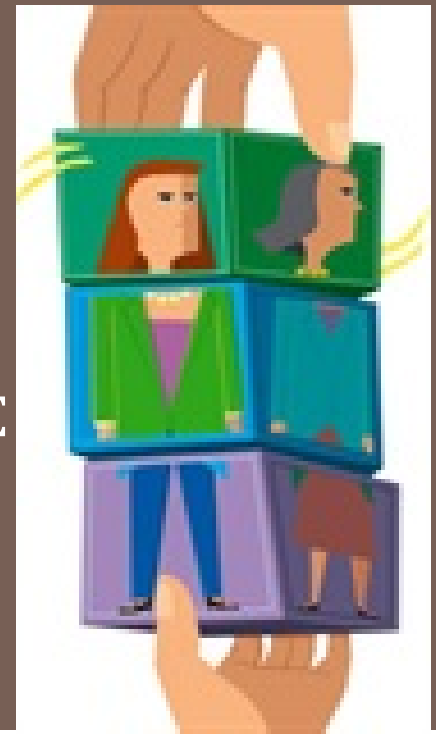


TRANSFORMATIONAL LEADERSHIP OPERATIONALIZED IN CONCEPT-BASED CLINICALS BY USING A FACULTY COACH

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Faculty Disclosure

Faculty name: Donna Huddleston

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No known or potentially perceived conflicts of interest

No known sponsorship or commercial support received
regarding the information to be presented

Concept-based Clinical from a Clinical Faculty Coach Perspective

**This presentation relates
achievements,
challenges, and
lessons learned during
change**

Learner Objectives:

1. Describe the role of faculty coach in a clinical setting, how the role was developed, the responsibilities, and teaching material needed;
2. Describe an example of clinical faculty coach support through collaboration with facility staff;
3. Discuss two identified challenges of concept-based clinical: scheduling activities and lack of facility support along with solutions; and
4. Examine two lessons learned as faculty coach: help faculty to find own solutions and how to offer resources and support.

Assumptions Used Based on Coaching Literature

Collaborative relationship with clinical instructor

Relationship time-limited: clinical semester.

Focused: **concept-based curriculum**

Communication used to set goals determine progress

(Donner & Wheeler, 2009)

Promote Nursing Student Success and Improve Patient Outcomes

Historically, less than 10% of our nursing program's graduates planned to continue their education

HSI Community College

Nursing Care Concept Based: Holistic Approach

Concept-based Clinicals with Exemplars (Examples)

Pneumonia

Learn about disease and related phenomenon

Gas Exchange Concept

Use concept analysis diagram, i.e., gas exchange
Knowledge and skills transfer to other exemplars

Supportive Approach: Faculty Clinical Coach

**Supportive approach for clinical nurse leader
practice integration at VA**

(Williams, Avolio, Ott, & Miltner, 2016)

Similar approach—support clinical instructors

Integration concept-based clinicals, and

Nursing students on 1+2+1 RN to BSN pathway



Methods



Role of Faculty Coach



Make rounds to clinical facility for Levels I – IV on a weekly or biweekly basis (16 weeks)

Meet with clinical instructor

Integration of concepts/exemplars

Material needed for communication

Faculty Coach: Overall Responsibility

Assist clinical instructors/faculty, including adjuncts with threading concept-based theory into clinical practice

Faculty Clinical Coach Responsibilities



Develop concept-based curriculum materials for faculty

Assist to build relationship/teams

Assist implementation focused clinical activities

Help optimizing faculty/staff activity ideas.

Assist in identification of resources

Data Collection



Anecdotal notes, emails, and texts written at the time of the visit were analyzed for transformational leadership strategies as described by Sherman (2013).

Percentage of graduates who were on the new BSN pathway.

Clinical Instructors

Master's prepared

Ranged from novice adjuncts to expert clinical instructors with years of experience.

Clinical Instructors Cont'd



Goal for clinical instructors

Successfully use “Flipped Clinicals”

