



Graduate Course Syllabus

NUR 684: Clinical Nurse Leader Capstone

Center: Online

Credits: 3

Course Prerequisites

NUR-607 and NUR-650

Completion of 33 credits

Academic advisor approval required

Course Description

Observe and explore the Clinical Nurse Leader (CNL) role under the guidance of a CNL preceptor during a 300 hour clinical immersion experience. Synthesize prior learning by implementing a scholarly project developed during your program of study. Students gain practical experience with a focus on an authentic demonstration of the CNL role and the AACN Clinical Nurse Leader certification exam competencies.

AACN Essentials

This course meets the following AACN Essentials of Master's Education for Professional Nursing Practice:

- Essential I: Background for Practice from Sciences and Humanities
- Essential II: Organizational and Systems Leadership
- Essential III: Quality Improvement and Safety
- Essential IV: Translating and Integrating Scholarship into Practice
- Essential V: Informatics and Healthcare Technologies
- Essential VI: Health Policy and Advocacy
- Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Essential VIII: Clinical Prevention and Population Health for Improving Health
- Essential IX: Master's-Level Nursing Practice

Course Outcomes

- Propose informatics systems initiatives and technologies that facilitate effective decision making in delivering upon and enhancing patient care
- Employ research practices, methodologies, and a spirit of scholarly inquiry to motivate change and drive real-world improvement in healthcare
- Create client-centered, culturally appropriate health prevention and promotion initiatives that improve the health, safety, and quality of life for people and their communities
- Generate data-driven solutions for operational challenges that navigate the intersection of quality and cost in ensuring excellence in healthcare across diverse settings
- Advocate for ethically responsible policies and effective systems that empower practitioners and meet

the needs of healthcare consumers

- Model leadership and professional practices in healthcare by building effective working relationships and facilitating ethical and strategic decision making across organizations
- Design, implement, and evaluate population-based programs of care to achieve quality outcomes through the clinical nurse leader role

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1-4338-3216-1

This course uses an eBook that is available free through the SNHU Shapiro Library:

Bonnel, W., & Smith, K. V. (2018). [*Proposal writing for clinical nursing and DNP projects*](#) (2nd ed.). New York, NY: Springer Publishing Company. ISBN: 978-0-8261-4442-3

Optional Materials

American Nurses Association. *Nursing: Scope and standards of practice* (package of three books).

(Students are likely to have previously purchased some or all of the books in this bundle for prerequisite courses.)

King, C. (2021). *Clinical Nurse Leader certification review* (3rd ed.). New York, NY: Springer Publishing. ISBN: 978-0-8261-6456-8

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the

instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

Grade Distribution

| Assignment Category | Number of Graded Items | Point Value per Item | Total Points |
|---|------------------------|----------------------|-----------------------------------|
| Discussions | 2 | 10 | 20 |
| Course Journals | 5 | 10 | 50 |
| Project Journal | 1 | 10 | 10 |
| Hour Log Journals | 10 | 5 | 50 |
| Activity | 1 | 10 | 10 |
| Meetings | 2 | 5 | 10 |
| Peer Review | 1 | 10 | 10 |
| Milestone One | 1 | 45 | 45 |
| Milestone Two | 1 | 45 | 45 |
| Final Submission | 1 | 750 | 750 |
| Component I: Scholarly Report | | | |
| Component II: Dissemination of Findings | | | |
| Component III: Professional Reflection | | | |
| | | | Total Course Points: 1,000 |

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

| Grade | Numerical Equivalent | Points |
|-------|----------------------|--------|
| A | 93–100 | 4.00 |
| A- | 90–92 | 3.67 |
| B+ | 87–89 | 3.33 |
| B | 83–86 | 3.00 |
| B- | 80–82 | 2.67 |
| C+ | 77–79 | 2.33 |
| C | 73–76 | 2.00 |
| F | 0–72 | 0.00 |
| I | Incomplete | |
| IF | Incomplete/Failure * | |
| W | Withdrawn | |

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignments and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

| Module | Topics and Assignments |
|--------|--|
| 1 | Introduction <i>Proposal Writing for Clinical Nursing and DNP Projects</i> , Chapter 1 1-1 Discussion: Introduction 1-2 Capstone Advisor Meeting: Action Plan Creation 1-3 Final Project: Review 1-4 Hour Log Journal |
| 2 | Strategies to Translate Evidence into Practice <i>Proposal Writing for Clinical Nursing and DNP Projects</i> , Chapters 2–7 2-1 Course Journal: Possible Indicators of Success 2-2 Hour Log Journal 2-3 Schedule Meeting |
| 3 | Initiatives for Improving Health, Safety, and Quality of Life 3-1 Discussion: Implementation 3-2 Hour Log Journal 3-3 Student Café: Implementation Plan Questions (Non-graded) |
| 4 | The CNL Certification Exam 4-1 Activity: CNL Certification Exam Preparation 4-2 Hour Log Journal |
| 5 | Data Analysis Strategies for Program Evaluation <i>Proposal Writing for Clinical Nursing and DNP Projects</i> , Chapter 13 5-1 Milestone One: Chapter 4: Findings and Evaluation 5-2 Hour Log Journal 5-3 Meeting: Plan to Proceed 5-4 Student Café: Findings and Evaluation (Non-graded) |
| 6 | Strategy to Proceed <i>Proposal Writing for Clinical Nursing and DNP Projects</i> , Chapters 5 and 6 6-1 Course Journal: Project Strategies 6-2 Project Journal: Introduction and Review of Literature 6-3 Hour Log Journal 6-4 Meeting: Plan to Proceed 6-5 Milestone Two: Begin Work |

| Module | Topics and Assignments |
|--------|---|
| 7 | Conclusion and Implications <i>Proposal Writing for Clinical Nursing and DNP Projects</i> , Chapters 14 and 15 7-1 Milestone Two: Conclusion and Implications 7-2 Hour Log Journal 7-3 Student Café: Conclusion and Implications (Non-graded) |
| 8 | Peer Review and Reflection <i>Proposal Writing for Clinical Nursing and DNP Projects</i> , Chapter 16 8-1 Peer Review: Project Presentation 8-2 Course Journal: Review Course Outcomes 8-3 Hour Log Journal |
| 9 | Project Completion 9-1 Course Journal: Project Wrap-up 9-2 Final Submission: Capstone Project 9-3 Hour Log Journal |
| 10 | Final Reflection 10-1 Course Journal: Professional Development 10-2 Hour Log Journal 10-3 ePortfolio: Final Submission |

Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).