Clinical Nurse Leader (CNL®) 2016 Job Analysis Summary & Certification Examination Blueprint

COMMISSION ON NURSE CERTIFICATION

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Clinical Nurse Leader (CNL®)
2016 JOB ANALYSIS SUMMARY

Beginning with the April 2017 testing period, the Clinical Nurse Leader (CNL) certification examination will reflect content specifications based upon the most recent job analysis study conducted by the Commission on Nurse Certification (CNC). This scientific research study, which began in May 2016, profiled the role of the CNL and delineated the knowledge, skills, and abilities requisite of a competent CNL. The CNC contracted with Schroeder Measurement Technologies, Inc. (SMT), a full-service testing company, to provide guidance and psychometric expertise throughout the entire job analysis process. A full-scale job analysis survey was conducted, the results of which support the relevance, validity, and legal defensibility of the CNL examination by establishing a link between CNL competencies and examination content.

The CNC Board of Commissioners appointed CNL subject matter experts to a Job Analysis Committee to provide content area expertise. The Job Analysis Committee members represented the diversity of practice, experience, and location within the United States. A comprehensive literature review was initiated to develop an exhaustive list of the knowledge, skills, and abilities required for competent practice. This list was presented to the Job Analysis Committee for review and conversion into a survey during a meeting held at SMT headquarters in Clearwater, Florida. The list was augmented and approved, and a rating scale was adopted providing a mechanism for measuring task importance and frequency of practice.

After the survey was administered, members of the Job Analysis Committee reconvened via webinar to review and consider the results. The primary goal of the meeting was to establish exclusion criteria to differentiate between the important and non-important, performed and not-performed tasks for CNLs. The final approved task listing was then translated into an examination blueprint, establishing the link between job performance of important tasks and successful performance on the CNL multiple-choice examination. Using multiple sources of information, members of the Job Analysis Committee were asked to establish the domain weights for the examination, which indicate how many questions will appear on the examination from each content area of the blueprint. The result of the job analysis process was a content valid blueprint for the CNL examination.

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Clinical Nurse Leader (CNL®)
CERTIFICATION EXAMINATION BLUEPRINT
(For CNL Exams administered beginning April 2017)

Domains and Subdomains	Weight (%)
I. Nursing Leadership	**32%**

A. Horizontal Leadership

B. Healthcare Advocacy

C. Implementation of the CNL Role

D. Lateral Integration of Care Services

E. Patient Assessment

F. Ethics

II. Clinical Outcomes Management	**23%**

A. Illness/Disease Management

B. Health Promotion and Disease Prevention & Injury Reduction/Prevention Management

C. Healthcare Policy

III. Care Environment Management	**45%**

A. Knowledge Management

B. Healthcare Systems/Organizations

C. Interprofessional Communication and Collaboration Skills

D. Team Coordination

E. Quality Improvement and Safety

F. Evidence-Based Practice

G. Healthcare Finance and Economics

H. Healthcare Informatics

Clinical Nurse Leader (CNL®)
CERTIFICATION EXAMINATION DETAILED BLUEPRINT
(For CNL Exams administered beginning April 2017)

I. Nursing Leadership   32% of exam

A. Horizontal Leadership

1. Apply leadership change and complexity theories
2. Apply Strategies to guide the collaborative team to use clinical judgement to make safe patient care decisions
3. Facilitate delegation of patient care coordination activities
4. Appraise and evaluate coordinated care activities
5. Demonstrate accountability for microsystems healthcare outcomes
6. Practice as a role model for other healthcare providers, including coaching and mentoring the healthcare team
7. Coordinate evaluation and update plans of care at an advanced level collaboratively with the interprofessional team and the patient
8. Organize a framework for systematic collaborative team practices to address the complexity of patient care issues
9. Serve as a partner and leader in the interprofessional health team
10. Manage and lead group processes to meet care objectives and complete healthcare team responsibilities
11. Develop effective working relationships within an interprofessional team to influence microsystem outcomes
12. Demonstrate higher order critical thinking and problem solving skills

B. Healthcare Advocacy

1. Initiate partnerships to identify health disparities, establish health promotion goals, and implement strategies to address those concerns
2. Interface between the patient and the healthcare delivery system to protect the rights of patients and to effect quality outcomes; knowledge of patient rights and responsibilities
3. Ensure that patients, families, and communities are well informed in creating a patient-centered plan of care
4. Negotiate and advocate for the nursing profession, the CNL role, and the interprofessional team to healthcare providers, policy makers, and consumers
5. Identify and propose microsystem resources to meet the needs of target populations
6. Explain healthcare issues and concerns to key stakeholders including elected and appointed officials, policy organizations, and to healthcare consumers
7. Translate appropriate healthcare information to advocate for informed healthcare decision making
8. Recommend improvements in the institution or health care system and the nursing profession
9. Advocate for patients, particularly the most vulnerable

C. Implementation of the CNL Role

1. Demonstrate professional identity and practice in developing the CNL role
2. Explain the capacity of CNL practice to improve healthcare processes and outcomes
3. Exhibit qualities of a microsystem leader within and across interprofessional teams
4. Appraise and apply current and new CNL evidence, competence, and practice
5. Synthesize CNL practice outcomes for dissemination at system, regional, national, or international level
6. Collaborate with a network of CNL professionals at the system, regional, national, or international level

