



Brilliant at the Basics

Improving Management Competencies Through
an Academic Practice Partnership

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Objectives

By the end of the presentation, the participant will be able to:

- 1) Understand effective use of an Academic Practice Partnership (APP) to improve the quality of nursing management competencies.
- 2) Identify processes for improvement in developing nursing management competencies.
- 3) Recognize the value of the APP in improving nursing management competencies.



University of Detroit Mercy



St. Joseph Mercy Oakland

Our History Together

- ▶ Share a similar vision and values
- ▶ Practice leaders:
 - are students and alumnae
 - represented on Advisory Board for the School of Nursing
 - have been involved in academic courses as speakers and clinical adjuncts
- ▶ Faculty:
 - presented monthly to staff on topics developed from a needs assessment
 - Undergrad/grad student placements
 - former onsite BSN completion program

Academic Practice Partnership

- ▶ Formalized relationship between an academic nursing program and care setting
- ▶ Strengthen nursing practice and help nurses become well positioned to lead change and advance health
- ▶ Enable lifelong learning for nurses across academia and practice
- ▶ Supports nurses, organizations, patients and healthcare delivery outcomes
- ▶ Identification of the needs of each institution
- ▶ Promote knowledge exchange through shared informatics, interprofessional education, joint competency development, Shared knowledge, scientific inquiry, translation to practice

(AACN, 2019)

Successful Partnerships...

- ▶ Shared vision
- ▶ Common goals
- ▶ Ongoing commitment
- ▶ Shared knowledge
- ▶ Clear communication
- ▶ Mutual respect and understanding
- ▶ Results in improved healthcare outcomes

Brilliant at the Basics - Goals

- ▶ Develop leadership and management competencies
- ▶ Assist in the preparation of nurse manager and leader certification
- ▶ Increase participant's comfort and confidence through exposure to graduate-level education, thereby encouraging future enrollment in a university-based graduate program.

Brilliant at the Basics Background

- ▶ SJMO identifies importance of high quality management competencies in the Strategic Priorities Assessment (2018).
- ▶ Relationships, creation of healthy work environments, decreased RN turnover, critical to success of the organization
- ▶ Identified need for management development and support for certification
- ▶ Specialty certification has shown positive correlation with patient satisfaction and outcomes

Supportive

St. Joseph Mercy Oakland

Doug Dascenzo CNO

Renay Gagleard Director

University of Detroit Mercy

Janet Baiardi Dean

Rosanne Burson Grad Facilitator/faculty

Arthur Ko Grad faculty

Julia Stocker Schneider Nursing Healthsystem Leadership Program Coordinator

Program Format

- ▶ Meet twice/month after work on hospital site
- ▶ Once per month faculty addressed theoretical and EBP knowledge
- ▶ Once per month utilize organizational expertise, application of procedures and skills
- ▶ Launched September 2018 – May 2019

Program Development

- ▶ Jointly developed by the APP
- ▶ Extensive health-system needs assessment
- ▶ Utilize ANA Scope and standards for nursing administration (2016)
- ▶ Test Blueprint for AONE (2020) certified nurse manager and leader exam and competencies
- ▶ Continuing Education – 30 CNEs provided (Hospital Nursing Education Department)
- ▶ Comprehensive 8 month leadership program

Topical Outline

<i>Month</i>	<i>Major Topics</i>	<i>Presenters</i>
Sept	Program Overview Foundational Thinking Skills	University (U) and Practice (P)
Oct	Human Resources	Human Resource Mgmt (U) Policies and Standards (P)
Nov	Leadership Practice, Scope/ Standards	Leadership Theory/Scope (U) Leadership Job Descriptions (P)

Topical Outline

<i>Month</i>	<i>Major Topics</i>	<i>Presenters</i>
Dec	Strategic Management	Mission/Vision/Strategy BSC, Advanced Nursing Roles (U) Use of BSC (P)
Jan	Financial Management	Financial Theory/Budget (U) Financial Buddies (P)

Topical Outline

<i>Month</i>	<i>Major Topics</i>	<i>Presenters</i>
Feb	Performance Improvement	Promoting Professional Dev(U) Performance Improvement and Evaluation (P)
March	Informatics/Technology	Technology and Data Use (U) Information Technology Support (P)
April	Personal Development Wrap Up	University and Practice

Study on Advanced Practice Roles

- ▶ Embedded mixed-methods study
- ▶ Addressed level of knowledge that managers had in using APRNs to accomplish strategic goals
- ▶ Joint collaborative study
- ▶ IRB approval from health system
- ▶ Presentations from invited nurse faculty describing roles and scopes of advanced practice
- ▶ Example of mutual opportunities for collaborative studies that benefit both institutions and community at large
- ▶ Study outcomes

Program Outcomes

- ▶ Development of management
- ▶ Discussion of basic skills related to role performance
- ▶ Improved performance supported by executive leadership
- ▶ Exam preparation: Practice exam questions were provided during the program to support participants in gaining test taking skills and confidence

