*Teaching innovations in leadership and management*

# Open access online learning resource: "Leadership for Nurses in Clinical Settings"

Kirsten Woodend, CASN Leadership Forum , April 5, 2022

TRENT/FLEMING SCHOOL OF **NURSING**
PETERBOROUGH, ONTARIO, CANADA

OntarioTech
UNIVERSITY

# Leadership for Nurses in Clinical Settings

Kirsten Woodend RN, MSc, PhD; Manon Lemonde RN, PhD; Janet McCabe RN, MEd, PhD; and Catherine Thibeault RN, PhD

This is a 12 module graduate level course to prepare nurses who are thinking of taking on leadership roles and for those who are already in those roles and would like to learn more about clinical nursing leadership and management.

https://ecampusontario.pressbooks.pub/nursingleadership/

# Editors & Collaborators

**Dr. Kirsten Woodend RN, MSc, PhD**

Dr. Kirsten Woodend is an Associate Professor at the Trent/Fleming School of Nursing, Trent University. She was the Dean of that School from 2011-2021 and has held both academic and clinical leadership roles over the past 30 years. She is committed to both her academic and local community, serving on the board of the Canadian Association of Schools of Nursing; working to address the peer support needs of amputees in her region, and serving as chair of the board of the local nurse-practitioner-led clinic. My passion for ensuring that nursing leadership comes from nurses led me to work closely with a colleague at Ontario Tech to develop the MScN (professional practice leadership) that was launched a few years ago. This online course is an extension of that work to support nurses' access to the knowledge they need to lead nursing practice.

**Dr. Manon Lemonde RN, PhD**

Manon Lemonde is an Associate Professor at the Faculty of Health Sciences, Ontario Tech University in Oshawa since July 2003. Over the years in my career, I have been an advocate in building capacity and ensuring that the nursing force will grow. This book reflects my commitment to connect, inspire and engage nursing leaders of today and tomorrow.

**Dr. Janet McCabe RN, MEd, PhD**

Dr. Janet McCabe is an Associate Professor, and currently the Associate Dean (Nursing) within the Faculty of Health Sciences at Ontario Tech University. Dr. McCabe's research focuses on the health and well-being of individuals with intellectual disability, with a focus on the engagement of individuals with intellectual disabilities and their health care providers in health promotion initiatives and overall engagement in health care. Within her academic portfolio, Janet is responsible for supporting faculty as they endeavor to advance nursing education through technology and simulation, as well as ensuring that clinical sessional instructors are well supported in their roles as educators in the clinical setting. Her passion for developing leadership in clinical nurses led her to partner in this project.

**Dr. Catherine Thibeault RN, PhD**

Catherine Thibeault is an Associate Professor at the Trent/Fleming School of Nursing, Trent University. She states, "Even if a nurse is not in a formal leadership position, they are called upon to make leadership decisions as part of their everyday work with patients. In my long career, however, my hardest decisions were made easier with the input of a knowledgeable nursing leader. It is a great pleasure to present this work, in which experienced nurse leaders share their knowledge and wisdom, so that all nurses can see themselves as leaders, and all patients can benefit from their wise decisions."

# Funding

# Why this course?

○ Micro-credential in nursing leadership that is accessible to all nurses and especially to nurses living in rural and remote communities

○ Bridging strategy for nurses interested in, but not ready or requiring further credentials, to embark on a master's degree such as the Trent-Ontario Tech MScN (Professional Practice Leadership) program

# Learning outcomes

1. Integrate concepts of leadership, management, and communication in the role of nurse leader and manager

2. Apply leadership, management, and change management theories to their nursing practice

3. Analyze outcomes and quality of nursing care by using appropriate evaluation methods

4. Describe the importance of nursing informatics and healthcare technology and their impact on nursing practice, education, and research

5. Explain conflict resolution, negotiation, and collaborative care teams and their impact on patient care quality

6. Identify organizational variables that impact professional nurse practice, including the evaluation of patient care and delivery systems

