Transforming Leadership Throughout the Continuum of Nursing

Patient Services Leadership Development

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Background

Strong nursing leaders are critical for ensuring nurse satisfaction and retention, as well as improving patient outcomes. The 2010 IOM Report, *The Future of Nursing: Leading Change, Advancing Health* recommends that nurses at every level become healthcare leaders and work to the highest level of their professional scope. Cincinnati Children's Hospital Medical Center has committed to supporting leadership development throughout the professional nursing continuum. Four separate courses have been created to meet leadership learning needs ranging from the RN at the bedside through Clinical Directors.

Course Development Using the ADDIE Framework

Analysis: A needs assessment was completed regarding staff, management and director leadership needs and interests. A focus on leadership skills throughout the continuum of nursing staff resulted.

Design: Courses for *Bedside, Emerging, New and Experienced Leaders* were designed. All classes were cross walked with the AACN Synergy Model, AONE New Manager course, the Advisory Board Leadership Competencies, NCHE Competencies and Organizational Core and the ANA Standards of Professional Performance.

Development: *Bedside & Emerging Leader* were designed as blended courses. Subject matter experts (SMEs) were recruited to teach appropriate topics. At this time *New and Experienced Leader* courses are classroom based. Classroom experiences focus on active/interactive learning with an emphasis on contextual integration of knowledge.

Implementation: *New and Experienced Leader* courses were implemented in 2011. *Emerging Leader* courses were implemented in Spring 2015. The Inaugural Bedside Leader course will begin October 2015.

Evaluation: Likert type scales are used for pre, immediate post, one month, three months and six months post class. Content analysis of written feedback is used to discover themes, make changes and document successes

Leadership Programs

Bedside Leader

- The **Beside Leader** course is designed for nurses who choose direct patient care for their career, yet are committed to expanding their leadership skills.

- The course utilizes a stringent application and interview process to select course members.

- Course framework is based on the AACN's Healthy Work Environment Model.

Emerging Leader

- With a view to growing the next generation of nursing leaders, this course provides many nurses their first foray into formal leadership education.

- Primarily a succession planning course, the course is designed for bedside nurses who plan to move into a formal leadership role.

- This course provides nurses with foundational leadership skills and prepares them to seamlessly transition into a frontline leadership position.


Leadership Programs

NEW LEADER:

- A required class for newly promoted managers, this course offers a formal introduction to leadership and managerial skills.

- Personalized professional coaching is provided the opportunity to integrate knowledge into each manager's specific work context.

- Application of knowledge is reinforced by completion of competencies designed to aid in contextual integration.

EXPERIENCED LEADER

- Designed as a course to support experienced managers, directors and senior leadership.

- This course is being redesigned into the Convergence/ Divergence Model.

- The Convergence/Divergence Model encourages collaboration throughout the nursing continuum as Bedside, Emerging, New and Experienced leaders meet together to discuss pre-determined topics.

- Similar content is presented for each level of leadership.

