of the research process to improved learning outcomes, specific teaching strategies, recruitment of diverse students into nursing, or the teaching learning environment</p>

<p><b>NUR 511: Advanced Health Assessment</b> In this clinical course, students utilize risk reduction and health promotion practices as a basis for health assessment. Employing the cultural, environmental, developmental and family concepts, students develop and refine advanced health assessment skills, including data collection, physical examination, organization and analysis of clinical data for clients across the lifespan. (This course will have a new number)</p>	
<ul style="list-style-type: none"> <li>• Assess the health status of the family and family members including the environmental, sociocultural, spiritual, and developmental factors that influence health status.</li> <li>• Utilize critical thinking, ethical and effective communication skills in interviewing and data collection in the care of the family and family members.</li> <li>• Demonstrate competence in conducting physical examination in clients across the lifespan.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflectively analyze and evaluate data from the multidimensional health assessment and physical examination to generate clinical diagnoses and health promotion opportunities in clients across the lifespan.</li> <li>• Identify and begin to integrate the professional role of the advanced masters clinician in conducting health assessments of clients and families.</li> </ul>

<p><b>NUR 560: Management of Patient Outcomes</b> This course explores the assessment and management of patient outcomes in health settings across the continuum. Methods of measuring patient outcomes that are sensitive to nursing will be explored. Various strategies used in nursing to manage patient outcomes such as care and case management, disease management, demand management, population health management, and outcomes performance management will be addressed. Students will learn skills necessary to implement and monitor programs designed to enhance patient outcomes of health care.</p>	
<ul style="list-style-type: none"> <li>• Examine nursing sensitive patient outcomes and outcomes measurement methods and issues.</li> <li>• Evaluate structure and process variables that contribute to patient outcomes.</li> <li>• Analyze case management standards and approaches to outcomes management.</li> <li>• Evaluate disease management, demand management, population health management, and outcomes performance management approaches to patient outcomes management.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize common approaches to synthesizing and integrating clinical evidence into practice and analyze the relationship between outcomes management and evidence-based practice.</li> <li>• Apply patient outcomes theory and research to the outcomes management process.</li> <li>• Propose, evaluate, and discuss the development and implementation of programs designed to enhance patient care outcomes.</li> </ul>

<p><b>NUR 580: Pharmacology for Advanced Practice Nurses</b> This on line course emphasizes the pharmacological knowledge required by the advanced practice nurse in the primary care setting. Emphasis is placed on clinical pharmacokinetics and pharmacodynamics for the safe treatment of patients with common physical and mental illnesses. Students synthesize current research related to the clinical application of advanced pharmacotherapeutics. The legal, ethical and fiscal aspects of prescriptive practice are discussed.</p>	
<ul style="list-style-type: none"> <li>• Analyze the pharmacokinetics and pharmacodynamics of specified drugs used to treat common problems across the lifespan.</li> <li>• Apply pharmacologic principles to prescribing appropriate drug treatment for common conditions across the lifespan.</li> <li>• Describe major pharmacologic differences, adverse reactions and indications for the use of specific pharmacotherapeutic agents within a specific drug classification.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize evidence based research to guide clinical decision making related to the prescriptive practices of advanced practice nurses.</li> <li>• Discuss the legal and ethical implications in relation to prescriptive practice.</li> <li>• Discuss Federal and State legislation related to prescriptive authority of nurse practitioners.</li> </ul>

**HLH 590: Advanced Pathophysiology:** The course focuses on the advanced pathophysiology of altered health and body function and disease process with emphasis on clinical application to practice. Students will learn the how and why of signs, symptoms, and laboratory changes of various physiological conditions and human responses.

