Abstract Title
Developing a Global Education Program to Increase Empowerment for Frontline Nurse Leaders

Abstract Background
Frontline Leaders (FLs) or charge nurses (CNs) are pivotal in managing patient throughput, staffing ratios, responding to patient and family concerns, collaborating with staff or interdepartmental colleagues, and coaching staff performance (Patrician, Oliver, Miltner, Dawson, & Ladner, 2012). FLs receive inadequate leadership training in their role (Patrician et al., 2012; Terran & Webb, 2016). The Institute of Medicine (IOM) report on The Future of Nursing: Leading Change, Advancing Health (2010) endorses nurses at all levels receive training for their role. Education budgets continue to be scrutinized and therefore educational strategies must be improved to be more efficient and effective.

Abstract Methods
Multi-site, international study examined FLs self-reported knowledge, structural empowerment, and intent to stay, after an online continuing nursing education (CNE) course. A pre-test, post-test descriptive study design was used to determine the effects of a blended, e-Learning educational activity for CNs in varying organizations in the U.S. and Australia. The final sample consisted of 29 FLs in acute care settings.

Structural empowerment (SE) was measured using the 58-item Conditions of Work Effectiveness (I) Scale (CWEQ-I) (Laschinger et al., 2001) based on Kanter’s organizational theory (1993). Psychological
empowerment (PE), was measured using the Psychological Empowerment Scale (PES) developed by Spreitzer (1995), based on Conger and Kanungo’s social-psychological theory (1988).

Abstract Evaluation
No participant in this study had previously received online education for their FL role. Participants agreed (24/29, 83%) the Frontline Leader Certificate Program, “contributed to their sense of empowerment in their role” and “contributed to their ability to create and empowering work environment.”

Participants’ SE improved, pre-assessment (M=18.50, SD=1.6940) to post-assessment (M=19.47, SD=1.6940). There was no difference in intent to stay or the overall PE scale from pre to post intervention. One subscale of PE, self-determination, was statistically higher in the post-assessment.

Abstract Implications
Frontline Leader Certificate Program should be adopted into orientation curriculum and/or continuing education plans. Online learning may be a more feasible and sustainable education option for this type of programming and population. Identifying FLs as a population, proved to be difficult and may be a barrier in further research.

References


