

72488 State Implementation Program 3 Colorado

July 29, 2016

Project Goal #1 Prepare and enable nurses to lead change to advance health.

Objective 2: Develop 30 nurse leaders from across the state through skill building workshops, coaching and capstone projects.

Work plan deliverable - Record of at least 30 nurse leaders attending workshops per year.

Evidence- Summary including total number of workshops and participants, and promising practices or lessons learned.

From February 2015 to July 2016, five nursing leadership workshops were held, with a total of 42 RN participants. The four workshops included Nursing Leadership Institute (1) L.E.A.D (2) and CCHN leaders (1).

The Nursing Leadership Institute (NLI) is a leadership skill building year long program that includes four workshop days. The first session was held in September of 2015, followed by a two day workshop in November, a one day workshop in February and a final closing celebration in June of 2016. Sixteen out of 18 nurses, all from Federally Qualified Health Care clinics (FQHC's) or rural critical care access hospitals, completed this leadership program. Two leaders did not complete the program as, one moved out of state and another took a non-leadership position in acute care setting and decided not to continue. This leadership program includes coaching and requires a capstone project be completed for participants. Both the coaching component and the capstone requirement are important aspects in the design of the program. The Colorado Center for Nursing Excellence (the Center) considers these elements to be best practices. Each leader is paired with a coach. All coaches are one of the Center's staff that has completed formal coaches training. The coach then follows the leader over the year, coaching on professional development as a leader, their internal state and completion of a capstone project. The coaching session is twice a month for three months and then at least once a month. These sessions can be by phone, in person or by skype or face time. The capstone is also a key requirement; this keeps the participant engaged and accountable for their learning and growth as a leader. The themes, strategies and tools taught in the workshop needed to be practiced and reviewed, the capstone allows the participant to integrate their learning into a meaningful project and solidify the concepts. The majority of leaders in this program choose a capstone project that is centered on personal growth, such as growing emotional intelligence, being more accountable, and building patience. Practicing gratitude and being vulnerability are also common themes. Other unit based capstones are centered on creating a civil work environment, building a just culture and leading effective meetings.

L.E.A.D Leadership Education for Academic Development

This leadership development workshop was formally named Deans and Directors. It was created during SIP 2 funding and in the past 18 months two separate cohorts have completed this four day workshop. The workshop was held for two days in March and again in June in 2015 and 2016. The 2015 cohort had thirteen participants and the 2016 cohort had eleven participants. This workshop was specifically designed to provide new deans and directors with skills and tools to be successful in their new positions. The name was changed to open the enrollment and be broader than just deans and directors so others in academic leadership positions or aspiring deans or directors could attend. The last two cohorts included academic leaders from outside of Colorado, reaffirming that academic leaders needing leadership development were willing to travel out of state to attend trainings. The Center was approached by the executive director of the Organization of Associate Degree Nursing (OADN) to

conduct a one day leadership development preconference ahead of the organization's annual conference in November of 2016. Select topics were pulled from the four day course and the preconference is scheduled. This workshop also included a capstone requirement. Capstones included working on civility within the nursing departments, budget revisions, setting up a foundation for the school of nursing and systematic plan of evaluation. Coaching was not included with this workshop. It was offered to these two cohorts for an additional cost and only one participant signed on for this additional support. The cost of this workshop was minimal due to support from the SIP funds. If this workshop is to continue the cost for participants will increase significantly.

Lessons learned with this workshop include logistics of timing. Evaluations and feedback from participants have led to the design of the two day and two day workshop as opposed to one four day workshop. Marketing was also a key component; marketing through OADN was very successful. Content shifted slightly with each group based on feedback and what participants needed. Changing the name from Deans and Directors to L.E.A.D was also a rapid cycle improvement done to attract a broader audience of academic leaders. Including coaching from the beginning as opposed to offering the coaching as an option would have served the participants better. Leaders often don't see the benefit of coaching until they receive coaching.

Colorado Community Health Network (CCHN)

Additional leadership training was held in September of 2015. This training included participation from employees of FQHC's. Colorado Community Health Network represents the 20 Colorado Community Health Centers that together are the backbone of the primary health care safety-net in Colorado. CCHN is committed to supporting FQHC's in maintaining the highest quality care. This workshop was a four day leadership development focus. The difference between this workshop and NLI discussed above is this workshop included interprofessionals from the clinics and not exclusively nurses. Two nurses participated in this workshop.

Participants in this workshop were not coached by staff from the Center. A separate two day coaching workshop followed the four day leadership skill building workshop. Eleven coaches attended this workshop specifically to be introduced to coaching concepts. The coaches in this workshop either self-selected or came at the request of the nurse leader participant. The leader was coached by an individual that attended the coaching training for one year.

Capstones were included as a requirement and capstone examples include effective meeting design, conflict management, and growing emotional intelligence, lowering no show rates and increasing team communication through Friday huddles.

Lessons learned with previous workshops and corrected for this session were consistent with adult learning. Teaching must be interactive, engaging and incorporate different teaching modalities. Adult learners and especially nurse leaders require frequent breaks and built in time to check e-mails and return calls. It became evident that at the start and end of the workshop ½ days work well for those traveling from across the state. Workshop travel times were adjusted.

Other leadership trainings.

An Emerging Talent workshop was held 3 times in the past eighteen months. This is another partnership with CCHN clinics to develop staff. Three nurses attended these trainings; the other participants

included clinic support staff such as front desk staff, medical assistants, social workers and dental assistants.

Clinical Scholar

Clinical Scholar is a five day course designed to increase the number of clinical placements available to students by increasing the number of nurses available to lead students in their place of employment. A Clinical Scholar is a Baccalaureate level or more highly academically prepared registered nurse who will work with a school of nursing to instruct nursing students in a clinical setting. In general, Clinical Scholars maintain their current employment in a clinical facility and ideally host nursing students there. Clinical Scholars assist with the valuable, hands-on instruction that can only be provided by skilled, veteran nurses. Additionally, Clinical Scholars will be involved in the evaluation of nursing students. Upon completion of the course the expectation is that the Clinical Scholar will be actively involved in teaching nursing students.

This course is taught two times a year in spring and summer. Since February 1st of 2015, the course has been held four times with a total of one hundred nurses participating. Evaluations are completed with each course and adjustments made to curriculum based on evaluations and participant feedback.