

Program Title: Clinical Nurse Leadership (CNL)

Program Degree: Master of Science in Nursing

Requested Program Implementation Term: 2010

School or College Governance

Name of Department

Date Submitted Date Approved

Graduate Committee on Instruction

Date Submitted Date Approved

Dean School or College

Date Submitted Date Approved

University Governance

Graduate Council

Date Submitted Date Approved

Senate

Date Submitted Date Approved

Board of Trustees

Date Submitted Date Approved

Presidents Council

Date Submitted Date Approved

Graduate Council

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The Proposal**I. Rationale****Regional and national need for the program.**

The Clinical Nurse Leader (CNL) is an emerging nursing role developed by the American Association of Colleges of Nursing (AACN) to address national and regional need for clinical nurses who can put evidence-based practice into action to ensure that populations receive safe high quality care and benefit from the latest innovations in care delivery. Thus, nurses functioning as CNL will assess population risks, collect and evaluate patient outcome data, report findings, direct quality care, and make decisions about patients' plan of care that improve safety and quality outcomes.

The Clinical Nurse Leader role emerged following several years of research and discussion with healthcare stakeholders as a way to engage highly skilled nurse clinicians in outcomes-based practice and quality improvement strategies (AACN). The CNL curriculum is delivered in a Master of Science in Nursing program that prepares an advanced generalist to provide clinical leadership at the point of service in a variety of practice settings

National need for this program is supported by healthcare advocacy groups such as Institute of Medicine (IOM), American Nurses Association, Department of Veterans Affairs, and American Hospital Association. The IOM issued a report (*To Err is Human: Building a Safer Health System*) which described the significant impact on the quality of care and health care outcomes of current medication-related and other healthcare errors. The total national costs of preventable adverse events (medical errors resulting in injury) were estimated to be between \$17 billion and \$29 billion, of which health care costs represented over one-half (IOM, 2000). The IOM report also focused on the fragmented nature of the health care delivery system and the need for improved safety and quality outcomes.

Regional need for a nursing degree program that prepares nurses who are skilled at assessing and improving safety, improving the care delivery process, and improve quality outcomes is supported by requests from local healthcare systems such as the Department of Veterans Affairs Medical Centers, William Beaumont Hospital and St. John Hospital which have requested to participate in the CNL initiative. The Mid-Atlantic Veterans Affairs Hospitals would like to partner with Oakland University to establish a pilot program that provides CNL education to qualified registered nurses who are needed to assume the CNL role within the VA.

The education of Clinical Nurse Leader is designed to address critical issues in healthcare systems. According to the AACN, White Paper on Education and Role of the Clinical Nurse Leader (February, 2007) the CNL education is at the master's degree level because the CNL must bring a high level of clinical competence, leadership, and systems knowledge to the point of care in order to assess and evaluate quality care while serving as a resource for the healthcare team. Several recent landmark reports focus on the crisis in the health care system and proposed strategies for addressing these critical issues. The IOM report, *Crossing the Quality Chasm* (2001), stressed that the health care system as currently structured does not make the best use of its resources. The aging population and increased demand for new services, technologies, and drugs contribute to the increase in health care expenditures, but also to the waste of resources. Recommendations in the IOM report calls on all health care professionals to promote health care that is safe, effective, patient-centered, timely, efficient, and equitable (IOM, 2000). In a follow-up

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report, *Health Professions Education: A Bridge to Quality*, the IOM Committee on the Health Professions Education states, "All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics." Thus, the CNL would identify and address the fragmentation in current health care delivery systems, promote safe, efficient, effective nursing care, and function on interdisciplinary team that incorporate evidence-based practice.

The American Hospital Association (AHA) Commission on Workforce for Hospitals and Health Systems report, *In Our Hands: How Hospital Leaders Can Build a Thriving Workforce* (2002), highlights the immediate and long-term critical workforce shortages facing hospitals. Five key recommendations include the need to foster meaningful work by designing health care to center on populations and the need to collaborate with professional associations and educational institutions to attract and prepare new health professions.

The Robert Wood Johnson Foundation in its commissioned 2002 report *Health Care's Human Crisis: The American Nursing Shortage* takes a broad look at the underlying factors driving the nursing shortage. One of the key recommendations made is for the reinvention of nursing education and work environments to address and appeal to the needs and values of a new generation of nurses. While there is ample evidence for the need to produce many 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. The nursing profession must educate graduates who: Are prepared for clinical leadership in all health care settings; Are prepared to implement outcomes-based practice and quality improvement strategies; and Will create and manage microsystems of care that will be responsive to the health care needs of individuals and families. The Clinical Nurse Leader (CNL) addresses the call for change.

The realities of a global society, expanding technologies, and an increasingly diverse population require nurses to master complex information, to coordinate a variety of care experiences, to use technology for health care delivery and evaluation of nursing outcomes, and to assist populations with managing an increasingly complex system of care. The extraordinary explosion of knowledge in all fields also requires an increased emphasis on lifelong learning. Nursing education must keep pace with these changes and prepare individuals to meet these challenges. Change, however cannot occur in isolation. Nursing education must collaborate and work in tandem with the health care delivery system to design and test models for education and practice that are truly patient-centered, generate quality outcomes, and are cost-effective. Significant changes must occur in both education and the practice setting to produce the delivery system desired by all constituents. New ways of educating health professionals, including inter-professional education and practice, and new practice models must be developed that better use available resources and address the health care needs of a rapidly, growing, diverse population.

How the program will help promote the role and mission of the university.

