

## MCN Healthcare eLearning Course Descriptions

<b>Table of Contents</b>	<b>Page</b>
<a href="#">General Education Library</a> (50 Courses)	2
<a href="#">Clinical Staff Competency Library I</a> (11 Courses)	14
<a href="#">Clinical Staff Competency Library II</a> (14 Courses)	17
<a href="#">Patient Safety Library I</a> (13 Courses)	21
<a href="#">Patient Safety Library II</a> (10 Courses)	25
<a href="#">Department Survey Tracer Preparation</a> (10 Courses)	28
<a href="#">System Survey Preparation</a> (5 Courses)	31
<a href="#">Medical Staff Survey Preparation</a> (5 Courses)	33
<a href="#">HCAHPS Hospital Survey</a> (5 Courses)	35
<a href="#">Healthcare Management Professional Development Library I</a> (10 Courses)	37
<a href="#">Healthcare Management Professional Development Library II</a> (10 Courses)	40

## MCN Healthcare eLearning Course Descriptions

### General Education Library (51 Courses)

#### **Advance Directives**

The federal government instituted a law in 1991 that healthcare providers and healthcare institutions must provide every patient with the right to participate in their healthcare decisions and to make informed decisions before a healthcare crisis.

Learning Outcomes:

- Define advance directive
- Comprehend the importance of having an advance directive
- Communicate the significance of an advance directive to patients

#### **Basic Principles of Life Safety**

This educational module provides expanded information on potential fire safety hazards and staff responsibilities when interim life safety measures are necessary.

Learning Outcomes:

- Define interim life safety measures
- Review fire safety hazards
- Recognize when interim life safety measures are to be used to protect life and property in the event of a fire

#### **Body Mechanics**

This educational module focuses on ways to help reduce the number and severity of musculoskeletal disorders caused by exposure to risk factors in the workplace.

Learning Outcomes:

- Comprehend the basics of good body mechanics
- Review the use of ergonomics to prevent musculoskeletal disorders
- Implement good body mechanic practices in the workplace

#### **Bullying in Healthcare (Contact Hours 1.0)**

Bullying can impact hospitals and other healthcare organizations by decreasing employee morale, increasing employee absenteeism, lowering productivity, increasing errors, and increasing employee turnover, all of which can harm patient care and safety.

Learning Outcomes:

- Recognize bullying behavior
- Identify the different types of bullying behavior
- Identify the negative impact of bullying on patient care
- List strategies to address bullying on an individual level
- Relate strategies to address bullying on an organizational level

## MCN Healthcare eLearning Course Descriptions

### **Child and Elder Abuse: Identification and Reporting** (Contact Hours 1.50)

This educational module reviews the identification of potential victims of child or elder abuse and/or neglect, the reporting responsibilities for potential victims, and the effective management of child and elders suffering from abuse and/or neglect.

Learning Outcomes:

- List key factors that lead to abuse/neglect victim identification during the assessment process
- Recognize the signs and symptoms of different types of abuse
- Summarize healthcare provider reporting requirements for abuse/neglect victims
- Describe how to manage potential and actual victims of abuse and neglect in the healthcare setting

### **Corporate Compliance**

This educational module provides information about a Corporate Compliance Program and how requirements, such as policies addressing proper documentation, patient privacy and confidentiality, and coding and billing of services, can be met.

Learning Outcomes:

- Discuss the basic components of a Corporate Compliance Program
- Recognize the organizational practices that are impacted by the Corporate Compliance Program
- Better understand the importance of a comprehensive compliance program
- Embrace corporate compliance as a part of everyday work activities

### **Domestic Abuse**

This educational module provides information regarding regulatory requirements for identification, management, and reporting of victims of domestic abuse.

Learning Outcomes:

- Recognize factors that lead to victim identification during the assessment process
- Define the signs and symptoms of different forms of abuse
- Summarize the reporting requirements for victims of domestic abuse
- Describe how to best manage potential and actual victims of abuse in the healthcare setting

### **Electrical Safety**

This educational module provides information on general electrical safety practices.

Learning Outcomes:

- Recognize safety practices that will reduce the chance of injury to patients or self
- Summarize the proper use of electrical equipment
- Identify electrical cord damage
- Review the steps to take in the event of an electrical system failure

## MCN Healthcare eLearning Course Descriptions

### Emergency Management (DNV)

This educational module focuses on the general requirements of the DNV Emergency Management System standard (NIAHO). It also provides an overview of the Incident Command System (ICS), Health Incident Command Center System (HICS), and National Incident Management System (NIMS).

Learning Outcomes:

- Understand the basic elements of an Emergency Preparedness Program
- Define the Hazard Vulnerability Analysis (HVA) process
- Summarize the Incident Command System (ICS) structure
- Understand how a hospital responds to an emergency, as well as the roles and responsibilities of staff members

### Emergency Management - Joint Commission and CMS

This educational module provides an overview of the National Incident Management System (NIMS) and the Hospital Incident Command System (HICS). It also focuses on the general requirements of an Emergency Management Program to meet CMS regulations and the Joint Commission (TJC) Emergency Management standards.

Learning Outcomes:

- Understand the basic elements of an Emergency Management Program (EMP) and Emergency Operations Plan (EOP)
- Define the hazard vulnerability analysis process
- Summarize the Incident Command System (ICS) structure
- Examine how a hospital responds to an emergency and the roles and responsibilities of staff members

### End of Life Care

This educational module focuses on meeting the dying patient's needs, how to support the patient's family and friends, and how to handle personal emotions.

Learning Outcomes:

- Understand the special rights of patients at the end of life
- Define palliative care
- Define hospice care
- Understand the grief and bereavement process
- Summarize ethical decisions associated with end-of-life care

### Ergonomic Safety

This educational module provides information to assist healthcare workers to develop safe ergonomic habits. Safe ergonomic habits help reduce the number and severity of injuries caused by exposure to risk factors in the workplace.

Learning Outcomes:

- Recognize the basics of ergonomic safety
- Demonstrate the use of ergonomics to prevent injuries
- Define safe ergonomic workplace practices

## MCN Healthcare eLearning Course Descriptions

### Fire Safety

This educational module emphasizes staff responsibilities regarding fire prevention and fire management within a healthcare organization.

Learning Outcomes:

- Name basic safety prevention practices
- Summarize basic fire safety management practices, including responding in the event of a fire, extinguishing a fire, and evacuating patients, staff, and visitors

### General Safety and Injury Prevention for Healthcare Workers

This educational module provides information on the general workplace safety practices that are required by the Occupational Safety and Health Administration (OSHA) regulations and accrediting organization standards.

Learning Outcomes:

- List the goals and organization of the Safety Management Program
- Relate how to prevent job-related injuries
- State how to maintain a safe working environment
- Summarize electrical safety
- Recognize best work practices
- Critique ways to recognize and correct or report situations that could lead to accidents/incidents

### Hand Hygiene

This educational module teaches good hand hygiene practices.

Learning Outcomes:

- When to perform hand hygiene
- How to use hand hygiene products correctly
- Proper skin care
- When to use gloves

### Harassment in the Workplace

This educational module reviews workplace harassment. It does not review sexual harassment.

Learning Outcomes:

- List the type of behavior that can be interpreted as harassment
- Recognize the steps to take if harassment occurs
- Summarize the financial legal ramifications of harassment

## MCN Healthcare eLearning Course Descriptions

### **Hazard Communication**

This educational module provides information on the Occupational Safety and Health Administration's (OSHA) Hazard Communication standard.

