

My Journey as an Emerging Nursing Education Leader - One Scholar's Journey through the Nurse Faculty Leadership Academy

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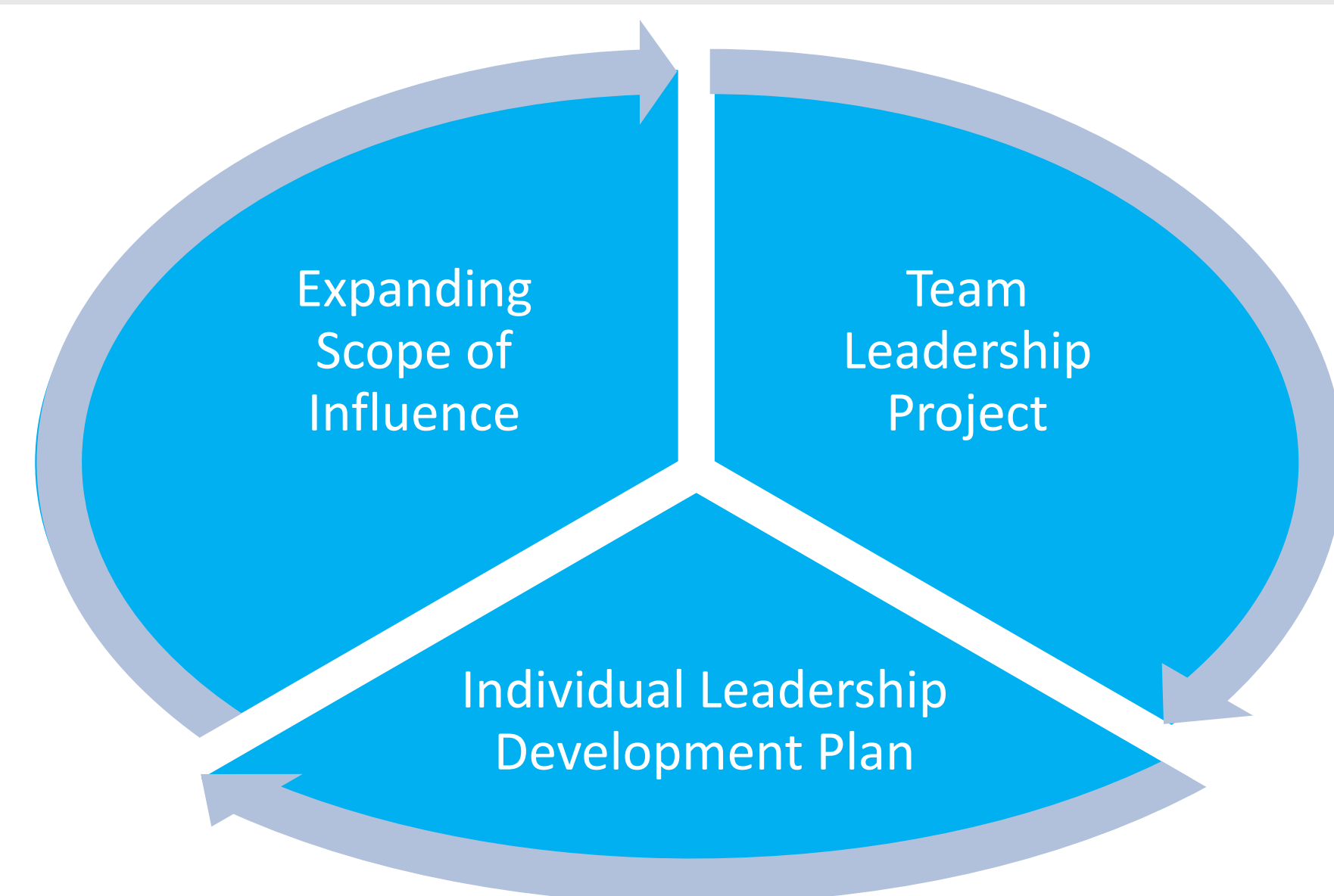
NFLA Purpose & Structure

NFLA Purpose

- Foster academic career success
- Promote nurse faculty retention and satisfaction
- Encourage personal leadership development
- Cultivate high performing, supportive work environments in academe

NFLA Structure

- ILDP (Individual Leadership Development Plan)
- Team Leadership Project
- Expanding scope of influence



Individual Leadership Development Plan

- Develop my leadership style in the role of Associate Professor and Director of Undergraduate Nursing Programs at the new School of Nursing and Allied Health Sciences at Lindenwood University.
- Analyze and achieve my future career goals related to service to the nursing profession and expanding my scope of influence to the larger community of higher education.
- Develop a research agenda emphasizing the Scholarship of Teaching and Learning and become a leader in implementation of classroom excellence and student engagement.