The CNL program advances knowledge and promotes nursing research, scholarship, theory, and community involvement. The students in the CNL program will have advanced problem-solving skills and advance knowledge of evidence-based practice, which will make them highly valued in the workplace and society. The program is focused on and exemplifies educational leadership. The CNL will advance the Core Components of the 2020 vision by accomplishing the following:

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- Professional schools: The CNL program meets the needs of the healthcare community demands by producing nursing leaders who can function effectively to improve outcomes.
- Engaged/Partnership: The CNL program engages with community partners to provide solutions to the healthcare crisis. The program is designed to include a 400 hour community immersion, where student can integrate research into practice. The Department of Veterans Affairs Medical Centers would like to partner with Oakland University to provide this program to registered nurses.
- Research intensive: The CNL program increases opportunities for research related to outcomes management. The program includes foundational courses in theory and research in nursing practice.
- Student-Centered: Since the CNL program is on-line; it offers flexibility to working and distance learners. It also offers innovation by using technology.
- 25,000 Students: The CNL program will increase graduate student enrollment and stimulate growth within the university. It will also augment the Oakland University reputation through effective alumni nurse leaders.
- National university: The CNL program is offered in an on-line format that facilitates education of students on a national level.

List the objectives of the program as precisely as possible.

1. Incorporate concepts and theories from nursing and related disciplines into advanced nursing practice, nursing education, or clinical nurse leadership.
2. Provide advanced nursing practice, nursing education, or clinical nurse leadership in a variety of settings in accordance with standards appropriate to their specialty area, and
3. Qualify to take the certification examination for advanced nursing practice, nursing education, or clinical nurse leadership.

Comparison to similar programs, particularly other programs within the State.

This program would address the unique needs of nursing leadership within the health delivery system. There are 76 colleges and universities that are currently accepting students into Master of Science in Nursing degree programs that prepare Clinical Nurse Leaders; however, the only programs in Michigan are offered at the University of Detroit Mercy and Saginaw Valley State University. Both programs require 42 credit hours and completion of a clinical immersion project. Both the University of Detroit Mercy and Saginaw Valley State University programs are offered with classes on-line and in traditional classroom settings.

Discuss indicators of student demand for the program.

Although the CNL degree is relatively new, some healthcare facilities have already recognized the CNL program. As of August 2007, over 80 Department of Veterans Affairs Medical Centers have requested to participate in the CNL initiative. Currently the Mid-Atlantic Veterans Affairs Hospitals would like to partner with Oakland University to establish a pilot program that provides certification to qualified Registered Nurses who are now or will be assuming the CNL role within the VA. Other major hospitals (specifically, William Beaumont

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Hospital and St. John Hospital) in the metro Detroit region have expressed an interest in the program. Trinity Health has recently allocated 1.4 million dollars to educate nurses in this role in Michigan.

Year	Enrollment	Graduation
1	10	n/a
2	15	n/a
3	15	12
4	15	12
5	15	12

Describe the program's unique or distinctive aspects.

The degree in Clinical Nurse Leader prepares nurses with graduate degrees to lead in the health care delivery system across all settings in which health care is delivered. The nurse with a degree in Clinical Nurse Leadership will be prepared to function within a microsystem and assumes accountability for healthcare outcomes for a specific group of patients within a unit or setting through the assimilation and application of research-based information to design, implement, and evaluate plans of care.

Oakland University will have a unique program, in that we could deliver the specialty courses across the country. We will also be one of the only programs that will be offered primarily on-line. This will provide the working student the opportunity to complete course work in an unrestrictive and flexible timeframe.

Discuss sources and extent of advice and consultation used in formulating the new program (e.g. industry, professional, or business advisory groups).

The formulation of this program utilized the follow resources for development:

- Attendance at the 2009 CNL Summit (conference held 1/29/09-1/31/09)
- Review of the Clinical Nurse Leader program offered at the University of Detroit Mercy, School of Nursing.
- Review of the Clinical Management Program for Clinical Nurse Leaders offered at Vanderbilt University, School of Nursing.
- Verbal conversation with the Director of the Clinical Nurse Leader program offered at the University of Detroit Mercy.
- Verbal conversation with AACN CNL Vice Chair, Terry Beach
- AACN following materials were reviewed:
 - AACN White Paper on Education and Role of the Clinical Nurse Leader.
 - AACN Report of the Task Force on Education and Regulation for Professional Nursing Practice I.
 - AACN Implementing CNL programs.
 - AACN Working statement Comparing the Clinical Nurse Leader and Clinical Nurse Specialist Roles: Similarities, Differences, and Complementarities.

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- Review of the United States Department of Veterans Affairs “Let’s Get Certified! Campaign.”
- Consultation, review, and recommendation from the Oakland University, School of Nursing Graduate Committee On Instruction (GCOI)
- Consulted with following Oakland University professionals:
 - Darlene Schott-Baer, Director of graduate programs for the School of Nursing
 - Barbara Harrison
 - Lind Thompson-Adams, Dean of Nursing
 - Diane Norris, Associate Dean of Nursing
 - Sherry Abernathy, Assistant Dean of Nursing

II. Self-Study of the Academic Unit –Current Status**How the goals of the unit are served by the program**

The MSN in Clinical Nurse Leader will:

- Improve the reputation of Oakland University by exemplifying leadership and professionalism in health care systems.
- Develop an innovative program that is marketable to health care agencies.
- Attract qualified nursing faculty with a leadership specialty.
- Increase enrollment to nurses with career goals in leadership.

Staffing needs

This program will require experienced faculty with expertise in leadership and quality. These faculty nurse leader(s) require experience in teaching, evaluating student learning, and grading. Current faculty with nurse leadership backgrounds will direct and facilitate development. There is currently one advisor for the graduate students (Patrina Carper). This advisor would take on the additional CNL graduate students. The secretarial services could be incorporated by the current faculty secretary (Bonnie Koch).

The faculty qualifications

The School of Nursing currently employs several experienced academic nurse leaders who could teach, evaluate student learning, and monitor student progression. As well as, direct and facilitate courses and websites for courses. The qualified School of Nursing (SON) faculty include: Marisa Ferrari and Barbara Penprase.

