

**Title:**

Promoting Health and Wellness in Nursing Education: A Leadership Journey

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**Session Title:**

Nurse Faculty Leadership Academy (NFLA)

**Keywords:**

Health and Wellness, Leadership Development and Nursing Education

**References:**

Kouzes, J. M. & Posner, B. Z. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5th ed.). San Francisco, CA: Jossey-Bass

**Abstract Summary:**

This presentation highlights the Nurse Faculty Leadership Academy (NFLA) through one Scholar’s experience with individual leadership development, team leadership project, and expansion of scope of influence. As a leadership project, the “CCN Wellness Project” was designed to promote healthy living, learning, and working environments for nursing faculty, staff, and students.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1. The learner will be able to identify the three domains of the Nurse Faculty Leadership Academy.	A. Discuss aspects of the Scholar’s individual leadership development, using the Kouzes & Posner model as a framework. B. Describe how a team project can promote leadership development and increased scope of influence. C. Discuss the Scholar’s opportunities for scope of influence within the organization, community, and profession.
2. The learner will be able to describe ways a college Wellness Project can serve to advance nursing education.	A. Describe the unique health and wellness needs of nursing faculty, staff, and students at the Scholar’s institution. B. Describe the Scholar’s ‘CCN Wellness Project’, including its mission and aims.

**Abstract Text:**

**Background:** The Sigma Theta Tau International Nurse Faculty Leadership Academy (NFLA) is presented in partnership with the Elsevier Foundation to facilitate personal leadership development, promote nurse faculty retention, satisfaction, and career success, and cultivate supportive work environments in nursing education.

**Purpose:** The purpose of this poster presentation is to showcase the NFLA through my experiences and perspectives within the domains of individual leadership development, team leadership project, and expansion of scope of influence within the organization, community, and profession.

**Methods:** The NFLA is an 18-month program with a curriculum designed to develop leadership behaviors of the scholar across three domains. Triad relationships and agreements are developed among each **Scholar** (Sara K. Kaylor, EdD, RN, CNE), **Leadership Mentor** (Mary Ellen Glasgow, Ph.D, RN, ACNS-BC, ANEF, FAAN), and **Faculty Advisor** (D. Anthony Forrester PhD, RN, ANEF, FAAN). Leadership Observers are also called upon to more intimately observe the Scholar's leadership behaviors within the Scholar's organization and provide honest, constructive feedback.

Each NFLA Triad participates in two 3-day intensive workshops, during which the continued support of the Leadership Mentor and Faculty Advisor serve to discuss, guide, reflect, and re-direct the Scholar through leadership development within the three domains. Scholars also participate in monthly conference calls with other Scholars, Leadership Mentors, and Faculty Advisors; each conference call focuses on a topic related to leadership development and provides opportunity for discussion and reflection upon relating the topic to the three NFLA domains.

*Theoretical Framework:* The Kouzes & Posner's ("K-P Model," 2012) "Five Practices of Exemplary Leadership" model is used as a theoretical framework leadership development. A baseline assessment of the Scholar's leadership strengths and weaknesses is conducted, and a year later, a reassessment is done to identify areas of leadership growth and development. The Kouzes & Posner (2012) leadership practices were also used to develop and implement a team leadership project aimed at advancing nursing education.

**Results:** Self-assessment tools, reflection skills, and feedback from the leadership triad and observers helped this Scholar navigate and grow within each of the three NFLA domains:

*Individual Leadership Development:* Using the K-P Model (2012) as a guide, a baseline assessment of the Scholar's leadership strengths and weaknesses was conducted in March 2016; in March 2017, a reassessment was done to identify areas of leadership growth and development.

*Team Leadership Project:* As a team leadership project, the Scholar designed and implemented the "CCN Wellness Project" in August 2016 as a means for promoting opportunities for healthy living, learning, and working environments for all Capstone College of Nursing faculty, staff, and students.

*Expansion of Scope of Influence:* Using the CCN Wellness Project as a vehicle for leadership development, opportunities were also identified that led to the Scholar's increased scope of influence within the organization, community, and profession.

**Conclusions:** The NFLA is an intensive experience that provides invaluable opportunities for leadership development among nurse faculty members. The design of the NFLA program and curriculum offers multi-faced support for the Scholar via peer and triad relationships, as well as the development of life-long behaviors that promote success in nurse faculty leaders of the future.