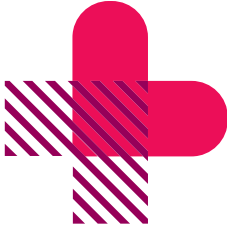


Jeroen BOSCH  academie



Nursing Leadership: a programme for continuous education for RNs in the Jeroen Bosch Hospital

Marjolein Schouten

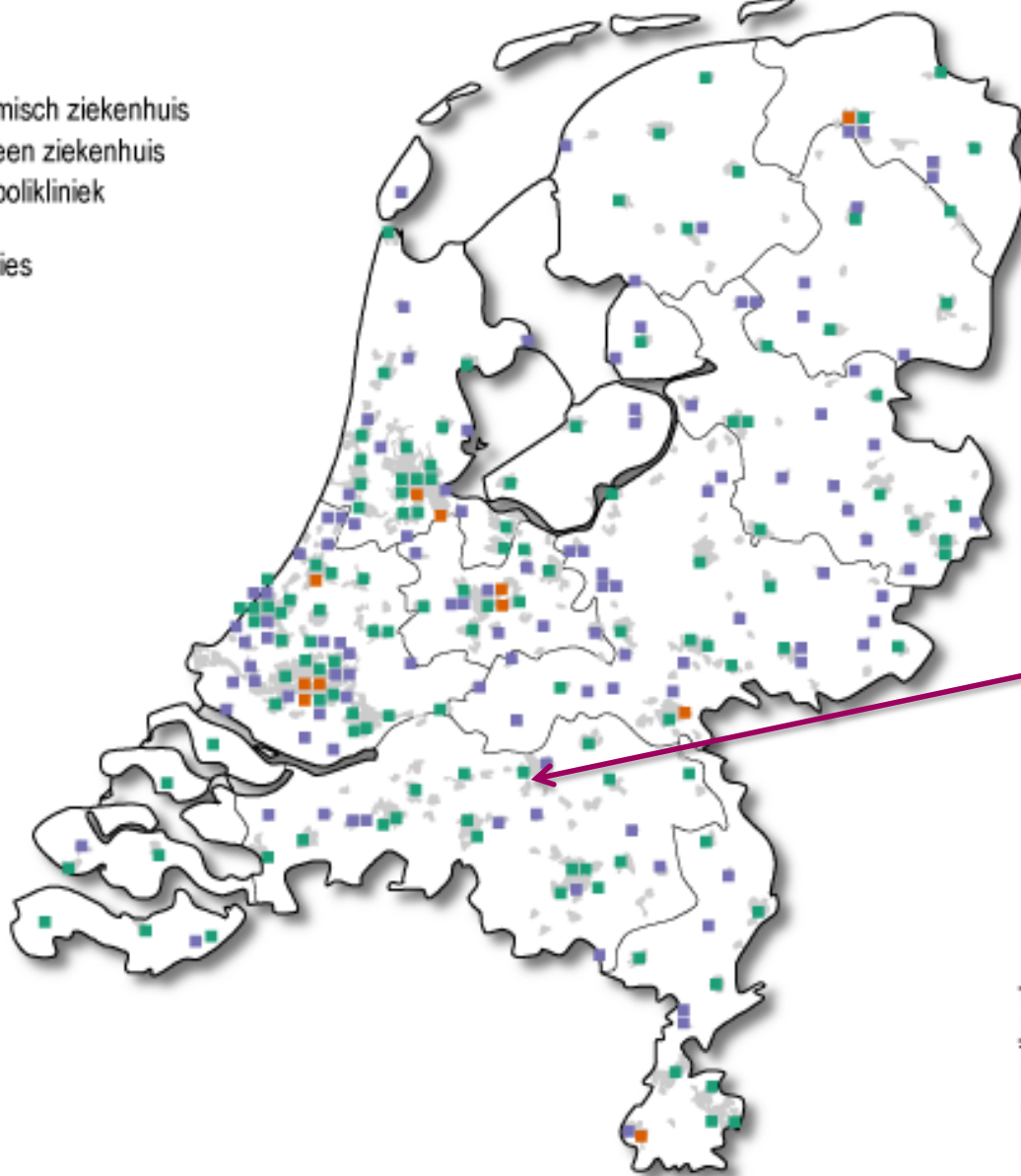
managing director Jeroen Bosch Academy

academische en algemene ziekenhuizen inclusief buitenpoliklinieken

Soort

- academisch ziekenhuis
- algemeen ziekenhuis
- buitenpolikliniek

— provincies



78 Hospitals on 130 locations,
including
8 University Centres
& 26 Topclinical Teaching
Hospitals

Jeroen Bosch Ziekenhuis 's Hertogenbosch



het 

noordbrabants
museum

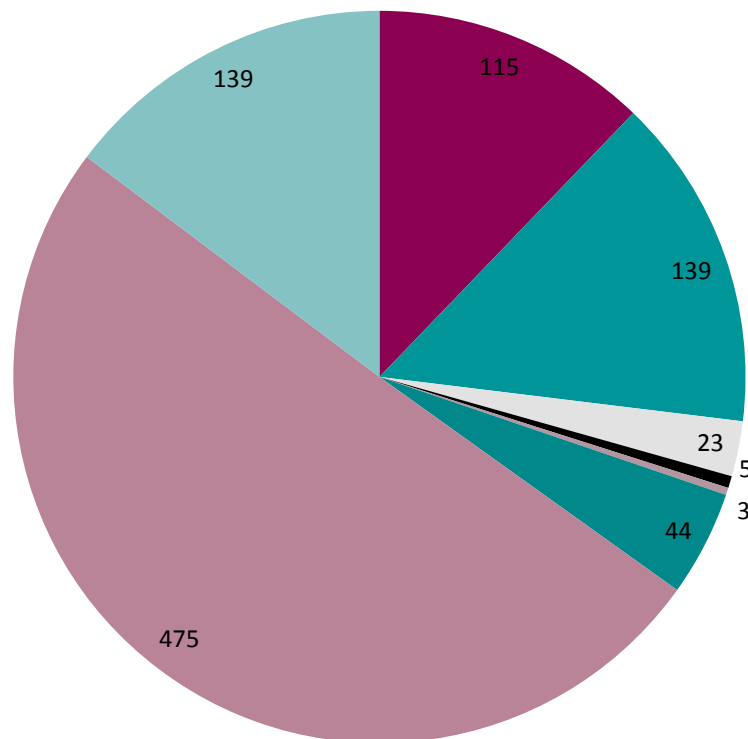
Jheronimus
Bosch

**Nog nooit zoveel
werken bijeen!**
13 feb t/m 8 mei 2016
's-Hertogenbosch


Jheronimus
Bosch
500

Top clinical care, education & science

- Jeroen Bosch Hospital since 1998 full member of the foundation for tertiary medical teaching hospitals
- STZ hospitals provide highly specialized medical care and commit themselves to education, scientific research and innovation
- > 800 students in various educational programs in 2015:



- MBO-nursing
- HBO-nursing
- Specialist Nursing
- Master Advanced Nursing Practice
- Master Physician Assistant
- Other vocational education programs
- Medical Master Students
- Medical Residents, including psychology,



Outline

- Nursing Leadership Programm, a short history on the “ why & what”
- Program set-up “how & who”
- Program research
- Dreams & ambitions & What we’ve learned sofar
- Implications and discussion about CPE & improving quality of care

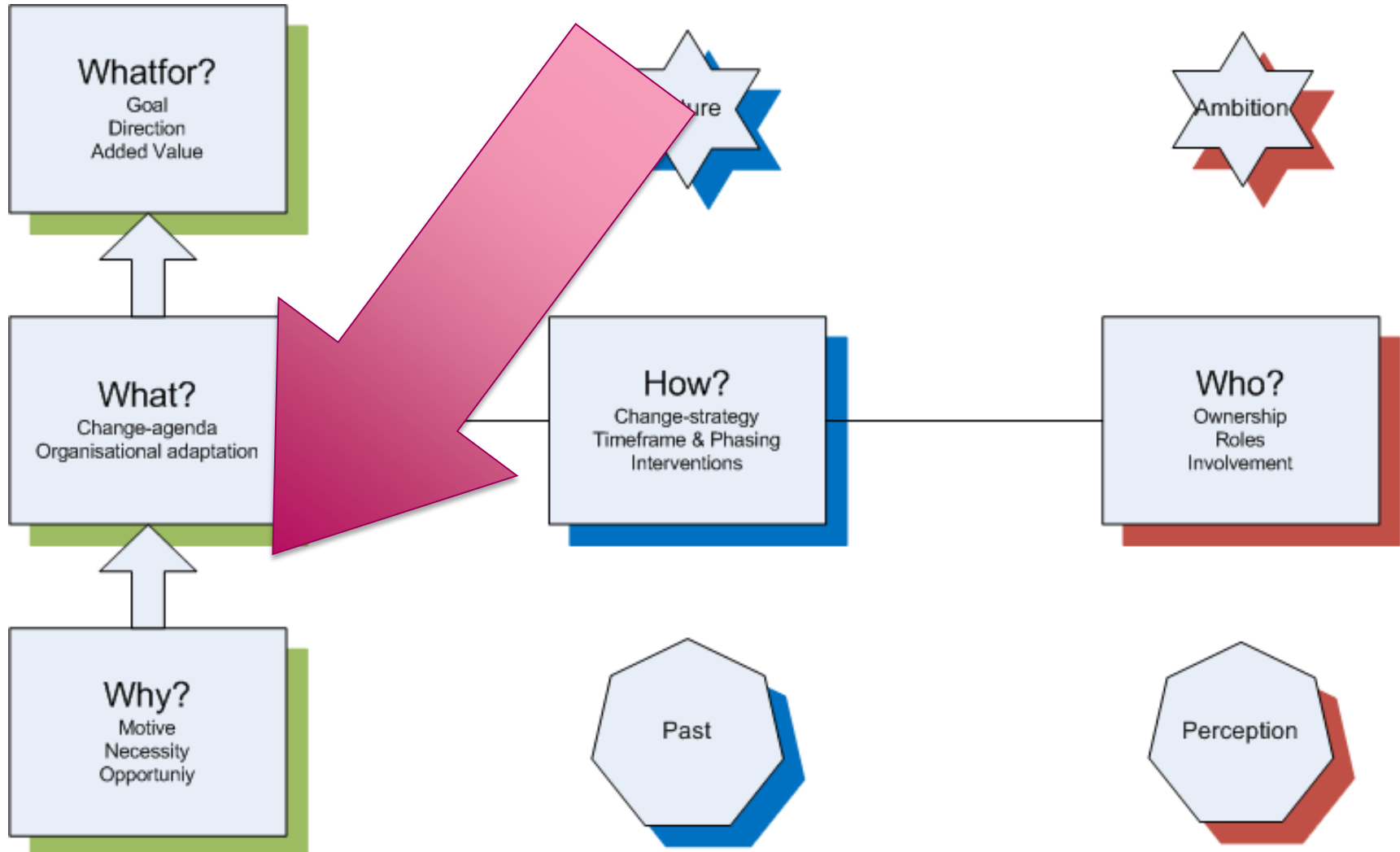
- CPE should be embedded in a firm strategic course and a clear vision on roles & leadership
- Do no rush things... grass doesn't grow any faster by pulling it....
- Celebrate succes
- A(ny) transformation process is actually experiential CPE

Nursing Leadership Programm

content

process

people



Nurse staffing cuts to save money might adversely affect patient outcomes. An increased emphasis on bachelor's education for nurses could reduce preventable hospital deaths.



Better Work Environments are associated with Lower Burnout:

WHY???

Background

Current human resources planning models in nursing are unreliable and ineffective as they consider volumes, but ignore effects on quality in patient care. The project RN4CAST aims innovative forecasting methods by addressing not only volumes, but quality of nursing staff as well as quality of patient care.

Challenges Facing the Future Nursing Workforce

Verpleegkundige steeds hoger opgeleid

Hoe meer verpleegkundigen een ziekenhuis telt en hoe hoger ze zijn opgeleid, hoe minder patiënten er overlijden.

Opleiding verpleegkundige beïnvloedt sterftcijfer

In het Verenigd Koninkrijk, de Verenigde Staten en Nederland is er steeds meer hoger opgeleide verpleegkundigen in de zorg. Dat blijkt uit onderzoek van het NIVEL, in opdracht van Verpleegkundigen & Verzorgenden Nederland (V&VN).

In alle landen is een tendens te zien om verpleegkundigen alleen nog op

hbo-niveau op te leiden. De toename van patiënten met complexe zorgproblemen vraagt om hoog opgeleide verpleegkundigen. In de bestudeerde landen zijn er ook specialistische vervolgoopleidingen voor verpleegkundigen, vaak op Master-niveau. Lager opgeleide 'verpleegondersteunende' professionals worden ook nodig geacht. <

"Nieuwe profielen Verpleegkunde zorgen voor verdere professionalisering"



What we expect from a nurse....



