

**COURSE NO:** NURS 610

**COURSE TITLE:** Clinical Nurse Leader Roles and Responsibilities

**CREDIT HOURS:** Three

**SEMESTER:** Spring

**CONTACT HOURS:** Three hours weekly  
Tuesdays, 5pm-8pm Memorial Hall Room 202

**INSTRUCTOR:** Jan Broniec MS, RN, CNL  
Helen Post MS, RN, CNL  
Adjunct Instructors

**RESOURCES:**

There are 2 books for this class and one position paper:

1. Initiating and Sustaining the Clinical Nurse Leader Role, by Harris, Roussel and Thomas
2. Clinical Nurse Leader Certification Review by King and Gerard
3. AACN's "Competencies and Curricular Expectations for the CNL Education and Practice" <http://www.aacn.nche.edu/cnl/CNL-Competencies-October-2013.pdf>

Each weekly assignment does require reading from the books, various journal articles, position papers or reports or requires perusal of websites. Links to these readings and sites will be posted on the Blackboard site. Other recommended readings will be noted as applicable.

**PREREQUISITES:** None

**COURSE DESCRIPTION:**

This course introduces students to the multiple roles and responsibilities of the clinical nurse leader (CNL), which include advocate, member of the profession, team manager, information manager, systems analyst/risk anticipator, clinician, outcomes manager, and educator. Exemplars and case studies of role integration will provide a basis for student learning.

**COURSE OBJECTIVES:**

At the conclusion of this course, the student will be able to:

1. Design, coordinate, integrate, and evaluate care for select populations of patients at the point of care.

2. Synthesize and evaluate data, information, and knowledge to achieve optimal patient outcomes.
3. Assume the role of patient and family advocate in CNL care planning activities.
4. Identify appropriate education principles and theories to develop patient, group, and staff education programs.
5. Utilize information systems and technology that puts knowledge at the point of care to improve outcomes.
6. Critically analyze and evaluate risks to the safety of patients and populations.
7. Apply principles of leadership theories to serve as a leader and partner in the interdisciplinary health care team.
8. Identify strategies to diminish health disparities in a select population of patients.

### **TEACHING METHODS:**

Lecture, seminar discussion, select audiovisuals, peer presentations

### **EVALUATION:**

Course grades are based on the following numerical equivalencies:

A = 93-100	C = 73-76.99
A- = 90-92.99	C- = 70-72.99
B+ = 87-89.99	D+ = 67-69.99
B = 83-86.99	D = 64-66.99
B- = 80-82.99	D- = 60-63.99
C+ = 77-79.99	F = Below 60

	<u>Course Grades:</u>
Seminar Participation:	50%
Education Module Development	25%
Clinical Nurse Leader Care Plan	25%

### Seminar Participation:

Students engaged in this course will benefit from active participation in discussions, presentations, and peer critique. There are a total of ten assignments that each student must complete at various times over the course of the semester (note due dates on topical outline). Each of these assignments will comprise 5% of the student's grade. Students will be graded partly based upon satisfactory completion of these assignments and also based upon the substance of their participation in the seminar discussions. These assignments include the following:

- Microsystem profile
- Clinical guideline
- Risk assessment
- Education project identification
- Identification of vulnerable population
- Cultural competence assessment

Identification of decision support resources  
 Blake & Mouton Leadership Assessment  
 Thomas-Kilmann Conflict Mode Assessment  
 Problem-Solving Skills Questionnaire completion

#### Education Module Development:

Students will develop and present an education module targeted at reducing risks within their chosen microsystems. These modules will be graded based upon the following rubric:

	<u>% of module grade:</u>
Identification of purpose:	10%
Identification of target audience:	10%
Appropriateness of learning objectives:	10%
Method of delivery:	10%
Design of education module:	30%
- literacy assessment	
- learning principles or models chosen	
- ease of use of materials	
- replicability	
Time limits:	10%
Evaluation methods	10%
Plan for delivery/roll-out	10%

#### Clinical Nurse Leader Care Plan

Students will develop a CNL care plan over the course of the semester that they will present and then submit for grades. This care plan will synthesize major CNL roles and responsibilities learned over the course of the semester. Each of the ten seminar assignments and the education module will tie into development of the CNL care plan.

