

Direct Care Nurses Leadership Academy An Investment in Improving Patient Outcomes

Presented by the Missouri Action Coalition

*In collaboration with the Missouri Nurses Association, Missouri League for Nursing, Missouri Health Advocacy Alliance,
Missouri Nurses Foundation, Missouri Hospital Association and the Missouri Organization of Nurse Leaders*

Background

The Missouri Action Coalition (MOAC) Direct Care Nurse Leadership Academy is offered in response to the 2010 Institute of Medicine (IOM) Future of Nursing Campaign and the Missouri Action Coalition's plan to Transform Healthcare through Nursing in Missouri. The vision of the Leadership Academy is to improve the health of Missourians by developing the leadership skills of direct care nurses.

Goal:

The goal of this Academy is to build direct care nursing leadership skills and knowledge through a content-rich, interactive mentorship program. This goal addresses three of the eight key IOM recommendations: *prepare and enable nurses to lead change to advance health, ensure that nurses engage in lifelong learning, and expand opportunities for nurses to lead and diffuse collaborative improvement efforts.*

Academy Objectives:

1. Apply leadership knowledge and skills to change processes in the workplace environment.
2. Plan and implement an improvement change utilizing project management techniques and methods.
3. Create confidence and empower direct care nurses to lead at the point of care.

Dates: August-November 2015
Location: Springfield, St. Louis, Jefferson City
Application Fee: \$150 per participant

Modules:

The Direct Care Nurses Leadership Academy provides an interactive blended learning approach. Nurses will participate in four modules scheduled from August to November 2014.

- Making the Case for Leadership – Module 1: August 4, 6, 8, 2014 from 8:00 a.m.-4:30 p.m.
- Change & Innovation – Module 2: September 9, 2014 from 10:00-11:00 a.m. via Webinar
- Change Project Assistance – Optional Module: September 24, 2014 from 10:00-11:00 a.m. via Webinar
- Value of Professional Nursing – Module 3: October 9, 2014 from 10:00-11:00 a.m. via Webinar
- Continuing Our Quest for Excellence – Module 4: November 3, 5, 7, 2014 from 8:00 a.m.-4:30 p.m.

Registration

Online registration begins June 27, 2014 and continues until the maximum of fifty (50) seats are filled at each location. Attendees are required to have a mentor. Directors of Nurses and Chief Nursing Officers are encouraged to attend as mentors. Attendees will identify a change project for the workplace to be initiated during the Academy. This may include target areas such as improved patient experiences, improved patient and family outcomes, and streamlined nursing process efficiencies.

APPLY ONLINE BEGINNING AUGUST 22! SPACE IS LIMITED, SO APPLY EARLY!

<http://mocenterfornursing.org/Events.aspx>

Module 1: Making the Case for Leadership (onsite session)

Goal: To introduce the leadership institute, create excitement about the DCNs' change projects, expose the DCNs to the broader concepts of healthcare and nursing and to begin their journey in leadership skills and self-awareness.

Objectives:

1. Discuss the important core competencies for optimizing your contribution to patient care and the healthcare environment.
2. Discuss aspects of visioning for a preferred future and the relationship of global thinking to patient care and working within teams.
3. Identify personal assets and challenges based on self-assessment techniques.
4. Identify a project that meets specific criteria.
5. Analyze the project for relevance and scope.
6. Describe the stakeholders for the project and make a plan to address each of them.
7. Identify actions needed to complete project management plans.

Facilitators:

Stacy Doyle, RN, MBA, CPN, NEA-BC, FACHE

Director of Nursing Emergency Services

Shannon Fucik, RN, BSN, EMBA, CPN

Director, Patient Care Resources - Project Manager OCHSPS Collaborative

Stephanie Meyer, RN, MSN, FNP

Nursing Department Director SDS/PACU, Pre-Admission Testing, 5 West Observation, Same Day Surgery

Laura Shroyer, RN, MSN, NE-BC

Department Director-6 Henson

Time/Facilitator	Objectives	Content	Activities/Teaching Strategies
0800-0830 Tina Lear	Sign in and Welcome		All participants need to give current email address used for communication and follow-up.
0830-0930 ?	1. Discuss the important core competencies for optimizing your contribution to patient care and the healthcare environment. 1.1. Create the motivation behind the "why" of the Institute. 1.2. Identify participants of the Leadership Institute.	1.1a. Describe the whole institute and the modules – the how to's of on getting online, etc. 1.2a. All participants introduce self and state one professional passion and one personal passion.	1. Facilitator explains the "why" of the leadership institute with excitement! 2. All participants receive a notebook with all resources in it including a description of how to get online for the modules, etc.
0930-1015 Stacy Doyle	2. Discuss aspects of visioning for a	2a. Healthcare reform – the "whys" behind it.	1. PowerPoint or Prezi on the key concepts of healthcare reform.