- Clinical Reasoning
- Integrating Evidence Based Practice (EBP)
- Innovative Competencies
- Initiative
- Quality & Patientsafety Improvement
- Advanced care planning
- Oversight
- Coordination of Care process
- Analytic competencies
- Coaching of other care-givers
- Being a Role Model



Seek the difference....

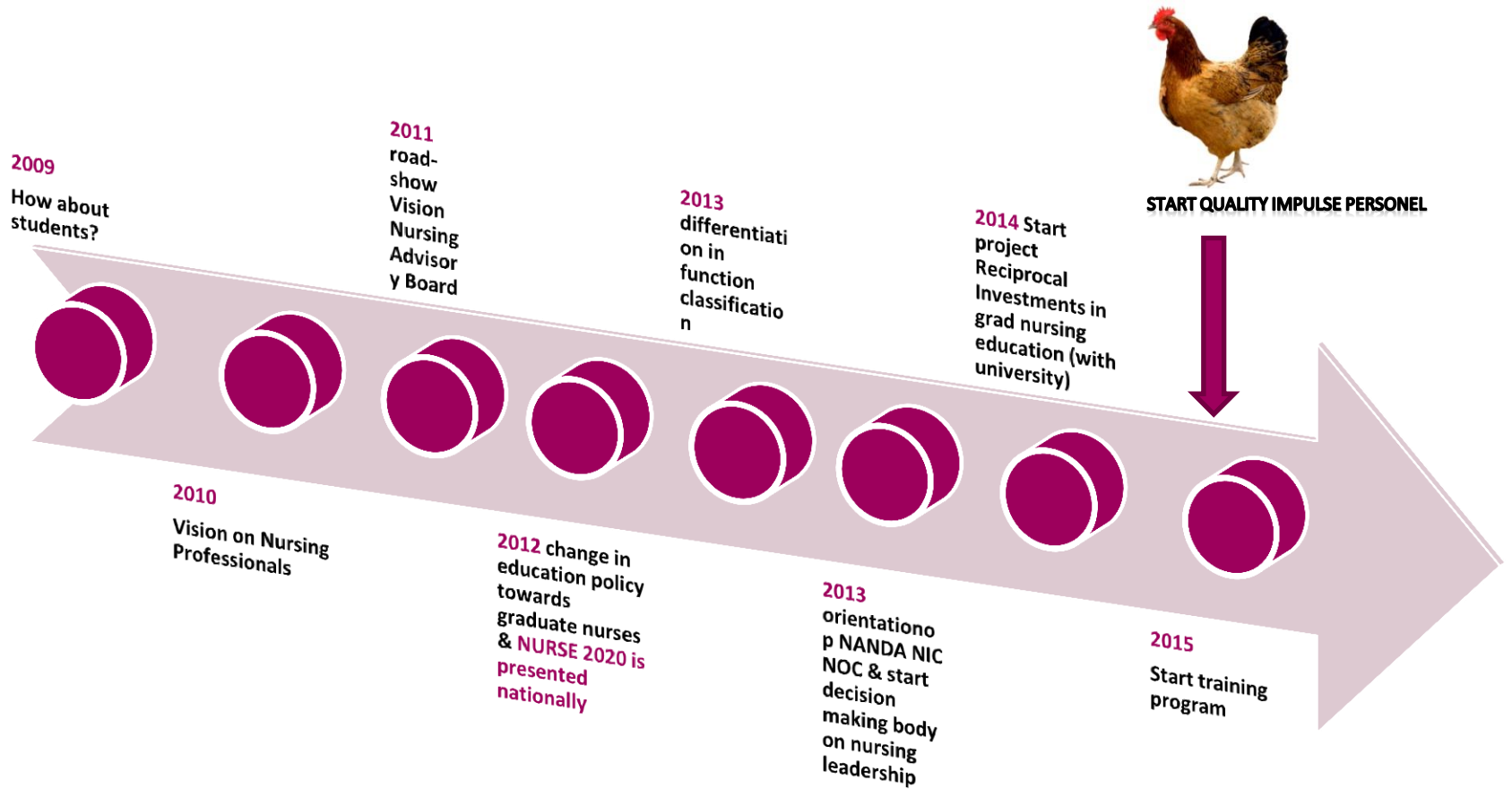
'old' in- service

MBO

HBO



6 years on our way

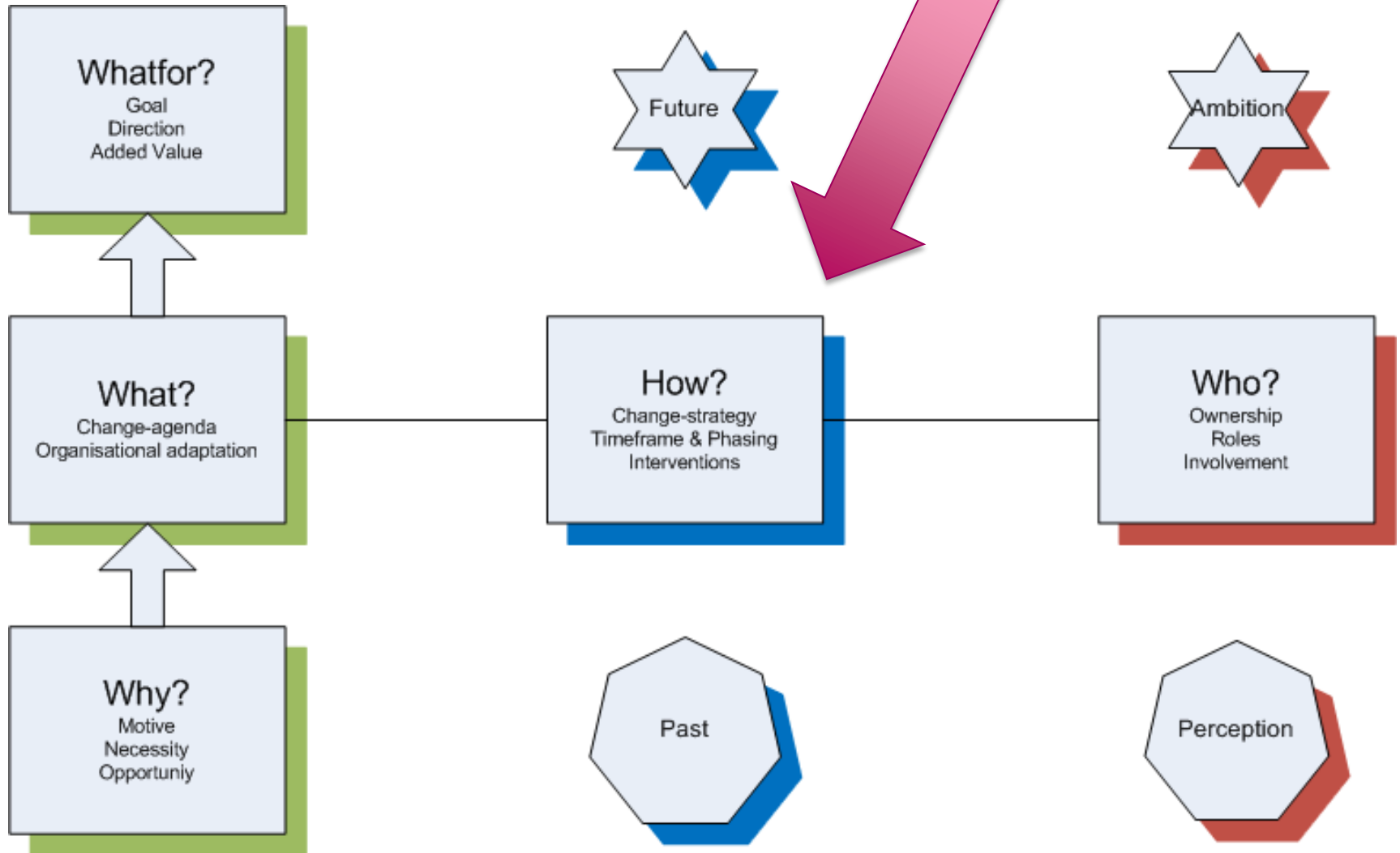


What's needed?

- Sense of urgency
- Shared vision
- To connect all involved
- Facilitate change (means, people, time)



"I have shared my vision, so now we have a shared vision"



How?

- Differentiation in role, functions, salary
- Increase number of bachelor trained nurses
- Increase number of bachelor students en decrease number of vocational students
- Increase quality of learning environment and ‘mentors’
- Empower current bachelor trained nurses to ‘higher level’
- Improve leadership
- Design an action learning program for current nurses
- Find the right facilitators
- Set up a research programm to be able to monitor results