	<u>% of module grade:</u>
Students will:	
- Present the profile of their microsystem	10%
- Present a microsystem diagnostic assessment and an actual or potential problem that may improve microsystem processes or patterns	10%
- Identify actions taken targeted at mitigating the diagnosed problem	
o Identify organizational actions	20%
o Identify clinical actions	20%
o Provide evidence for the actions	20%
- Identify methods to evaluate actions taken	10%
- The care plan must be written using APA stylistic elements as appropriate, in terms of citations, references, grammar, and syntax.	10%

**REQUESTS FOR ASSISTANCE:**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (610 861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

## **TOPICAL OUTLINE**

### **Date**

January 19

### **Topics & Assignments:**

Introduction to course requirements

Syllabus overview

The Evolution of the CNL

National CNL support Organizations and Networks

January 26

Introduction to the role of the CNL

10 Assumptions for preparing the CNL

Curricular Framework

Key concepts of microsystem assessment- 5 “Ps”

February 2

Comparison of the CNL and other nursing roles

The CNL care plan

February 9

Integrating evidence into practice

Use of guidelines

Research utilization

Quality improvement versus research

### **Guest lecturer:**

Peter Deringer RN, MA Nursing, NE-BC

Nursing Professional Practice Coordinator

St. Luke’s University Health Network Educational Services

### **Assignment #1 due today-2/9:**

Identify/present your microsystem’s profile, in terms of its purpose, patients, people, processes, and patterns.

February 16

Developing education programs and goals

Teaching and learning strategies

Principles of adult learning

Health literacy

### **Guest lecturers:**

Kim Cunningham, RN, MSN

Education Specialist

Educational Services

St. Luke’s University Hospital

Kathy Willner, MSN. RN

Director, Educational Services

St. Luke’s University Hospital

**Assignment #2 due today-2/16:**

Present a clinical guideline that may be integrated into your microsystem. Critique its usefulness/pragmatic applicability. Identify barriers to its integration and how you would try to mitigate those barriers and track and facilitate best outcomes.

February 23

Social justice  
Health and health care disparities  
Healthy People 2020 goal – elimination of health care disparities  
Vulnerable populations  
Cultural competence  
Influencing change

**Assignment #3 due today-2/23:**

Identify the topic for your education project. This should be a risk reduction strategy, targeted at either patients/families or staff within your microsystem.

March 1

Anticipating and reducing risks  
Trend analyses of incident reports  
Sentinel events, never events, near misses  
Root cause analysis (RCA)  
Failure mode and effects analysis

**Guest lecturer:** Nadine Yankowy Clinical Risk Specialist  
St. Luke's University Health Network

**Assignments due today-3/1:**

**#4: Identify a vulnerable population** that has significant impact upon your microsystem. Describe this population – in terms of health disparities, disadvantages, access to care, and/or culture as significant

**#5: Take the online cultural competence pretest** and posttest before and after reviewing the “Cultural Diversity” online program. Identify any insights gleaned from participating in this exercise.

March 15

Fiscal stewardship  
Models of reimbursement  
Demonstrating return on the investment  
Cost-benefit analysis

**Guest lecturer:**

Dr. Nicole Huff DHA, MBS, CHC, CHSP ,  
Chief Compliance Officer, SLUHN

**Assignment #6 due today-3/15:**

Identify a clinical risk to your microsystem that may be a barrier to integrating a best practice or a component of your guideline into your microsystem

March 22

**Education project presentations**

March 29

Using and managing data to guide decisions  
Nursing sensitive indicators  
Resource utilization: human, environmental, material  
Key patient outcomes  
Utilization of state & national benchmarks; gap analysis  
Data analysis  
NDNQI  
Decision support services/information technology utilization

**Guest lecturer:** Amanda Mazza

Director, Analytics & BI  
SLUHN

April 5

The CNL as a Leader:  
Leadership theories  
Complexity theory

**Assignment #7 due today-4/5:**

Describe decision support resources and data that are vital to managing costs within your microsystem

**Assignment #8 due today-4/5:**

Take Blake & Mouton Leadership Assessment. Prepare to discuss insights you may have learned from this self-assessment and personal growth potential in your role as a CNL.

April 12                      Stages of team development  
                                    Conflict management  
                                    The CNL as change agent

**Assignment #9 due today:**

Take Thomas-Kilmann Conflict Mode Assessment.  
Prepare to discuss insights you may have learned from this self-assessment and personal growth potential in your role as a CNL.

April 19                      Managing teams and projects  
                                    Decision-making tools

**Assignment #10 due today:**

Take the Problem-Solving Skills Questionnaire. Prepare to discuss insights you have learned from this self-assessment and personal growth potential in your role as a CNL.

April 26                      **CNL care plan presentations**

May 2                        **CNL care plans due**