Learning Outcomes:

- State the purpose of the Hazard Communication Standard
- Summarize how to identify hazardous chemicals
- Gain knowledge of the Hazard Communication written program
- Review labels and other forms of warnings
- Know how to find and use Safety Data Sheets (SDS)

### **Hazard Communication Standard Part 1 and Part 2**

Part 1 of this educational module provides information on how to read Safety Data Sheets (SDS). Part 2 of this educational module reviews label requirements for hazardous materials.

Learning Outcomes:

- Know where to find Safety Data Sheets (SDS)
- Know the different parts of SDS
- Be able to read SDS
- State the purpose of the Hazard Communication Standard
- Understand the different parts of the labels for hazardous materials, including product identification, pictograms, hazard statements, precautionary statements, and signal words

### **Hazardous Materials and Waste Management**

This educational module teaches the safe use and disposal of hazardous materials and waste.

Learning Outcomes:

- List the elements of a Hazardous Materials and Waste Program
- Identify common hazardous materials found in the healthcare environment
- State the proper handling and storage of hazardous materials
- Summarize emergency procedures to use during hazardous materials and waste spills

### **HIPAA: Basic Principles for Staff** (Contact Hours 1.50)

This educational module provides information about the confidentiality, privacy, and information security requirements contained in the Health Insurance Portability and Accountability Act (HIPAA).

Learning Outcomes:

- Understand the basic properties of HIPAA
- Recognize the types of protected health information that are included under the HIPAA guidelines
- List practices that would breach the HIPAA requirements
- Define HITECH and Omnibus Rule

## MCN Healthcare eLearning Course Descriptions

### **Human Trafficking** (Contact Hours 0.50)

Healthcare workers should ensure trafficked persons are identified in the healthcare setting, if possible, and should appropriately assist with victim-centered and trauma-informed care and services.

Learning Outcomes:

- Define human trafficking
- Demonstrate knowledge of vulnerable populations
- Demonstrate knowledge of signs of human trafficking
- Demonstrate knowledge of how to report suspected human trafficking

### **Infection Prevention and Control - Clinical Staff**

In the busy healthcare environment, optimal infection prevention and control practices are essential in the prevention of healthcare-associated infections (HAI) and in the prevention of staff exposures to blood and body fluids.

Learning Outcomes:

- Summarize basic infection prevention and control principles and practices
- Recognize the need to utilize Standard Precautions when coming into direct contact with a patient
- Respect the isolation categories that patients may be placed in
- Examine ways to prevent sharps injuries and exposure to bloodborne pathogens
- Summarize how to prevent the spread of infection in the hospital

### **Infection Prevention and Control - Non-Clinical Staff**

In the busy healthcare environment, optimal infection prevention and control practices are essential in the prevention of healthcare-associated infections (HAI) and in the prevention of staff exposures to blood and body fluids.

Learning Outcomes:

- Know basic infection prevention and control principles and practices
- Understand why to use standard precautions when coming into direct contact with a patient and/or patient care area
- Understand the isolation categories that patients may be placed in
- Name ways to prevent sharps injuries and exposure to bloodborne pathogens
- Know how to prevent the spread of infection in the healthcare setting

### **Informed Consent**

The informed consent process allows the patient to adequately participate in decisions about his/her care, treatment, and services. This is one of the fundamental rights of patients.

Learning Outcomes:

- List the information provided to a patient so he/she has the appropriate information to consent or refuse a treatment or procedure
- Summarize the key issues to be discussed with a patient regarding a planned procedure
- State the types of information a healthcare provider must discuss with a patient regarding information consent prior to operative and other procedures, transfusion of blood and blood components, research projects, and clinical trials

## MCN Healthcare eLearning Course Descriptions

### Latex Allergy Basics for Staff

This educational module provides information about latex allergies and how healthcare staff can protect themselves and their patients.

Learning Outcomes:

- Identify products that contain latex
- Recognize what can trigger a latex allergy
- List the symptoms of latex allergies
- Summarize how to prevent latex allergies

### Maintaining Sensitivity and Confidentiality

The Joint Commission (TJC) and the Centers for Medicare and Medicaid Services (CMS) expect organizations to comply with confidentiality of patient information and privacy.

Learning Outcomes:

- List ways to maintain confidentiality of verbal, written, and electronic information
- Recognize organizational practices that impact the confidentiality and security of patient health information
- Identify security issues related to patient privacy and the protection of personal health information

### Managing a Bioterrorism Event

Bioterrorism is the intentional use of microorganisms to bring about ill effects or death to humans, livestock, or crops. The use of microorganisms to cause disease is a growing concern for public health officials and agricultural bodies. The terrorist attacks on September 11, 2001, and the subsequent bio-terrorist releases of anthrax have led to an increased awareness of workplaces as possible terrorist targets.

Learning Outcomes:

- Recognize the high-risk signs and scenarios that may indicate a bioterrorist attack
- Learn the key components of an organizational plan for responding to a terrorist attack
- Learn about a mass casualty event

### Medical Equipment Management

This educational module can assist the healthcare professional in understanding the medical equipment management standards and how to best meet these standards.

Learning Outcomes:

- Understand the basic requirements of an equipment management program to include:
  - Equipment selection and acquisition
  - Establishment of risk criteria for identifying, evaluating, and taking inventory of equipment
  - Medical equipment maintenance programs
  - Medical equipment and device failure identification
  - Investigation, management, and reporting

## MCN Healthcare eLearning Course Descriptions

### Overview of Lockout/Tagout

OSHA Lockout/Tagout Standard identifies procedures necessary to shut down, isolate, and lockout or tagout equipment/machines to prevent possible injury. When properly used, lockout/tagout procedures can prevent injury to individuals who are performing maintenance or repair procedures on equipment/machines.

Learning Outcomes:

- Define lockout/tagout
- Describe the basic procedures to follow for lockout/tagout
- Compare and contrast lockout and tagout

### Overview of the National Incident Management System

This educational module reviews the key concepts and principles of the National Incident Management System (NIMS) and the benefits of using the system for domestic incident response.

Learning Outcomes:

- Summarize the key concepts, principles, and benefits of the NIMS system
- Compare NIMS with the Hospital Incident Command (HICS) system currently used in healthcare organizations

### Pain Management (Contact Hours 1.00)

This educational module provides a general overview of pain management and the importance of addressing a patient's pain.

Learning Outcomes:

- Summarize the different types of pain
- Review the major categories of pain medication
- Summarize the chart of a patient experiencing pain

### Patient Rights

The Joint Commission (TJC) and the Centers of Medicare and Medicaid (CMS) have basic requirements related to the rights of individuals when they enter a healthcare organization as a patient. This educational module focuses on these patient rights.

Learning Outcomes:

- Recognize the fundamental rights of all patients
- Summarize the rights that protect a patient's dignity, safety, personal security and privacy, cultural values, and spiritual values
- Relate the special rights of patients at the end of life

### Patient Safety

This educational module provides basic patient safety guidelines and how to implement them within a healthcare organization.

Learning Outcomes:

- Recognize key processes that lead to optimal patient safety
- Summarize mandatory patient safety requirements
- Demonstrate compliance with these requirements

## MCN Healthcare eLearning Course Descriptions

### Performance Improvement Basic Principles

This educational module provides the fundamental concepts of performance improvement.