Classroom, laboratory and/or studio space

Enrollment in the core and foundation classes will be combined into the current SON graduate courses. The CNL students will register in the classes that currently exist. The specialty classes will be held on-line; therefore, will not require classroom, laboratory and/or studio space. The classes will require Moodle website access and support for on-line teaching.

Equipment

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The program does not require any additional equipment. The program will utilize the online capabilities currently available for the SON.

Current Resources and Impact of Increased Enrollment

Enrollment in the School of Nursing's undergraduate and graduate programs is expanding. During the 2006-2007 academic year, there were 188 traditional, second degree, and Bachelor completion students. The Master's program enrollment for 2006-2007 was 46 students and 3 students graduate certificate students.

Currently the SON has 1 full professor, 8 associate professors, 7 assistant professors, 4 special instructors, and 17 visiting instructors to support the CNL program.

Graduate Enrollment Data

Program	2004-2005	2005-2006	2006-2007
Nursing Anesthesia	23	19	24
Adult Health	1	0	0
Adult Geront Nurse Pract	0	0	5
Family Nurse Pract.	4	10	12
Nursing Education	0	10	5
Total	28	39	46

III. Program Plan
Degree requirements and catalog description of the program.

The Master of Science in Nursing with a major in Clinical Nurse Leadership (CNL) prepares a nurse to provide clinical leadership at the point of service in a variety of practice settings and provider environments. This program will assist nurses in developing clinical knowledge, leadership skills, and systems knowledge to provide clinical leadership in all healthcare settings at the point of service; implement evidence based and outcomes-based practice; develop and implement 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 the evolving health care environment. The program is 44 credits including completion of a 400 hour clinical leadership immersion project.

Graduates of the Master of Science degree with a major in CNL attain the following:

1. Explore leadership theory, skills, and abilities as it applies to safe and efficient population care.
2. Understanding of self, leadership goals and leadership style within individual and group interactions.
3. Understand the concepts of visioning and transforming leadership and management within teams.
4. Analyze vertical and horizontal leadership strategies in a healthcare organization.
5. Effect change through advocacy for the profession, patients, and healthcare team.
6. Explore the evolving role of the Clinical Nurse Leader.
7. Recognize the differences and the benefits of disease management, disease prevention, and health promotion/maintenance.

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8. Describe the synthesis of data and information to evaluate and achieve optimal patient care and optimal patient outcomes.
9. Integrate evidence-based practice into system reviews to design, implement and evaluate plans of care.
10. Apply appropriate teaching/learning strategies to facilitate learning of patients, groups, and other health care professionals.
11. Design, coordinate, evaluate, and deliver care in a timely cost effective manner while evaluating the risks to the patient.
12. Demonstrate team coordination skills including delegation, supervision, and conflict resolution to groups and individuals.
13. Apply information systems and technology to develop reports, improve care, decrease population risk, and implement policy changes.
14. Explore system reviews and evaluates risks to improve patient safety.
15. Describe health care financing and the effects on population care, resource allocation, and cost-effective care.
16. Recognize and understand the effect of the global community, global environment, and global dimensions of health care.
17. Develop personal goals for professional development and continuing education.
18. Understand the role, scope, and limitations of the Clinical Nurse Leader, while incorporating professional nursing standards into practice.
19. Demonstrate mentoring skills of the next generation of professionals.
20. Integrate relevant research findings into Clinical Nurse Leader practice.

The MSN in Clinical Nurse Leader will:

- Prepare clinical nurse leaders who will exemplify professionalism in health care systems.
- Prepare clinical nurse leaders who will implement outcomes-based practice and quality improvement strategies.
- Prepare clinical nurse leaders who will demonstrate excellence in leadership.
- Prepare clinical nurse leaders to mentor peers, students, and staff members.
- Be marketable to outside health care agencies to prepare their clinical nurse leaders to contribute to the profession.

Fundamental courses required prior to enrollment in core area

- NRS 500 Theoretical Foundations of Advanced Nursing Practice (3 credits)
- NRS 521 Diversity and Social Issues (2 credits)
- NRS 531 Research in Advanced Nursing Practice (3 credits)
- NRS 610 Health Policy and Finance (3 credits)
- NRS 643 Professional Role Development & Ethics (3 credits)
- NRS 687 Graduate Research: Project (1 credit)

Courses and credit hours required in core area

- NRS 611 Pathophysiology in Advanced Nursing (3 credits)

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- NRS 613 Advanced Health Assessment (4 credits)
- NRS 616 Advanced Nursing Interventions (2 credits)
- NRS 648 Pharmacology for Advanced Practice (4 credits)

Courses and credit hours required in depth/minor/concentration area

- NRS 6a Nursing Leadership (3 classroom/1 clinical credits)
- NRS 6b Clinical Outcomes Management (3 classroom/1 clinical credits)
- NRS 6c Care Environment Management (3 classroom/1 clinical credits)
- NRS 6d Mentored Clinical Experienced in Clinical Nurse Leadership (1 classroom/3 clinical credits)

Credit hours in required or free electives:

Not required

Courses and credit hours for exit option (thesis, dissertation, project, internship, etc)

NRS 687: 1 credit project

Graduation Requirements

To fulfill the requirements for a Master of Science in Nursing with a major in Clinical Nurse Leadership degree:

- Students must take a minimum of 42 credits of MSN level work, of which 16 credits must be clinical nurse leader specialty courses
- Students must earn a grade of at least 3.0 in all courses applied toward the degree and be in good standing (non-probationary and non-conditional). A student placed on probation at the expected time of graduation may have a remediation program imposed as determined by the School.

Admission criteria

- Compliance with Oakland University graduate study admission requirements.
- Completion of a Bachelor of Science Degree in Nursing from an institution accredited by the National League for Nursing or the Commission on Collegiate Nursing Education with an undergraduate cumulative grade point average (GPA) of 3.0 or above.
- Satisfactory achievement on the Graduate Record Examination (GRE) (for applicants with undergraduate GPA's of 3.5 or greater, the GRE is not required).
- Eligible for a current Registered Nurse license.
- Have at least one year prior clinical experience and have completed an undergraduate physical assessment course.

