

Title:

SPECIAL SESSION: Influencing Advancements in Nursing Education Through Intentional Leadership Development

Type:

Oral

Keywords:

Leadership, Nursing Education and Professional Development

Description/Overview:

Key external drivers will impact nursing education in the near future. Leaders must be prepared and positioned to guide strategic changes necessary to address new funding and regulatory issues, shifting resource allocations, and advancing healthcare delivery models. The Nurse Faculty Leadership Academy prepares future leaders for nursing education.

Abstract Text:

Key external drivers will impact nursing education in the near future. Leaders must be prepared and positioned to guide strategic changes necessary to address new funding and regulatory issues, shifting resource allocations, and advancing healthcare delivery models. Drivers within the profession also influence decision making as nursing roles and role preparation transform, interprofessional education and practice develop, and risks for faculty, students, and society increase.

Three cohorts of the Nurse Faculty Leadership Academy (NFLA) have been completed. The academy is an international leadership development experience designed for doctorally prepared nurse educators with less than seven years of full-time teaching experience. The purpose of the NFLA is to facilitate intentional behavioral leadership development; foster academic career success; promote nurse faculty retention and satisfaction; and cultivate high performing supportive work environments in academe.

Three learning domains serve as the foundation of the NFLA experience: individual leadership development, advancing nursing education through leadership of a team project, and expanding the Scholar's scope of influence. A relational underpinning provides each selected Scholar and Leadership Mentor dyad with a Faculty Advisor for the entire NFLA experience. Scholars are guided in the achievement of personal and academy goals through these cultivated relationships.

Key curricular components consistent for the three completed cohorts include the use of Kouzes and Posner's "Leadership Challenge" model, two immersion workshops, two faculty site visits at the Scholar's sponsoring institution, monthly Scholar community conference calls, intense mentoring and coaching, and the development of strategic relationships with senior leaders within the field of nursing education.

Facilitation of a team project that advances nursing education serves as a milieu for developing essential leadership behaviors and a deeper understanding of team dynamics. A comprehensive strategic plan model guides the Scholar in successful team project leadership. Essential elements of this process include: conducting an organizational needs assessment, performing a two-tiered stakeholder analysis, building a collaborative team, designing the business case, implementation, evaluation, and sustainability efforts. Project outcomes provides measurable benefit to the Scholar's organization in terms of educational programming, curricular design, use of technology, evaluation, and fiscal outcomes.

NFLA Scholars are guided in expanding their scope of influence within their sponsoring organizations, communities, and on a national or international level as part of the nursing profession. Opportunities to influence broader networks and lead significant change initiatives emerge as Scholars engage with prominent leaders in nursing education.

Outcomes from all three completed cohorts are reported across the foundational domains. Examples of sustainable impact in priority foci of nursing education will be presented. The behavioral leadership development of the Scholars have resulted in important advancements in nursing education, critical career impact, and the dissemination of outcome focused articles related to the future of nursing education.

References:

Bean, N. M., Lucas, L., & Hyers, L. L. (2014). Mentoring in higher education should be the norm to assure success: Lessons learned from the faculty mentoring program, West Chester University, 2008-2011.

Cleeter, D. (2011). Guest editorial. Faculty leadership development: Concept or reality? *Nursing Outlook*, 59, 109-110.

Delgado, C., & Mitchell, M.M. (2016). A survey of current valued academic leadership qualities in nursing. *Nursing Education Perspectives*, 37, 10-15. doi:10.5480/14-1496

Fox, L. (2012). A personalized faculty peer support program: Less can be more. *Journal of Faculty Development*, 26(2), 55-61.

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

Content Outline:

I. Advancements in Nursing Education for the Future

- A. Key External and Internal Drivers for Change
- B. System Elements Essential for Large Scale Change
- C. Leadership for the Future

II. Nurse Faculty Leadership Academy

- A. History, Purpose, and Philosophy
- B. Curriculum
- C. Relational Development

III. Outcomes

- A. Individual Leadership Development
- B. Leadership Team Project
- C. Expanded Scope of Influence

IV. Conclusions

- A. Impact on the Future of Nursing Education
- B. Sustainability of Outcomes
- C. Future of the NFLA

Organizer

Deborah Cleeter Bailey, EdD, MSN, RN

Sawgrass Leadership Institute
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Sawgrass Leadership Institute
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USA

Professional Experience: With over forty years experience in the healthcare industry, Dr. Cleeter has achieved success in practice, administration, academia, and consultancy. She has held positions as a clinical nurse specialist, director of nursing, university faculty, administrator, and currently is the CEO of the Sawgrass Leadership Institute. Deb's extensive executive experience and doctoral research provide the foundation for her work as an executive coach and consultant in the areas of strategic planning, facilitated decision making, executive leadership development, and complex project leadership. Her clients represent healthcare administrators, non-profit organizations, physician corporations, executives from biomedical firms, financial institutions, and a variety of other industries. As leadership consultant for the John A. Hartford Foundation – Sigma Theta Tau International (STTI) partnership, Dr. Cleeter led the design, development and implementation of the national Geriatric Nursing Leadership Academy. She is also the leadership consultant for the STTI - Elsevier partnership's Faculty Mentored Leadership Development Program.

Author Summary: Dr. Cleeter is an international leadership consultant and provides guidance in all aspects of the NFLA. With over forty years experience in healthcare, academe, business, and consultation she brings essential expertise to the academy.