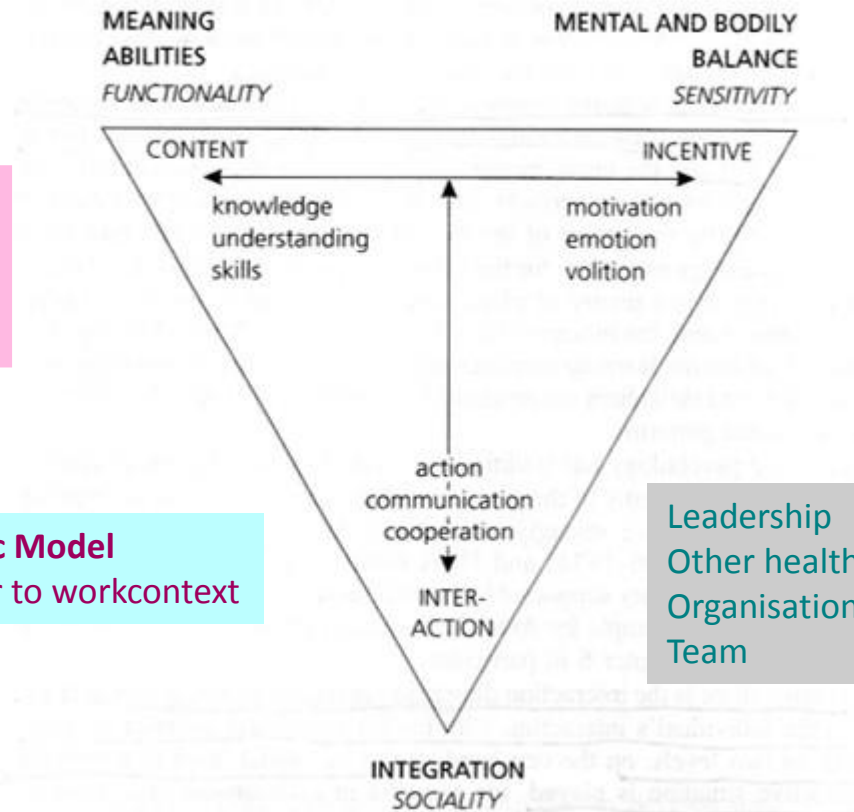
The three dimensions of learning

Learning Trajectories
Nursing Process
Clinical Reasoning
Evidence Based Practice