Sample curriculum refer to Appendix B

A typical student schedule by semester is proposed as Appendix C.

New courses.

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○ Overview:

This course focuses on nursing leadership incorporating theory and research as it applies to the role of the Clinical Nurse Leader in the health care delivery system. The foundation of the course is a belief that leadership begins with exploration of the self, branches out to interactions with others, and finally impacts the organization. Theories imbedded in the course will focus on social-psychological concepts, systems and strategic thinking, power and influence skills, change management and exploring aspects of horizontal and vertical leadership.

○ Objectives:

1. Describe leadership theory, skills, and abilities as it applies to safe and efficient patient care.
2. Evaluate self, leadership goals and leadership style within individual and group interactions.
3. Demonstrate the concepts of visioning and transforming leadership and management within teams.
4. Integrate vertical and horizontal leadership strategies in a healthcare organization.
5. Direct change through advocacy for the profession, populations, and healthcare team.
6. Describe the evolving role of the Clinical Nurse Leader.

NRS 6b Clinical Outcomes Management (3 classroom/1 clinical credits)

○ Overview:

This course provides information on data syntheses, data evaluation, and outcomes management. Students will use research-based information and evidence-based practice to assess, design, implement, and evaluate patient outcomes. Teaching and learning theories are applied in the course and focus on populations, groups, and health care professionals. The course explores aspects of disease management, health promotion, and disease prevention.

○ Objectives:

1. Evaluate the differences and the benefits of disease management, disease prevention, and health promotion.
2. Describe the synthesis of data and information to evaluate and achieve optimal population care and optimal patient outcomes.
3. Integrate evidence-based practice into system reviews to design, implement and evaluate plans of care.
4. Demonstrate appropriate teaching/learning strategies to facilitate learning of populations, groups, and other health care professionals.
5. Design, coordinate, evaluate, and deliver care in a timely cost effective manner while evaluating the risks to the population.

NRS 6c Care Environment Management (3 classroom/1 clinical credits)

○ Overview:

This course provides knowledge on team coordination, delegation, supervision, interdisciplinary care, group processes, and conflict resolution. Students will apply informatics to improve patient safety and influence health care policy. Health care finance, reimbursement, and resource allocation are explored to provide cost-effective care and to assume a leadership role in the managing of human, fiscal, and physical health care resources. Students will be able

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to measure patient safety, effectiveness of care, timeliness of services, and quality of care. The course will explore global health care and includes an understanding of and ability to share information with health care providers across disciplines, cultures, and geographic boundaries.

○ Objectives:

1. Demonstrate team coordination skills including delegation, supervision, and conflict resolution to groups and individuals.
2. Integrate information systems and technology to develop reports, improve care, decrease population risk, and implement policy changes.
3. Evaluate system reviews and evaluates population risks to improve patient safety.
4. Describe health care financing and the effects on population care, resource allocation, and cost-effective care.
5. Describe the effect of the global community, global environment, and global dimensions of health care.

NRS 6d Mentored Clinical Experience in Clinical Nurse Leadership (1 classroom/3 clinical credits)

○ Overview:

This course provides students with the opportunity to demonstrate competencies through practice in the clinical nurse leader role. Student will have an opportunity to incorporate professionalism into practice and develop their role as a leader and mentor. The course work is aimed at increasing the students knowledge and experiences to encourage life long learning. The clinical experience is designed to transition the student into the practice setting.

○ Objectives:

1. Create a personal portfolio with completed projects and goals for professional development.
2. Integrate the role, scope, and limitations of the Clinical Nurse Leader, while incorporating professional nursing standards into practice.
3. Demonstrate mentoring skills of the next generation of professionals.
4. Integrate relevant research findings into Clinical Nurse Leader practice.
5. Describe the evolving role of the Clinical Nurse Leader.

Interdisciplinary support

Support of other units is not required for this program at this time.

Distance technology

Most of the classes will be held on-line; therefore, require Moodle website access and support for on-line teaching. It will also require office and computer access in the School of Nursing for the program director/facilitator and instructor(s), School of Nursing and University supports for on-line teaching, and administrative and clerical support as needed. Distance learners will be able to transfer 9 credits of core and/or foundation credits to accommodate course held in classrooms or labs.

Program support:

- 1) Administrative structure. The program would fall under the director of graduate studies and would need a facilitator for the program.

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- 2) Specific responsibilities. Pam Marian and Patrina Carper would supervise and manage the student advising. GCOI would develop curriculum, and the assessment coordinator for the SON and GCOI would monitor evaluation of the program.
- 3) Selection process. The director of graduate studies is currently in place within the School of Nursing. The facilitator of the CNL program would be a full time doctoral prepared faculty with expertise in leadership and management.

Recruiting plans:

- Open House
- Radio
- Flyers
- Affiliating agencies
- Mailings
- Newspaper and journal advertisements
- School of Nursing web page
- Sigma Theta Tau International, Theta Psi Chapter Website

The School of Nursing (SON) does separate and combined recruitment sessions for SON programs. The SON has good success with Recruitment Open Houses where faculty are available to talk to students about various programs. The SON also has information sessions where students can come and ask questions about specific programs. The CNL would be included in our current recruitment efforts. The SON website is another place for potential students to obtain information about various SON programs. The VA has also contacted Oakland University to develop a contract for their nurses.

Planned enrollment levels:

Year 1	Year 2	Year 3	Year 4
10	+15	+15	+15

Monitoring and advising students:

Appointed to a faculty mentor upon admission into the CNL program
SON Graduate advisor will monitor Plan of Study and scheduling

Accreditation:

All SON programs are accredited by the Commission on Collegiate Nursing Education. In addition, the SON will apply for review accreditation with the Commission on Nurse Certification which is governed by the CNC Board of Commissioners.

