

Title:

Essential Components of Leadership for the Bedside Nurse

Thelma M. Warner, MSN

School of Nursing, Ivy Tech Community College, Peru, IN, USA

Session Title:

Leadership Poster Session 2

Abstract Describes:

Completed Work/Project

Preferred Presentation Format:

Poster

Purpose:

The purpose of this poster presentation is to inform nursing professionals from bedside to executive administrative practice about the current need to recognize leadership at the generalist level and through research to identify the essential leadership components needed for safe effective patient care.

Target Audience:

The target audience is both nurses in academia and inpatient hospital nurse administrators.

Applicable category :

Academic, Both/Either

Keywords:

acute care, bedside nursing practice and leadership

References:

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical transformation. San Francisco, CA: Jossey-Bass. Chappell, K. B., Richards, K. C., & Barnett, S. D. (2014). New graduate nurse transition programs and clinical leadership skills in novice RNs. *The Journal of Nursing Administration*, 44(12), 659-668. doi:10.1097/NNA.0000000000000144 Fardellone, C. Musil, C. M., Smith, E., & Click, E. R. (2014). Leadership behaviors of frontline staff nurses. *The Journal of Continuing Education in Nursing*, 45(11), 506-513. doi:10.3928/00220124-20141023-05 Institute of Medicine. (2011). *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: The National Academies Press. Lindsey, P. L. & Jenkins, S. (2013). Nursing students' clinical judgment regarding rapid response: The influence of a clinical simulation education intervention. *Nursing Forum*, 48(1), 61-70.

Abstract Summary:

A poster representing original qualitative research on the leadership components essential for bedside nurse practice. Findings include three main leadership components of effective communicator, safe clinical decision making, and appropriate approach to care dispositions. Implications for academia and practice are to adequately develop a leadership mindset for bedside nurses.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe the three main components of the generalist nurse as leader model.	To be an effective communicator as a leadership component of bedside nurse practice involves (a) accurate and concise exchange of patient information at shift

	change, (b) in nurse-patient relationships being professionally present to best identify patient needs and to act as an interpreter of health information, and (c) communicate appropriately with delegation of tasks and as a facilitator of the patient's plan of care. To be a safe and accurate clinical decision maker the bedside nurse needs to have competent assessment skills, knowledge on use of protocol orders, and appropriate use of resources. In urgent situations where decisions are needed quickly the bedside nurse needs to be able to recognize the potential impact of decisions and to remain within their scope of practice.
The learner will be able to discuss the role of academia and practice in developing a leadership mindset for bedside nurse practice.	To have appropriate dispositions in approach to care is another leadership component for bedside nurses. Nurses as bedside leaders demonstrate integrity by adhering to standards of care without short cuts, and acting as patient advocates. In addition, the nurse as bedside leader possesses the right attitudes of being positive, professional, and receptive to changes.

Abstract Text:

The purpose of this qualitative study was to identify the essential leadership components needed for generalist nurses to provide safe and effective nursing care at the bedside. Current nursing practice over the last decade has faced many challenges that include shorter inpatient length of stay with a population of patients that have higher acuities with more complex health care needs, rapid advancement of technology, and health care reform effects. All nurses are leaders in the context of their specific practice role. In order to determine the essential leadership components, an interpretive phenomenological approach was used. Participants in this study included practicing bedside nurses in acute care hospitals, nurse administrators with direct contact with bedside nurses, and nurse faculty teaching in an undergraduate program. Participants were individually interviewed using a literature-based interview script. Analysis of findings were used to develop a model of the generalist nurse as leader with three main components: (1) effective communicator at shift change, in patient-nurse relationships, and with health care team members, (2) accurate and safe clinical decision making, and (3) approach to care dispositions of integrity and openness to change. However, since the bedside nurse participants in this study did not view themselves as a leader, there is a need to change the mindset of generalist nurses to recognize that leadership is an essential function of their practice role. In order to make this transformative mindset change, undergraduate nursing programs may need to be more explicit o students regarding the specific educational experiences that are aimed to prepare them to function as leaders at the bedside. Innovative learning strategies such as simulation, and service learning projects could assist in the development of effective communication, clinical decision making, and dispositions needed for safe effective nursing practice. Additionally, health care institutions could provide entry-level nurse graduates with support to continue bedside leadership development.