



DISCOVER. LEARN. GROW.

Maternal-Child Health (MCH) Nurse Leadership Academy: *Helping to Development the Next Leaders*

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Sigma Theta Tau International
Honor Society of Nursing®

Johnson & Johnson



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LEARNING OBJECTIVES

1. Articulate the purpose and goals of the MCH Nurse Leadership Academy
2. Describe outcomes of inter-professional team leadership projects and personal leadership development

The background of the top section features a teal-colored banner with a pattern of glowing light bulbs of various shapes and sizes, creating a sense of ideas and innovation.

MCH NURSE LEADERSHIP ACADEMY OVERVIEW

The academy is designed to develop the leadership skills of maternal-child health nurses and nurse midwives to effectively lead inter-professional teams to improve the quality of healthcare for childbearing women and children up to 5 years old.

THE 2002 MATERNAL-CHILD HEALTH THINK TANK



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THINK TANK MEMBERS

- Maternal-child health nurse experts from Canada and the United States
- Sigma Theta Tau International Leadership
- Johnson & Johnson Pediatric Institute

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AREAS OF CONSIDERATION

- Collaborative models of practice
- Leadership development
- Evidence based practice
- Societal issues

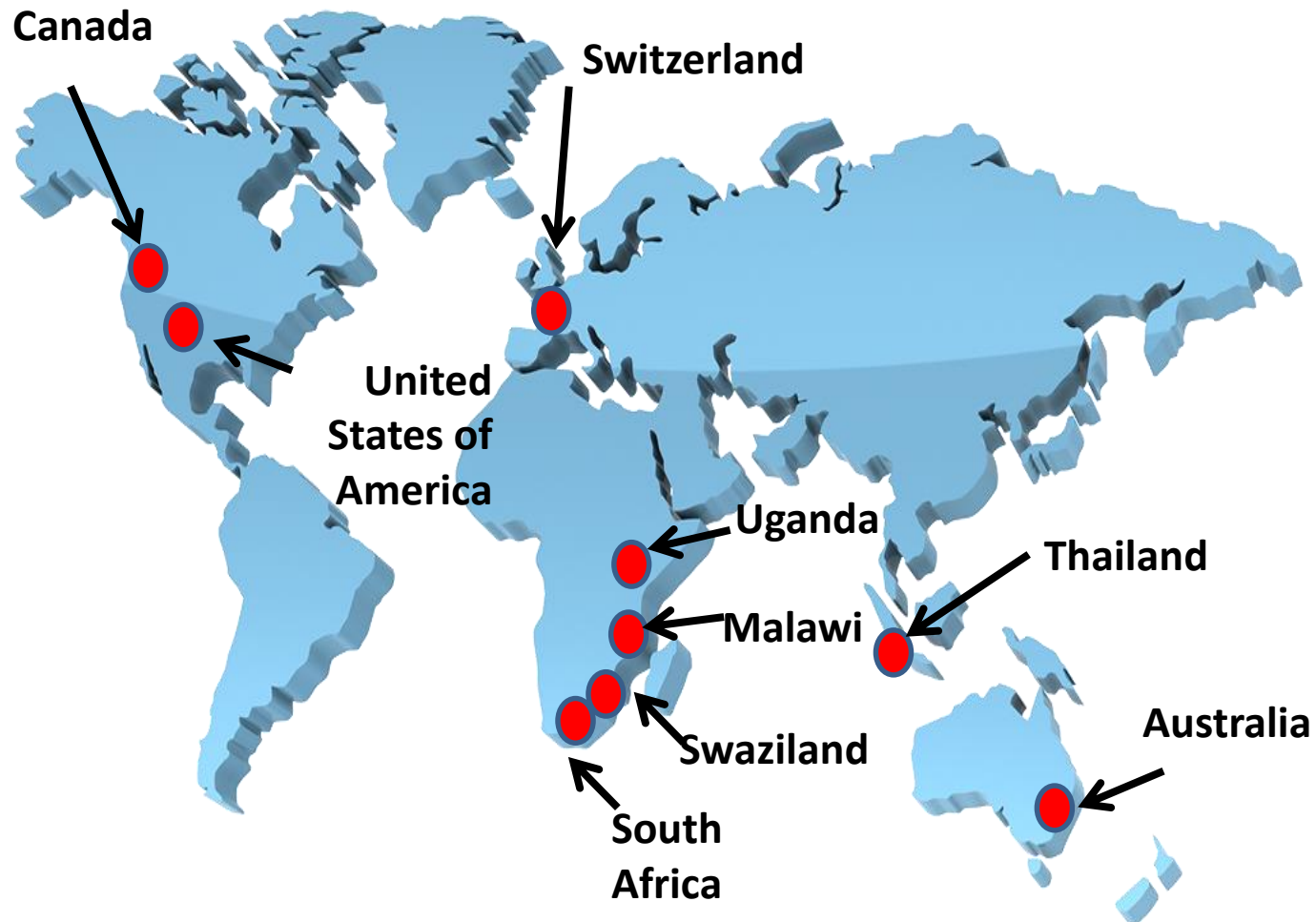
A decorative header featuring a teal background with several glowing light bulbs of different shapes and sizes, some of which are slightly out of focus.