Program Evaluation:

The SON has currently monitors and evaluates all programs on a bi-annual basis. The CNL program would be monitored and evaluated in the same manner as all other SON programs and would not require additional academic or budgetary resources.

Library Report:

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a: See Appendix D

- 1) Faculty positions: Part-time replacement for faculty
- 2) Staff positions: 25% advisor needed
- 3) Library Holdings: see library report above
- 4) Graduate assistants: none projected
- 5) Space: none projected
- 6) Equipment: no new equipment needed
- 7) Supplies, services, travel and telephone: travel to CNL conference, offices supplies, and supplies for program marketing.

b: How the cost of the program will be met by graduate tuition revenue (see Appendix D)

c: Analyze the increased support that this program will give to the university

- 1) Grants: increased potential for grants from a new perspective of nursing
- 2) Tuition: increase tuition revenue from CNL students
- 3) Public service: This proposal will update SON graduate programs to meet the demand for highly qualified clinical leaders. The CNL program will also support the VA and other healthcare agencies in the obtainment of qualified leaders to decrease cost and improve patient outcomes.

V. Develop a 5-Year Timeline

See Appendix D

VI. Program Assessment Plan

The School of Nursing currently has a Master's Nursing Program Assessment that is organized, monitored, and reported by Carrie Motyka. The CNL program would utilize the same assessment plan.

VII. Appendices

- a. Survey Instrument With A Summary Of Results- new program, survey not applicable.
- b. Typical Curriculum
- c. Typical Student Schedule
- d. Proforma Budget
- e. Graduate Assessment Plan
- f. Detailed New Course Descriptions
- g. Graduate Catalog Copy
- h. Abbreviated Faculty Vitae
- i. Support Letters

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Timeline

Typical Timeline for Approving Program Proposal

The following table contains critical points in the internal and external review process for program which is to begin in September. These dates assume that the process is not delayed by significant revisions.

<u>Date</u>	<u>Event</u>	<u>Materials Needed</u>
April 2009	Review and approval of complete proposal by School of College	Completed proposal.
May 2009	Informal review by Graduate Study	Completed proposal.
June 2009	Completion of Library Report.	Completed proposal.
Sept 2009	Initial review of complete proposal by the Graduate Council. (2 readings)	Completed proposal.
Nov 2009	Final reviews of revised proposal by the Senate Planning Review Committee and by the Senate Budget Review Committee.	Completed proposal.
Jan. 2010	Review by the University Senate (2 readings)	Final proposal and final cost estimate.
March 2010	Review by Board of Trustees.	Final proposal.
May 2010	Release by Provost to advertise	Final proposal
June 2010	Presentation to Academic Affairs Officers Committee of the Presidents Council of State Colleges and Universities	Final proposal.
Sept. 2010	AA approval for program start	Release curriculum code

APPENDIX A

Survey Instrument With A Summary Of Results- Not applicable

APPENDIX B

Typical Curriculum

PREPARATORY COURSES – undergraduate courses				
Course	Title	Credits	Prerequisites	
	BSN degree			

FOUNDATION COURSES – graduate courses required prior to core				
Course	Title	Credits	Prerequisites/co-requisites	New (x)
NRS 500	Theoretical Foundations of Advanced Nursing Practice (online)	3		
NRS 521	Diversity and Social Issues (online)	2		
NRS 531	Research in Advanced Nursing Practice (online)	3	500 (pre/co-requisite)	
NRS 610	Health Policy and Finance (online)	3		
NRS 643	Professional Role Development & Ethics (online)	3	500 (prerequisite)	
NRS 687	Graduate Research: Project (online)	1	531 (prerequisite)	

CORE COURSES				
Course	Title	Credits	Prerequisites	New (x)
NRS 611	Pathophysiology in Advanced Nursing (classroom)	3		
NRS 613	Advanced Health Assessment (combination: classroom, online, lab)	4	611 (pre/co-requisite)	
NRS 616	Advanced Nursing Interventions (classroom)	2	500 (prerequisite) and 531 (pre/co-requisite)	
NRS 648	Pharmacology for Advanced Practice (classroom, online)	4	611 (pre/co-requisite)	

CONCENTRATION / DEPTH / MINOR COURSES				
Course	Title	Credits	Prerequisites	New (x)
NRS 6A	Nursing Leadership (online)	4		X

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NRS 6B	Clinical Outcomes Management (online)	4	6A (pre/co-requisite)	X
NRS 6C	Care Environment Management (online)	4	6A, 6B (pre/co-requisite)	X
NRS 6D	Mentored Clinical Experienced in Clinical Nurse Leadership (combination of online, off campus clinical setting)	4	6A, 6B, 6C (pre)	X

RECOMMENDED ELECTIVE COURSES				
Course	Title	Credits	Prerequisites	New (x)

EXIT COURSES – thesis, dissertation, internship				
Course	Title	Credits	Prerequisites	New (x)

APPENDIX C

Typical Student Schedule

	2-Year Plan				3-Year Plan				4-Year Plan			
	Fall		Winter		Fall		Winter		Fall		Winter	
	NRS	CR	NRS	CR	NRS	CR	NRS	CR	NRS	CR	NRS	CR
1st Year	500 611 613 648	3 3 4 4	531 6a 6b	3 4 4	500 611 613	3 3 4	531 616 643	3 2 3	500 611	3 3	531 616	3 2
Total		14		11		10		8		6		5
2nd Year	521 610 6c	2 3 4	616 643 687 6d	2 3 1 4	648 521	4 2	6a 6b	4 4	613 648	4 4	643 6a	3 4
Total		9		10		6		8		8		7
3rd Year					6c 610	4 3	6d 687	4 1	521 610	2 3	6b 687	4 1
Total						7		5		5		5
4th Year									6c	4	6d	4
Total										4		4

