

**Title:**

The NFLA Leadership Journey: Transforming Self in Order to Guide Transformation in Others

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**Keywords:**

graduate nurse preceptors, nurse faculty and vaccination champion

**References:**

Donley, R., Flaherty, M.J., Sarsfield, E., Burkhard, A., O'Brien, S. & Anderson, K, (2014). Graduate clinical nurse preceptors: Implications for improved intra-professional collaboration. OJIN: The Online Journal of Issues in Nursing, 19(3). DOI: 10.37218/OJIN.Vol19No03PPT01.

Kouzes, J.M. and Posner, B.Z. (2012). The leadership challenge: How to make extraordinary things happen in organizations, 5th Ed. Jossey-Bass.

Sarkin, R. (2017). The One minute preceptor: Microskills of clinical teaching. Retrieved from <http://www.im.org/p/cm/ld/fid=712>

**Abstract Summary:**

The poster presents one NFLA Scholar's transformational journey during the 22-month academy. The Scholar developed in leadership especially through intentional reflective while carrying out a team project regarding the One Minute Preceptor teaching strategy. The Scholar's scope of influence expanded in the community by founding a local chapter of Shot@Life.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1) The learner will be able to discuss outcomes that can result from participation in the Nurse Faculty Leadership Academy	Explanation of the NFLA and the three important domains Presentation of the Scholar's experiences in Leadership Development Presentation of the Scholar's experiences regarding Expanded Scope of Influence
2) The learner will be able to articulate at least one outcome of the Scholar's Leadership Project	Presentation of the outcomes of the Scholar's Leadership Project

**Abstract Text:**

The poster will explain one Nurse Faculty Leadership Scholar's journey through participation in the 22 month Nurse Faculty Leadership Academy (NFLA). The NFLA's "secret sauce for success" includes two

annual workshops and collaboration with a leadership mentor, faculty advisor and on site leadership observer. These resources assisted the Scholar to focus attention on three pivotal domains of 1) Individual Leadership Development Plan, 2) intentional reflective leadership development by utilizing a Scholar-designed leadership project to advance nursing education, and 3) engagement in an expanded scope of influence at the organization, the community, and the profession. *Individual Leadership Development Plan*-The poster will explain the gains made by the Scholar in leadership development. For example, by “modeling the way” (Kouzes and Posner, 2012) the Scholar gained understanding of leadership’s influence on team members’ performance and the importance of developing and adhering to team-articulated values and goals. By “challenging the process” (Kouzes and Posner, 2012), the Scholar encouraged the members of three different teams (Baccalaureate Curriculum Committee, STTI Chapter, and Leadership Project Team) to deepen their professional opportunities and broaden their leadership. Also the Scholar furthered this by mentoring team members to become the next generation of leaders. Looking to the future, the Scholar has envisioned a five year plan to develop an educational leadership institute as a means to challenge the Scholar’s continued personal growth in leadership.

*Leadership Project*- The poster will present the outcomes of the Scholar’s leadership project entitled “Precepting Skills for Graduate Nurse Preceptors”. After conducting a needs assessment, the Scholar formed a team, designed, and deployed a web-based Educational Module. The aim of the Educational Module was to instruct graduate nurse practitioner preceptors in a clinical teaching strategy called the One Minute Preceptor (Sarkin, 2017). The One Minute Preceptor is designed to assist advanced practice medical provider preceptors, to develop critical thinking strategies in their students and is appropriate for nurse practitioner students. The results of the project demonstrated participating preceptors’ knowledge regarding the One Minute Preceptor clinical teaching strategy increased a great deal! Immediately after completion of the Educational Module, there was a 74.62% increase in One Minute Preceptor Clinical teaching strategy knowledge scores. Also, after completion of the Education Module, 77.78% of the participating preceptors indicated they were extremely likely to use the One Minute Preceptor clinical teaching strategy with their nurse practitioner students. Additionally, the participating preceptors indicated they were favorably impressed with the Educational Module and its delivery. They gave the three items measuring course delivery satisfaction a weighted average of 4.5 out a possible 5, with a 5 representing “highest quality” or “excellent”. Several participating preceptors exclaimed the module should be required by all nurse preceptors and participating preceptors provided no comments in the open response box requesting “suggested improvements” to the Educational Module or the delivery of the materials. The poster will also present sustained knowledge gains measured at the end of the semester in the preceptors who participated in the Educational Module. Finally the poster will present a comparison between the control group of preceptors using their standard precepting methods and those preceptors completing the Educational Module, on five key measurements, including preceptor self-efficacy in their ability to develop critical thinking skills in nurse practitioner students. Because of the project’s pre-and posttest control and comparison design and submission to the IRB, the results will be publishable and this will aid in filling an identified gap in the nursing literature (Donley, Flaherty, Sarsfield, O’Brien, and Anderson, 2014).

*Expanded Scope of Influence*- Finally the poster will describe the Scholar’s progress regarding expanded scope of influence. During the 22 month academy, the Scholar participated actively in academic leadership within the School of Nursing as the Baccalaureate Curriculum Committee Chair and a semester as the Acting Director for Undergraduate Nursing Programs. The Scholar also served more broadly in cross-departmental committees at the University, by participating in the Undergraduate Deans’ Group and the General Education Curriculum Forums. Within the community, in addition to continuing in the role of STTI Chapter President, the Scholar formed the local chapter of the Bowie Nurses Champions for Shot@Life. Shot@Life is an advocacy arm of the United Nations Foundation whose aim is providing vaccinations for children in developing nations. For the future, the Scholar has envisioned leading an educational institute that spearheads collaborative international multidisciplinary educational programs to address preventable childhood deaths that result from injuries and illnesses. This would involve networking and policy making, as well as educational research, at the local, regional, and international levels.

