

Improving The Charge Nurse's Leadership Role: A Collaborative Learning Forum



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Background



- The practicum site facility does not have a formal leadership-training program for the charge nurses.
- The Institute of Medicine (2010) reinforces the importance of developing leaders on the front lines to improve nursing practice, patient safety, and outcomes.
- The purpose and goals of the evidence-based staff development project were to develop the curriculum for a formal Charge Nurse Leadership Workshop.

Literature Review



- ▮ It is common practice for nurses to be placed into a charge nurse position without any formal leadership training (McCallin & Frankson, 2010; Schwarzkopf, Sherman, & Kiger, 2012; Wilmoth & Shapiro, 2014).
- ▮ Institute of Medicine (IOM, 2010) report recommends that all nurses should become leaders in transforming health care: all should be trained in leadership skills, such as conflict management and delegation.

Literature Review

Cont.

- ▮ Research on leadership development programs for charge nurses is limited, but the existing research provides information on specific traits that need to be taught to a charge nurse to be successful in his or her leadership role (Homer & Ryan, 2013).
- ▮ Many health care organizations do not provide the formal training a charge nurse needs to improve his or her leadership traits and skills (Normand, Black, Baldwin, & Crenshaw, 2014; Schwarzkopf, Sherman, & Kiger, 2012; Sherman, Schwarzkopf, & Kiger, 2013; Swearingen, 2009).

Problems Identified from Literature



- ▢ Leadership training courses
- ▢ Orientation
- ▢ Challenges

Focus Groups



- ▮ Purpose: understand the charge nurses' perception on leadership skills and challenges of being a front-line leader.
- ▮ Participants: four medical-surgical charge nurses who had less than one year of experience and five medical-surgical charge nurses who had more than one year of experience.
- ▮ Kruger and Casey's Classic Analysis Strategy

(Kruger & Casey, 2014; Polite & Beck, 2006).

Themes Identified from Focus Groups

Prioritized Themes from Highest to Lowest

Communication

Patient safety

Roles

Teamwork

Conflict management

Generational diversity

Mentoring

Cheerleading/Motivating the staff

Prioritization

Delegation

Generational Diversity

- **Theme of Generational Diversity from Focus Groups Not Clearly Supported by the Evidence-based Literature:**
 - ❗ A challenge that was expressed by the participants of the focus group was managing conflict among generations.
 - ❗ The finding of generational diversity was not well supported or discussed thoroughly by evidence-based literature.
 - ❗ Generational diversity has been individualized for the practicum site.

Curriculum Development



- Each topic addresses leadership skills that were considered to be important by the charge nurses and addresses the gaps in leadership development between the front-line leadership and executive leadership.
- The topics for the curriculum were developed from the themes of the thematic analysis, peer-reviewed literature, and nursing leadership executive organizations.
- The Johns Hopkins Nursing Evidence-based Practice model and Lewin's change theory were used as the frameworks to develop the content and the activities within the curriculum such as the stages of conflict with role-playing.

Lewin's Change Theory and Curriculum Development

- ▢ Driving force: Motivation
- ▢ Stages:
 - ❗ Unfreezing
 - ▢ Assessment
 - ▢ Confirmation
 - ▢ Challenges
 - ❗ Moving
 - ▢ Education
 - ▢ Thematic analysis
 - ▢ Content of curriculum
 - ❗ Freezing
 - ▢ Behavioral change
 - ▢ Evaluation feedback loop
 - ▢ Ongoing evaluation

(Billings & Halstead, 2011; Lewin & Grabbe, 1945; Lewin, 1939)

Lewin's Change Theory

Curriculum as it Relates to Lewin's Change Theory

–
Stage of Lewin's Theory

Curriculum

–
Unfreezing Communication and explanation for a formal charge nurse leadership workshop. Identifying perceptions of nursing leadership and challenges as a charge nurse.

Moving Communication and conflict management skills, patient safety, roles, teamwork, generational diversity, mentoring, cheerleader/motivating staff, prioritization, and delegation.

Case scenario and role-playing

Refreezing Journaling and ongoing evaluation

Content of the Curriculum



- The content of the curriculum was developed to support each topic identified by the charge nurses' reflection on their experiences as a front-line leader.
- The content for the Charge Nurse Leadership Workshop was synthesized from evidence-based literature, Dr. Rose Sherman's evidence-based leadership blogs, professional executive nursing leadership programs, leadership expectations from the practicum site, Florida Board of Nursing, and key words from the charge nurses' statements.
- Each teaching strategy was developed to enhance the charge nurses' leadership skills and the techniques.

(Billings & Halstead, 2011; Homer & Ryan, 2013; Normand, Black, Baldwin, & Crenshaw, 2014; Sherman & Pross, 2010; Swearingen, 2009).

Recommendations



- Active Role
- Succession planning
- Mentoring
- Self-reflective journaling
- Pretest-posttest
- Nursing retention and satisfaction rates

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