- Members from each leadership level are brought together to discuss the content from their perspective.
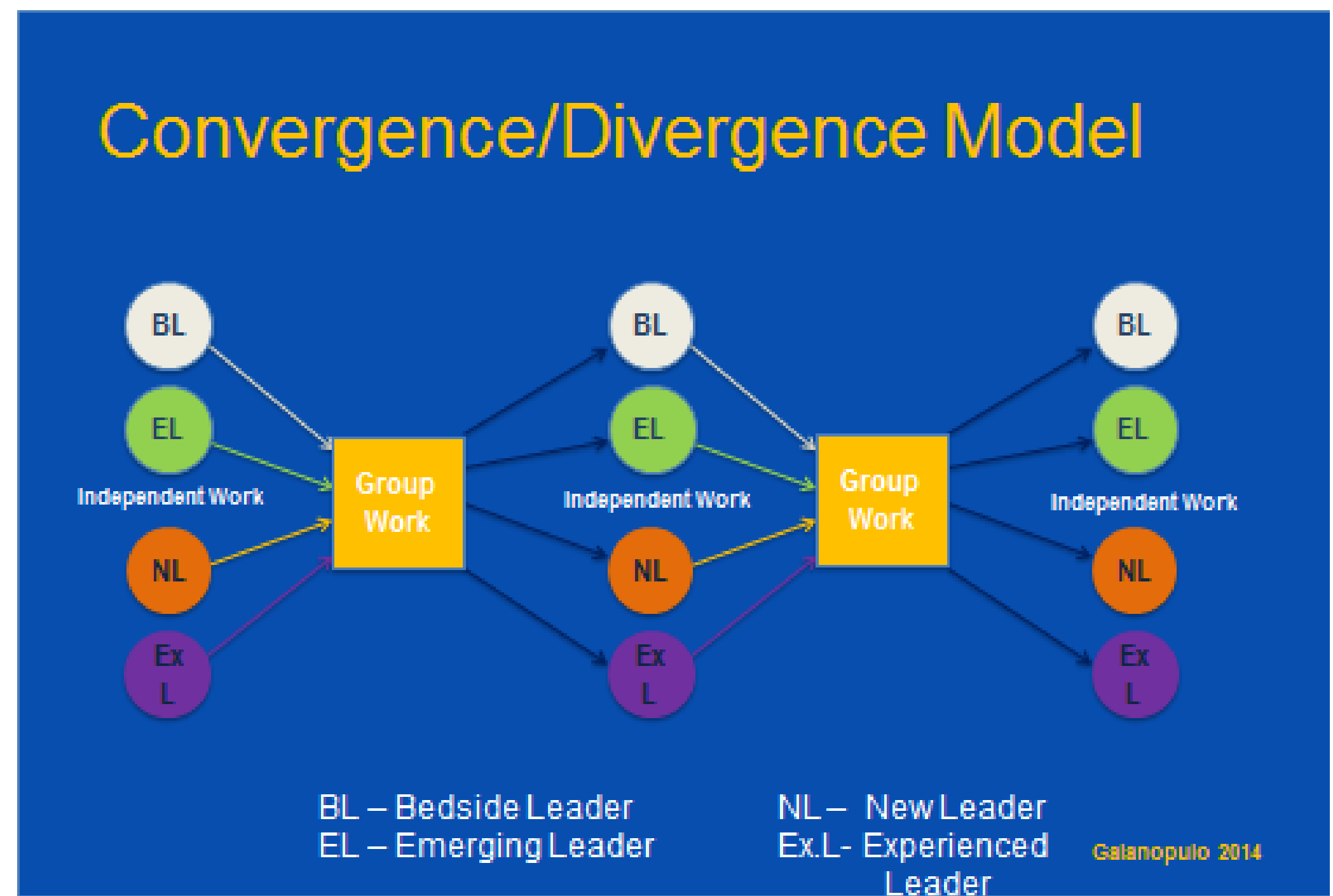
Convergence/Divergence Model

Galanopulo, 2014

Evaluation

Statistical analysis

- Descriptive statistics were used to summarize pre and post evaluation score.

- Paired t-test was used to study the difference between the mean post and pre test scores.

- Cohen d effect size was calculated to describe the magnitudes of the difference.

- The two-sided significance level was set as 0.05.

- Data analysis was conducted with SAS V9.3.

Results

- The post score was statistically significantly ($p < 0.05$) higher than the pre score with very large effect sizes ($d > 1.48$) in all six sessions.

Session	n*	Pre Mean (SD)	Post Mean (SD)	t value^	p-value	95% CI#	Effect size (d)
1	15	4.89 (2.15)	9.39 (5.66)	t(14)=2.77	0.0151	1.0-8.0	1.48
2	13	2.67 (0.55)	3.29 (0.41)	t(12)=4.82	0.0004	0.3-0.9	2.78
4	15	5.78 (1.41)	7.85 (1.00)	t(14)=7.59	<0.0001	1.48-2.65	4.06
5	12	5.83 (1.23)	8.10 (0.84)	t(11)=7.13	<0.0001	1.57-2.97	4.30
6	8	5.05 (1.37)	6.70 (1.47)	t(7)=4.29	0.0036	0.74-2.56	3.24
7	8	5.94 (1.41)	7.80 (0.96)	t(7)=5.09	0.0014	1.0-2.73	3.85

*Both had pre and post score; ^ Paired t-test; # Confidence interval

Major Themes

Networking
- "Connection with my peers was great!"
- "I enjoyed meeting new people/forming new friendships beyond my daily opportunity at Cincinnati Children's."

New Opportunities
- "My mentor provided me with lots of opportunities I would have never have had."
- "This class provided me the opportunity to do and see things I would not be able to in my current [staff RN] role."

Learning From Others
- "It was beneficial to see how staff in other deparments handled some of the challenges presented to us in the case studies."

Professional Growth
- "I feel empowered from what I have learned!"
- "I highly recommend this course to anyone who wants to grow professionally."

Acknowledgements