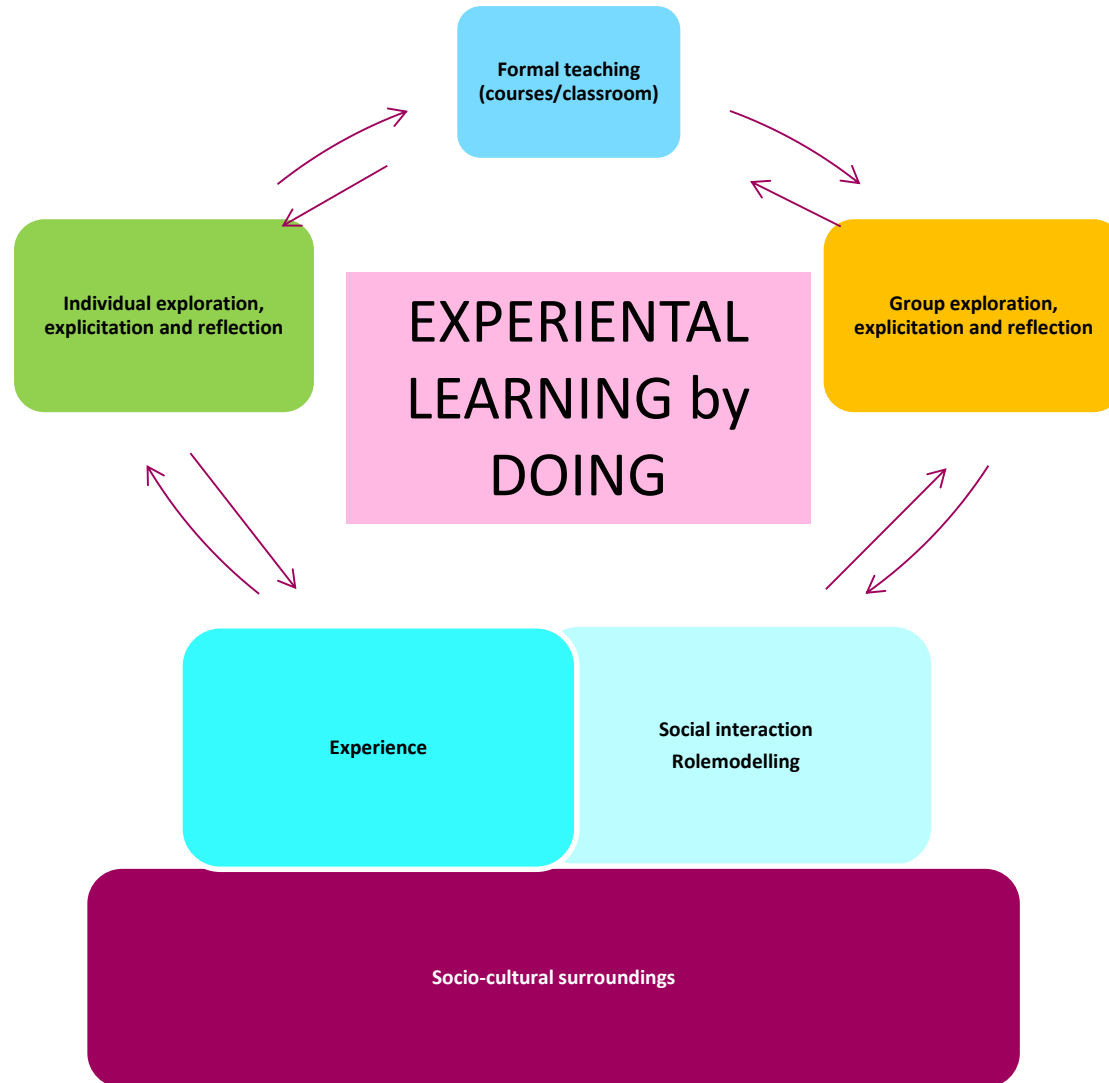
Didactic Model
Transfer to workcontext

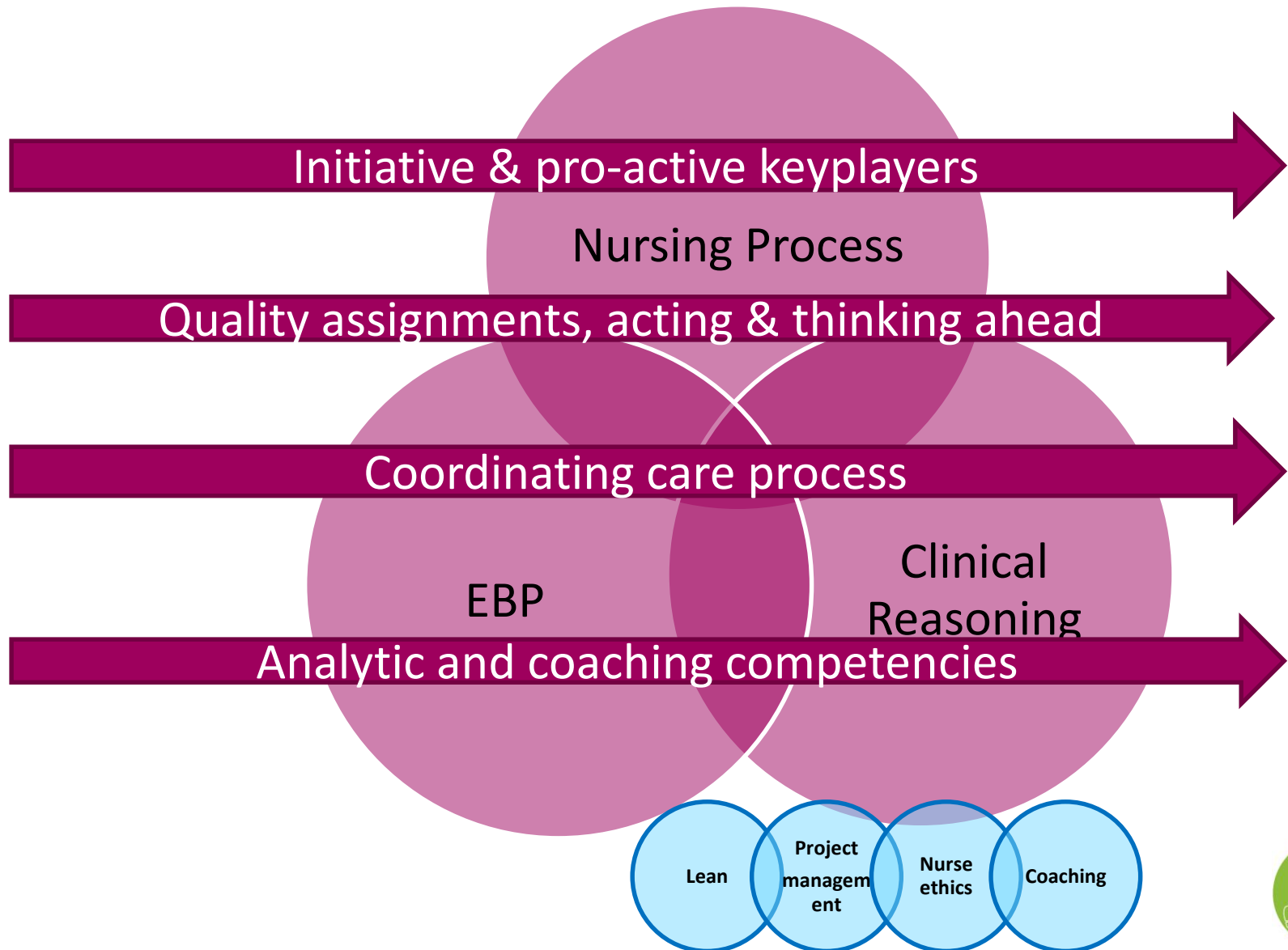
Leadership
Other healthcare professionals
Organisational context
Team