D. Lateral Integration of Care Services

1. Coordinate the healthcare of patients across the care continuum
2. Integrate an interprofessional approach to discuss strategies to identify and acquire resources for patient populations
3. Coordinate and perform risk analysis using appropriate evidence-based tools to predict patient risk and safety issues within and across microsystems
4. Apply care management skills and principles to provide and coordinate patient care within and across specific episodes of illness and throughout the care continuum
5. Manage, monitor, and influence the microsystem environment to foster health and quality of care across the care continuum
6. Apply systems and organization theory in the design, delivery, and evaluation of healthcare delivery across the care continuum

E. Patient Assessment

1. Perform an advanced comprehensive assessment of the patient across the lifespan (e.g., health history, culture, socioeconomic status, spirituality, health literacy)
2. Perform an advanced assessment of microsystems across the care continuum to determine patient population care needs

F. Ethics

1. Apply patient-centered ethical decision-making framework to clinical situations that incorporates moral concepts, professional ethics, and law
2. Apply legal and ethical guidelines to advocate for patient well-being and preferences
3. Identify and analyze common ethical dilemmas including the impact on patient care and outcomes
4. Evaluate ethical decision making from both a personal and organizational perspective and analyze how these two perspectives may create conflicts of interest
5. Collaborate with the ethics committee and recognize their role in health care delivery

II. Clinical Outcomes Management   23% of exam

A. Illness/Disease Management

1. Coordinate the provision and management of care at the microsystem level and across the care continuum
2. Evaluate care for patients across the lifespan with particular emphasis on health promotion and risk reduction services
3. Identify patient problems that require intervention, with special focus on those problems amenable to nursing intervention
4. Evaluate and determine readiness, needs, and interventions for safe transition of care
5. Design and modify patient care based on analysis of outcomes, evidence-based knowledge, and patient's goals of care
6. Analyze microsystems of care and outcome datasets to anticipate patient risk and improve quality of care delivery
7. Apply theories of chronic illness care and population health management to patient and families
8. Integrate community resources, social networks, and decision support mechanisms into care management
9. Recognize differences in responses to illness and therapies based on patient's cultural, ethnic, socioeconomic, linguistic, religious, and lifestyle preferences
10. Identify disease patterns and their implications on patient's activation for self-care and on-going care
11. Use advanced knowledge of pathophysiology, assessment, and pharmacology to anticipate illness progression, response to therapy and to guide, teach, and engage patients and families regarding care
12. Use knowledge of cost and affordability issues in managing patient illness/disease across the care continuum
13. Synthesize literature and research findings as the foundation for the design of interventions for illness and disease management
14. Coordinate and implement education programs for patients and health professionals
15. Identify and interpret epidemiological patterns in order to manage illness and disease

B. Health Promotion and Disease Prevention & Injury Reduction/Prevention Management

1. Collaborate with interprofessional team members to promote health and/or prevent disease
2. Employ strategies to engage patients in therapeutic partnerships with interprofessional team members for disease management and self-care activation
3. Identify and/or modify interventions based on evidence to meet specific patient needs for health promotion and disease prevention
4. Design and implement interventions to modify risk factors and promote engagement in healthy lifestyles for diverse populations
5. Assess protective, predictive, and genetic factors that influence the health of patients

6. Develop clinical and health promotion programs for patient populations to reduce risk, prevent disease, and prevent disease sequelae, particularly related to chronic illness
7. Recognize the need for and develop community partnerships to establish risk reduction strategies to address social and public health issues
8. Incorporate cultural definitions of health into health promotion and disease prevention strategies
9. Incorporate theories and research in creating patient engagement strategies to promote and preserve health and healthy lifestyles

C. Healthcare Policy

1. Recognize the effect of healthcare policy on health promotion, risk reduction, and disease and injury prevention with emphasis on vulnerable populations
2. Recognize the interactive effect of economics on national/global health policy related to health outcomes
3. Analyze the effect of local, state, and/or national healthcare policy as they apply to the standards of care and scope of practice in the microsystem
4. Identify the influence of regulatory guidelines and quality controls within the healthcare delivery system

III. Care Environment Management   45% of exam

A. Knowledge Management

1. Collect data that documents the characteristics, conditions, and outcomes for various patient groups
2. Apply knowledge of technology, equipment, treatment regimens, or medication therapies to anticipate risk
3. Compare and evaluate trends of institutional and unit data to national benchmarks
4. Identify variations in clinical outcomes among various groups to determine where nurses have the greatest impact at the microsystem level
5. Synthesize data, information, and knowledge to evaluate and achieve optimal patient outcomes
6. Integrate assessment data into information management systems for decision support
7. Analyze and disseminate microsystem data that impacts health outcomes
8. Employ strategies to engage the interprofessional team to impact healthcare outcomes
9. Distinguish the impact of health literacy of patient engagement and activation for self-care

