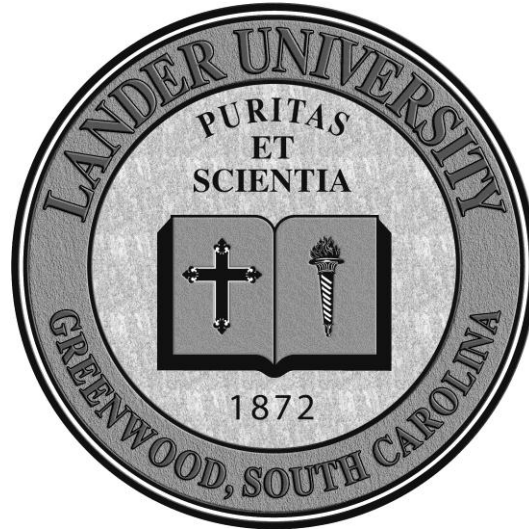


LANDER UNIVERSITY

Greenwood, South Carolina 29649



Program Planning Summary For New Program

Master of Science in Nursing: Clinical Nurse Leader

A handwritten signature in blue ink, appearing to read "D. W. Ball".

Daniel W. Ball, President

October 22, 2012

Date

1. **Name of Proposed Program:**

Master of Science in Nursing, CIP Code 51.3820, 39 semester hours with a specialization of Clinical Nurse Leader (CNL). This program is designed to prepare an expert nurse generalist as a clinical leader in various health care settings. Graduates will be eligible to seek national certification as a CNL. The curriculum is based on *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing, 2011). Accreditation for the program will be sought through the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the baccalaureate nursing program. The delivery mode will be distance (online).

2. **Proposed Date of Implementation:** Spring 2014

3. **Justification of Need:** The Master of Nursing with a specialization in Clinical Nurse Leader is a unique track not being offered in the state. USC Upstate has proposed a Clinical Nurse Leader track to begin fall 2013; however, it would be delivered in a hybrid (blended) mode. According to the Office of Healthcare Workforce Research for Nursing (2011), only 8.8% of nurses in SC have an advanced degree and several regions in the state have lower numbers of graduate level nurses per capita. This percentage is 4% lower than the national average. Evolving health care needs necessitate an increase in nurses prepared at the master's level and working registered nurses desiring graduate studies need the flexibility of an online program.

Today's health care environment is in need of strong leadership from various health care disciplines. The Institute of Medicine (1999) report, *To Err is Human: Building a Safer Health System*, called for improved outcomes by increasing quality through client-centered care. With the aging of America, our nation is faced with a significant nurse shortage which will create critical workforce issues. Not only must the nursing profession address the nursing shortage by educating more professional nurses, but the level of education and the preparation must be in response to the needs of the 21st century healthcare arena. Nurses must be educated to serve in clinical leadership roles, to implement outcome-based practice, to guide quality improvement strategies, and to manage microsystems of care (AACN, 2007). Masters education in nursing is critical to "address gaps resulting from growing healthcare needs" (American Association of Colleges of Nursing, 2011, p.3). During the next decade, according to the US Bureau of Labor (2012), the demand for occupations requiring a Master's degree for entry is expected to increase by 21.7%.

The proposed CNL program at Lander University will provide graduates with the educational preparation to perform this new expanded role. The CNL role would produce a nursing expert with a diverse skill set demanded by the evolving healthcare needs of this millennium.

4. **Assessment of Extent to which the proposed program duplicates existing programs in SC:** USC Upstate has proposed a Clinical Nurse Leader track to begin fall 2013, but the program would be delivered in a hybrid (blended) mode. A program preparing graduates in the CNL track in an online (distance) mode of delivery would be unique in the state.
5. **Relationship of the Proposed Program to Existing Programs at the Proposing Institution:** The College of Education at Lander offers three graduate degrees: Master of Art in Teaching in Art Education, Master of Education in Montessori Education, and Master of Education in Teaching and Learning with various concentrations. The proposed Master of Science in Nursing will be the only graduate program in the College of Science and Mathematics.

The proposed masters program would be offered in addition to the existing prelicensure and RN-BSN baccalaureate programs. The existing nursing faculty complement includes six (6) members prepared at the doctoral level and five (5) members prepared at the master's level.

6. **Employment Opportunities for Graduates:** Employment opportunities for CNLs across the nation are posted on the website of the American Association of Colleges of Nursing (AACN). A search of job

postings for “clinical nurse leader” on the website www.glassdoor.com produces over 18,000 results with 172 jobs posted in SC, 721 posted in NC and 667 jobs posted in GA. According to the US Bureau of Labor Statistics (2012), occupations in healthcare and social assistance are expected to have the fastest job growth through 2020 with an increase of 5.6 million jobs. One third of the fastest growing occupations are related to healthcare. This fact supports the prediction of an increased demand of healthcare providers in all disciplines as the population ages. A survey conducted with chief nursing officers in major hospitals in SC indicates a need for nurses prepared in the CNL role (see next section). A review of websites for 10 major hospitals in SC and the Charlotte, NC region produced 747 jobs posted for registered nurses. CNLs could fill positions posted for RNs and provide expert bedside care. The CNL credentials would advance the graduate in the clinical ladder programs provided by most hospitals and would provide an increased quality of care for consumers.