Time/Facilitator	Objectives	Content	Activities/Teaching Strategies
	<p>preferred future and the relationship of global thinking to patient care and working within teams.</p> <p>2.1. Bring participants into discussion about aspects of healthcare reform and IOM report especially related to their projects.</p>	<p>2b. The change in healthcare – movements towards future health and not disease.</p> <p>2c. Broadly cover the recommendations of the IOM report.</p> <p>2.1a. Relate concepts to participant projects through collaborative discussion.</p>	<p>2. Create discussion of the concepts of the IOM report recommendations</p>
1015-1030	BREAK		
1030-1130 Stephanie Meyer	<p>1. Discuss the important core leadership competencies for optimizing your contribution to patient care and the healthcare environment.</p> <p>2. Discuss aspects of visioning for a preferred future and the relationship of global thinking to patient care and working within teams.</p>	<p>1a. Leadership competencies framework: global thinking; visioning; consensus building; delivering effective messaging; self-leadership; knowing and committing to work place and co-workers.</p>	<p>1. PowerPoint or Prezi</p> <p>2. Very interactive approach with questions/answers – participants participating.</p>
1130-1230	LUNCH Provide lunch	Interactive dialogue around project topic areas between and amongst participants and facilitators.	<p>1. Round table discussions over lunch.</p> <p>2. Participants choose a table based on the topic to be discussed at the table.</p> <p>3. Six tables with these topics at 2 tables each: a. improving patient experiences b. improving clinical outcomes c. improving nursing processes efficiency</p>
1230-1400 Laura Shroyer and Shanon Fucik	<p>3. Identify personal assets and challenges based on self-assessment techniques.</p>	<p>3a. Review leadership styles</p> <p>3b. Self-assessment – how, why, plan for improvement.</p>	<p>1. Interactive discussion of leadership styles</p> <p>2. Participants complete a self-assessment with tool.</p> <p>3. Interactive exercises to bring</p>

Time/Facilitator	Objectives	Content	Activities/Teaching Strategies
		3c. Team and roles within teams; how to lead and how to be a team member.	home points about working with others knowing styles. 4. Create plan to improve their competencies.
1400-1415	BREAK		
1415-1615 Shanon Fucik	4. Identify a project that meets specific criteria. 5. Analyze the project for relevance and scope. 6. Describe the stakeholders for the project and make a plan to address each of them. 7. Identify actions needed to complete project management plans.	4a. Project criteria: narrowed enough to be doable and can be done in short time frame 4b. Project to be completed with a team (participant will recruit team members at their institution) and address a fixable issue or problem. 5a. Our value as nurses....putting cost analysis to the project 5b. Force field analysis – what does it mean and why? 6a. Identifying key stakeholders and champions. 7a. Project plans - - what are they, why they are important.	1. Discussion about criteria – all participants will have time to discuss with others 2. Do a force field analysis 3. Create influence map to identify champions and key stake holders. 4. Go through cost analysis examples. 5. Present templates for: a. project template b. meeting template c. minutes template d. agenda template 6. Interactive discussion related to project template and design for project plan.
1615-1630 ?	Evaluation	What worked well today? What could have been better? Are there any gaps?	Interactive qualitative evaluation process with flipcharts.

Module 2: Change and Innovation (Online session)

Goal: To present change management theory and action plans related to creating change in workplace environments which impact patient outcomes.

Objectives:

1. Explain the “why” of change.
2. Discuss change theories in relation to their own workplace environments.
3. Reflect on one’s own role as a change agent in his/her home institution.
4. Create ideas and innovative thoughts to apply change to their projects.
5. Prepare to interview a change agent using provided questions.