Learning Outcomes:

- Identify the key elements of a Performance Improvement Program
- State why performance improvement activities are important in the healthcare arena
- List performance improvement responsibilities that may be expected of staff members
- Summarize how an organization's performance of functions affects the quality of care and service it provides

### Personal Protective Equipment (Contact Hours 1.00)

Occupational Safety and Health Administration (OSHA) provides regulations for workplace health and safety. These regulations require the use of personal protective equipment (PPE) in healthcare settings to protect healthcare staff from exposure to blood and other potentially infectious materials.

Learning Outcomes:

- Demonstrate knowledge of Standard Precautions and Transmission-Based Precautions
- Identify which PPE to use and when
- Know how to don and remove a mask, face shield, goggles, gown, and gloves
- Summarize the concepts of hand hygiene

### Preventing Infant or Child Abduction

Healthcare organizations must put mechanisms in place to prevent and respond to an infant abduction.

Learning Outcomes:

- Recognize the characteristics of an abductor
- State mechanisms that can be used to prevent an infant/child abduction
- Summarize how to respond if there is an infant/child abduction at the facility

### Preventing Workplace Violence

Healthcare professionals must learn to recognize where violent behavior is most likely to occur, risk factors, warning signs, and preventive and management strategies.

Learning Outcomes:

- List risk factors of workplace violence
- Recognize behavior that may lead to violence
- Summarize ways to diffuse potentially dangerous situations
- Strategies methods to prevent the occurrence of workplace violence

## MCN Healthcare eLearning Course Descriptions

### Quick Review of Mandatory Requirements - Clinical Part 1

Part 1 of this educational module reviews patient rights, patient confidentiality, the Health Insurance Portability and Accountability Act (HIPAA), advance directives, informed consent, and basic principles of patient safety.

Learning Outcomes:

- Understanding the basic rights of all patients
- Gain awareness of patient confidentiality
- Gain knowledge of advance directives
- Gain knowledge of the basic principles of informed consent

### Quick Review of Mandatory Requirements - Clinical Part 2

Part 2 of this educational module reviews body mechanics, electrical and equipment safety, and fire safety

Learning Outcomes:

- Understanding basic body mechanics
- Gain knowledge of electrical and equipment safety
- Understanding fire safety and the role of staff in the event of a fire

### Quick Review of Mandatory Requirements - Clinical Part 3

Part 3 of this educational module reviews hazardous materials and waste and security management.

Learning Outcomes:

- Gain knowledge of hazardous materials and waste, how to handle these wastes, and where to find additional information
- Gain knowledge of basic security management issues of a healthcare organization

### Quick Review of Mandatory Requirements - Non-Clinical Part 1

Part 1 of this educational module reviews patient rights, patient confidentiality, basic principles of patient safety, and body mechanics.

Learning Outcomes:

- Understanding the basic rights of all patients
- Gain awareness of patient confidentiality
- Gain knowledge of the basic principles of patient safety
- Gain knowledge of the basics of correct body mechanics

### Quick Review of Mandatory Requirements - Non-Clinical Part 2

Part 2 of this educational module reviews electrical and equipment safety and fire safety.

Learning Outcomes:

- Gain knowledge of general safety issues regarding electrical safety and equipment
- Understanding fire safety and role staff play in the event of a fire

### Quick Review of Mandatory Requirements - Non-Clinical Part 3

Part 3 of this educational module reviews hazardous materials and waste and security management.

Learning Outcomes:

- Gain knowledge of hazardous materials and waste, handling, and storage
- Summarize basic security management issues of a healthcare organization

## MCN Healthcare eLearning Course Descriptions

### Radiation Safety

Radiation is a form of energy that occurs naturally as well as from human-made sources. Small amounts of naturally occurring radioactive materials are found in the air we breathe and the food and water we consume.

Learning Outcomes:

- Summarize the history of x-rays and radioactivity
- Identify radiation safety guidelines for healthcare organizations
- State how to protect patients and staff from unnecessary exposure to radiation

### Red Flags Rules

This educational module reviews the Red Flags Rules and what a healthcare organization should do to ensure compliance with this federal rule.

Learning Outcomes:

- Define Red Flags Rules
- Identify the four (4) steps in implementing a process to detect identity theft
- Summarize indications that identify theft is being attempted

### Security Management

Healthcare organizations are expected to maintain a safe and secure environment for patients, visitors, and staff. Healthcare organizations are required to maintain safe and adequate facilities in accordance with federal, state, and local laws and regulations, as well as accepted standards of practice.

Learning Outcomes:

- List processes used to protect patients, visitors, and staff from harm
- Identify ways to report and investigate security-related incidents
- State how access and egress of sensitive hospital areas are controlled
- Identify types of security incidents that are common to sensitive areas
- Summarize how to manage security issues during an emergency/disaster event

### Sexual Harassment in the Healthcare Environment

Sexual harassment is defined as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature in the workplace or learning environment. Sexual harassment can affect the general morale and productivity of any workplace.

Learning Outcomes:

- Identify the types of behavior that can be interpreted as sexual harassment
- Summarize the consequences of sexual harassment
- Summarize how to create a more comfortable working environment

### Team Training Principles

This educational module focuses on the essential elements related to teamwork and team training.

Learning Outcomes:

- Identify the team building process
- Summarize team dynamics
- Recognize the key components of operating as a team

## MCN Healthcare eLearning Course Descriptions

### Understanding EMTALA

EMTALA requires hospitals with emergency departments to provide a medical screening examination to any individual who comes to the emergency department and requests such an examination and prohibits hospitals with emergency departments from refusing to examine or treat individuals with an emergency medical condition (EMC).

Learning Outcomes:

- Summarize the current federal EMTALA requirements for hospitals
- List ways to ensure compliance with EMTALA
- Gain knowledge of strategies to ensure compliance with EMTALA through organizational performance improvement activities

### Utility Systems and Medical Gas Management

This educational module reviews the Joint Commission (TJC) utility systems management standards.

Learning Outcomes:

- Understand the basic TJC requirements of a utility systems management program to include:
  - The need for identifying, evaluating, and taking inventory of equipment included in the Utility Systems Management Program
  - Inspecting, testing, and maintaining critical components
  - Documentation requirements in Utility Systems Management
  - The role Utility Systems Management plays in infection control activities

## **MCN Healthcare eLearning Course Descriptions**

### **Clinical Staff Competency Library I (11 Courses)**

#### **Age-Related Population-Specific Care Requirements (Contact Hours 1.50)**

This educational module provides an overview of population-specific care that is defined according to age.

Learning Outcomes:

- Describe age-related care
- Review guidelines for delivering age-related care
- Recognize how various departments are impacted by age-related requirements
- Describe how staff competency is verified to deliver care to different populations and, specifically, for patients of different ages

#### **Age-Specific Competency - Care of the Adolescent Patient (Contact Hours 1.00)**

This educational module provides developmental guidelines so that age-appropriate care can be provided to adolescent patients.

Learning Outcomes:

- Describe the growth and development of the adolescent
- Summarize strategies to provide age-appropriate care to the adolescent patient

#### **Age-Specific Competency - Care of the Adult Patient (Contact Hours 1.00)**

This educational module provides age-specific guidelines so that age-appropriate care can be delivered to the adult patient.