Sense of self
Related to profiles of
Nurse and Nurse Bn



Workingplace Based-learning



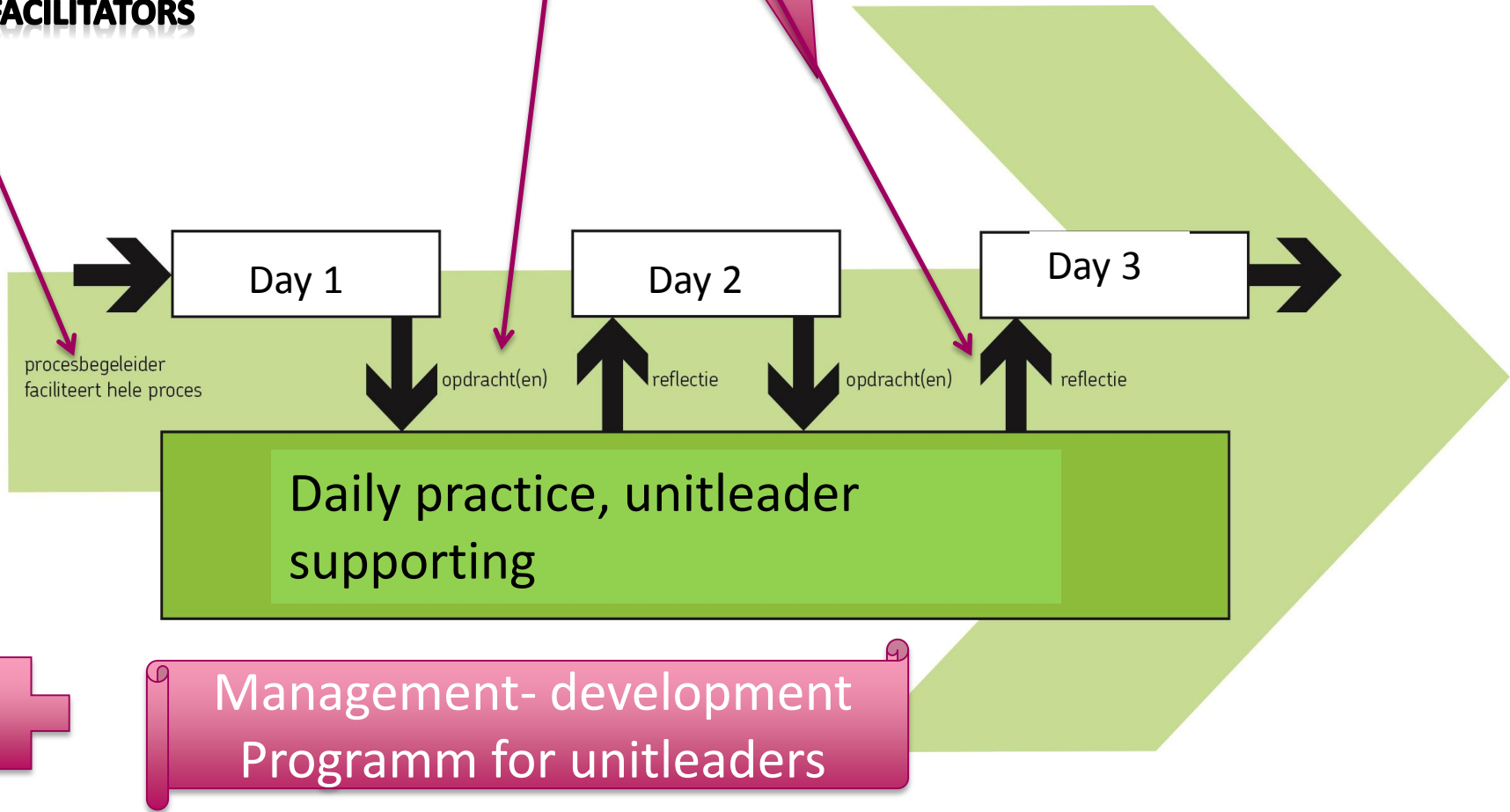


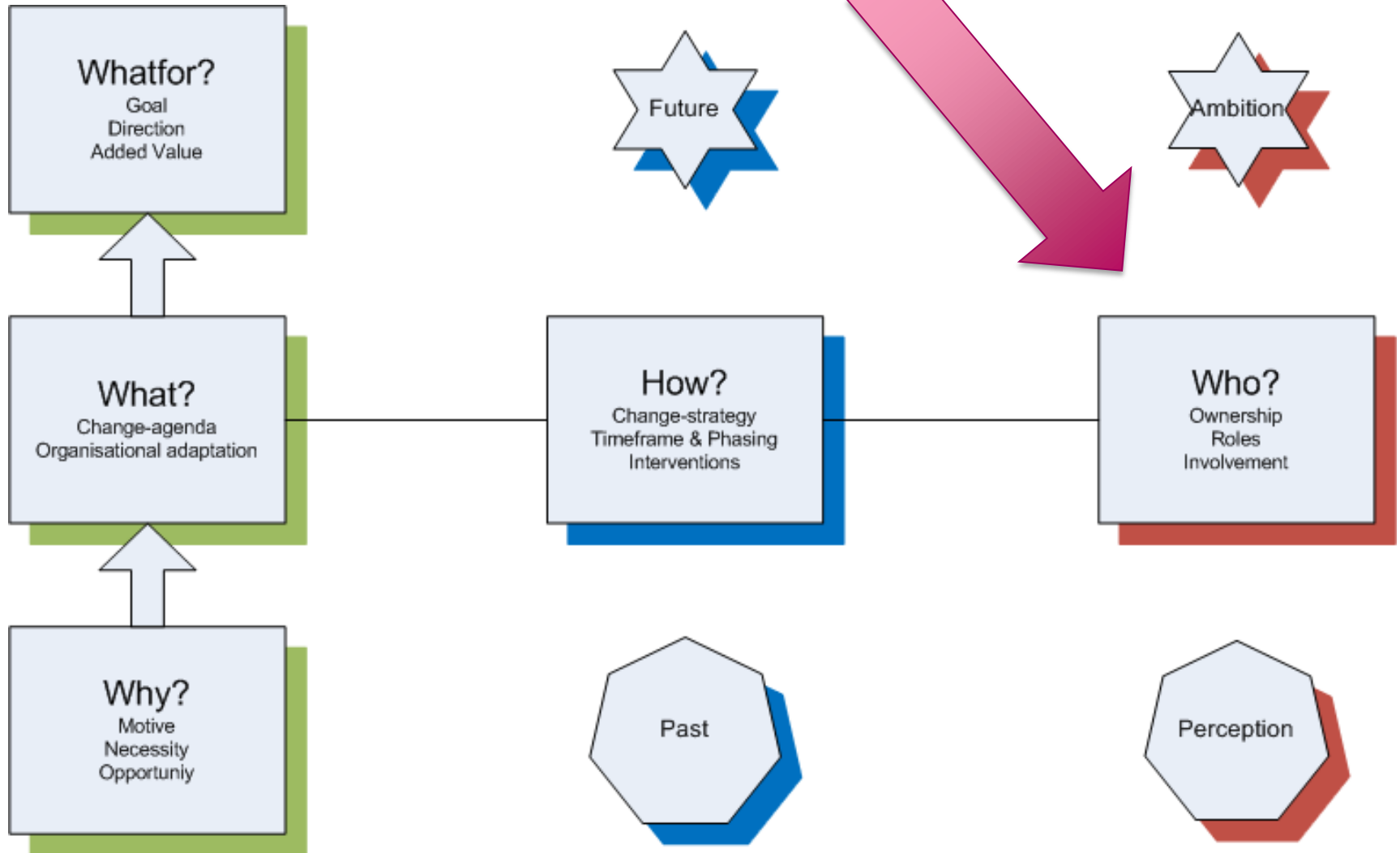


FACILITATORS

Assignments ON
VERY CLEAR
GOALS

reflection





Every link counts!