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APPENDIX D

Proforma Budget

PERFORMA

Fiscal Year: 2010

College Code: Nursing

FUND: TBD

Program Title: MSN Clinical Nurse Leader

MAJOR: TBD

Submission Type: Masters

Program Attribute: On-Line

Year of Program: 2009

		Budget				
		2010	2011	2012	2013	2014
Revenue Variables:						
Headcount		5	10	15	15	15
Total Credit Hours		40	80	120	120	120
Undergraduate LD		0	0	0	0	0
Undergraduate UD		0	0	0	0	0
Graduate		40	80	120	120	120
Doctoral		0	0	0	0	0
FYES		2	3	5	5	5
Tuition Rate Per Credit Hour:						
Undergraduate LD	\$ 268.50					
Undergraduate UD	\$ 293.25					
Graduate	\$ 496.00					
Doctoral	\$ 496.00					
Revenue:						
Tuition		\$ 19,840	\$ 39,680	\$ 59,520	\$ 59,520	\$ 59,520
Total Revenue		\$ 19,840	\$ 39,680	\$ 59,520	\$ 59,520	\$ 59,520
Expenses:						

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<i>Salaries</i>						
Faculty Salaries	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Professionals	6201	\$ -	\$ 5,000	\$ 9,000	\$ 9,000	\$ 9,000
Clerical Technical	6211	\$ -	\$ -	\$ 5,800	\$ 5,800	\$ 5,800
Faculty Inload (Replacement Costs)	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Overload	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Part-time Faculty	6301	\$ 14,760	\$ 14,760	\$ 14,760	\$ 14,760	\$ 14,760
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -	\$ -
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Wages	6401	\$ -				
Student Labor	6501	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salary Expenses		\$ 14,760	\$ 19,760	\$ 29,560	\$ 29,560	\$ 29,560
Fringe Benefits	6701	\$ 1,181	\$ 3,548	\$ 8,412	\$ 8,412	\$ 8,412
Total Fringe Benefits		\$ 1,181	\$ 3,548	\$ 8,412	\$ 8,412	\$ 8,412
Total Compensation		\$ 15,941	\$ 23,308	\$ 37,972	\$ 37,972	\$ 37,972
Operating Expenses:						
Graduate Assistant Tuition	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Services	7101	\$ -	\$ 1,800	\$ 500	\$ 500	\$ 500
E-learning Support	7102	\$ -	\$ -	\$ -	\$ -	\$ -
Facility	7111	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	7201	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Telephone	7301					
Library	7401	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	7501	\$ -	\$ -	\$ -	\$ -	\$ -
Total Operating Expenses		\$ -	\$ 3,300	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL EXPENSES		\$ 15,941	\$ 26,608	\$ 39,972	\$ 39,972	\$ 39,972
Net Income/Loss		\$ 3,899	\$ 13,072	\$ 19,548	\$ 19,548	\$ 19,548

80%

67%

67%

67%

67%

APPENDIX E

Graduate Assessment Plan

Goal Cited In OU Mission	Relevant Goal Of Unit	Student Learning Outcomes	Methods of Assessment	Individual(s) Responsible for Assessment Activities	Procedures for Using Assessment Results to Improve Program
<p>“Each program provides a variety of courses and curricula experiences to ensure an enriched life along with superior career preparation or enhancement.”</p>	<p>The program will enable students to incorporate concepts and theories from nursing and related disciplines into advanced nursing practice.</p>	<p>Incorporate concepts and theories from nursing and related disciplines into advanced nursing practice</p>	<p>Survey of graduating students (on-line) (indirect measure)</p>	<p>Assessment Liaison GCOI FA</p>	<p>Survey is made available on-line as part of the last course taken by graduating students. Results of the survey are tabulated annually by a designated individual. Results of the survey are reviewed by GCOI on an annual basis. If actions are needed, based on the review by GCOI, GCOI develops recommended actions and reports the recommendations to FA for review and final approval.</p>

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					for review and final approval.
<p>“Master’s programs meet demonstrable needs of Michigan residents”</p> <p>“renders significant public service”</p> <p>“Each program provides a variety of courses and curricula experiences to ensure an enriched life along with superior career preparation or enhancement.”</p>	<p>The program will enable students to exemplify in practice the AACN essentials as detailed in the appropriate advanced standards of care.</p>	<p>Exemplify in practice the AACN essentials as detailed in the appropriate advanced standards of care.</p>	<p>Pass rates on national certifying examinations (direct measure)</p> <p>Survey of graduating students (on-line) (indirect measure)</p>	<p>Assessment Liaison</p> <p>GCOI</p> <p>FA</p>	<p>The designated individual collects the pass rates for graduates in relation to relevant certification examinations.</p> <p>Pass rates are reported to GCOI on an annual basis.</p> <p>GCOI review the pass rates and determines if actions are needed. If actions are needed, GCOI proposed actions as recommendations to the FA. FA considers and acts on recommendations.</p> <p>Survey is made available on-line as part of the last course taken by graduating students.</p> <p>Results of the survey are tabulated annually by the designated individual.</p> <p>Results of the survey are reviewed by GCOI on an annual basis.</p> <p>If actions are needed, based on the review by GCOI, GCOI develops recommended actions and reports the</p>

					recommendations to FA for review and final approval.
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APPENDIX F

Detailed New Course Descriptions**NRS 6a Nursing Leadership** (3 classroom/1 clinical credits)

○ Overview:

This course focuses on nursing leadership incorporating theory and research as it applies to the role of the Clinical Nurse Leader in the health care delivery system. The foundation of the course is a belief that leadership begins with exploration of the self, branches out to interactions with others, and finally impacts the organization. Theories imbedded in the course will focus on social-psychological concepts, systems and strategic thinking, power and influence skills, change management and exploring aspects of horizontal and vertical leadership.

