Leading Faculty to Develop Rapid Curricular Enhancements Using the LEAN Process

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INDIANA UNIVERSITY
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Years 1914-2014
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Learning Outcomes
Disclosure Statement

- Describe converging factors that can potentially compromise faculty's ability to maintain current curricula

- Describe how the LEAN process rapidly help faculty make curricular enhancements

- Discuss faculty satisfaction, benefits and lessons learned

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Challenges

The Affordable Care Act set forth a sea of healthcare change with need for commensurate changes in DNP Leader preparation:.

- **Required curriculum revision** to meet community needs. Goal to proactively redesign our DNP Program to meet current and anticipated future demands for executive nursing leadership.

- **Context has changed:** Proliferation of DNP programs resulted in need for differentiation of the IUSON DNP Program by leveraging the IUPUI diverse resources and partnership with the IU Health state-wide health system and other community practice partners

Challenges

- **Student experience:** Variability and resource intensive student capstone outcomes

- **Resource constraints & workload issues**: Fewer faculty, faculty intensive. Twenty percent of the cost of the current program was 1:1 faculty advising expense.

- **Financial constraints**: Failure to break even/partially offset by current grant funding.

High Level Aims

What business problems were we trying to solve?

- **Competencies:** Key stakeholders (employers who hire DNP students) require nurse executive leaders with complex problem solving skills and system-level implications -so the new vision is to create a contemporary DNP Program to meet current and future healthcare environment needs.

- **Alignment with Environment:** The business environment requires different tools: deep-dive thinking, system level solution development, agility in decision making, and broad multidisciplinary team collaboration.

- **Standardization:** A structured model provides decreased variation: key standardized components of the DNP student experience ensures consistent learning outcomes.

- **Student Progression:** Progression can be escalated and faculty time committed to innovative solutions.

Big Rocks & Little Rocks

1. Leadership	**1a. Communication/Relationship Mgmt/Facilitation/Negotiation**
	1b. Systems Thinking
	1c. Personal/Professional Development
2. Implementation Science/Evaluation & Translation of Evidence into Practice Methods	**2a. Search/Evaluation of Evidence**
	2b. Implementation Science
	2c. LEAN Six Sigma & Other QI Methods
3. Business	**3a. Knowledge of Environment (Gov, Regs, Profess, Accred)**
	3b. Finance/Reimbursement/Translation into Ops Decisions
	3c. Human Resource & Culture Mgmt
	3d. Strategic Planning/Project Management
4. Information & Technology Management	**4a. Using Data Management & Methods to Support Dec Making**
	4b. Charac of admin/clinical systems; implementa & planning
5. Policy/Ethics/Law	**5a. Advocate in healthcare policy initiatives**
	5b. Ethics in healthcare
	5c. Basics of corporate & healthcare law/risk mgmt

