TRANSFORMATIONAL LEADERSHIP OPERATIONALIZED IN CONCEPT-BASED CLINICALS BY USING A FACULTY COACH

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Faculty Disclosure

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No known or potentially perceived conflicts of interest
No known sponsorship or commercial support received regarding the information to be presented
This presentation relates achievements, challenges, and lessons learned during change.
Learner Objectives:

1. Describe the role of faculty coach in a clinical setting, how the role was developed, the responsibilities, and teaching material needed;

2. Describe an example of clinical faculty coach support through collaboration with facility staff;

3. Discuss two identified challenges of concept-based clinical: scheduling activities and lack of facility support along with solutions; and

4. Examine two lessons learned as faculty coach: help faculty to find own solutions and how to offer resources and support.
Assumptions Used Based on Coaching Literature

Collaborative relationship with clinical instructor

Relationship time-limited: clinical semester.

Focused: concept-based curriculum

Communication used to set goals determine progress

(Donner & Wheeler, 2009)
Promote Nursing Student Success and Improve Patient Outcomes

Historically, less than 10% of our nursing program’s graduates planned to continue their education.

HSI Community College
Nursing Care Concept Based: Holistic Approach
Pneumonia

Learn about disease and related phenomenon

Gas Exchange Concept

Use concept analysis diagram, i.e., gas exchange

Knowledge and skills transfer to other exemplars
Supportive Approach: Faculty Clinical Coach

Supportive approach for clinical nurse leader practice integration at VA
(Williams, Avolio, Ott, & Miltner, 2016)

Similar approach—support clinical instructors
Integration concept-based clinicals, and
Nursing students on 1+2+1 RN to BSN pathway
Methods
Role of Faculty Coach

Make rounds to clinical facility for Levels I – IV on a weekly or biweekly basis (16 weeks)

Meet with clinical instructor

Integration of concepts/exemplars
Material needed for communication
Faculty Coach:
Overall Responsibility

Assist clinical instructors/faculty, including adjuncts with threading concept-based theory into clinical practice
Faculty Clinical Coach Responsibilities

Develop concept-based curriculum materials for faculty
Assist to build relationship/teams
Assist implementation focused clinical activities
Help optimizing faculty/staff activity ideas.
Assist in identification of resources
Data Collection

Anecdotal notes, emails, and texts written at the time of the visit were analyzed for transformational leadership strategies as described by Sherman (2013).

Percentage of graduates who were on the new BSN pathway.
Clinical Instructors

Master’s prepared

Ranged from novice adjuncts to expert clinical instructors with years of experience.
Goal for clinical instructors
Successfully use “Flipped Clinicals”

Concept analysis diagram and exemplars as starting point for patient care
Results
Number of Faculty and Location of Clinicals

Full Time Faculty

Part Time Faculty

- Acute Care
- Post Acute
- LTC
Graduates

Prior Concept-Based Clinicals

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<tr>
<th>%</th>
<th>BSN Pathway</th>
<th>No BSN Pathway</th>
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Concept-Based Clinicals

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<th>%</th>
<th>BSN Pathway</th>
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<td>63</td>
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## Culture of Engagement

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<th>Acute</th>
<th>Post Acute</th>
<th>Long Term Care</th>
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<tr>
<td>Healthy work environment</td>
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<td>Empowerment of clinical faculty resulting in better patient outcomes</td>
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<td>Peer Affirmation of Clinical Teaching Role</td>
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<td>Enhanced Motivation, morale, and performance of followers</td>
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<td>Nursing Student Success on BSN Pathway</td>
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Faculty and Student Outcomes

Faculty: Over two years demonstrated growth in owning the clinical concepts

Nursing students benefited from growth:
Thirty-four percent of graduates completed both AAS and AA degrees.
Nurse Manager Role in Transformational Leadership

Clinical faculty coach support through collaboration with facility staff
Explanation of concept analysis diagram
Socratic Questioning
Satisfaction
Two Identified Concept-based Clinical Challenges

Scheduling activities, and

Lack of facility support along with solutions
Two Lessons Learned

Help faculty to find own solutions, and

How to offer resources and support
Conclusions

Supports transformational leadership strategic outcomes, i.e., a healthy work environment and empowerment of clinical faculty resulting in better patient outcomes (Sherman, 2013)

Supports nursing student success toward BSN