B. Healthcare Systems/Organizations

1. Apply knowledge of teamwork to manage change and disseminate information at the systems level
2. Critique and/or modify existing policies and procedures based on current evidence
3. Implement system-based strategies that decrease healthcare disparities
4. Apply theories of systems thinking to address problems and develop solutions

5. Distinguish how health care delivery systems are organized and their effect on patient care
6. Identify the economic, legal, and political factors that influence health care delivery

C. Interprofessional Communication and Collaboration Skills

1. Analyze patterns of communication and chain of command that impact care within the interprofessional team and across settings
2. Apply concepts of communication skills including critical listening during assessment, intervention, evaluation, and education of patients, families, and the healthcare team
3. Employ effective negotiation skills
4. Employ appropriate communication techniques and strategies that address social, political, economic, environmental, technological, and historical issues
5. Utilize interprofessional communication, collaboration, and group process concepts to meet care objectives and complete healthcare responsibilities
6. Translate and interpret data for the patients, families, and the healthcare team
7. Communicate effectively in a variety of written and spoken formats
8. Construct relationships with interprofessional team including management and administration
9. Incorporate knowledge of cultural differences to bridge cultural and linguistic barriers
10. Integrate emotional intelligence in communication and collaboration with patients, families, and the healthcare team
11. Recognize and utilize the roles and responsibilities of the interprofessional team

D. Team Coordination

1. Perform, teach, delegate, and manage skilled nursing procedures in the context of safety
2. Demonstrate effectiveness in group interactions, particularly in skills necessary to interact and collaborate with other members of the interprofessional team
3. Evaluate underlying assumptions and relevant evidence that influence patient and interprofessional team behavior
4. Establish and maintain effective working relationships within an interprofessional, multicultural team to make ethical decisions
5. Facilitate group processes to meet care objectives to ensure completion of interprofessional team responsibilities
6. Identify areas in which a conflict of interest may arise and propose resolutions or actions to resolve/prevent the conflict
7. Promote a positive and healthy work environment and a culture of retention
8. Incorporate patient/family/interprofessional team input to design, coordinate, and evaluate plans of care

E. Quality Improvement and Safety

1. Employ quality improvement methods in evaluating individual and aggregate patient care
2. Evaluate healthcare outcomes through the acquisition of data and the questioning of inconsistencies

3. Develop and implement the redesign of patient care utilizing assessment methodologies including but not limited to: gap analysis, Failure Modes Effect Analysis (FMEA), Root Cause Analysis (RCA), Plan-Do-Study-Act (PDSA) Cycles, and microsystem assessment
4. Gather, analyze and synthesize data related to risk anticipation to reduce risk and maintain patient safety
5. Employ strategies to guide the interprofessional team in quality improvement activities within the microsystem to impact the meso- and macrosystems

F. Evidence-Based Practice

1. Create framework within the microsystem to integrate patient and family preferences, interprofessional clinical expertise, and best evidence into clinical decisions
2. Develop foundations for assessment and clinical decisions by applying evidence-based practice
3. Synthesize quantitative or qualitative evidence for critical thinking and decision making to achieve optimal patient outcomes
4. Select relevant sources of evidence to meet specific needs of patients, microsystems, or communities when planning care
5. Use current evidence to improve patient care
6. Identify relevant outcomes and measurement strategies that will improve patient outcomes and promote cost effective care

G. Healthcare Finance and Economics

1. Propose cost effective strategies and/or interventions to the interprofessional team that improve efficiency and patient care outcomes
2. Serve as a steward for the environmental, human, and material resources while coordinating patient care
3. Evaluate the fiscal context in which practice occurs
4. Identify high cost /high volume activities, to benchmark costs nationally and across care settings
5. Apply ethical principles in regard to healthcare delivery relating to healthcare financing and economics
6. Identify the impact of financial policies on healthcare delivery and patient outcomes
7. Interpret the impact of both public and private reimbursement policies that may affect patient care decisions
8. Evaluate the effect of healthcare financing on access to care and patient outcomes
9. Examine current healthcare economic concepts including but not limited to: Return on Investment (ROI), Value-Based Purchasing (VBP), bundled payments, and basic marketing strategies

H. Healthcare Informatics

1. Assess, critique, and analyze information sources
2. Design care utilizing informatics and patient care technology
3. Apply multiple sources of systems data in designing processes for care delivery
4. Evaluate clinical information systems in order to provide feedback related to efficient and accurate documentation
5. Apply ethical principles in the use of information systems
6. Evaluate the impact of new technologies on patients, families and healthcare delivery
7. Identify and assess the relationships between information systems, accurate communication, error reduction, and healthcare system operation
8. Analyze and disseminate healthcare information among the interprofessional team and across the care continuum
9. Validate accuracy of consumer-provided information regarding culturally relevant health issues from multiple sources
10. Utilize technology for health promotion and disease prevention
11. Collaborate with quality improvement and information technology teams to design and implement processes for improving patient outcomes
12. Utilize current technology to anticipate patient risk
13. Demonstrate to other healthcare providers the efficient and appropriate use of healthcare technologies to maximize healthcare outcomes
14. Access, critique, and analyze information from multiple sources