7. Develop a basic understanding of budgeting in the context of a clinical practice unit

8. Analyze the role of the nurse manager in effectively staffing for the delivery of patient care

9. Establish how to strategically approach performance management and people development to build and foster productive and cohesive teams

10. Assess their own current leadership abilities and roles.

# Contents

# Authors

**Dr. Maura MacPhee RN, PhD, FCNEI**
Professor of Nursing, UBC
*Module 1. Power and Politics*

**Dr. Farinaz Havaei RN, MERM, PhD**
Assistant Professor of Nursing, UBC
*Module 1. Power and Politics*

**Natalie Beavis RN BScN, MN**
Manager, Collaborative Practice and Ethics; Chair of REB, PRHC
*Module 2. Communication and Delegation; Module 5. Change Management*

**Joshua T. Landry M.Sc., CCE, HEC-C**
Director and Ethicist of the Central East Regional Ethics Network
*Module 3. Ethical and Legal Issues*

**Margaret Keatings RN, ret., MHSc**
Hospice Peterborough Quality Committee and Board Member
Module 4. *Quality Management and Improvement*

**Shannon Bailey RN, BScN**
Epic Training Specialist – Radiant, The Epic Team, IMT, The Hospital for Sick Children
*Module 6. Health Informatics*

**Amy J. Hallaran PhD, RN**
Faculty and Collaborative Program Coordinator, TFSON
*Module 8. Recruiting, Selecting and Retaining Staff; Module 12. Ethical Leadership and Building Your Career as a Nurse Leader*

**Dr. Lesley Beagrie RN, PhD**
Professor Emeritus, Nursing, York University
*Module 9. Managing Teams and Conflict*

**Jaime Sims RN, BScN, MN, CCNE**
Faculty, Trent/Fleming School of Nursing
*Module 10. Managing, Motivating and Staff Development*

**Carol Smith Romeril RN, BNSc, MHSA**
Retired Vice-President, Quinte Health Care
*Module 11. Risk Management and Emergency Preparedness*

# Author guidance

## VLS Leadership for Nurses - Course Module Template

**Module Topic:**

**Author Name (as you want it to appear in the resource):**

**Author Introduction:**

**Topic Introduction:**

**Learning Outcomes:**

**Subtopic Heading #1:**

**Subtopic Heading #2:**

## VLS Leadership for Nurses - Course Module GUIDE

**Module Topic:** — Place the title of the topic you agreed to author here.

Example: Ethical and Legal Issues

**Author Name:** — Type your name exactly as you want it to appear in the course including credentials.

Example: Kirsten Woodend, RN, MScN, PhD

**Author Introduction:**

Write a paragraph or two introducing yourself, your work experience, and how it relates to the module topic.

We highly encourage authors to also create a short video of themselves doing the same. We want to highlight you and your expertise as well as create a personal connection with the student. After introducing yourself, consider answering the question, "Why is this project and this topic in particular important to me?" Be yourself.

Please also include a photo of decent resolution of yourself in this section.

**Topic Introduction:**

Write 2 to 3 paragraphs to introduce the topic you are authoring and its particular focus.

**Learning Outcomes:**

List your intended learning outcomes for the topic. Please make sure these are reinforced in your summary and are evident in your formative and summative assessment pieces.

We recommend listing anywhere from 3 to 5 learning outcomes that are possible to achieve by working through your module content.

**Subtopic Heading #1:** — Type title of subtopic #1 here.

Example: Accountability

INSERT subtopic content here. We are hoping **each module** will take students roughly 6-8 hours to work through including engaging with content, practice activities, application activities and assessments.

**Note:** We're providing 3 subtopic heading content boxes in the template but realize you might have more subheadings than that. Feel free to add as many as you need, but please follow this same format for all subtopic headings.

