

# FUTURE OF NURSING™

## Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA

  
Robert Wood Johnson Foundation



### Preparing Nurses to Lead in Practice: Snapshots of Nurses from Sigma Theta Tau's International Leadership Institute

Webinar Summary  
September 24, 2012

#### Participants:

**Susan Reinhard**, PhD, RN, FAAN, Senior Vice President & Director, AARP Public Policy Institute; Chief Strategist, Center to Champion Nursing in America

**Cynthia Vlasich**, MBA, BSN, RN, Director of Education and Leadership, Sigma Theta Tau International

**Katheryn B. Arterberry**, DNP, APRN, FNP-BC, Northwestern State University College of Nursing and Allied Health, Shreveport, La. STTI Leadership Institute Participant

**Linda J. Hassler**, RN, MS, GCNS-BC, FNGNA, Meridian Health, Ann May Center for Nursing, Neptune, NJ. STTI Geriatric Nursing Leadership Academy

**Michael Clark**, DrNP, CRNP, CNL, Temple University, Philadelphia, Pa. Nurse Faculty Mentored Leadership Development Program (Nurse Faculty Leadership Academy)

**Pat Polansky**, RN, MS, Director of Policy and Communications at CCNA who moderated questions.

#### Background

The Institute of Medicine's 2010 landmark report, the *Future of Nursing: Leading Change, Advancing Health*, emphasizes that nurses must assume leadership positions in a changing health care environment where patients have access to high-quality health care. In that environment, nurses must be prepared to have a central role.

The national campaign, *Future of Nursing: Campaign for Action*, is working through the state's Action Coalitions to implement the IOM recommendations. The campaign's leadership work identifies programs and practices that

Across the country, there is a movement to advance the field of nursing so that all Americans have access to high quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success. This national level [Future of Nursing: Campaign for Action](#) is a result of the Institute of Medicine's landmark 2010 report on the [Future of Nursing: Leading Change, Advancing Health](#).

The *Campaign for Action's* field-based teams, the [Action Coalitions](#) (ACs), are leading this movement and are equipping themselves with knowledge gained from technical assistance provided by the Center to Champion Nursing in America (CCNA), a joint initiative of AARP, the AARP Foundation, and the Robert Wood Johnson Foundation. Such technical assistance comes in the form of webinars, face to face interactions, and other facilitated engagements with public policy leaders, content experts, consultants, and Action Coalition peers across the country.

prepare nurses and provide opportunities to lead.

**Susan Reinhard** of AARP said nurses make decisions and give input in all areas of practice. So it is imperative that the nursing profession produce leaders throughout the entire healthcare system, from the bedside to the boardroom.


Practice areas such as transitional care and reducing re-hospitalizations, support for family caregivers, care coordination, chronic disease management, and prevention counseling all present an excellent opportunity for nurses to lead, she said

The recording of this webinar and the webinar summary is available on the campaign's new website, [www.campaignforaction.org/webinars](http://www.campaignforaction.org/webinars)

### Webinar Goals

- To learn about Sigma Theta Tau's Leadership Institute, a national program that is preparing nurses to lead in health care
- To learn about real-life examples of participants in the Maternal-Child Health Nurse Leadership Academy, the Geriatric Nursing Leadership Academy and the Nurse Faculty Leadership Academy

### Webinar Overview



*Health care organizations, such as nursing associations and nursing schools, should provide nurses greater opportunities to gain leadership skills and put them into practice. IOM*

This webinar will demonstrate the leadership opportunities for nurses in the Sigma Theta Tau's International Leadership Institute. The IOM report emphasizes the importance of nurses seeking leadership opportunities and the responsibility they have to contribute on management teams, boards, and other groups shaping health care. Sigma Theta Tau offers leadership opportunities through mentorships and projects. It is not necessary to be a member of STTI to be selected for the leadership program but there is an application process.

**Cynthia Vlasich** of Sigma Theta Tau talked about the organization, its mission and vision. Founded in 1922, Sigma has over 130,000 active members from more than 85 countries. It is led by president, Dr. Suzanne Prevost, who is ably assisted by a talented board of directors, and CEO, Dr. Pat Thompson.

The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide. The vision is to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people.

She said that Sigma Theta Tau International values leadership, believing nurses are leaders who have an essential role in improving global health care. The organization is committed to helping nurses become more influential health care leaders with the ultimate goals of making a

difference in patients' lives, creating effective, multidisciplinary workplace environments, supporting colleagues through mentoring; and advancing the nursing profession.

In 1993, Sigma Theta Tau International created the International Leadership Institute to focus on developing nurse leaders through mentoring relationships, self-assessment, continuing nursing education, experiential learning, and professional development resources.