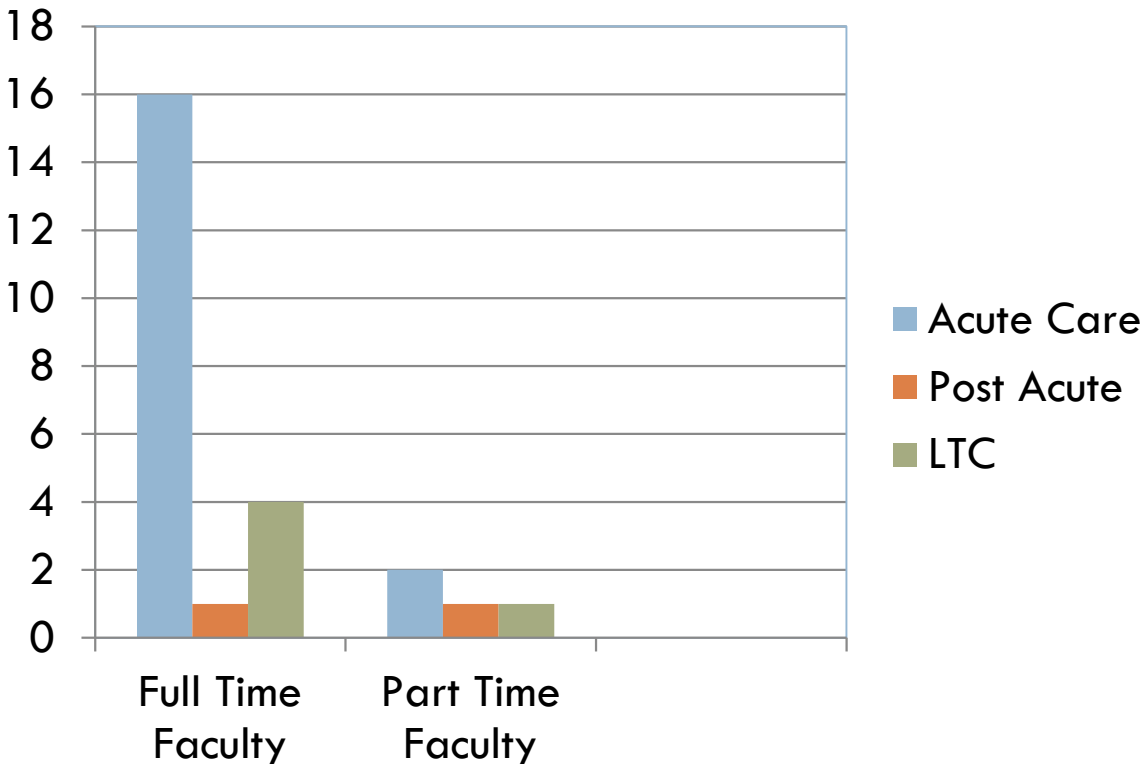
Concept analysis diagram and exemplars as starting point for patient care



Results



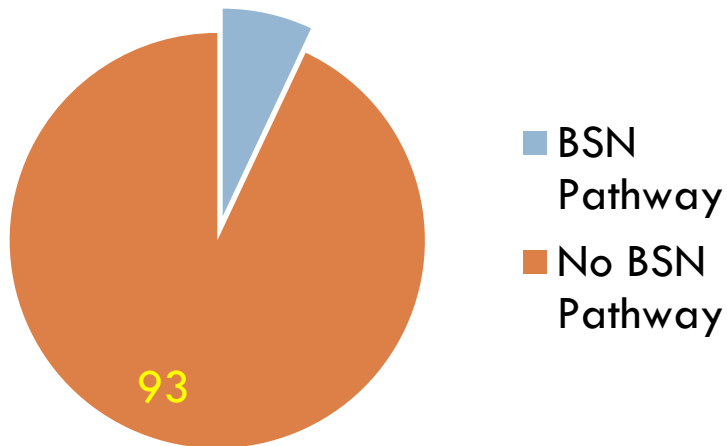
Number of Faculty and Location of Clinicals



Graduates

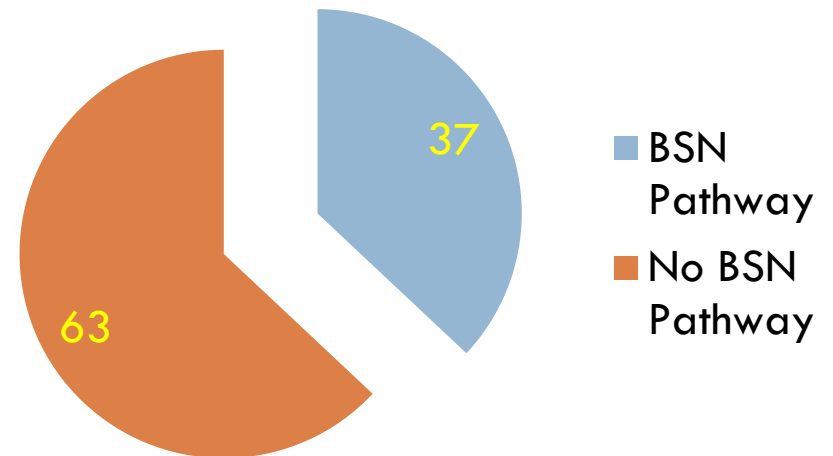
Prior Concept-Based Clinicals

%


















Concept-Based Clinicals

%



Culture of Engagement

	Acute	Post Acute	Long Term Care
Healthy work environment			
Empowerment of clinical faculty resulting in better patient outcomes			
Peer Affirmation of Clinical Teaching Role			
Enhanced Motivation, morale, and performance of followers			
Nursing Student Success on BSN Pathway			

Faculty and Student Outcomes

Faculty: Over two years demonstrated growth in owning the clinical concepts

**Nursing students benefited from growth:
Thirty-four percent of graduates completed both AAS and AA degrees.**

Nurse Manager Role in Transformational Leadership

Clinical faculty coach support through collaboration with facility staff

Explanation of concept analysis diagram

Socratic Questioning

Satisfaction

Two Identified Concept-based Clinical Challenges

Scheduling activities, and

Lack of facility support along with solutions

Two Lessons Learned



Help faculty to find own solutions, and

How to offer resources and support

Conclusions



Supports transformational leadership strategic outcomes, i.e., a healthy work environment and empowerment of clinical faculty resulting in better patient outcomes (Sherman, 2013)

Supports nursing student success toward BSN