Possible content formats to include:

- Written paragraphs

- Recorded mini-lectures/stories:
  - If you have slides to accompany these, we would love to include them as pdfs in the resource in support of UDL and accessibility design principles.
  - Please chunk these into ideally under 10 minutes each if possible (20m MAX)

- Images that are related to your content as well as images for visual interest only!
  - Please provide the url to the photo, attribution (who took/drew the photo) and alt text (describe the photo using text only) for all images (see example below).
  - Possible sites to find free images (https://pixabay.com/, https://unsplash.com/, https://creativecommons.org/ )
  - **Example:**
    - 
    - URL: https://pixabay.com/photos/doctor-medical-medicine-health-563428/
    - Attribution: Image by Darko Stojanovic from Pixabay
    - Alt Text: A close up of a person's upper torso wearing a white lab coat with a stethoscope draped around their neck and 5 pens in their coat pocket.

- Readings and Resources
  - Feel free to include links to readings or resources but please make sure they are able to be opened by anyone and that they do not live behind your

# Module structure

- Module level
  - Author introduction
  - Learning objectives
  - Submodules/topics
  - Summary
  - References, Readings and Resources
- Submodule level
  - Activities (readings, videos reflections)
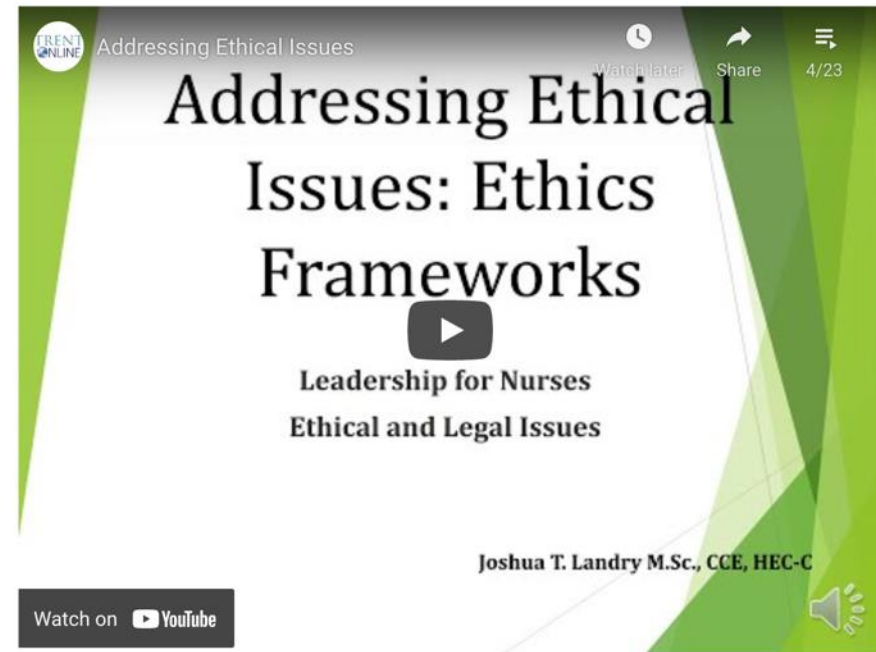  - "Check your understanding"

# Learning approaches

- Text
- Recorded lectures
- Publicly available videos
- Interactive activities
- Reflections
- Check your understanding
- Additional resources

## ACTIVITY #4

Examine this case study by Marie Benjamin-Wilson from Georgia State University.

Reflecting on the case study provided, what might a similar case study look like for your area of work? Create a case study for your area of work that integrates key factors of retention from the readings, and the Positive Practice Framework (use the template provided or create your own using the Positive Practice Framework or another framework from the literature).

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### CHECK YOUR UNDERSTANDING

You are the nurse manager for a 10-bed acute care unit and need to develop and cost the staffing plan for the unit. Full-time staff work a 40-hour week (2160 hours per year) and benefits are 35% on top of salary. The staff which is part of your budget, including yourself, are:

| | Annual leave | Other projected leave | Meetings | Education | Hourly wage |
|---|---|---|---|---|---|
| Nurse manager | 4 weeks | 5 days | NA | NA | $42 |
| Unit clerk (.5 FTE) | 1 week | 3 days | NA | NA | $18 |
| RNs (6 FTE) | 3 weeks | 4 days | 1 hr per mo | 4 days p.a. | $38 |
| RPNs (12 FTE) | 3 weeks | 4 days | 1 hr per mo | 4 days p.a. | $32 |
| Physiotherapist (1 FTE) | 3 weeks | 5 days | NA | NA | $40 |

p.a. = per annum (yearly)

You also anticipate that 2 RNs and 2 RPNs will be leaving in the coming fiscal year and you will need to replace them. Each new person will receive three full days of orientation. Using this information, complete the two tables in the linked document and arrive at the final cost for staffing this unit in the next fiscal year.