NRS 6b Clinical Outcomes Management (3 classroom/1 clinical credits)

○ Overview:

This course provides information on data syntheses, data evaluation, and outcomes management. Students will use research-based information and evidence-based practice to assess, design, implement, and evaluate patient outcomes. Teaching and learning theories are applied in the course and focus on populations, groups, and health care professionals. The course explores aspects of disease management, health promotion, and disease prevention.

NRS 6c Care Environment Management (3 classroom/1 clinical credits)

○ Overview:

This course provides knowledge on team coordination, delegation, supervision, interdisciplinary care, group processes, and conflict resolution. Students will apply informatics to improve population safety and influence health care policy. Health care finance, reimbursement, and resource allocation are explored to provide cost-effective care and to assume a leadership role in the managing of human, fiscal, and physical health care resources. Students will be able to measure population safety, effectiveness of care, timeliness of services, and quality of care. The course will explore global health care and includes an understanding of and ability to share information with health care providers across disciplines, cultures, and geographic boundaries.

NRS 6d Mentored Clinical Experience in Clinical Nurse Leadership (1 classroom/3 clinical credits)

○ Overview:

This course provides students with the opportunity to demonstrate competencies through practice in the clinical nurse leader role. Student will have an opportunity to incorporate professionalism into practice and develop their role as a leader and mentor. The course work is aimed at increasing the students knowledge and experiences to encourage life long learning. The clinical experience is designed to transition the student into the practice setting.

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APPENDIX G

Graduate Catalog
Check Graduate Study for Template

FOUNDATION COURSES – graduate courses required prior to core				
Course	Title	Credits	Prerequisites/co-requisites	New (x)
NRS 500	Theoretical Foundations of Advanced Nursing Practice (online)	3		
NRS 521	Diversity and Social Issues (online)	2		
NRS 531	Research in Advanced Nursing Practice (online)	3	500 (pre/co-requisite)	
NRS 610	Health Policy and Finance (online)	3		
NRS 643	Professional Role Development & Ethics (online)	3	500 (prerequisite)	
NRS 687	Graduate Research: Project (online)	1	531 (prerequisite)	

CORE COURSES				
Course	Title	Credits	Prerequisites	New (x)
NRS 611	Pathophysiology in Advanced Nursing (classroom)	3		
NRS 613	Advanced Health Assessment (combination: classroom, online, lab)	4	611 (pre/co-requisite)	
NRS 616	Advanced Nursing Interventions (classroom)	2	500 (prerequisite) and 531 (pre/co-requisite)	
NRS 648	Pharmacology for Advanced Practice (classroom, online)	4	611 (pre/co-requisite)	

CONCENTRATION / DEPTH / MINOR COURSES				
Course	Title	Credits	Prerequisites	New (x)
NRS 6A	Nursing Leadership (online)	4		X
NRS 6B	Clinical Outcomes Management (online)	4	6A (pre/co-requisite)	X
NRS 6C	Care Environment Management (online)	4	6A, 6B (pre/co-requisite)	X
NRS 6D	Mentored Clinical Experienced in Clinical Nurse Leadership	4	6A, 6B, 6C (pre)	X

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	(combination of online, off campus clinical setting)			

APPENDIX H

Abbreviated Faculty Vitae

<p>Faculty Name Marisa Ferrari, DNP, RN Visiting Instructor School of Nursing</p>	<p>Office 450 O'Dowd Hall</p>	<p>Office Phone 248-370-4084 Office Email Ferrari2@oakland.edu</p>
<p>Degrees – School – Year Doctor of Nursing Practice- Oakland University- 2008 Master of Science in Nursing- University of Phoenix- 1998 Bachelor of Science in Nursing- Oakland University- 1994</p>	<p>Research Interest Retrospective evaluation of cognitive features associated with impulsivity related falls in hospitalized, older adults in 2007 and 2008. Prospective evaluation of impulsivity and its relationship to falls in hospitalized, older adults in 2009. Quantitative assessment of nurses' perspectives of quality care with the use of unlicensed assistive personnel.</p>	
<p>Grants Awarded</p>		
<p>Most Recent Publications (limit to 6) Exploring Cognitive features associated with impulsivity related falls in hospitalized, older adults. Accepted by Geriatric Nursing, 2/09</p>		
<p>Graduate Courses Taught (relevant to new degree NRS 599 Clinical Outcomes Management</p>	<p>Prospective Graduate Courses (relevant to new degree)</p>	

Graduate Council

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<p>Faculty Name Title Barbara Penprase</p>	<p>Office 408 O’Dowd Hall</p>	<p>Office Phone 248-370-4486</p>
<p>Degrees – School – Year</p> <p>Wayne State University 1996 - 2003 PhD Anthropology (Medical/Business) Detroit, MI</p> <p>Wayne State University 1980 - 1986 M.S.N Detroit, MI</p> <p>Oakland University 1977 – 1980 B.S.N Rochester, MI</p> <p>Broward Community College 1976 A.S.N. Pompano Beach, Florida</p>	<p>Research Interest</p> <p>Accelerated second degree nursing (ASDN) program, medical/surgical nursing, critical care nursing, nursing leadership, organizational change, hospital administration and management, accelerated 2nd degree nursing program, complexity theory</p>	
<p>Most Recent Publications (limit to 6)</p> <p>Penprase, B. & Koczara, S. (2009). A review of current research on Accelerated Second-Degree Nursing programs. <i>Journal of Continuing Education in Nursing</i>, 40(2), 74-78.</p> <p>Penprase, B., & Penprase, J., (2009). A Little Knowledge Goes a Long Way. <i>ARON</i>, 1, 13-15.</p> <p>Penprase, B. (2006). Healthy care for the Older Adult: A Case Study. <i>Geriatric Nursing</i>, 17, 45-50.</p> <p>Jackson, F., Early, K., Myers, S. & Penprase, B. (2005). HIV knowledge perceived seriousness and susceptibility, and risk behaviors of older African American. <i>The Journal of Multicultural Nursing & Health</i>, 11(1), 56-62.</p> <p>Penprase, B. & Norris, D. (2005). What nurse leaders should know about complex adaptive systems theory. <i>Nursing Leadership Forum</i>, 9(3), 127-132.</p> <p>Thompson, T. & Penprase, B. (2003). Rehabilitation nurses online: An analysis of the breadth and depth of the Listserv experience. <i>Rehabilitation Nursing</i>. (Accepted for publication March/April 2004).</p>		