Metrics

- ▶ Numbers of participants/Departments – 30 participants from med surg and ICU
- ▶ Number completed - 30
- ▶ Number of sessions - 17
- ▶ Number that took the exam and were successful -3
- ▶ Anecdotally Assess improved competencies – validated by executive leadership
- ▶ Numbers who moved on to education programs – 8 in a graduate program that included DNP and HSM (MSN)

Program Evaluation

- ▶ Participant evaluation completed at the end of each session and reviewed prior to next sessions.
- ▶ “I feel more confident with my management skills and implementing new practices”
- ▶ I will be able to utilize the leadership principles learned to make effective and positive changes
- ▶ I was able to utilize data to monitor and improve quality and outcomes
- ▶ I feel confident in helping with staff development and the evaluation process

Dissemination

- ▶ **Brilliant at the Basics: An Academic Practice Partnership to Build Nursing Management Expertise**
- ▶ *Arthur Ko, PhD; Rosanne Burson, DNP, APRN, ACNS-BC, CNE, CDECS, FADCES; Renay Gagleard, DNP, MSN, C-CNS, RNBC; and Julia Stocker Schneider, PhD, RN, CNL*

Formalized Academic Practice Partnership (APP)

- ▶ Formalizing the APP
- ▶ There are multiple new opportunities to develop that utilize our strengths to support excellence
- ▶ Identify each organization needs
- ▶ Define all aspects of the APP
- ▶ Maintain a breadth and depth of participation

Identified Needs

- ▶ SJMO –
 - Faculty Expert position
 - Specific leadership around falls, pressure injuries, COVID best practices
 - Possible MAGNET application leadership
- ▶ UDM
 - Student placements
 - Academic Program enrollment
 - Dedicated units

Opportunities in Development

- ▶ Faculty Expert Position (20 hours/week)
- ▶ Utilization of graduate students for identified projects
 - DNP Projects
 - CNL Projects
 - HSM Projects
- ▶ Clinical Site placements
 - Graduate students – FNP/CNS/MEGAN
 - Undergraduate

Opportunities

- ▶ Promote research opportunities for faculty/leadership/staff
- ▶ Consider mental health components
- ▶ On site education programs
 - Nursing Education Certificate Program
 - Others identified by practice
 - Charge nurse and preceptor development
- ▶ Board liaisons – ex New Nurse Retention

Faculty Expert Role

- ▶ Work with Faculty Program directors and Director of Nursing/ Nursing Leadership in order to:
 - Identify opportunities for collaboration between the University and the Healthcare facility
 - Formulate objectives for quality improvement initiatives, program evaluations and other scholarly activities that benefit stakeholders in each organization
 - Facilitate connections and throughput that fosters the achievement of identified objectives (Matching students with clinical experts, IRB process, etc)
 - Promote the dissemination of scholarly work and ongoing quality improvement

Faculty Expert Role Composition

- ▶ Organizational strategic aims/objectives
- ▶ Value-based purchasing
- ▶ Nurse-sensitive indicators
- ▶ Shared governance modeling
- ▶ Evidence-based problem-solving
- ▶ Clinical placement (BSN, MSN, DNP/PhD)
- ▶ Technology
- ▶ Leadership/staff development consultation

Faculty Expert ROI

- ▶ Readmission rate reduction: **\$250K** estimated recovery (\$535K MHA max) (**▲ REV**)
- ▶ 1st year Nurse Retention @ 50% of 43 = 20 nurses X \$37,700/RN = **\$754,000** (**▼ EXP**)
- ▶ LOS reduction: **\$250K** (Based on 25% of FY20 estimate) (**▼ EXP**)

Timeline Development and Outcome

- ▶ June – follow up meetings with Practice (Doug/Renay), Academia (Louis, Rosanne and Janet) to refine proposal
- ▶ July – confirmation of formal APP/Identification of agreed upon components
- ▶ August – Planning on agreed upon components
- ▶ September – initiation
- ▶ Quarterly meeting and evaluation of progress/outcomes

Next Steps

- ▶ September – faculty expert starts focus on nursing sensitive indicators (falls, pressure injuries)
- ▶ Formal APP document is complete
- ▶ Continue with student projects that support the organization
- ▶ Evaluation of student projects
- ▶ Initiate quarterly review of the APP progress and new potentials
- ▶ Clinical assignments
- ▶ Nurse residency focus with board membership from university
- ▶ Maintain a broad approach to incorporate new needs and ideas that develop

References

- ▶ American Association of Colleges of Nursing. (2020). Guiding principles to academic practice partnerships. Retrieved from <https://www.aacnnursing.org/Academic-Practice-Partnerships/The-Guiding-Principles>
- ▶ Ko, A., Burson, R., Gagleard, R., Stocker Schneider, J. (2021). *Brilliant at the basics: An academic practice partnership to build nursing management expertise*. *Journal of Continuing Education Nursing*; 52(3): 136-14.