Sponsoring Links



- **Executive Board**
 - **Challenged and positioned**
- **Nurse's Advisory Council**
 - **Developed a vision on nursing leadership**
- **Management**
 - **Decisionmaking Body on Nurse Leadership: shared meaning & vision**
- **Teamleaders**
 - **dialogue, how to implement things**



Supporting links



- **Jeroen Bosch Academy**

cooperation projects with university and community college

Improving learning conditions on wards,

Supporting teamleaders with dedicated management
development training programs

- **Human resources**

Advice & advocate, guarding & policymaking,
connecting people, recruiting & selecting

Key Players



Nursing Staff

new role, willingness to change, initiative, learning attitude, out of comfort zone, new skills & behaviours, new working relations with co-workers and management

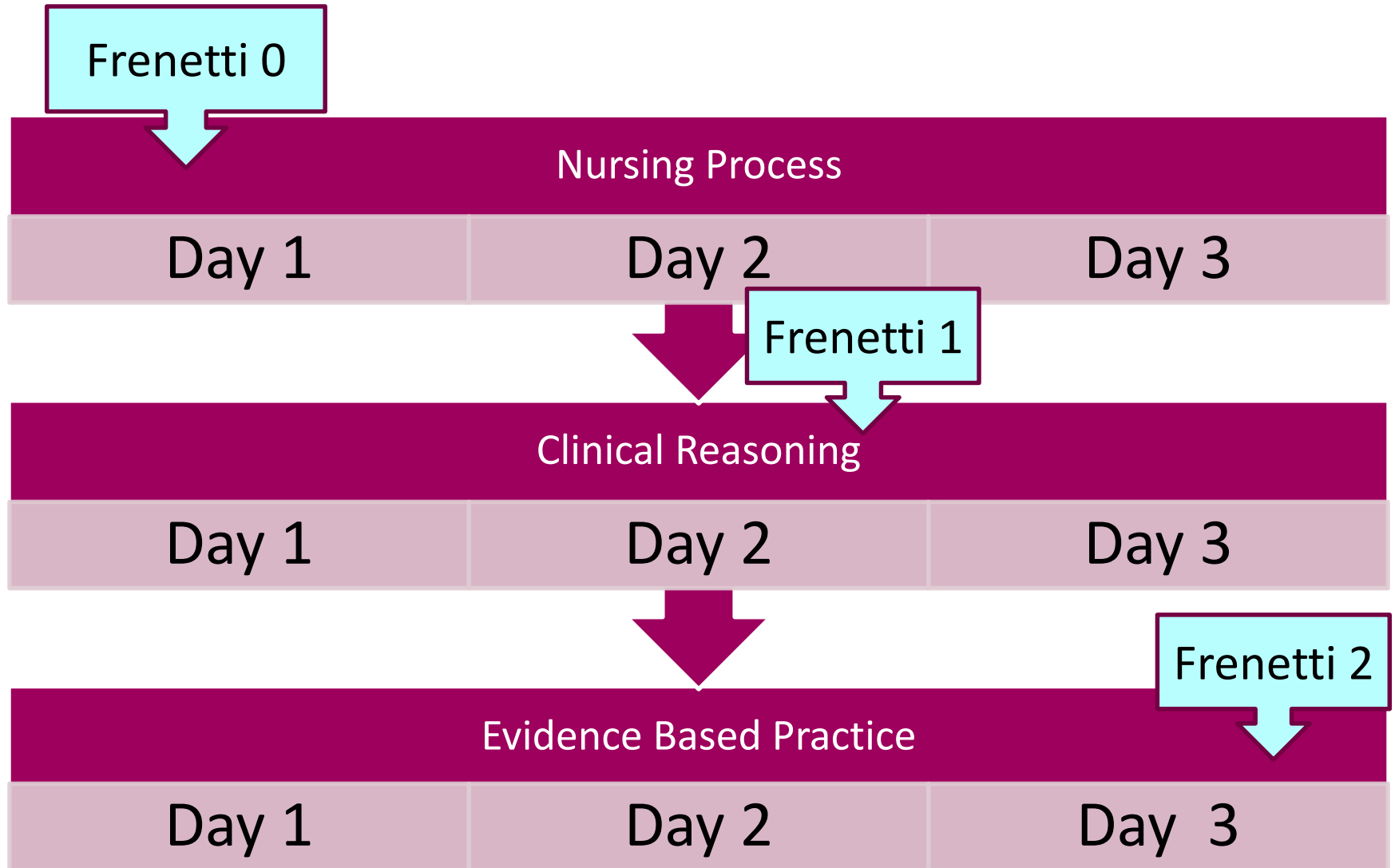


Caseofdees ©



Caseofdees ©

2015-2016-2017, the results count...



- 4 groups
 - Group H1 All bachelor trained nurses (in the programm)
 - Control group 1 of vocational trained nurses (not in the program, but working on same wards as nurses BN))
 - Control group 2 specialties (ICU)
 - Control group 3 specialties (Dialysis)

1 self-assessment tool

- 3 testmoments
 - Baseline
 - T1
 - T2

Why measure professionals?



Excellent Care

Attractive Employer

Involved workers

Working for fulfillment



Prudent with budget

Avoid (costly) failures

Cherish your knowledge(ables)

Cost-effective education

3 Modules

Designed on. Dutch Legislation (wet BIG),
Nursing profiles 2020,
CanMeds Roles.

3 Questions

How close are respondents from the JBZ
(bachelor)-norm?



Nursing Care

*Ig. Nursing skills, riskmanagement,
Patientcentredness, (patho)fysiology*



Collaborate & Communicate

*Ig. Informationprocessing, integrated
care, patientsafe communication with
co-workers,*



Managing & Improving

*Ig: coordination of care, quality
improvement, Evidence based
practice and research*



Complete View?