Learning Outcomes:

- Summarize the physical and mental development of the adult patient
- Comprehend strategies to deliver appropriate care to the adult patient

#### **Age-Specific Competency - Care of the Geriatric Patient (Contact Hours 1.00)**

This educational module provides age-specific guidelines so that age-appropriate care can be delivered to the geriatric patient.

Learning Outcomes:

- Summarize the physical and mental development of the geriatric patient
- Comprehend strategies to provide appropriate care to the geriatric patient

#### **Age-Specific Competency - Care of the Pediatric Patient (Contact Hours 1.00)**

This educational module provides developmental guidelines so that age-appropriate care can be provided to pediatric patients.

Learning Outcomes:

- Describe developmental changes to the pediatric patient
- Summarize different techniques to provide age-appropriate care to the pediatric patient

## MCN Healthcare eLearning Course Descriptions

### **Age-Specific Competency - Newborns Through Infancy** (Contact Hours 1.00)

This educational module provides developmental guidelines so that age-appropriate care can be provided to newborns and infant patients.

Learning Outcomes:

- Identify what's "normal" for each of the different age groups
- Recognize normal patterns of developmental behavior
- Summarize the needs for each of the ages provided

### **Ethics in Healthcare - Clinical Staff** (Contact Hours 1.00)

Ethics can impact patient care, staffing, competency of healthcare providers, organizational decisions regarding costs, and access to healthcare.

Learning Outcomes:

- Define ethics
- Define the Patient Self Determination Act
- Name the four (4) principles used to make ethical decisions
- Recognize healthcare situations that might cause ethical dilemmas
- Analyze the role of the healthcare professional when faced with an ethical dilemma

### **Ethics in Healthcare - Non-Clinical Staff**

Ethics can impact patient care, staffing, competency of healthcare providers, organizational decisions regarding costs, and access to healthcare.

Learning Outcomes:

- Define ethics
- Name the four (4) principles used to make ethical decisions
- Recognize healthcare situations that might cause ethical dilemmas
- Analyze what can be done if faced with an ethical dilemma

### **Restraint or Seclusion Part I** (Contact Hours 1.50)

This two-part educational module reviews the use of restraints and seclusion according to Centers for Medicare and Medicaid Services (CMS) regulations, the Joint Commission (TJC) standards (for those hospitals that use TJC accreditation for deemed status purposes), and the National Integrated Accreditation for Healthcare Organization (DNV) standards.

Learning Outcomes:

- Identify what is not considered a restraint
- Describe patient rights with respect to the use of restraints or seclusion
- Name risks associated with restraint or seclusion
- Determine alternatives to restraint or seclusion
- Identify the components of a restraint or seclusion order

## MCN Healthcare eLearning Course Descriptions

### **Restraint or Seclusion Part II** (Contact Hours 1.00)

This two-part educational module reviews the use of restraints and seclusion according to Centers for Medicare and Medicaid Services (CMS) regulations, the Joint Commission (TJC) standards (for those hospitals that use TJC accreditation for deemed status purposes), and the National Integrated Accreditation for Healthcare Organization (DNV) standards.

Learning Outcomes:

- Define monitoring and assessment of a patient in restraint or seclusion
- Define one (1) hour face-to-face evaluation
- Identify documentation requirements for the use of restraint or seclusion
- Identify reporting requirements for patient deaths associated with restraint or seclusion
- Re-state performance improvement activities associated with restraint or seclusion

### **Restraint or Seclusion Use - Behavioral Health Settings (TJC)** (Contact Hours 1.50)

This educational module reviews the Joint Commission's (TJC) Behavioral Healthcare standards for restraint or seclusion use in the behavioral healthcare setting.

Learning Outcomes:

- Gain knowledge regarding TJC Behavioral Healthcare standards that apply to all behavioral healthcare settings.
- Demonstrate knowledge/skill of the following:
  - Know when restraint or seclusion may be used
  - Restraint or seclusion orders
  - Patient monitoring, assessment, and reassessment
  - Documentation
  - Performance Improvement
  - Debriefing

## **MCN Healthcare eLearning Course Descriptions**

### **Clinical Staff Competency Library II (14 Courses)**

#### **Bloodborne Pathogens and Needlestick Prevention**

Safety precautions, such as handling all blood and body fluids as if infectious, using sharps safety devices, and disposing of sharps properly, decrease exposures to bloodborne pathogens; however, exposure still occurs, often because healthcare workers do not follow safety procedures on a consistent basis.

Learning Outcomes:

- Summarize the need to utilize Standard Precautions when coming into direct contact with a patient
- Identify ways to prevent sharps injuries and exposure to bloodborne pathogens
- Apply the requirements of the Needlestick Safety and Prevention Act in daily patient care activities

#### **Central Line Infections (Contact Hours 1.00)**

Central line-associated bloodstream infections (CLABSIs) result in thousands of deaths each year, yet such infections are preventable. Infection prevention and control efforts should include not only hospital patients but other vulnerable populations, such as patients receiving hemodialysis through catheters, intraoperative patients, and oncology patients.

Learning Outcomes:

- Summarize the five (5) components within the central line bundle
- Relate additional measures to help reduce central line infections
- Define the elements of instruction to be provided to staff, patients, and families regarding central line infections
- Identify the importance of performance improvement activities to analyze the number of central line infections

#### **Current Overview of AIDS and HIV**

This educational module reviews the basics of HIV infection and current therapies

Learning Outcomes:

- Recognize the current face of HIV and AIDS
- Summarize current management of patients with HIV
- Describe the co-infections and possible complications of HIV

#### **Discharge Preparation/Planning**

Discharge planning is the preparation of a detailed plan for continued comprehensive care of a hospitalized or institutionalized patient after the patient is discharged.

Learning Outcomes:

- List characteristics of a discharge plan
- Recognize the importance of appropriate discharge planning
- Ensure all elements of a discharge plan are completed prior to a patient leaving a healthcare facility

## MCN Healthcare eLearning Course Descriptions

### **Flu Management - Seasonal Influenza** (Contact Hours 2.00)

Influenza (flu) is a contagious respiratory virus that occurs primarily in the autumn and winter months. While the flu virus circulates year-round, flu activity begins to increase in October and peaks between December to February, although activity can be detected up until May.

Learning Outcomes:

- Demonstrate knowledge of the different types of viruses that can cause the flu in humans
- Demonstrate knowledge of how the flu is transmitted, populations at high risk for the flu, and the importance of yearly vaccination against the flu
- Demonstrate knowledge of infection prevention and control recommendations when caring for patients diagnosed with the flu

### **Hepatitis Basics**

This educational module reviews the management of healthcare providers who have been infected with Hepatitis B and C and the risks of transmitting Hepatitis B and C to patients.

Learning Outcomes:

- Summarize facts about Hepatitis
- List the routes for transmitting Hepatitis
- Discuss the risk of transmitting Hepatitis to patients

### **Hepatitis for Clinical Staff**

This educational module reviews the management of healthcare providers who have been infected with Hepatitis B and C and the risks of transmitting Hepatitis B and C to patients.

Learning Outcomes:

- Summarize facts about Hepatitis
- List the routes for transmitting Hepatitis
- Discuss the risk of transmitting Hepatitis to patients

### **Multidrug-Resistant Organisms (MDROs) and Clostridium difficile Infection (CDI)** (Contact Hours 1.00)

Multi-drug resistant organisms (MDRO) are defined as microorganisms, predominantly bacteria, that are resistant to one (1) or more classes of antimicrobial agents.

