Title:

Effects of a Virtual Community of Practice on Self-Efficacy of New Nurse Leaders

Kevin Daugherty Hook, MSN

Clinical Practices of the University of Pennsylvania, Penn Medicine, Philadelphia, PA, USA

ACCEPTED

Session Title:

Leadership Poster Session 1 (Saturday/Sunday, 16 & 17 November)

Slot:

LEAD PST1: Sunday, 17 November 2019: 11:45 AM-12:15 PM

Abstract Describes:

Ongoing Work/Project

Applicable Category:

Leaders, Researchers

Keywords:

Communities of Practice, Self-efficacy and Virtual learning

References:

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. Developmental Psychology, 25(5), 729-735.
Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman.
Beischel, K. P., & Davis, D. S. (2014). A time for change: QSENizing the curriculum. Nurse Educator, 39(2), 65-71. https://doi.org/10.1097/NNE.0000000000000020
Cammer, A., Morgan, D., Stewart, N., McGilton, K., Rycroft-Malone, J., Dopson, S., & Estabrooks, C. (2014). The hidden complexity of long-term care: how context mediates knowledge translation and use of best practices. Gerontologist, 54(6), 1013-23. https://doi.org/https://doi-org.proxygw.wrlc.org/10.1093/geront/gnt068

Chu, C., Ploeg, J., Wong, R., Blain, J., & McGilton, K. (2016). An integrative review of the structures and processes related to nurse supervisory performance in long-term care. Worldviews on Evidence-Based Nursing, 13(6), 411-419. https://doi.org/doi:10.1111/wvn.12170

Creswell, J. (2014). Research design: qualitative, quantitative, and mixed methods approach (4th ed.). Thousand Oaks, CA: SAGE.

Edmonson, C., McGough, K., Phillips, M., Blaine, Y., & Mackoff, B. (2017). From a class to a community: A blueprint for building a sustainable community of practice for nurse managers. Nurse Leader, 15(3), 179-183. https://doi.org/10.1016/j.mnl.2017.03.008

Farnsworth, V., Kleanthous, I., & Wegner-Trayner, E. (2016). Communities of practice as a social theory of learning: A conversation with Etienne Wenger. British Journal of Educational Studies, 64(2), 139-160. https://doi.org/10.1080/00071005.2015.1133799

Fiset, V., Luciani, T., Hurtibise, A., & Grant, T. (2017). Clinical nursing leadership education in long-term care. Journal of Gerontological Nursing, 43(4), 49-57. https://doi.org/doi:10.3928/00989134-20170111-01

Francis-Coad, J., Eherton-Beer, C., Bulsara, C., Nobre, D., & Hill, A. (2015). Investigating the impact of a falls prevention community of practice in a residential aged-care setting: A mixed methods study protocol. Journal of Advanced Nursing, 71(12), 2977-2986. https://doi.org/10.1111/jan.12725

Gilmartin, M. J. (2014). Variations in clinical nurse leadersâ€™confidence with performing the core role functions. Journal of Professional Nursing, 30(4), 307-16.

Guillen, L., Mayo, M., & Korotov, K. (2015). Is leadership a part of me? A leader identity approach to understanding the motivation to lead. The Leadership Quarterly, 26(5), 802-820. Retrieved from https://ac.els-cdn.com/S1048984315000582/1-s2.0-S1048984315000582-main.pdf?_tid=11c1ffce-13e8-11e8-b978-00000aab0f01&acdnat=1518874997_f8236c43735bac933e1901c5c85e11e1

Gullick, J., & West, S. H. (2016). Building research capacity and productivity among advanced practice nurses: an evaluation of the community of practice mode. Journal of Advanced Nursing, 72(3), 605-619. https://doi.org/doi:10.1111/jan.12850

Hannah, S., & Avolio, B. (2013). Leader Efficacy Questionnaire [Mental Measurements Yearbook with Tests in Print]. Unpublished instrument. Retrieved from EBSCOhost, proxygw.wrlc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mmt&AN=test.8615&site=ehost-live&scope=site&authtype=ip,uid&custid=s8987071

Hannah, S., & Avolio, B. (2013). Leader Efficacy Questionnaire [Self-Form]. Published instrument. Mind Garden, Inc., 707 Menlo Avenue, Suite 120, Menlo Park, CA, 94025