<ul style="list-style-type: none"> <li>• Use pathophysiologic concepts relative to adaptive processes to explain deviations from normal physiology</li> <li>• Describe the pathophysiology of acute and chronic diseases common to primary health care settings</li> <li>• Describe how the disordered function or derangement of functions causes signs and symptoms of various conditions to appear</li> <li>• Predict expected clinical manifestations, appropriate diagnostic procedures, and treatment principles for major health deviations based on physiologic rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Altered Cellular and Tissue Biology</li> <li>• The Cellular Environment: Fluids and Electrolytes, Acids and Bases</li> <li>• Immunity and Inflammation</li> <li>• Infection and Alterations in Immunity and Inflammation</li> <li>• Renal Urinary Systems: Alterations of Renal and Urinary Tract Function</li> <li>• Respiratory System: alterations of Pulmonary Function</li> <li>• Cardiovascular System: Alterations of Cardiovascular Function</li> <li>• Gastrointestinal System Alterations of Digestive Function</li> <li>• Homeostatic Control Mechanisms.</li> <li>• Hematopoietic Function: Alterations of Erythrocyte Function</li> <li>• Alterations of Leukocyte, Lymphoid, Hemostatic Function</li> <li>• Endocrine System: Alterations of Hormonal Regulation</li> <li>• Neuromuscular System: Alterations of Neurologic Function</li> <li>• Alterations of Musculoskeletal Function</li> <li>• Genes and Genetic Disease</li> </ul>
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**Courses currently taught in the Masters Programs – McAuley School of Nursing  
Care Environment Core**

<p><b>NUR 512: Quality Improvement and Strategic Planning for Health Care Professionals</b> This course introduces health professionals to the knowledge, skills, methods and tools necessary for improvement and innovation in health care. It integrates that knowledge with strategic planning theory and methods used to implement proposed program and system improvements. Quality improvement content includes variation and measurement of process, outcome and customer knowledge building and evaluation of health care improvement efforts. This course prepares students to identify improvement opportunities and to use planning theory to design and implement them.</p>	
<ul style="list-style-type: none"> <li>• Analyze the current “crisis” in U.S. health care from the perspectives of key industry stakeholders.</li> <li>• Compare and contrast the contributions of past improvement leaders that inform today’s efforts to improve.</li> <li>• Analyze health care as a process and system, including the interdependence of people (patients, families, caregivers, etc.), processes, information, and technology.</li> <li>• Analyze and interpret variation in process and outcome as a source of information for the design and redesign of processes and systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Build and apply knowledge of key customers’ needs and preferences to the design and redesign of care, and positioning and marketing the organization.</li> <li>• Analyze factors in the psychology of work and change that contribute to or impede improvement.</li> <li>• Integrate and apply the knowledge, skills, and tools required for process improvement.</li> <li>• Integrate and apply the knowledge, skills, and tools required for effective group work.</li> </ul>

**NUR 514: Leadership and Human Resource Management** This survey course provides a behavioral approach to management by examining current theories and their application to the function of leadership and the management of human resources. It explores how managers across the spectrum of health services organizations lead and direct. Specific managerial theories and methods, such as individual and group problem solving, motivation theory, group dynamics, leadership theory, organizational change, communication and human resource management are the focus. They provide a framework for consideration of issues associated with the role of health services organization and health systems managers. The activities and content of this course will assist beginning managers by providing a foundation for professional development. For experienced managers, this course will reinforce skills and interpret experience by integrating it with theory.

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| <ul style="list-style-type: none"> <li>Analyze the theoretical and empirical bases for leadership behavior and apply leadership theory to cases within health services organizations and systems.</li> <li>Understand and effectively use management theory in the context of the complex interactions of organizational behavior and individual behavior within health services organizations and systems.</li> <li>Identify one's preferred leadership style; evaluate personal leadership effectiveness and plan for development of skills helpful in becoming a more effective leader.</li> </ul> | <ul style="list-style-type: none"> <li>Synthesize and apply motivation, communication, group process, negotiation and organizational change theory to cases within health services organizations and systems.</li> <li>Demonstrate effective written, verbal and Internet-based communication skills.</li> <li>Demonstrate management thinking in the broadest context, including supervisory, middle management, and executive levels of administration within and among health services organizations.</li> <li>Interpret basic human resource management theory and apply it to cases involving staffing activities and labor relations.</li> </ul> |
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**NUR 530: Nursing Informatics** This course examines the emerging field of nursing informatics including roles for nurses in the specialty. Health information infrastructure needs and data standards are considered. The use of clinical terminologies including standardized nursing language for the capture of nursing data is explored. Issues of importance to system design are considered including user interface and data modeling, storage, and retrieval. The course will focus on information system selection and methods for successful implementation of information systems in health care organizations.