Learning Outcomes:

- Identify microorganisms that cause drug resistance
- State criteria that increase a patient's risk for development of drug resistant infections
- Recognize ways to reduce the transmission of drug resistant infections, as well as *Clostridioides difficile* infections
- Summarize patient instructions to reduce the transmission of drug resistant infections and *Clostridioides difficile* infections

## MCN Healthcare eLearning Course Descriptions

### Nutritional Screening

Nutritional screening is the process of identifying characteristics known to be associated with nutrition problems to determine if a patient is malnourished or at risk for malnourishment.

Learning Outcomes:

- Identify components of nutritional screening
- Understand scoring guidelines
- Identify when the Registered Dietitian should be consulted for further nutritional assessment

### Overview of Organ Donation

Healthcare providers should make every effort to provide comfort and support to families regardless of their decision to donate or refuse donation of organs. Healthcare organizations should have policies in place to identify all potential donors of organs/tissues/eyes for transplantation according to state regulations.

Learning Outcomes:

- Summarize the purpose of the Organ Procurement and Transplantation Network (OPTN) and the Organ Procurement Organization (OPO)
- Discuss general procedures for organ donation
- Comprehend the documentation needed about organ procurement and/or transplantation

### Patient Education: Meeting the Standards

This educational module provides basic information about the regulatory body expectations for healthcare providers to educate patients, as appropriate.

Learning Outcomes:

- Prioritize specific patient educational needs
- Encourage the patient and family to participate in the learning process
- Summarize how to best allocate educational resources
- Demonstrate compliance with educational requirements
- Recognize that providing patient education is an interdisciplinary process
- List the types of patient education information that will be requested and examined during a regulatory body survey

### Respiratory Hygiene/Cough Etiquette

A Respiratory Hygiene/Cough Etiquette protocol should be incorporated into every healthcare organization's infection control practice as a component of Standard Precautions.

Learning Outcomes:

- Understanding the rationale for the Respiratory Hygiene/Cough Etiquette protocol
- Be able to implement the Respiratory Hygiene/Cough Etiquette protocol in your facility

## MCN Healthcare eLearning Course Descriptions

### **Surgical Site Infections** (Contact Hours 1.00)

Surgical site infection (SSI)—defined by the Centers for Disease Control and Prevention (CDC) as infection related to an operative procedure that occurs at or near the surgical incision within 30 days of the procedure or within 90 days if prosthetic material is implanted at surgery—is among the most common preventable complication after surgery.

Learning Outcomes:

- List the characteristics of patients and surgical procedures that may influence the risk of development of a surgical site infection
- Relate infection prevention and control measures to help reduce surgical site infections
- Explain what instruction the patients and families require regarding surgical site infections

### **Tuberculosis Basics for Staff**

Tuberculosis (TB) is caused by the bacteria *Mycobacterium tuberculosis*. TB can infect the lungs, kidneys, brain, spine, or any other part of the body; however, it usually settles in the lungs. Tuberculosis bacterium is airborne and can stay in the air for several hours, depending on the environment; therefore, it can be transmitted to other individuals by coughing, sneezing, speaking, or singing.

Learning Outcomes:

- Identify what causes a TB infection
- Summarize how an infection is identified
- State how TB is spread to others
- Review current treatments for TB
- Describe how to protect self and others while caring for patients infected with TB

## MCN Healthcare eLearning Course Descriptions

### Patient Safety Library I (13 Courses)

#### **Adverse Incident and Sentinel Event Reporting**

This educational module reviews the importance of measuring, monitoring, and analyzing adverse and sentinel events to ensure quality patient care.

Learning Outcomes:

- Restate the purpose of reporting adverse incidents
- Recognize what constitutes a sentinel event
- Summarize how the analysis of sentinel and adverse events impacts the quality of patient care

#### **Catheter-Associated Urinary Tract Infections** (Contact Hours 1.00)

This educational module reviews the steps to implement a program to prevent catheter-associated urinary tract infections.

Learning Outcomes:

- Identify best practice approaches for the use of indwelling urinary catheters in hospitalized patients
- Examine interventions to successfully manage the care of a patient with an indwelling urinary catheter
- Review performance improvement activities to prevent infections associated with indwelling urinary catheters
- Discuss educational needs to prevent infections associated with indwelling urinary catheters

#### **Effective Communication in Healthcare** (Contact Hours 1.00)

It is important that all healthcare managers understand factors that impact effective communication and the need to constantly monitor and improve communication within their organization to prevent patient harm.

Learning Outcomes:

- Recognize characteristics of communication
- Summarize the role of communication in leadership
- List barrier to effective communication within a healthcare organization
- Describe the importance of having structured patient hand-off procedures in place
- List strategies to use to effectively communicate with a variety of healthcare professionals

#### **Falls Prevention**

A fall reduction program may include a fall risk assessment and periodic reassessments of each patient's risk for falling, including the potential risk associated with the patient's medication regimen. A fall reduction program should also include periodic assessments of the patient's environment of care.

Learning Outcomes:

- Relate the impact of falls on healthcare costs
- Summarize the areas to include in a falls assessment
- Determine how to implement a falls assessment and prevention program

## MCN Healthcare eLearning Course Descriptions

### **Implementing the 2023 National Patient Safety Goals Part I** (Contact Hours 1.00)

Each year, the Joint Commission (TJC) revises goals and/or requirements, adds new goal(s), moves goals to standards, and/or retires goals to address leading patient safety issues in healthcare. The purpose of the National Patient Safety Goals (NPSG) is to promote specific improvements in patient safety.

Learning Outcomes:

- State the expectations of NPSGs 1-8 and associated requirements
- Summarize how to best achieve compliance with these NPSGs

### **Implementing the 2023 National Patient Safety Goals Part II** (Contact Hours 1.00)

Each year, the Joint Commission (TJC) revises goals and/or requirements, adds new goal(s), moves goals to standards, and/or retires goals to address leading patient safety issues in healthcare. The purpose of the National Patient Safety Goals (NPSG) is to promote specific improvements in patient safety.

Learning Outcomes:

- State the expectations of NPSG 8, 14, 15, and the Universal Protocol
- Summarize how to best achieve compliance with the NPSGs and Universal Protocol

### **Medication Management: Meeting the Standards**

This educational module reviews requirements for medication use and management, including planning, medication selection and procurement, storage, ordering and transcribing, medication preparation and dispensing, medication administration, monitoring the effect of medications given to the patient, and evaluation.

Learning Outcomes:

- List key processes that lead to optimal medication management
- Analyze safeguards to prevent medication errors
- Recognize common medication management pitfalls to avoid
- Summarize the types of information that will be requested and examined during an accreditation survey related to medication use and management

### **Principles of Patient Safety for Healthcare Professionals**

This educational module reviews practices that have been proven to reduce medical errors and improve patient outcomes.

Learning Outcomes:

- Recognize key processes that lead to optimal patient safety
- Summarize mandatory patient safety requirements
- Demonstrate compliance with these requirements

## MCN Healthcare eLearning Course Descriptions

### Safety of Clinical Alarms

This educational module reviews the various alarm systems found in healthcare, the potential for errors, and methods of avoidance.