**Note:** Do not 'Request edit access' to the google doc worksheet below. Please either 'Make a copy' or 'Download' and print a copy for yourself.

- Budget Exercise Worksheet
- ANSWERS: Budget Exercise Worksheet

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These are the seven principles outlined in the video that you just watched.

*Click on the blue buttons inside of the circles to read each explanation in more detail.*



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## ACTIVITY #3

### Reflection Exercise

*How to complete this activity and save your work: Type your responses to the questions in the box below. When you are done answering the question navigate to the 'Export' page to download and save your response. If you prefer to work in a Word document offline you can skip right to the Export section and download a Word document of this exercise there.*

| Documentation tool | Questions |
|---|---|
| ○ Questions<br>● Export | What do you know about how you react under stress or when you conflict with others? What are your blind spots and what are your strengths?<br><br>Type your answer here.<br><br>What processes are used to address ongoing conflict in your organization? What processes allow for informal, direct conversations? What supportive resources are available to you to access?<br><br>Type your answer here.<br><br>What is needed in your work area to help people feel comfortable about developing a process that encourages collaborative problem solving and direct conversations when conflicts arise in your department?<br><br>Type your answer here. |

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### CHECK YOUR UNDERSTANDING

Which of the following statements about power is correct?

○ Legitimate power is based on having knowledge and expertise

○ Expert power is based on formal authority in an organization

○ Symbolic power is based on the reputation of your workplace

○ Personal power is based on professional expertise

✔ Check

Question: 1 of 4 questions

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### ADDITIONAL READINGS AND RESOURCES

Dickson, G.S. (2012). Evidence-informed change management in Canadian healthcare organizations. *Canadian Health Services Research Foundation.*

Milella, F., Minelli, E.A., Strozzi, F., & Croce, D. (2021). Change and innovation in healthcare: Findings from literature. *ClinicoEconomics and Outcomes Research, 13,* 395.

Morin, A.J., Meyer, J.P., Bélanger, É., Boudrias, J-S., Gagné, M,, Parker, P.D. (2016). Longitudinal associations between employees' beliefs about the quality of the change management process, affective commitment to change and psychological empowerment. *Human Relations (New York), 69*(3), 839-867.

# What we would change next time?

- Identify and approach potential authors in advance
- Increase amount of structured guidance to authors
- Schedule periodic meetings between authors and the editorial group
- Include more editing time in the budget

# Next steps

- Obtain approval for this as a graduate course at both Trent and Ontario Tech

- Explore launching this as a microcredential at one or both of the universities

- Apply for funding to create a microcredential in resource and financial management for clinical nurse leaders

## Cindy Clarke MSW, RSW

Cindy was the part-time project manager for this course. She has more than 15 years of teaching experience in the post-secondary environment and more than 10 in coordinating experiential education. She is presently the Community and Experiential Education Coordinator for the Trent/Fleming School of Nursing and is working on her PhD in Canadian Studies.

## Stephanie Ferguson

Stephanie Ferguson is an eLearning Designer with Trent Online. Previously, she was the Curriculum Development and LMS Lead for the Indigenous e-Channel organization of Ontario providing access to free quality online education in remote northern communities. Stephanie has extensive experience in course design encouraging collaboration and innovation using educational technology.

## Deborah Kelly

Deborah Kelly edited many of the modules to prepare them for entry into Pressbooks. Deborah has a BA (Hons) in English, has worked in a University environment as a manager and office administrator. In addition to expertise in editing written English she brought knowledge and expertise developed in marking student papers.

# Acknowledgements