Leadership Growth

Self-reflection of leadership character

- Develop awareness of leadership style, influence on colleagues
- Leadership identity discernment, project manager v. project leader

Identify leadership strengths, weaknesses

- Utilize information to inform nursing education career trajectory
- Team leadership project capitalized strengths, improved weaknesses

Stakeholder identification

- Identify key administrative, professional, collegial support
- Incorporate stakeholder advice into ILDP
- Request necessary resources for ILDP initiatives

Creation of career leadership plan

- Specific goals with measurable outcomes, achievement strategies
- Clarify career leadership goals in process of creating ILDP

Team Leadership Project

Team Teaching as a Model for Improving Student Classroom Engagement, Clinical Decision Making, and NCLEX Readiness

Project Phases

- Project team engaged through stakeholder identification
- Formative assessments of program, faculty needs
- Comparison of “tag” team teaching and integrative team teaching
- Evaluation of faculty and student outcomes, perceptions
- Team lead discussion of successful outcomes with faculty
- Faculty development “Benner Book Club”

Project Outcomes, Data Analysis

Student Assessment Outcomes

<i>The implementation of team teaching in the classroom:</i>	Pre-Survey (n = 30) Mean	Post Survey (n = 35) Mean
Increased the depth and scope of the material presented.	3.83	4.09
Enhanced my understanding of the material presented.	3.77	4.06
Improved my retention of information.	3.57	4.0
Increased my interest in the material presented.	3.67	3.97
Increased my participation in the classroom discussion.	3.43	3.94
Increased communication between myself and my classmates.	3.33	3.86
Had a positive impact on the classroom environment.	3.67	4.31
Was a new experience for me.	3.83	3.91

- No statistically significant difference between pre and post-survey student responses, NCLEX-RN outcomes

Project Next Steps

Project and leadership evolution

- Project transition from “Jen’s Project” to “Team’s Project”
- Success dependent on team involvement, not leader
- Project grew beyond original scope, evolved to multi-faceted faculty development initiative aimed at improving quality of education
- Entire BSN faculty engaged in “Benner Book Club”

Priority strategic planning initiatives for nursing education

- Linked project outcomes to CON Strategic Plan, strategy for ongoing engagement in faculty development initiatives
- Broaden clinical experiences
- Preserve post-clinical conferences, small patient assignments
- Pedagogies to keep student focused on patient experience
- Fully support ongoing faculty development
- Foster opportunities to learn how to teach reflective practice
- Support learning how to use narrative pedagogies

Expanding Scope of Influence

Organization, Lindenwood University

- Director of Undergraduate Nursing Program
- Partnerships with St. Charles Community College faculty

Community, St. Louis Metro area

- Establishing new program of nursing
- Clinical and community partner connections

Profession, Scholarship of Teaching & Learning

- STTI, Nu Chi chapter (UMSL) – Secretary, Convention delegate
- Standardized Testing Remediation research
 - Presentation STTI 42nd Biennial Convention, article
 - Funded by STTI/ATI Educational Assessment Nursing Research Grant
- Team Teaching project – poster STTI 42nd Biennial Convention, article
- Library & Nursing Science collaboration – presentation MO Library Assoc, article

NFLA Impact Statement

My journey as a scholar in the STTI Nurse Faculty Leadership Academy has been a career changing experience. I was able to realize my potential as an emerging nursing leader within my organization, my community and my profession. With current leaders in nursing education as my mentors and advisors, I have identified my own potential in my nursing education career. My fellow NFLA scholars have given me confidence in my leadership abilities and inspired me to realize my potential as a leader in the future of nursing education.

NFLA Triad

Thank you for giving your advice, support, collegiality, and collaboration

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- Dr. Barbara Manz Friesth, PhD, RN, Faculty Advisor, IUPUI
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 - Dr. Sandy Lindquist, Assoc Dean
 - Dr. Kimberly Allen, Asst Dean
 - Joan Ruppert, Accel BSN Director
 - Gary Frandsen, Project Faculty Partner
 - Team Leadership Project team
- Lindenwood University colleagues
 - Dr. Peggy Ellis, Dean
 - Dr. Deb Kiel, Assoc Professor
 - Debbie Mercier, Asst Professor
 - Dr. Deb Ayres, Dean of Faculty



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