Learning Outcomes:

- Review the common alarm systems in healthcare
- Summarize methods to ensure proper usage
- Describe requirements for the use of clinical alarms

### Transfusion of Blood and Blood Components

The transfusion of blood/blood components must be performed in accordance with federal and state regulations and approved medical staff policies and procedures.

Learning Outcomes:

- Relate safety precautions regarding blood donations and testing
- Describe how to complete Blood Bank Requisition forms
- Summarize how to obtain blood and blood components from the Blood Bank
- Analyze the safe administration of blood and blood components
- Identify transfusion reactions
- Summarize what to do when transfusion reactions occur

### Transportation Devices and Bed Safety (Contact Hours 1.00)

This educational module reviews two (2) areas in which a patient could be unintentionally harmed: transportation devices and hospital beds.

Learning Outcomes:

- State ways to ensure the safe use of wheelchairs
- Summarize how to ensure the safe use of stretchers
- Identify the advantages of utilizing a bed monitoring device
- Name the types of patients for whom an enclosed bed would be beneficial
- Discuss measure to ensure safety when utilizing an enclosed bed

### Unacceptable Abbreviations

This educational module focuses on unacceptable abbreviations, including those that have a tendency to be used when documenting patient care.

Learning Outcomes:

- Summarize the rationale behind the "unacceptable abbreviations" requirement
- Learn the Joint Commission (TJC) requirements for developing an unacceptable abbreviations list for a healthcare organization
- Discuss why the unacceptable abbreviations list is an integral part of an organization's Patient Safety Program

## MCN Healthcare eLearning Course Descriptions

### **Use of Insulin, Anticoagulants, and Narcotics**

"High-alert" or "high-risk" medications are drugs that bear a heightened risk of causing significant patient harm when they are used in error. Although mistakes may or may not be more common with these drugs, the consequences of an error with these medications are clearly more devastating to patients.

Learning Outcomes:

- Identify the possible adverse events associated with insulin, anticoagulants, and narcotics
- Apply trigger methodology to identify adverse drug events
- Summarize actions to reduce medical/health care errors associated with high-alert medications

## MCN Healthcare eLearning Course Descriptions

### Patient Safety Library II (10 Courses)

#### **Anesthesia Awareness** (Contact Hours 0.50)

Anesthesia awareness, or unintended intraoperative awareness, occurs when a patient under general anesthesia becomes aware of some or all events during surgery, and the patient has direct recall of those events. Although it can be upsetting, patients usually do not feel pain.

Learning Outcomes:

- Identify factors that can contribute to the possibility of anesthesia awareness
- Know how to monitor for anesthesia awareness
- Summarize how to manage the patient after anesthesia awareness occurs

#### **Basic Principles of Root Cause Analysis**

This educational module reviews how to effectively utilize Root Cause Analysis (RCA) to implement strategies to reduce the risk of unwanted outcomes reoccurring.

Learning Outcomes:

- State the purpose of performing a Root Cause Analysis (RCA)
- Identify the steps in the RCA process
- Appropriately address the Joint Commission's (TJC) requirement for identifying and managing sentinel events using RCA

#### **Basics of Failure Mode and Effects Analysis**

This educational module reviews how to use the Failure Mode and Effect Analysis (FMEA) and the Failure Mode, Effects, and Criticality Analysis (FMECA) techniques to perform a proactive risk assessment on selected high-risk processes performed in a healthcare organization.

Learning Outcomes:

- State the purpose of performing a FMEA
- List the steps in the FMEA process
- Appropriately address the Joint Commission's (TJC) proactive risk assessment standard

#### **Essentials of Medical Record Documentation**

Documentation is an essential part of patient care and serves as one of the major modes of communication between healthcare professionals. The medical record must express the evaluation and treatment of the patient.

Learning Outcomes:

- Review the essentials of medical record documentation in the inpatient and outpatient settings
- Review the basic requirements of proper medical record documentation
- Comprehend the legal aspects of documentation
- Summarize the Joint Commission (TJC) requirements for medical record documentation
- Identify ways to incorporate medical record review into daily workday activities

## MCN Healthcare eLearning Course Descriptions

### **Fire Safety in the OR** (Contact Hours 1.50)

Fire is an ever-present danger in the operating room (OR) and poses a real hazard to patients and healthcare workers. Although surgical fires are preventable, the Food and Drug Administration (FDA) continues to receive reports about these events. Surgical fires can result in patient burns and other serious injuries, disfigurement, and death. Deaths are less common and are typically associated with fires occurring in a patient's airway.

Learning Outcomes:

- State the components of the fire triangle
- Summarize causes of OR fires
- Identify risk reduction strategies for preventing OR fires
- Determine the role of the surgical team in preventing fires in the OR

### **Moderate Sedation** (Contact Hours 1.50)

Healthcare providers providing or monitoring moderate sedation must be qualified through education and competency validation to rescue patients from deep sedation.

Learning Outcomes:

- Define moderate sedation
- List medications that are used for moderate sedation
- Review the components of the patient assessment before the administration of anesthetic agents
- Recognize the equipment/supplies needed when administering moderate sedation
- Describe areas of assessment and reassessment of patients undergoing moderate sedation and in the recovery process
- Summarize discharge criteria
- Demonstrate correct documentation

### **Patient Communication**

This educational module addresses ways to maximize patient communication within healthcare organizations.

Learning Outcomes:

- Identify ways to ensure thorough communication with patients
- Summarize the importance of patient communication in the healthcare environment
- Evaluate the healthcare provider's role in patient communication

### **Patient Controlled Analgesia**

This educational module presents key principles that must be considered when patient controlled analgesia (PCA) is utilized to prevent medication errors from occurring.

Learning Outcomes:

- Summarize the key principles regarding the safe use of PCA, including patient selection and education, drug administration, proper patient monitoring, and required staff education
- Define PCA by proxy
- Critique potential errors associated with the use of PCA

## MCN Healthcare eLearning Course Descriptions

### **Suicidal Tendencies and Self Harm Assessment**

In order for inpatient suicides to decrease, healthcare professionals must assess and reassess the patient at risk for suicide, implement the applicable observation level, and ensure precautions are taken in regard to the patient's environment.

Learning Outcomes:

- Review the processes that must be conducted to identify and deliver appropriate care, treatment, and services to the suicidal patient
- Identify the key elements that must be included in an initial assessment of the patient specific to suicide and self-harm
- Relate suicide risk factors
- Summarize suicide precautions

### **Wrong Site Surgery Prevention**

This educational module reviews Universal Protocol for the prevention of wrong procedure, wrong patient, wrong site surgeries.

Learning Outcomes:

- State what is required by the Universal Protocol
- Identify the exemptions allowed by the Universal Protocol
- Summarize how to ensure compliance with the Universal Protocol

## **MCN Healthcare eLearning Course Descriptions**

### **Department Survey Tracer Preparation (10 Courses)**

#### **Critical Care Unit Individual Tracer**

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

#### **Emergency Department Individual Tracer**

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

#### **Imaging Services/Nuclear Medicine Department Individual Tracer**

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

## MCN Healthcare eLearning Course Descriptions

### Maternal-Child Health Individual Tracer

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

### Nutritional Services Individual Tracer

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

### Patient Care Unit Individual Tracer

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

### Pharmacy Department Individual Tracer

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

## MCN Healthcare eLearning Course Descriptions

### Rehabilitation Services Individual Tracer

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

### Respiratory Therapy Department Individual Tracer

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

### Surgical Services/PACU Individual Tracer

Tracer methodology is the tracking of patient experiences throughout the healthcare organization. The Joint Commission (TJC) has used tracer methodology since 2004 to increase the focus on the patient care process at the point of care.

