

Development of an Interprofessional Leadership Master of Science Nursing Program: AACN New Essentials in Action

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December 1, 2022

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No Disclosures of Conflict



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Learning Outcomes

- Describe the process that informed the MS program's development
- Identify how the Essentials were put into *action* through the design of the MS Program of Study



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UMass Chan

- Academic Health Science Center: an academic medical center with schools of nursing, medicine and biosciences
- Tan Chingfen Graduate School of Nursing
 - MS
 - Graduate Entry Pathway to DNP & PhD
 - DNP
 - PhD
 - 291 students



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Located on the ancestral land of the
Nipmuc Nation

The Journey

2020: Evaluation of
Current MS program



David Bowie



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the Why



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Understanding the Current State: the Why

United States

- 3.1 million RNs employed in US
- 45% BSN, 1.7 million
- 17% MS, 646,000
- 1.2% DNP, 45,600
- 0.7% PhD, 26,600

<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>



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Massachusetts

- 130,000 RNs
- 45% BSN, 59,000
- 17% MSN, 22,000
- 0.7% PhD, 910
- 01.2% DNP, 1,600

<https://www.mass.gov/service-details/statistics-about-massachusetts-nursing-licenses>

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Understanding Current State: the Why

RN surveys indicate nurses:

- Felt not listened to or supported
- Experienced uncertainty & lack of control
- Experienced insufficient recognition
- Wanted open communication
- Wanted to contribute to decisions
- Lacked confidence of the skills required for future success



<https://www.mckinsey.com/industries/healthcare-systems-and-services/our-insights/nursing-in-2021-retaining-the-healthcare-workforce-when-we-need-it-most>



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Understanding Current State: the Why

Focus Group & Consultant: Skills required for the future

- Navigate care in a complex environment
- Be involved in care improvement
- Understand population management/inequities
- Communicate effectively to influence
- Be involved in decisions
- Understand systems & environments of US care delivery
- Be proficient in technology & innovative thinking
- Be viewed as leaders in all settings
- Resilient



the How

Mission Statement

The program provides the nurse a theoretical and conceptual foundation of leadership to navigate the complexities of the healthcare system within interprofessional clinical and non-clinical environments.

The program emphasizes disciplinary understanding, knowledge, and practice through relationship building and inclusivity across stakeholders in creating a shared vision of health within communities, health care institutions and societal systems.

Graduates are prepared to assume diverse positions who effectively lead to transform the health care experience through interprofessional collaborative partnerships for best health outcomes for patients, families and populations.



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Interprofessional Leadership

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Mapping the Vision

The Essentials

- New approach to education for future workforce
- Rooted in the discipline
- Relationships with others
- Diversity of practice settings
- Shared language across HC professionals
- Person-Family centered

MS-IPL Program

- Revise existing MS program
- Nursing discipline perspective-relationship-based framework
- Interprofessional
- Clinical and non-clinical settings
- Shared vision of health & well-being
- Person-Family centered



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Mission Statement Key Concepts

- *Leadership
- *Communication/navigation
- *Interprofessional environments
- *Evidence-driven & ethical decision-making
- *Relationship building
- *Shared vision
- *Understanding diversity

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- *Teams
- *Evidence-driven & ethical decision-making
- *Innovative solutions
- *Inclusive partnerships
- *Cost-effectiveness
- *Advocacy
- *Technology



Evolution of Learning

- *Diversity, equity, inclusion
- *Four spheres of care
- *System-informed practice
- *Academic-practice partnerships
- *Engagement & experience
- *Technology & information
- *Career long learning



Mapping Program Student Learning Outcomes to Domains

Learner Outcomes	Keywords	Content	Essentials Domains
Lead & participate in interprofessional collaborative team practices to address health & health care delivery needs throughout the life-span and across populations.	Interprofessional approach Collaboration/team dynamics Health & health care delivery Leadership Population health Relationship building Communication	<ul style="list-style-type: none"> • Effective communication/conflict/receiving feedback • Relationship building • Critical self-reflection • How to influence • Understanding nursing disciplinary elements & other disciplines • Exploring different leadership models/styles • Psychology/Sociology of teams • Project management 	1-3, 6-7, 9-10

Course Development

the What



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Fall Semester		Spring Semester		Summer Semester	
N604 Evidence-informed Decision-Making & Knowledge Translation	3 credits	N607 Health Care Economics & Finance	3 credits	N608 Innovation in Healthcare	3 credits
N653 Nursing & Interprofessional Leadership	3 credits	N655 Improvement Science & Technology: Promoting Optimal Health Outcomes	3 credits	N626 Master Project Advisement I	1 credit
N617 Interprofessional Trainee Quality Council I	1 credit	N618 Interprofessional Trainee Quality Council II	1 credit		
N718 Scholarly Writing	1 credit				
Total Credits	8		7		4
Fall Semester		Spring Semester			
N654 Nursing Advocacy to Optimize Health	3 credits	N606 Organizational & Systems Leadership	3 credits		
N627 Master Project Advisement II	2 credits	N628 Master Project Advisement III	3 credits		
Total Credits	5		6		
Total Program Credits	30				



Mapping Program Student Learning Outcomes to Domains

2021 Essentials	N604	N603	N606	N607	N608	N646	N605	N718	N617	N616	N606	N627	N609	N625	N603C	Total BSN	Total PGD
Credit Hours =	3	3	3	3	3	3	3	1	1	1	1	2	3	3	1	30	34
Clinical/Practicum Hours =																	
Domain 1: Knowledge for Nursing Practice: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.																	
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines																	
1.1a Translate evidence from nursing science as well as other sciences into practice.	X	X						X	X								
1.1f Demonstrate the application of nursing science to practice.	X	X						X	X								
1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.		X															
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.																	
1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.	X	X						X	X								
1.2g Apply a systematic and defensible approach to nursing practice decisions.	X	X								X							
1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care.	X	X								X							
1.2i Demonstrate socially responsible leadership.		X								X							
1.2j Translate theories from nursing and other disciplines to practice.		X						X	X								
1.3 Demonstrate clinical judgment founded on a broad knowledge base.																	
1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.	X	X								X							
1.3e Synthesize current and emerging evidence to influence practice.	X								X								
1.3f Analyze decision models from nursing and other knowledge domains to improve clinical judgment.	X									X							
Domain 2: Person-Centered Care: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.																	
2.1 Engage with the individual in establishing a caring relationship.																	
2.1d Promote caring relationships to effect positive outcomes.		X							X								

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Mapping Program Student Learning Outcomes to Domains

Course	Domains	Competency Statement	Learning Outcomes	Learning Activities	Assessment Activities
N653 Interprofessional Leadership	3, 5 & 6	3.1m Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.	Compare leadership and interprofessional practice principles in relation to the influence on team dynamics.	Self-assessment: Review of interprofessional videos demonstrating team dynamics and principles in action. Readings and discussion about effective leadership. Shadowing a different profession. Observation of a team.	Create Relational Model Shadowing Paper Team Observation & Assessment

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Thank you & Questions



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