7. **Anticipated Program Demand and Productivity:** Lander University School of Nursing has provided nursing education for over 55 years. The baccalaureate program graduates both prelicensure and RN-BSN students twice each year. Many of these graduates have expressed an interest in continuing their nursing education and have requested that Lander offer a Masters in Nursing.

In May 2012, the School of Nursing hosted a focus group of local nurse leaders to discuss the proposed graduate program. The focus group included leaders from acute care, long-term care, education, and public health. The feedback of the group was positive and affirmed the need for masters prepared nurses to function in the roles designated to clinical nurse leaders.

In June 2012, the School of Nursing conducted an online survey with chief nursing officers (CNO) in South Carolina (n=17). Although most CNOs were not familiar with the CNL track, the majority of CNOs expressed a need for clinical leaders educated in the topics to be included in the proposed curriculum such as disease management, evidence-based practice, team coordination, leadership, and quality improvement. The CNOs felt the proposed educational curriculum would prepare leaders who functioned as nurse administrators, nurse managers and quality/risk managers. In response to the question if their facility would need staff meeting the description of the CNL, 86.7% responded “yes”.

In June 2012, the School of Nursing also conducted a survey with practicing registered nurses to determine interest in the proposed program (n=78). Highlights of the survey results included:

- 96% plan to pursue graduate education
- 45% plan to begin graduate school in 1-3 years
- 62% expressed an interest in the CNL role when it was described
- 94% prefer a program delivered completely online or online with periodic immersion experiences
- 76.9% would consider applying for a CNL program if offered by Lander

The size of the cohorts of the program would be 12 for years one and two and 18 for years three, four, and five.

8. **Relationship of the Proposed Program to Other Institutions via inter-institutional cooperation:** Marketing plans for the proposed program would include working with other institutions that offer a baccalaureate degree in nursing to promote the program with their graduates and to provide an easy application process. Coursework taken at other accredited graduate nursing programs would be evaluated for transferability. Courses taken in the curricula of CNL programs at institutions in FL, GA and NC appear similar and would also be considered for transferability. Opportunities for inter-professional education, a requirement for accreditation, would be explored with other academic institutions.

9. **Proposed Curriculum:**

Course Number	Course Name	Credit Hours	Semester
NUR 600	Theory and Conceptual Foundation	3	Spring
NUR 611	Advanced Clinical Assessment	3 (2,1)*	Spring

NUR 612	Pharmacology	3	Spring
NUR 613	Advanced Pathophysiology	3	Summer
NUR 620	Health Care Structure and Finance	3	Summer
NUR 630	Health Promotion and Disease Prevention	3	Fall
NUR 635	CNL Practicum I	3 (2,1)*	Fall
NUR 640	Management of Clinical Outcomes	3	Spring
NUR 645	CNL Practicum II	3 (2,1)*	Spring
NUR 651	Research for Evidence-based Practice	3	Summer
NUR 660	Leadership in Health Care	3	Summer
NUR 675	CNL Immersion Practicum III	6 (2,4)*	Fall
Total	*clinical hours included	39 hours	

Note: In courses with a clinical component, the ratio is 1 hour of didactic instruction equal to 6 hours of clinical time. Example: NUR 611 is a 3 (2,1) credit hour course with 2 hours of didactic and 1 credit hour of clinical (6 hours of clinical time) weekly.

10. Projected Cost of proposed program: \$214,575 (details below)

- A. Personnel:** Six nursing faculty prepared at the doctorate level are teaching in the baccalaureate nursing program. In order to reassign teaching loads in the graduate program, two additional tenure-track faculty are needed in the baccalaureate program. One position would be added the first year at a cost of \$60,000 plus \$20,514 for benefits. A second position would be added in year two of the program with an additional cost of \$60,000 plus \$20,514 in benefits. A Director of Graduate Studies would be appointed from existing tenured faculty within the School of Nursing with release time for four credit hours per year or a stipend of \$4000 annually. An administrative specialist II is needed at a cost of \$25,000 plus \$8,547 in benefits.
- B. Equipment/ Library resources:** An estimated cost of \$15,000 for new computer software, library enhancements and equipment will be needed during the first two years of program implementation. Additional support from Information Technology Services (ITS) will be needed; however, this support is a requirement of all online programs at the university.
- C. Marketing/Recruitment:** Expenses for marketing and recruitment would be \$1,000.
- D. Facilities:** The MSN program will be housed and administered from the current facilities assigned to the baccalaureate program.
- E. Cost Analysis:** A five year cost analysis using current tuition amounts indicates the cost of the program would be covered by revenue generated through anticipated enrollment by academic year three.

References

- AACN. (2007). *White paper on the education and role of the clinical nurse leader*. Available online at <http://www.aacn.nche.edu/publications/white-papers/cnl>
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