Learning Outcomes:

- Define Priority Focus Process and Priority Focus Areas (PFA)
- Summarize tracer methodology
- Restate how tracer methodology is used and incorporated in TJC survey process
- Know how to plan for this process during the next accreditation survey

## MCN Healthcare eLearning Course Descriptions

### System Survey Preparation (5 Courses)

#### **CMS Validation Survey**

This educational module assists healthcare employees to prepare for the Centers for Medicare and Medicaid (CMS) Validation Survey Process.

Learning Outcomes:

- Restate validation survey focus issues
- Summarize the differences between a Joint Commission (TJC) survey and a CMS Validation survey
- Demonstrate compliance with CMS Conditions of Participation
- List the types of documents and records needed for a survey

#### **Data Use Patient System Tracer**

The Data Use Patient System Tracer focuses on how data is used in the organization to improve patient care and safety. This concept is so important that during some surveys the Medication Management and Infection Control Patient System Tracers may be deleted and discussion concerning these topics will take place in this session.

Learning Outcomes:

- Summarize why the Data Use Patient System Tracer is performed
- Analyze how the Data Use Patient System Tracer is conducted
- Restate what will occur during the Data Use Patient System Tracer

#### **Infection Control Patient System Tracer**

The Infection Control (IC) Patient System Tracer focuses on how to incorporate infection control activities into safety and performance improvement programs toward improved patient care and safety.

Learning Outcomes:

- Understand The Joint Commission (TJC) infection control standards
- Learn how to incorporate infection control activities into safety and performance improvement programs
- Understand the responsibilities of hospital leaders in the design and implementation of the infection control program

#### **Medication Management Patient System Tracer**

The Joint Commission (TJC) uses a variety of methods to assess a healthcare organization's medication management processes. One of the primary methods utilized during an accreditation survey is the Medication Management Patient System Tracer.

Learning Outcomes:

- Identify the organization's medication process
- Evaluate the continuity of medication management from procurement of medications through the monitoring of their effects on patients
- Complete a high-level analysis of the organization's medication management system

## **MCN Healthcare eLearning Course Descriptions**

### **Tracer Methodology During the Accreditation Survey Process**

Tracer methodology is a process that allows surveyors to access a specific patient and the services provided to that patient related to organizational processes and systems during the delivery of patient care.

Learning Outcomes:

- Define tracer methodology
- Explain how it is used and incorporated into the Joint Commission (TJC) survey process
- Summarize what to expect during an accreditation survey

## **MCN Healthcare eLearning Course Descriptions**

### **Medical Staff Survey Preparation (5 Courses)**

#### **Accreditation Training for the Governing Body**

This educational module provides an overview of the Joint Commission (TJC) Accreditation Survey.

Learning Outcomes:

- Define the Periodic Performance Review
- Summarize the Priority Focus Process and Priority Focus Areas
- Restate the Tracer methodology
- Describe how tracer methodology is used and incorporated into TJC survey process
- Review what can be anticipated during the next accreditation survey

#### **Accreditation Training for the Medical Staff**

In order to be fully prepared for the Joint Commission (TJC) survey process, the concepts of the organizational Periodic Performance Review, Priority Focus Process, Priority Focus Areas, and tracer methodology must be understood.

Learning Outcomes:

- Summarize TJC survey process
- Relate tracer methodology
- Review how tracer methodology is used and incorporated into TJC survey process
- Describe what is expected of the medical staff during accreditation surveys

#### **Credentialing and Privileging of the Medical Staff**

This educational module focuses on the sources for guiding the credentialing process and reviews important general principles for credentialing.

Learning Outcomes:

- Review the purpose of medical staff credentialing and privileging
- Describe special issues in credentialing and privileging
- Summarize the Joint Commission (TJC) standards for credentialing and privileging of medical staff

#### **Joint Commission Physician Health Standard**

The Joint Commission (TJC) requires that medical staff have a process in place to educate, identify, and assist licensed independent practitioners who suffer from a potentially impairing condition.

Learning Outcomes:

- Summarize TJC licensed independent practitioner health standards
- Recognize the special characteristics of impaired physicians
- Describe the medico-legal issues regarding impaired physicians

## **MCN Healthcare eLearning Course Descriptions**

### **Medical Staff Peer Review**

Physician peer review should be an evaluative process that is a non-biased activity performed by the medical staff to measure, assess, and, where necessary, improve quality and performance on a system-wide basis.

Learning Outcomes:

- Summarize the medical staff performance improvement process
- Describe the Joint Commission (TJC) requirements for focused review of a practitioner's performance

## MCN Healthcare eLearning Course Descriptions

### HCAHPS Hospital Survey (5 Courses)

#### **HCAHPS - Ancillary Staff Communication**

This educational module provides an overview of HCAHPS survey questions a patient may have an opportunity to rate regarding their hospital experience.

Learning Outcomes:

- Summarize the types of questions a patient will be asked to evaluate the hospital
- Recognize how communication impacts a patient's hospital experience
- State the role each hospital employee has on a patient's perception of their hospital experience

#### **HCAHPS - An Introduction to HCAHPS Survey**

This educational module provides an overview of the HCAHPS survey and the reasons why all healthcare employees should welcome the opportunity for this survey to be provided to their patients.

Learning Outcomes:

- Summarize the benefits of providing this type of survey to the patient post-discharge
- Recognize areas that can be assessed to positively impact the survey outcome
- Embrace the opportunity to have the survey provided to patients

#### **HCAHPS - Nursing Communication**

This educational module provides specific questions regarding nursing care that a patient completing the HCAHPS survey will have an opportunity to rate.

Learning Outcomes:

- Summarize the four (4) specific survey questions that address nursing care
- Recognize how nursing care impacts a patient's hospital experience
- State the importance of communicating with patients when discharge planning

#### **HCAHPS - Patient Care Assistants Communication**

This educational module provides specific questions regarding care that a patient completing the HCAHPS survey will have an opportunity to rate.

Learning Outcomes:

- Summarize the specific survey questions that address patient care
- Recognize how patient care impacts a patient's hospital experience
- Recognize the impact of communication on a patient's perception of care received while in the hospital

## MCN Healthcare eLearning Course Descriptions

### HCAHPS - Physician Communication

This educational module provides specific questions regarding physician care that a patient completing the HCAHPS survey will have an opportunity to rate.

Learning Outcomes:

- Summarize the three (3) specific survey questions that address physician care
- Recognize how pain control impacts a patient's hospital experience
- Ensure medication changes and side effects are discussed with patients
- State the importance of communicating with patients regarding their continuing healthcare needs when discharged

## MCN Healthcare eLearning Course Descriptions

### Healthcare Management Professional Development Library I (10 Courses)

#### **Allocating Staff Resources** (Contact Hours 1.00)

Appropriate staffing is critical to healthcare organizations in order to provide the quality care and services patients depend on.

Learning Outcomes:

- Understand the various factors that impact patient care staffing decisions
- Understand the use of patient classification systems
- Summarize the various staffing models used
- Analyze the impact of turnover on healthcare organizations
- Recommend strategies to minimize staff turnover

#### **Budgeting and Resource Allocation** (Contact Hours 1.00)

Nurse managers who understand the budgeting process are prepared to manage financial resources and contribute to the overall financial health of the healthcare organization.