CNO Interviews: Rank Order of Sub-Themes

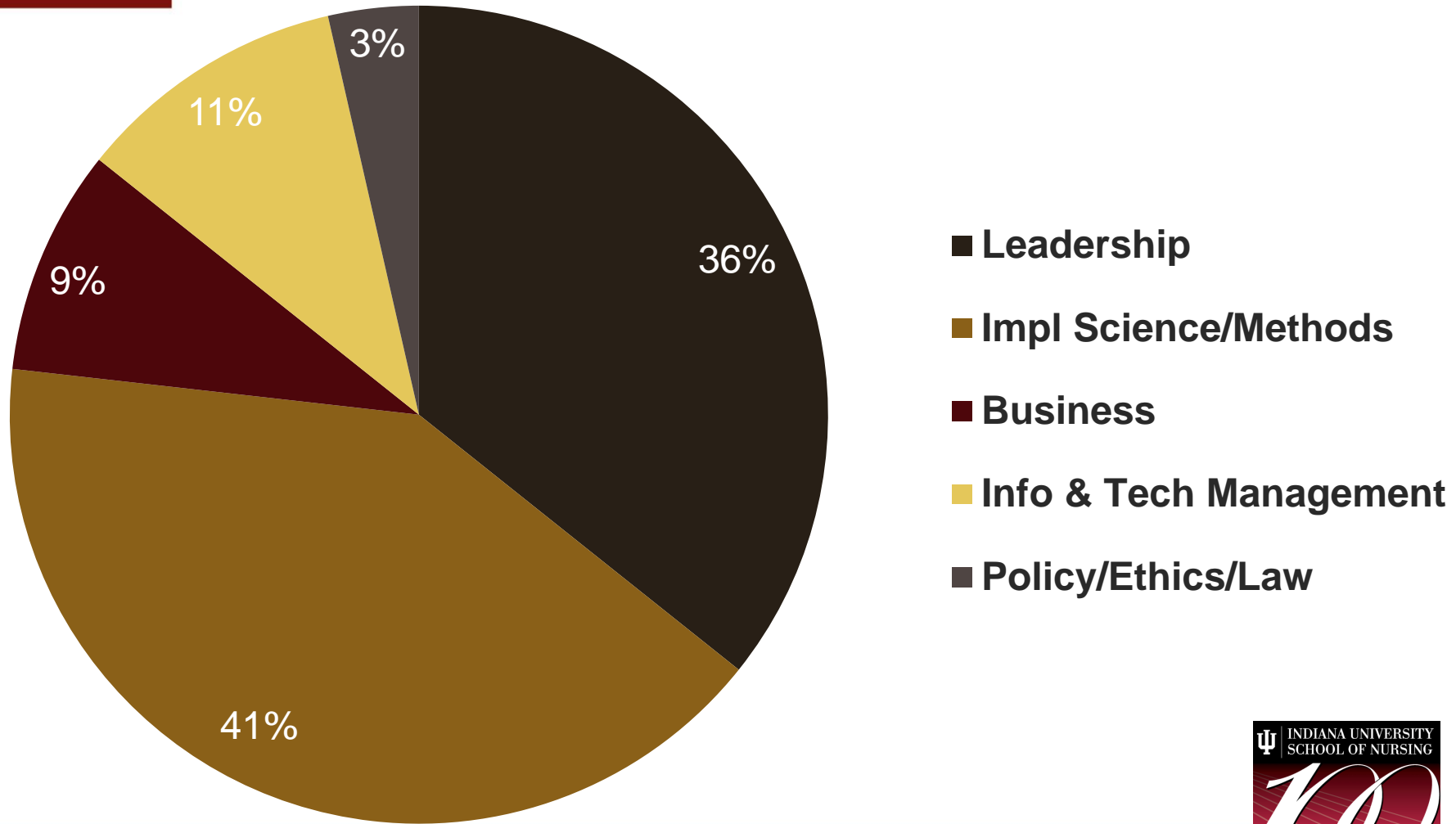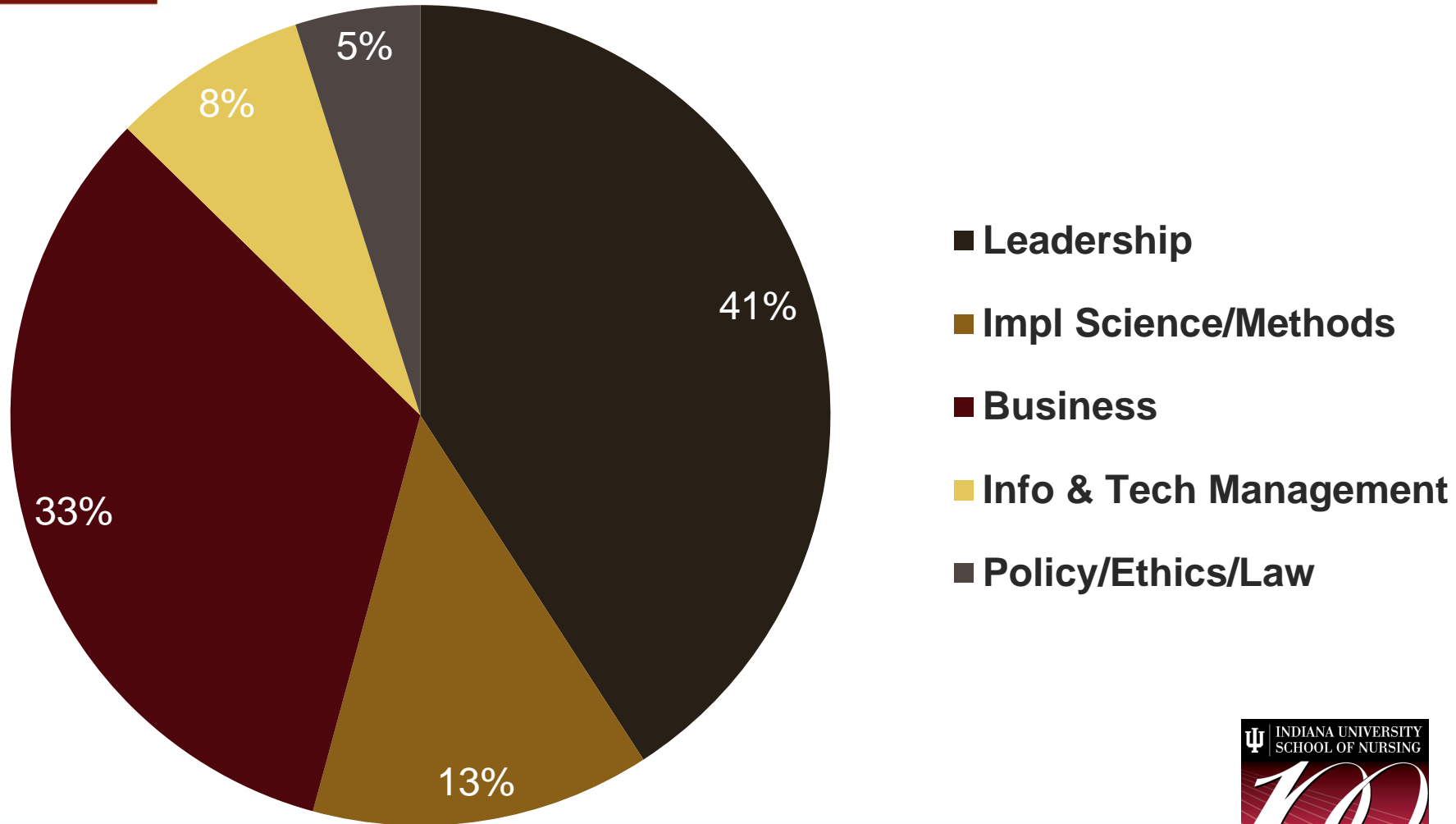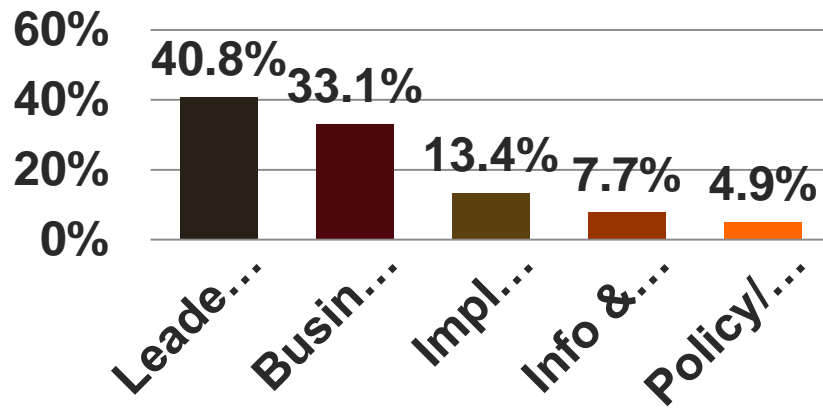| Rank order of Sub-Themes:	
Counts	Sub-Theme
22	1c.Personal/Professional Development
21	1a. Communication/Relationship Mgmt/Facilitation/Negotiation
16	3d. Strategic Planning/Project Management
15	1b. Systems Thinking
13	3c. Human Resource & Culture Mgmt
9	3a. Knowledge of Environment (Gov, Regs, Profess, Accred)
9	3b. Finance/Reimbursement/Translation into Ops Decisions
8	2c. LEAN Six Sigma & Other QI Methods
6	2b. Implementation Science
6	4a. Using Data Management & Methods to Support Dec Making
5	2a. Search/Evaluation of Evidence
5	4b. Charac of admin/clinical systems; implementa & planning
4	5c. Basics of corporate & healthcare law/risk mgmt
3	5a. Advocate in healthcare policy initiatives
0	5b. Ethics in healthcare

