

Title:

Leading Faculty to Develop Rapid Curricular Enhancements Using the LEAN Process

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Session Title:

Evidence-Based Changes in Nursing Leadership

Slot:

LD 03: Saturday, September 27, 2014: 8:30 AM-9:45 AM

Scheduled Time:

8:50 AM

Keywords:

Curricular Assessment, Curricular Improvements and Leading change

References:

American Association of Colleges of Nursing. (2006). The essentials of doctoral education for advanced nursing practice. Retrieved from AACN website:

<http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>. Banta, T. W. & Blaich, C. (2010).

Closing the assessment loop. Change: The Magazine of Higher Learning, 43(1), 22-27. Maki, P. L.

(2010). Assessing for learning: Building a sustainable commitment across the institution. Sterling VA: Stylus.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" Course of study Arrangements of instruction	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	<p>nal materials The subject matter that is taught Cultural "training"</p> <p>Planned engagement of learners</p>				
<p>1) Describe converging factors that can potentially compromise faculty's ability to keep curricula current.</p>	<p>Impacts of Affordable Care Act. Changing roles of DNP graduates. Faculty shortages and resulting increased workloads potentially compromising time set aside for curricular assessment and improvement.</p>	<p>10 min</p>	<p>Jeni Embree, DNP, RN, NE-BC, CCNS Clinical Assistant Professor</p>	<p>Lecture Powerpoint presentation</p>	<p>Group discussion: In what ways are your faculty experiencing the impact of the rapidly changing healthcare environments?</p>
<p>2) Describe how the LEAN</p>	<p>Introduction to LEAN methods</p>	<p>15 min</p>	<p>Judy Young, DNP, RN, CCRN Clinical</p>	<p>Lecture Powerpoint presentation</p>	<p>Group discussion: What intrigues you about using LEAN methods to lead</p>

process was used to rapidly help faculty make curricular enhancements.	A3 thinking and planning How the LEAN Rapid Improvement Event was staged for curricular enhancement.		Assistant Professor		changes in academia? What aspects would work/not work in your environment?
3) Discuss faculty satisfaction results, benefits and lessons learned	Faculty satisfaction results. Benefits of using the LEAN rapid improvement method. Lessons learned	15 min	Julie A. Meek, PhD, RN, CNS Clinical Associate Professor	Lecture Audience comment, Q&A	Group discussion: What benefits do you envision from using the LEAN process?

Abstract Text:

Purpose:

The knowledge, skills and attitudes demanded of today's nurses are rapidly evolving, due in large part to the sweeping changes in our healthcare system brought on by the passage of the 2010 Patient Protection and Affordable Care Act. Preparing graduates for practice in these complex environments challenges faculty at all levels of nursing education, but particularly at the DNP system leadership level as schools simultaneously face faculty shortages nationwide. The resulting increased pressure on faculty workloads has the potential to compromise the curricular enhancements needed to stay on pace with the skill sets required in today's clinical settings.

The LEAN process, originating from the engineering industry, represents an approach focused upon enhancing customer value, while simultaneously speeding needed improvements. Using LEAN is one way to more rapidly gain faculty input and consensus around needed curricular redesign. In this session, faculty members describe how they used the LEAN process to efficiently and effectively enhance their DNP curriculum. Faculty satisfaction, benefits as well as lessons learned will be explained.

Methods: A successful LEAN Rapid Improvement Event was defined as accomplishing the key goals for the event while achieving high levels of faculty satisfaction. Accomplishment of key goals was

determined by faculty consensus at the end of the event. Satisfaction data was anonymously obtained from all involved faculty assessing structure, process and outcomes on a ten point scale and submitting additional written comments as well.

Results: All goals for the event were accomplished. Faculty satisfaction with the structure, process and outcomes of the event ranged from 9-10 on a ten point scale.

Conclusion: LEAN methods can be used to garner rapid curricular changes while achieving high levels of faculty satisfaction with the process. Keeping pace with the demands imposed by our rapidly changing healthcare systems demands that faculty look for efficient and effective ways to keep pace via curricular enhancements.