Learning Outcomes:

- Understand the components of budget preparation
- List the different types of budgets
- Analyze ways to stay on budget
- Review the potential causes of variations in budgets

#### **Conflict Management** (Contact Hours 1.00)

It is important that every healthcare professional be able to recognize conflict and have the tools to successfully manage difficult situations.

Learning Outcomes:

- Recognize conflict and its impact on patient care
- List the five (5) types of conflict management strategies
- Understand both the positive and negative elements of conflict
- Contrast different approaches to management conflict

#### **Decision Making** (Contact Hours 1.00)

Nurse managers need to learn a variety of decision-making approaches and utilize those that are the most effective given the problem or situation being addressed.

Learning Outcomes:

- Recognize different decision-making models available
- Understand the decision-making process
- Identify the different steps used in the decision-making process
- Apply decision-making techniques to a variety of situations

## MCN Healthcare eLearning Course Descriptions

### **Delegation** (Contact Hours 1.00)

Healthcare managers must understand the correct use of delegation as a manager and as it relates to the nursing profession.

Learning Outcomes:

- Define delegation
- Understand the strategies of delegation
- Recognize the benefits of delegation
- Understand the Five Rights of Delegation for Nursing as applicable
- Review the barriers to effective delegation

### **Effectiveness, Efficiency, and Productivity** (Contact Hours 1.00)

Nurse managers play an integral role in an organization's productivity by carefully managing the supplies, materials, and nursing hours to provide quality care to patients served.

Learning Outcomes:

- Define effectiveness
- Define efficiency
- Define productivity
- Analyze ways to measure nursing productivity
- Review approaches to improve nursing productivity

### **Enhancing Employee Performance** (Contact Hours 1.50)

It is vital that healthcare managers assess the educational needs of employees to make sure they are adequately prepared to meet the complex needs of patients.

Learning Outcomes:

- Explain the staff development process
- Summarize the steps within the adult learning process
- List different approaches used for staff development
- Describe the use of preceptors in the orientation process
- Understand the use disciplinary action in employee performance issues

### **Managing Personnel Problems** (Contact Hours 1.0)

It is important that every healthcare manager has the knowledge and tools to handle employee issues and achieve optimal conflict resolution so that these issues can be recognized and addressed in a timely manner.

Learning Outcomes:

- Explain how different personnel issues negatively affect the work group
- Analyze ways to handle personnel issues
- Recognize signs of substance abuse in an employee
- Summarize methods to reduce workplace violence

## MCN Healthcare eLearning Course Descriptions

### **Power and Nursing Management** (Contact Hours 1.00)

There is often a fine line between appropriate use and abuse in the use of power.

Learning Outcomes:

- Understand the difference between power and influence
- Understand the seven (7) personal attributes that are used to build personal power
- Recognize the seven (7) different types of power
- Summarize when power is used appropriately, under-utilized, and over-utilized

### **Problem Solving** (Contact Hours 1.00)

To effectively solve problems, the healthcare manager needs to understand the steps of problem solving.

Learning Outcomes:

- Define problem solving
- Understand the process used to solve problems
- Recognize four methods used to problem solve
- Understand critical thinking and its use in problem solving
- Summarize the problem-solving process

## MCN Healthcare eLearning Course Descriptions

### Healthcare Management Professional Development Library II (10 Courses)

#### **Change Management** (Contact Hours 1.00)

To meet organizational demands, healthcare leaders must be prepared and skilled at making changes. Successfully navigating change leads to engaged employees, quality patient care, and an overall improved healthcare system.

Learning Outcomes:

- Define change
- Recognize the role of a manager as a change agent
- Define different theories of change
- Summarize the steps within the change process
- Analyze strategies to implement change

#### **Customer Service and Health Care** (Contact Hours 1.00)

To obtain the goal of quality patient care, all members of the healthcare team must recognize the value and importance of each other.

Learning Outcomes:

- Understand the importance of customer service in healthcare
- Summarize strategies to provide positive customer interactions
- Understand how employee engagement impacts patient experience
- Embrace the concept of ongoing improvement of customer service at every point within the healthcare system

#### **Dealing with Difficult Patients** (Contact Hours 1.00)

Most patient interactions can be gratifying and pleasant. Patients are genuinely appreciative of the care received. These patient interactions are based on mutual respect and trust. Unfortunately, there are patient encounters that are not always as pleasant. Certain patients can evoke negative reactions, whether it is their appearance, attitude, or presenting complaint.

Learning Outcomes:

- Define a "difficult" patient
- Analyze types of difficult patients
- Recognize methods to work with difficult patients
- Summarize techniques to improve the patient-healthcare provider relationship

## MCN Healthcare eLearning Course Descriptions

### **Groups and Teams** (Contact Hours 1.00)

Understanding the difference and how to appropriately use teams and groups is important for completing projects and achieving desired results.

Learning Outcomes:

- Define a group
- Define a team
- Understand the differences between a group and a team
- List the stages of group development
- Review methods to build a team
- Analyze different types of groups
- Summarize ways to manage formal groups

### **Management and Leadership** (Contact Hours 1.00)

Recognizing the differences between leaders and managers will allow healthcare organizations to optimize the attributes of the individuals that encompass these very different but important roles.

Learning Outcomes:

- Analyze the different functions of management
- Be knowledgeable of the three (3) levels of management
- Contrast the role of manager with that of a leader
- Recognize the different leadership styles

### **Performance Evaluation** (Contact Hours 1.00)

Performance evaluations are meant to analyze and review how well involved work-related activities were performed against organizational expectations.

Learning Outcomes:

- Understand the role job descriptions play in Performance Evaluations
- Summarize criteria used to evaluate employee performance
- Understand how to use constructive criticism
- Review the three (3) processes used in Performance Evaluations
- Summarize behaviors needed to conduct a Performance Evaluation
- Recognize potential issues that can compromise Performance Evaluations

### **Performance Improvement** (Contact Hours 1.00)

Healthcare managers are responsible for ensuring ongoing quality of care for patients in patient care units/ departments.

Learning Outcomes:

- Describe the characteristics of a Quality and Performance Improvement Program
- Discuss the healthcare manager's role in performance improvement
- Analyze the importance of performance improvement findings to positively impact patient care

## MCN Healthcare eLearning Course Descriptions

### **Recruiting Staff** (Contact Hours 1.00)

Healthcare organizations and their hiring managers must work in collaboration to quickly assess, interview, and follow up with potential candidates to hire.

Learning Outcomes:

- Summarize the recruitment and selection process
- Analyze interviewing strategies
- Compare and contrast interviewing questions
- Understand employment rules and regulations

### **Stress Management** (Contact Hours 1.00)

It is important as a healthcare manager to be able to understand the impact stress can have on staff and its impact on patient care.

Learning Outcomes:

- Define stress
- List factors that cause stress
- Analyze the consequences of stress
- Determine ways to manager stress

### **Time Management** (Contact Hours 1.00)

Healthcare is a challenging environment to work in. It is a 24/7 industry. Every healthcare manager is responsible for the quality of care delivered to patients and has projects, meetings, and staff to manage, not to mention handling any emergencies that may occur.

Learning Outcomes:

- Define time management
- Analyze the importance of time management
- Understand basic principles of time management
- Utilize time management techniques while functioning as a manager