Clinical Nurse Leader Student Projects: EBP in the Microsystem
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Background:
The Clinical Nurse Leader (CNL) is the first new nursing role in over 35 years. The American Association of Colleges of Nursing provide clear End-of-Program competencies for the education of CNL and faculty are tasked with developing learning experiences to meet the competencies. University of Portland School of Nursing has developed a process of students conducting a quality improvement project during their 3 semester, 500 hours of clinical experiences to meet multiple CNL competencies. The project is designed to facilitate evidence-based organizational change identified through a systematic assessment of the microsystem. Projects integrate best practices, principles of effective leadership and negotiation skills, use of information systems to evaluate patient outcomes, and theories of organizational behavior in the design of their project. Examples of student projects may include evaluating and/or modifying current practice standards, increasing clinical application of evidence-based interventions, or adapting or designing a research based intervention. Student projects culminate in both an oral presentation and a scholarly paper written using the SQUIRE Guidelines for quality improvement reporting.

Learning Level: Masters Degree: Clinical Nurse Leader

Targeted Learning Outcomes:
1. Mastering Clinical Nurse Leader End-of-Program competencies during 500 hours of clinical experience.
2. Educating masters level graduate students in the process for developing evidence-based quality improvement projects.
3. Educating masters level graduate students in how to teach nursing staff about evidence-based practice.

Teaching-Learning Activities:
1. Assessment of the microsystem to develop the quality improvement project.
2. Developing and implementing an evidence-based quality improvement project in the microsystem.
3. Analyzing outcomes of quality-improvement project.
4. Scholarly writing throughout the process.

Evaluation of Approach:
Four cohorts of students have completed the 500 hours of clinical and their quality improvement projects. The process of assessment, developing an evidence-based quality improvement project, implementing the project within the clinical microsystem, evaluating the outcomes and writing a final scholarly paper meets multiple CNL End-of-Program competencies. The feedback from students is consistently positive at the end of the process. The feedback from our clinical practice partners is equally positive.