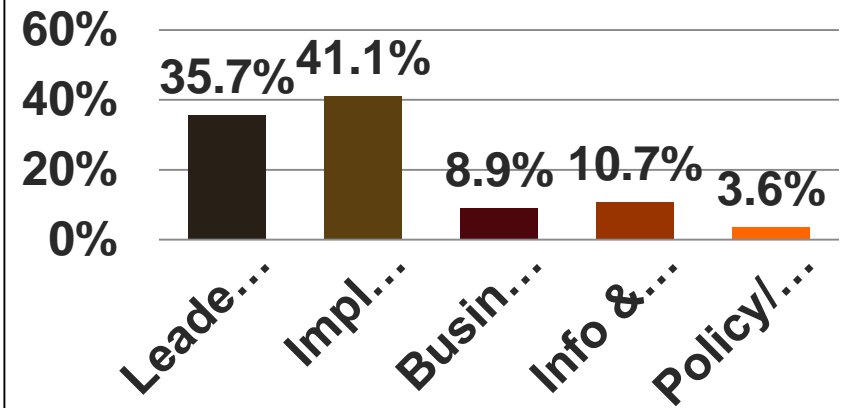# Current Curricular Emphasis

CNO Interviews-Curricular Weighting

- 41% Leadership
- 13% Impl Science/Methods
- 33% Business
- 8% Info & Tech Management
- 5% Policy/Ethics/Law

Gap Analysis: CNOs vs. Current State

CNO Interviews: Curricular Weighting

Category	%
Leade...	40.8%
Busin...	33.1%
Impl...	13.4%
Info &...	7.7%
Policy/...	4.9%

Current Curricular Artifact Emphasis

Category	%
Leade...	35.7%
Impl...	41.1%
Busin...	8.9%
Info &...	10.7%
Policy/...	3.6%

Curricular Focus	CNO	Current	Gap
Leadership	40.8	35.7	5.1
Business	33.1	8.9	24.2
Impl Science/Meth.	13.4	41.1	-27.7
Info & Tech Mgmt	7.7	10.7	-3.0
Policy/Ethics/Law	4.9	3.6	1.3

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AIM Statement

What were we trying to accomplish?

- Develop a program to "***prepare transformative healthcare leaders who bring the value of a "nursing lens" to their work"***

- Focus outcome on "transformative healthcare leader" using methods congruent with the IUSON strategic plan and budget.

- New design: contemporary, responsive, and robust.

- Strength of the new program model will attract aspiring executive-level leader DNP students and clearly distinguish the IUSON Executive Level DNP Program.

- A set of learning experiences, taken together result in the students' attainment of DNP Essentials and the additional competencies expected by employers of DNP graduates.

AIM Statement Summary
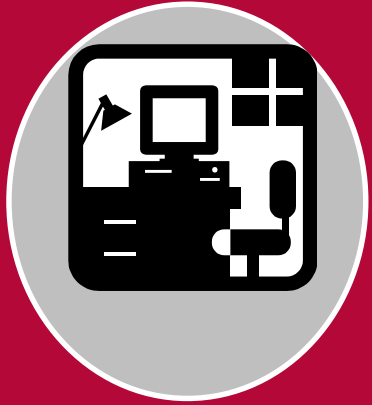
Quality & Value

A DNP Program focused on preparing transformative healthcare leaders

Service & Satisfaction

Achieve high satisfaction for students, faculty, staff, and key stakeholders

Academic Achievement

Ensure students achieve clearly defined outcomes & develop essential competencies

Finance & Growth

Utilize resources efficiently to achieve sustained financial viability

Lessons Learned

- The voice of the customer was key in our curricular redesign efforts.
- Rapid curriculum improvement with consensus building and aim achievement can be accomplished using Lean methods.
- "Healthy conflict" was encouraged, yet kept the process moving forward.
- Faculty continue to be acknowledged for their prior contributions to the program.