Harper, D. (2016). Correctional executivesâ€™leadership self-efficacy and their perceptions of emotional intelligence. American Journal of Criminal Justice, 41, 765â€" 779. https://doi.org/DOI 10.1007/s12103-015-9319-1

Havaei, F., Dahinten, V. S., & Macfee, M. (2014). Psychological competence: the key to empowering leader behaviors. Journal of Nursing Administration, 44(5), 276-83. https://doi.org/10.1097/NNA.0000000000000067

Kothari, A., Boyko, J. A., Conklin, J., Stolee, P., & Sibbald, S. L. (2015). Communities of practice for supporting health systems change: a missed opportunity. Health Research Policy & Systems, 13(1), 33. https://doi.org/10.1186/s12961-015-0023-x

Lara, B., Canas, F., Vidal, A., Nadal, N., Rius, F., Paredes, E., & Mauricio, D. (2017). Knowledge management through two virtual communities of practice. Health Informatics Journal, 23, 170-180. https://doi.org/10.1177/1460458216639739

Lee-Kelley, L., & Turner, N. (2017). PMO managers'self-determined participation in a purposeful virtual community-of-practice. International Journal of Project Management, 35(1), 64-77. https://doi.org/10.1016/j.ijproman.2016

Monaro, S., White, M., & West, S. (2015). A community of practice as a model of nurse-led wound prevention and management. Wound Practice & Research, 71(2), 2977-2986.

Morley, D. (2016). Applying Wenger's communities of practice theory to placement learning. Nurse Education Today, 39, 161-162. https://doi.org/doi:10.1016/j.nedt.2016.02.007

Oprescu, F., McAllister, M., Duncan, D., & Jones, C. (2017). Professional development needs of nurse educators. Nurse Education in Practice, 27, 165-168. https://doi.org/10.1016/j.nepr.2017.07.004

Osei, H., Osei-Kwame, D., & Amaniampong, L. (2017). The effects of individual mechanisms on work self-efficacy of nurses: The mediating role of organizational commitment. International Journal of Healthcare Management, q0(4), 219-237. https://doi.org/doi:10.1080/20479700.2016.1268798

Pesut, D., & Thompson, S. (2017). Nursing leadership in academic nursing: The wisdom of development and the development of wisdom. Journal of Professional Nursing. https://doi.org/doi:10.1016/j.profnurs.2017.11.004

Porter-O'Grady, T., & Malloch, K. (2015). Quantum leadership : Building better partnerships for sustainable health. (4th ed.). Burlington, MA: Jones and Bartlett Learning.

Roman, T., Abraham, K., & Dever, K. (2016). TeamSTEPPS in long-term care: an academic partnership: part I. Journal of Continuing Nursing Education, 47(11), 490-492. https://doi.org/10.3928/00220124-20161017-06

Sebelski, C. (2017). Perceptions of leader self-efficacy of physical therapists in the United States from academic and clinical environments. European Journal of Physiotherapy, 19, 3-4. https://doi.org/10.1080/21679169.2017.1381309

Seibert, S. (2015). The meaning of a healthcare community of practice. Nursing Forum, 50(2), 69-74. https://doi.org/10.1111/nuf.12065

Smith, S. U., Hayes, S., & Shea, P. (2017). A critical review of the use of Wenger's community of practice (CoP) theoretical framework in online and blended learning research, 2000-2014. Online Learning Journal, 21(1), 209-237. https://doi.org/doi:10.24059/olj.v21i1.963

Smythe, A., Jenkins, C., Galant-Miecznikowska, M., Bentham, P., & Oyebode, J. (2017). A qualitative study investigating training requirements of nurses working with people with dementia in nursing homes. Nurse Education Today, 50, 119-123. https://doi.org/doi:10.1016/j.nedt.2016.12.015

Tappen, R., Wolf, D., Rahemi, Z., Enstrom, G., Rojido, C., Shutes, J., & Ouslander, J. (2017). Barriers and facilitators to implementing a change initiative in long-term care using the INTERACT® Quality Improvement Program. Health Care Manager, 36(3), 219-230. https://doi.org/doi:10.1097/HCM.0000000000000168

Wenger-Trayner, E., & Wenger-Trayner, B. (2015). Introduction to communities of practice. A brief overview of the concept and its uses. Retrieved from http://wenger-trayner.com/introduction-to-communities-of-practice/

Woo, K., Milworm, G., & Dowding, D. (2017). Characteristics of quality improvement champions in nursing homes: A systematic review with implication for evidence-based practice. Worldviews on Evidence-Based Nursing, 14, 440-446. https://doi.org/10.1111/wvn.12262

Woods, A., Cashin, A., & Stockhausen, L. (2016). Review: Communities of practice and the construction of the professional identities of nurse educators: A review of the literature. Nurse Education, 37, 164-169. https://doi.org/doi:10.1016/j.nedt.2015.12.004

Abstract Summary:

Self-efficacy is not assured when assuming new roles, especially in large organizations. This exploratory study used a virtual Community of Practice to assess its effects on the self-efficacy of nurses in a new organization role.