*Did respondents answer all
questions?*



Age/experience

*Does age / experience matter?
Are newly trained more proficire*



Level of Training

*Does 'bachelor' really make a
difference?*

All statements in the self-assessment are based on verifiable behavior, not on opinions.

example: Question 1/ module 1: Nursing Care

Clinical Reasoning

- I possess basic knowledge of clinical standard situations to reason and determine the need for care in consultation with colleagues.
- I determine the need for care in standard situations and consult others if needed
- I determine the need for care in complex situations and consult others if needed
- I act in case of problems concerning the clinical reasoning- skills or -conclusions in my team.

Answer-categories reflect increasing professional behaviour

Only 15% respondents score 75% or higher on this norm.



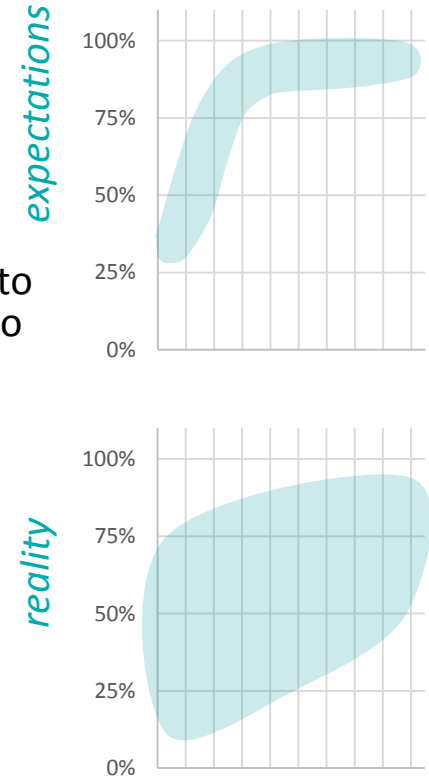
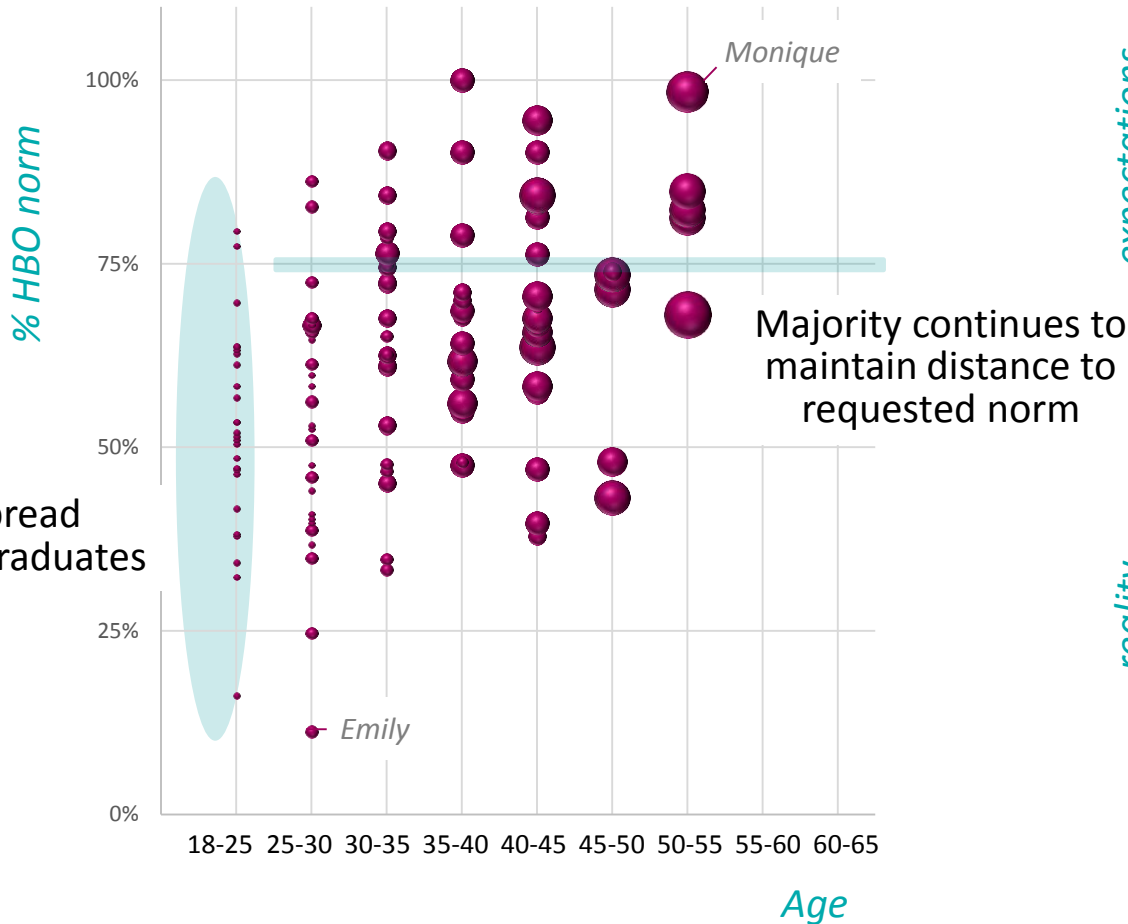
As standard in the baseline test we chose "Everywhere answer # 3 (75%)".

Our ambitions are "everywhere answer 4" at the end of our leadership program.

We have a long way to go.....

Does age matter?

Module "nursing care" – HBO respondents



- Repeat self-assessments
- Correlate with added standard sets on team-efficacy and care-complexity
- Correlate with Nurse-Sensitive outcome parameters (ig medication-incidents, falling-incidents, bedsores, pain, wound-infection, malnutrition)
- Correlate with employee-satisfaction measurement
- Quantitative data: sick-leave, inflow-outflow, # students with diploma's within minimum studytime, (rapid) fulfillment of open nursing jobs

- CPE should be connected to a clear strategic organisational goal in order to really have effect on outcome of care
- CPE will only have effect when it is combined with organisational transformation and dedicated leadership
- Transformational processes take time and need a multifocal approach
- Evidence on the effect of CPE has to be correlated with outcome of care to be robust
- Multiprofessional learning is more effective when it is placed in a multiprofessional working context and is based on reflection on action rather than classroom based interventions.



Diëtist ↑
Facilitair Bedrijf →

THANK YOU FOR YOUR ATTENTION

Some References

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