The leadership academies have been supported:

**The Maternal-Child Health Nurse Leadership Academy** is presented in partnership with Johnson & Johnson.

**The Geriatric Nursing Leadership Academy** is possible with grants from The John A. Hartford Foundation, The Retirement Research Foundation, and Hill-Rom.

**The Nurse Faculty Leadership Academy** is offered in partnership with The Elsevier Foundation.

The Kouzes and Posner model of leadership serves as the framework for all three Leadership Academies. Kouzes and Posner developed the Leadership Practices Inventory (LPI), a 30-item instrument that helps individuals measure their leadership competencies in The Five Practices of Exemplary Leadership®:

- 1) Model the Way
- 2) Inspire a shared vision
- 3) Challenge the Process
- 4) Enable others to act
- 5) Encourage the Heart.

The LPI allows individuals to review their results and take action to improve the effectiveness of their performance as leaders.

The following three presenters each represented one of the Leadership Academies.

**Katheryn Arterberry** discussed her experience in the Maternal-Child Nurse Leadership Academy

The Academy had two distinct tracks occurring simultaneously -- the project and the leadership journey. Her project goal at the Maternal-Child Nurse Leadership Academy was to develop a multi-disciplinary clinic for infants with non- organic failure to thrive. Although she is no longer staffing the clinic, it was successfully established complete with assessment forms, educational tools and visit protocols. Preventing malnutrition and protecting growing brains will have an impact on the community far into the future.

She said she knew that she had some leadership skills, but also knew that she wanted to improve the ones she had as well as develop new skills. Sigma Theta Tau through the leadership academy and the committed faculty developed a thoughtful and comprehensive program to develop leadership skills using the project as the primary learning tool.

The academy is set up so that the dyad (consisting of the fellow and the mentor) are paired up with a faculty mentor. This configuration gives the fellow a very strong base upon which to grow.

The academy is not a quick fix, she said. It requires commitment. Participants spend 18 months, countless hours (above and beyond a regular work schedule), and have to show the passion to see the project through to completion while developing leadership skills.

“You cannot do it by yourself. The academy is set up to provide ... the support you need (Mentor, Faculty, other Fellows). To be successful you also need the full support of the agency where you work,” she said.

“Sometimes growth is uncomfortable. Be prepared for it. Embrace it and know that it is simply part of the process.”

**Katheryn Arterberry** said she learned a great deal from the leadership tract:

- ✓ Practical Team Building Skills – how to deal with team members with different personality types as well as being introspective
- ✓ Tried and true tools to initiate change -- what to expect during the course of change
- ✓ How to celebrate the small wins on the way to the big one.
- ✓ It's also important to give back. She now serves as faculty for the current cohort. The President of STTI has based her platform on “giving back to pay it forward.”

**Linda Hassler** talked about her experience in the Geriatric Nursing Leadership Academy (GNLA).

She is a Gerontological Clinical Nurse Specialist at Meridian Health, a multilevel health care system consisting of five hospitals, five long-term care facilities and home care. It has consistently been rated among the top performing health systems in New Jersey for clinical quality,

Ocean County has 21% older adult population and overall, 40% of Meridian Health's inpatients are over age 65

The purpose of the GNLA is to:

- ✓ Develop the leadership skills of Gerontological Nurses in positions of influence across health care settings.

- ✓ Enable nurses to lead inter-professional teams to improve the quality of health care for older adults and their families

The application for the STTI program was lengthy and included recommendations and leadership approval. She was one of 16 selected to participate and the only one from New Jersey. This was the first cohort of the 18 month program, from June 2008-February 2009. She had a Mentor, who helped her with the day to day development, but there was also a Faculty Mentor from the Academy.

The program started with a three day intensive workshop, **The Leader Within: Defining Your Passion**, where goals and objectives were discussed. Some of the topics were developing an elevator speech, leadership excellence, working with the dyad and triad, the role of mentor/faculty, and developing working relationship with a mentor, envisioning process, writing, teamwork and challenging the process,.

“What I liked best about it was that they didn’t just talk at you. You were part of the learning through many experiential exercises not only during the first workshop, but through our monthly on-line exercises, discussions, and fellow chat room,” she said.

After seven months, there was another workshop entitled: **The Leadership Challenge: Sharing Your Passion**. This workshop included discussions on Leading Healthcare in the Digital Age, Leading Lasting Change, Risk taking and Generational differences.

“But the biggest thing I learned from this experience was the difference between **Managing and Leading**. Managing aims at **GETTING** people to do things, and leadership **INSPIRES** people to want to do things. That really says it in a nut shell,” she said.

Her project was Enhancing Geriatric Competencies in the Emergency Department. The reason she chose this project was because a hospital had low patient satisfaction scores, the staff was not certified in emergency, or geriatrics, even though one third of their visits were older adults and there was a big turnover of staff and managers.