Any relevant financial relationships? Yes

Relationship	Description of Potential Conflict
Consultant	Serve as the international leadership consultant for the NFLA

Signed on 12/11/2017 by *Deborah Cleeter Bailey*

Organizer

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Oregon Health & Science University
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Professional Experience: Phd prepared faculty member who is currently is an associate professor and director of the Pediatric Nurse Practitioner Program at Oregon Health & Science University.

Author Summary: Dr. Taha is an associate professor at Oregon Health & Science University and the director of the pediatric Nurse Practitioner Program. She has been in nursing for 28 years.

Organizer

Steven J. Palazzo, PhD, MN, RN, CNE
Seattle University
Department of Nursing
Associate Professor
Seattle WA
USA

Professional Experience: Dr. Palazzo is currently a Robert Wood Johnson Nurse Faculty Scholar and Director of the Teen Take Heart program. He was the recipient of two fellowships: Sauvage Fellow (Hope Heart Institute) and Nurse Faculty Leadership Academy (NFLA) Fellow (STTI). He is currently a scholar in the STTI Emerging Educational Administrator Institute (EEAI). Dr. Palazzo teaches in the undergraduate and graduate programs in the College of Nursing at Seattle University. He graduated from the University

of Washington with a Master's of Nursing degree (Nurse Educator Specialty Certificate) and PhD in Nursing Science (proteomic profiling of bronchoalveolar fluid in ventilated patients suspected of ventilator-associated pneumonia). Dr. Palazzo's current scholarship/research involves the development, implementation, and evaluation of cardiovascular health promotion and risk reduction curricula for at-risk teenagers in underserved communities.

Author Summary: Dr. Palazzo an associate professor in the College of Nursing at Seattle University. He is keenly interested in leadership development. Specifically, responsive-situational leadership. He is the chair of the undergraduate curriculum and evaluation committee. Dr. Palazzo has been the director of the Teen take Heart program at the Hope Heart Institute for the past six years.

Organizer

Gwen Sherwood, PhD, RN, FAAN, ANEF
University of North Carolina at Chapel Hill
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Professional Experience: Gwen D. Sherwood, PhD, RN, FAAN, ANEF is Professor and Associate Dean for Global Initiatives at the University of North Carolina at Chapel Hill School of Nursing. She works globally to advance nursing education and leadership capacity. Her scholarship examines caring relationships relative to patient satisfaction with pain management outcomes, the spiritual dimensions of care, and teamwork as a variable in patient safety. She is co-investigator on an RWJF grant that funded QSEN to transform curricular to prepare nurses in quality and safety consistent with practice expectations, a GSK grant related to interdisciplinary team training, and descriptions of how providers work together. She is involved in many professional activities including a long history of leadership roles with Sigma Theta Tau International.

Author Summary: Gwen Sherwood is Professor and Associate Dean for Practice and Global Initiatives at the University of North Carolina at Chapel Hill School of Nursing. She was Co-Investigator for the award winning QSEN project, Quality and Safety Education for Nurses. She is co-editor of four books on quality and safety, and three on reflective practice. She is a faculty of the STTI Nurse Faculty Leadership Academy.

Organizer

Sara K. Kaylor, EdD, RN, CNE
The University of Alabama
The Capstone College of Nursing
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Tuscaloosa AL
USA

Professional Experience: 2013 –Present Assistant Professor, Capstone College of Nursing, The University of Alabama, Tuscaloosa, Alabama 2006–2012 Registered Nurse, Trauma- Surgical Intensive Care Unit, DCH Regional Medical Center, Tuscaloosa, Alabama Author or coauthor of multiple publications primarily related to how nurses learn. Numerous presentations at state, regional, national, and international nursing professional organizations. Current Scholar in the Nurse Faculty Leadership Academy (2016-2017), sponsored by Sigma Theta Tau International and The Elsevier Foundation.

Author Summary: Dr. Sara Kaylor is an Assistant Professor at The University of Alabama Capstone College of Nursing. She teaches in the traditional baccalaureate program, with expertise in Health Assessment, Fundamentals, and Pharmacology. Her research interests include predictors of academic student success, leadership development among students, and innovative teaching strategies for multiple

generations. Dr. Kaylor is a current Scholar in the Nurse Faculty Leadership Academy (2016-2017), sponsored by Sigma Theta Tau International and The Elsevier Foundation.

Organizer

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Professional Experience: •Assistant Professor, IUSON, Bloomington (8/2017 to present) •Assistant Professor, IUSON, Columbus (8/2015 to present) •Clinical Assistant Professor, IUSON, Columbus (8/2013 to 8/2015) •Adjunct Nursing Instructor, University of Indianapolis, MSN program (8/2011-12/2013) •Quality Data Manager, Regional hospitals Franciscan St. Francis Health (12/2010 to 8/2013) •Quality Clinical Outcomes Specialist, Franciscan St. Francis Health (6/2009 to 12/2010) •Certified Professional for Healthcare Quality International, #xxxxx, 12/2010-current •Registered with the Indiana State Board of Nursing, #xxxxxxxx, 6/1990-current

Author Summary: Dr. Opsahl has 27 years of experience as a registered nurse and is an Assistant Professor. She is currently serves as board member of Indiana Association for Healthcare Quality, Past-President. In her prior professional role, she was the Quality Data Manager for Franciscan St. Francis Health at the three area campus hospitals of Carmel, Indianapolis, and Mooresville, Indiana. Dr. Opsahl continues to assist higher education and local organizations with areas of patient safety and program improvement.