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| <ul style="list-style-type: none"> <li>Define nursing informatics and describe emerging roles for nurses in the health care informatics field.</li> <li>Discuss the relationship of various concepts important to clinical information systems.</li> <li>Examine capabilities of the electronic health record (EHR) and necessary health care data standards to support a health care data infrastructure.</li> </ul> | <ul style="list-style-type: none"> <li>Describe the role of controlled terminologies in the collection of nursing data and compare attributes of various terminologies.</li> <li>Identify the importance of systems design, including such factors as user interface and data modeling, storage, and retrieval to the functionality of information systems.</li> <li>Analyze the process for successfully selecting and implementing an information system in a health care organization</li> </ul> |
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<p><b>NUR 540: Management of Health Systems</b> This course explores trends and issues in U.S. health systems as they relate to the delivery of nursing care services. Emphasis is placed on the role of nurse managers and nurse leaders in addressing contemporary health system issues such as the nursing work environment, workforce demands, patient safety, quality improvement, accreditation and compliance, technology issues, diversity in the workforce, and patient care delivery models. Students will learn to apply evidence-based management principles in resolving health systems issues that relate to nursing practice.</p>	
<ul style="list-style-type: none"> <li>Analyze health system industry trends, opportunities, and challenges as they relate to the delivery of nursing services.</li> <li>Describe various roles and strategies for nurse managers and nurse leaders in improving health systems.</li> <li>Propose strategies for improving the nursing work environment and easing the nursing shortage.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the impact of accreditation and compliance on health systems and on nursing's role within the health system.</li> <li>Utilize various strategies to identify methods for promoting patient safety in health systems.</li> <li>Apply evidence-based management techniques to address health systems issues.</li> </ul>

<p><b>NUR 594: Clinical Immersion Experience:</b> Built from the concepts and project established in NUR 592, the clinical immersion experience will include a 300-400 hour mentored clinical immersion designed with the health system partner to provide an intensive immersion into the CNL role and practice expectations. The immersion experience will provide the student opportunity to integrate knowledge and skills acquired throughout the educational experience that allows for the full implementation of the CNL role. The immersion experience will reflect the dynamic and unique attributes of each of the healthcare system partnership organizations in which the CNL will practice and provide the opportunity for the CNL to establish their role in the partnership organization. Through the immersion experience, the CNL student will demonstrate the ability to integrate knowledge and skills acquired throughout the didactic and clinical education experiences to include an understanding of accountability for practice outcomes, and the ability to practice interdependently and independently beyond the novice stage. In addition, a strong interdisciplinary practice focus must be embedded into the experience.</p>	
<ul style="list-style-type: none"> <li>Articulate the role of the CNL with a designated clinical preceptor and faculty partner.</li> <li>Establish CNL role definition and expectations in the partner organizations.</li> <li>Demonstrate the ability to integrate knowledge and skills acquired throughout the didactic and clinical education experiences.</li> <li>Understand accountability for practice outcomes, and the ability to practice interdependently and independently beyond the novice stage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify metrics and data collection methods to demonstrate CNL outcomes utilizing AACN guidelines for outcome measurement in partnership with the sponsor organization.</li> <li>Weekly opportunities to collaborate with other CNL students, faculty, and mentors to dialogue on issues and assess experiences, particularly the implementation of the CNL role.</li> <li>Dissemination of the results of the capstone project to partner organization administrators and staff.</li> <li>Conduct a capstone project focused on an identified need of the partner organization.</li> </ul>

## Appendix E

### Website Information from the American Association of Colleges of Nursing

American Association of Colleges of Nursing (AACN)

<http://www.aacn.nche.edu/CNL/>

AACN Clinical Nurse Leader White Paper (February 2007)

<http://www.aacn.nche.edu/Publications/WhitePapers/CNL2-07.pdf>

AACN Toolkit

<http://www.aacn.nche.edu/CNL/toolkit.htm>

CNL Certification

<http://www.aacn.nche.edu/CNL/certification.htm>