As a team, they developed goals for the project: To Increase the geriatric competencies of the Emergency Department (ED) staff; to improve staff elder practices behaviors and to increase patient satisfaction with ED care.

She did a literature review, wrote proposals, went to Nursing Research Council and the Institutional Review Board and received approvals for the project. She was totally taken out of her comfort zone because she had never worked ED before and never had been the lead Principal Investigator of a research project.

She surveyed the team to see what their Gerontological needs were, conducted some educational programs and developed a resource kit. Then eight months later she resurveyed the team and when the data was analyzed, there was a 76% improvement in their responses. The project increased the team members’ competencies towards caring for older adults AND increased her own personal accomplishments.

Among her accomplishments she credited to her experience at STTI, she further developed the Meridian Health Nurses Improving Care of Health system Elders, presented at the National NICHE Community; presented a poster at Sigma Theta Tau International; was an invited speaker at Emergency Nurse Association Conference in Oregon and New York City Geriatric Education Consortium. She was elected to the Board of National Gerontological Nursing Association and will be inducted as Fellow National Gerontological Nursing Association next month.

Her colleagues in the GNLA commented about their own experiences:

- ✓ Stretched me in a way that helped me see my role in connecting the dots
- ✓ Having mentors and faculty encouraging me to connect real life challenges with actions to move forward was career changing
- ✓ Identifying those career limiting weakness in my communication style and leadership skill sets
- ✓ Reflecting and growing in these areas was equally as uncomfortable as it was liberating

**Michael Clark** spoke about his experience with the Nurse Faculty Academy leadership tract at STTI.

The mission of the program was to support the development of new nursing faculty. The participants were faculty with less than two years of teaching experience in an academic setting and they were both master's and doctorally prepared. Each scholar had to submit a proposal for a project that would help them to develop their leadership skills.

At the kickoff event in Indianapolis, participants were given information about the mission and expectations and socialized the members into the cohort community. Significant time was allotted for scholars and mentors to collaborate on planning the project as well as establish a process for collaborative work.

One of the exercises that was most useful to the participants was the development of an **elevator speech**, which is generally defined as a short description of your project or work that you could tell a person if you were both in a short trip on an elevator. The participants were asked to formulate a description of their project that could be delivered in one minute. This allowed the participants to crystallize their thinking about their project. The participants had to deliver the elevator speech to the entire large group. This exercise helped him as he was able to explain his project to various constituencies and other interested parties.

He was in the first cohort that met in Indianapolis in April 19-22, 2010. He worked with mentor Christine Bradway, Ph.D., R.N., FAAN. The triad leader was Tony Forrester, Ph.D., R.N., ANEF.

The program had a layered approach to dialogue. A program leader worked with four to six dyads and communicated by phone and email with the dyads. The triad leader also convened phone conference calls with all of the dyads several times over the course of the program. This allowed for cross-fertilization of ideas and experiences.

All the Scholars presented posters of their work at the Sigma Biennial in Grapevine TX, October 2011. Some scholars also did podium presentations of their projects

“In discussions with the scholars it became clear that everyone had learned a great deal about their leadership skills, the areas in which they needed to grow, the ways in which they grew and strategies for future leadership challenges,” he said.

His project involved using a technology called dialogue mapping to assist faculty in radically redesigning curriculum. In particular he helped to develop constructs for a primary health care curriculum.

The IOM's recommendations include: the need for more advanced education of registered nurses; nurses leading innovations in health care and being appointed to decision making bodies; all nurses practicing to the full extent of their education and training; a more diverse nursing workforce and faculty; and more interprofessional collaboration among nurses, physicians, and other members of the health care team in the educational and clinical environments.

For more information about the Sigma Theta Tau Leadership Institute, visit website <http://www.nursingsociety.org/LeadershipInstitute/pages/default.aspx>

To find your local Sigma Theta Tau chapter, visit <http://www.nursingsociety.org/Membership/Pages/Default.aspx> or call 317-634-8171

CCNA is preparing additional webinars on Nursing Leadership. The webinars on a variety of topics are in the announcements in the Campaign for Action's Weekly Updates. Some of the upcoming webinars on leadership include:

- **October 9**, 3:00-4:30 EDT - Charting the Course: How do you manage an effective advocacy campaign and steer clear of prohibited lobbying and political activities?
- **October 31**, 2:00-3:00 EDT - Hospital Safety as a Priority: An Opportunity for Nurses to Lead Presented by: The Leapfrog Group
- **November 9**, 2:00-3:00 EST - RWJF and CCNA will present An Overview on The Future of Nursing: *Campaign for Action* that will orient Jonas Scholars to the Campaign for Action as they begin work on a leadership project.