Content Outline:

Introduction

Nurse educators in long-term care have not historically been considered as part of formal leadership in their work environments. With the increasing acuity of the long term and skilled nursing care patient population, clinical nurse educators will need to improve their leadership self-efficacy and skills to bridge the gap between education and practice changes to improve the quality of care in long-term and post-acute care.

Main Point #1: Long term and skilled nursing centers now care for more highly complex patients, citing some health care professionals to observe that long term and skilled nursing centers are the medical-surgical hospital units from a previous era.

Main Point #2: Large health care organizations now occupy multiple sites for care delivery, with some sites relatively close to each other and some sites geographically distant.

Main Point #3: Nurse educators occupy more urgent roles and need clinical and leadership skills to address both the acuity of the patient population in the setting of multi-site care centers and in managing other leaders' expectations.

Main Point #4: Such nurse educators may feel isolated from their peers, both geographically and professionally.

Main Point #5: Nurse educators new to such multi-site centers of care may be especially vulnerable to a lack of self-efficacy if they have not had experience in managing the demands of more than one care delivery site and may benefit particularly in gathering virtually with their peers from around the country to share , experiences, tools and ways of addressing recurring problems.

Main Point#5: Nurse educators participating a virtual Community of Practice, driven by geographic demands of multi-site care, may benefit from gathering virtually to increase their self-efficacy in transforming their leadership skills and how education is delivered across geographical sites.

Topic Selection:

Leadership Poster Session 1 (Saturday/Sunday, 16 & 17 November) (25744)

Abstract Text:

The need to innovate in health care presents nurses with the challenge of developing new clinical roles. Individuals assuming such roles are presented with unique opportunities but may not have useful past experiences on which to draw to be successful in a new role. Clinical nurse educators in long term and skill nursing centers are both educators and leaders in their clinical settings. With the increasing acuity of the patient population in skilled nursing and long-term care, clinical nurse educators will need the self-confidence to bridge the gap between education and practice to improve the quality of care in long-term and post-acute care. This is especially true in multi-site and geographically dispersed care centers which are the result of ongoing mergers in the health care industry. Nurse educators are combining clinical skills and teaching while exercising leadership skills in managing the expectations of other leaders in their organizations, both laterally, vertically, and horizontally and who are likely geographically dispersed. Nurse educators practicing in these settings may lack the self-efficacy to assume the leadership aspect of these new roles.

Self-efficacy, the belief in the ability to executive certain behaviors to particular goals, may be lacking in those in emerging clinical roles. Communities of Practice may be a vehicle that may positively affect self-efficacy. Based on one of four spheres of influence on self-efficacy described by Bandura, this pilot study assessed the degree to which shared experiences narrated and heard through a series of virtual Communities of Practice experiences affected nurse educators who practice in a new education role within a large, multi-state, skilled and long-term care organization.

Communities of practice have been determined to have positive effects on learning, relationship building and interprofessional collaboration, identity formation among peers, and creating feelings of professional autonomy. Communities of practice also have shown to reduce feelings of isolation and increase problem solving skills.

Participants engaged in six Community of Practice calls and shared experiences with each other over a three-month period and took a pre- and posttest survey to determine if three domains of self-efficacy were influenced: leader action self-efficacy, leader self-regulation efficacy, and leader means efficacy. The virtual aspect of the Community of Practice was both intentional and necessary as the research participants were practicing in several states and many do not engage one another in any face to face venues.

Because reductions in financial overhead are an important feature of health care, virtual interactions among an organization's leaders is not uncommon, especially in organizations that are multi-site and span wide distances. The purpose of the study was to assess the degree to which vicarious learning, as mediated by a virtual Community of Practice, may influence the self-efficacy of nurse educators who practice in a new role within a large long-term care organization.