Facilitator:

Elizabeth Buck

Time/Facilitators	Objectives	Content	Activities/Teaching Strategies
1 hour (60 minutes)	<ol style="list-style-type: none"> 1. Explain the “why” of change. 2. Discuss change theories in relation to their own workplace environments. 3. Reflect on one’s own role as a change agent in his/her home institution. 4. Create ideas and innovative thoughts to apply change to their projects. 5. Prepare to interview a change agent using provided questions. 	<ol style="list-style-type: none"> 1a. Change – usual reactions to but why has to occur. 2a. Change theories – how to use these in creating their plan with their projects. 3a. Define participant’s role. 4a. Innovation when considering change and plans for change. 5a. Interviewing a change agent – why? 	<ol style="list-style-type: none"> 1. PowerPoint with interactive webinar where participants can ask questions. 2. Provide time to discuss interview questions.

Student Expectations to be completed on or before October 2, 2014:

1. Complete an interview of a change agent, following change agent paper rubric, and email to tina@moactioncoalition.org.
2. Complete the Module 2 quiz at 80% pass.
3. Develop a list of quality and safety initiatives currently underway in your facility and email to tina@moactioncoalition.org.

Module 3: The Value of Professional Nursing (Online session)

Goal: To describe and discuss the value of professional nursing in terms of quality outcomes and decreased cost.

Objectives:

1. Describe the quality outcomes associated with nursing actions.
2. Explain the cost associated with providing care.
3. Using the list of quality and safety initiatives that each participant has assembled, discuss the relationship between quality, safety and cost.
4. Describe the impact nurses make on outcomes and cost leading to improved value within US healthcare systems.

Facilitators:

Glenda Dahlstrom

Nelda Godfrey

Timing	Objectives	Content	Activities/Teaching Strategies
1 hour (60 minutes)	<ol style="list-style-type: none"> 1. Describe the quality outcomes associated with nursing actions. 2. Explain the cost associated with providing care. 3. Using the list of quality and safety initiatives that each participant has assembled, discuss the relationship between quality, safety and cost. 4. Describe the impact nurses make on outcomes and cost leading to improved value within US healthcare systems. 	<ol style="list-style-type: none"> 1a. Quality and safety in our environments – the “why” behind the methods. 2a. Cost – why do we not know this? Just how easy is it? Explain cost of products, care, meds, equipment used on patients, etc. 3a. Our value as nurses....creating the emphasis on improving our knowledge of cost and quality. 4a. Owning one’s nursing practice. 4b. Owning practice in relation to outcomes; nurse sensitive indicators. 	<ol style="list-style-type: none"> 1. PowerPoint with interactive webinar where participants can ask questions. 2. Mechanisms identified to discuss all aspects of quality and cost.

Student Expectations to be completed on or before November 1, 2014:

1. Bring list of quality and safety initiatives (a part of the Module 2 Assignment previously submitted) to Module 3 webinar.
2. Complete Module 3 quiz at 80% pass.

Module 4: Continuing Our Quest for Excellence (In person session)

Goal: To provide communication strategies and share projects.

Objectives:

1. Describe strategies for personal and professional communication.
2. Apply communication strategies to case studies and situations.
3. Share project progress reports through an interactive method.

Facilitators:

Stacy Doyle

Connie Green

Time/Facilitator	Objectives	Content	Activities/Teaching Strategies
0800-0830	Sign in		
0830-1230 with a break	<ol style="list-style-type: none"> 1. Describe strategies for personal and professional communication. 2. Apply communication strategies to case studies and situations. 	<ol style="list-style-type: none"> 1a. Communication workshop giving the “why” behind good communication and strategies to apply to all communication, personal or professional. 2a. Various communication strategies are discussed and applied through role-play. 	<ol style="list-style-type: none"> 1. Interactive workshop with participant interaction. 2. Role-play 3. Discussion 4. PowerPoint
1230-1330	LUNCH		
1330-1530 With break	<ol style="list-style-type: none"> 3. Share project progress reports through an interactive method. 	<ol style="list-style-type: none"> 3a. Projects and their progress and plans 	PowerPoint project presentations either 15 minute podium (if participants are in groups) or as poster presentations.
1530-1600	Recognize DCN participants	Recognition program	Provide strategies to recognize each participant. “Graduation”
1600-1630	Evaluation	What worked well today? What could have been better? Are there any gaps? What worked well for the whole institute? What could have been better? What were the gaps?	Interactive qualitative evaluation process with flipcharts.