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<p>Graduate Courses Taught (relevant to new degree)</p> <p>NRS 810: Health Systems, Policy & Regulation</p>	<p>Prospective Graduate Courses (relevant to new degree)</p>
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<p>Faculty Name</p> <p>Linda Thompson Adams, DrPH, RN, FAAN</p> <p>Title: Dean and Professor</p>	<p>Office</p> <p>428 O’Dowd Hall</p> <p>Rochester, MI 48309</p>	<p>Office Phone</p> <p>(248) 370-4081</p>
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<p>Degrees – School – Year</p> <p>JOHNS HOPKINS UNIVERSITY, Bloomberg School of Public Health, Baltimore, Maryland; Department of Population, Family and Reproductive Health</p> <p>Dr.PH with focus in Child and Adolescent Health and Development</p> <p>M.P.H. with focus in Child and Adolescent Health and Development</p> <p>WAYNE STATE UNIVERSITY, College of Nursing, Detroit, Michigan</p> <p>Master of Science in Nursing of Women, minor in Reproductive Health</p> <p>Bachelor of Science in Nursing (with distinction); psychology major</p>	<p>Research Interest</p> <p>Childhood Obesity Leadership</p>
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<p>Most Recent Publications (limit to 6)</p> <ol style="list-style-type: none"> 1. Abernathy, S. & Thompson Adams, L. (in preparation). Nursing Entrepreneurship in the 21st century. New York: Springer Publications. 2. Joubert, C., Thompson Adams, L., and Hutchinson, J. (2008), Losing control: Loving and parenting a black bipolar child, Advantage Publications. 3. Thompson Adams, L. and O’Neil, E. (2008). Nurse Executive: the four principles of management
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<p>New York: Springer Publications</p> <p>4. Adams Thompson, L and Tierne (in preparation). "Policy, Politics, Legislation and Community Health Nursing. In Nies and McEwen (Eds). Community and public health nursing. 5th edition.</p> <p>5. Adams Thompson, L Schillilng, K & Jackson, f. (2008). the Doctor of Nursing Practice: Historical Trends, Major Issues, and Theoretical Underpinnings. In Fitzpatrick and Wallace (Eds). The Doctor of Nursing Practice and Clinical Nurse Leader Essentials of Program Development and Implementation for Clinical Practice. (Chapter 3, pp 31-39). New York: Springer Publishing company.</p>	
<p>Graduate Courses Taught (relevant to new degree)</p> <p>DNP Healthcare Policy – Washington emersion</p> <p>HONG KONG POLYTECHNIC UNIVERSITY, KOWLOON, Hong Kong</p> <p>Visiting Professor, School of Health and Social Science</p> <p>JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland</p> <p>Faculty Associate, Bloomberg School of Public Health</p> <p>Research Associate, Bloomberg School of Public Health, Department of Population, Family and Reproductive Health</p>	<p>Prospective Graduate Courses (relevant to new degree)</p> <p>DNP Healthcare Policy – Washington emersion</p>

<p>Name: Diane M. Norris</p>	<p>Office: 428 O'Dowd Hall</p>	<p>Office Phone: 248-370-4483 Email: norris@oakland.edu</p>
<p>Degrees-School: Ph.D. University of Michigan M.S.N. Wayne State University B.S.N. Wayne State University Certification:</p>	<p>Research Interest: Ethical decision making in nursing practice</p>	
<p>Publications: (no more than 5)</p> <p>Frey, M. A., & Norris, D. M. (1997). King's systems framework and Theory in Nursing Practice. In M. R. Alligood & A. Marriner-Tomey (Eds.), <i>Nursing Theory: Utilization and Application</i> (pp. 71-88). New York: Mosby.</p>		

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Frey, M. A., Sieloff, C. L., & Norris, D. M. (2002). Research issues. King’s conceptual system and theory of goal attainment: Past, present, and future. *Nursing Science Quarterly*, 15(2), 107-112.

Ketefian, S., & Norris, D. M. (2002). Editorial. *Research and Theory for Nursing Practice: An International Journal*, 16(4), 219-21.

Magnan, M. A., & Norris, D. M. (2008). Nursing students’ perceptions of barriers to addressing patient sexuality concerns. *Journal of Nursing Education*, 47(5), 260-269.

Norris, D. M. (2001). Response to “The relationship of education and moral reasoning to ethical practice: A meta-analysis of quantitative studies. *Scholarly Inquiry for Nursing Practice*, 15(1), 19-23.

Norris, D. M., & Frey, M. A. (2002). King’s Systems Framework and Theory in Nursing Practice. In M. R. Alligood & A. Marriner-Tomey (Eds.), *Nursing Theory: Utilization and Application* (2nd ed, pp. 173-196). New York: Mosby.

<p>Courses taught: (relevant to CNL) NRS 452 Scientific Inquiry II</p> <p><i>NRS 540 Ethics in Healthcare</i></p> <p>NRS 643 Professional Role Development and Ethics</p> <p>NRS 687 Graduate Research Project</p>	<p>Courses that could be taught: (relevant to CNL)</p> <p><i>NRS 500 Theoretical Foundations of Advanced nursing Practice</i></p> <p>NRS 531 Research in Advanced Nursing Practice</p> <p>NRS 643 Professional Role Development and Ethics</p>
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APPENDIX I

Support Letters