MEETING CONCLUSION

“The greatest impact is with the leadership development of front-line nurses to improve the health care outcomes of mothers and babies.”

INTERNATIONAL LEADERSHIP INSTITUTE (ILI) ACADEMIES

- Maternal-Child Health Nurse Leadership Academy
- Geriatric Nursing Leadership Academy
- Nurse Faculty Leadership Academy
- Maternal-Child Health Nurse Leadership Academy-
Africa



ILI Academy Participants Since 2004

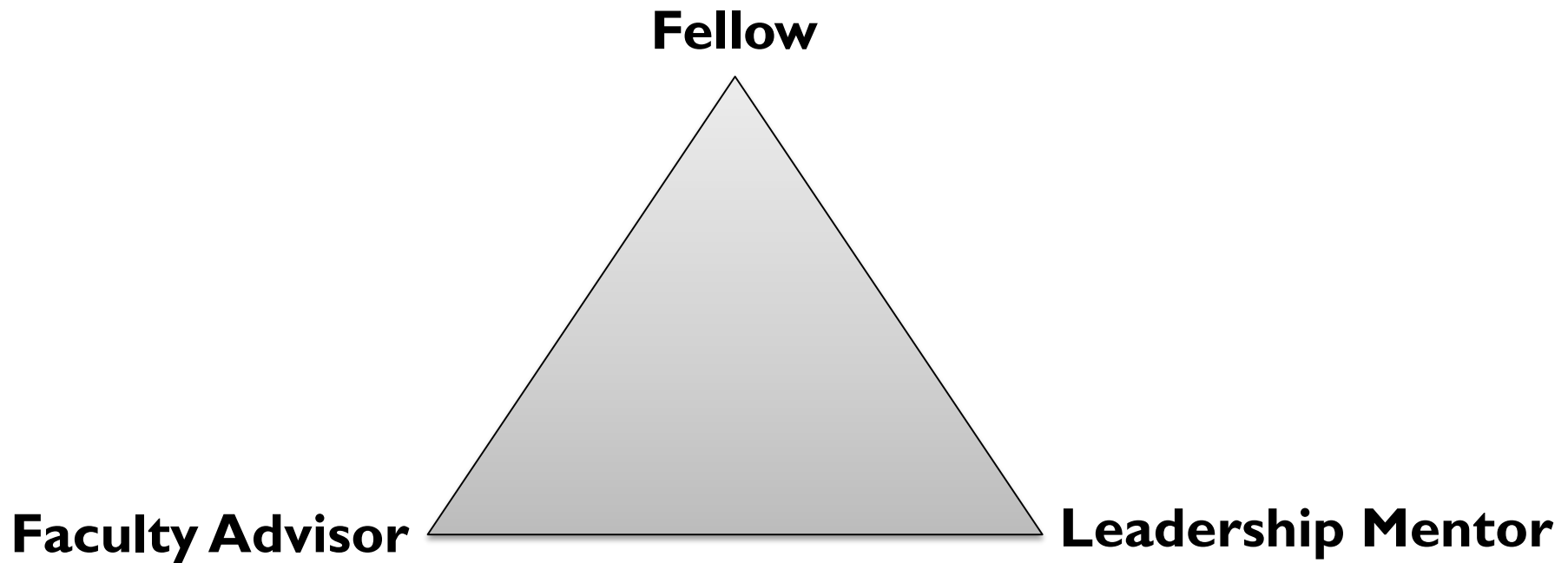
172 Dyads from 9 Countries; 37 US States; 2 Canadian Provinces

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ILI ACADEMY STRUCTURE

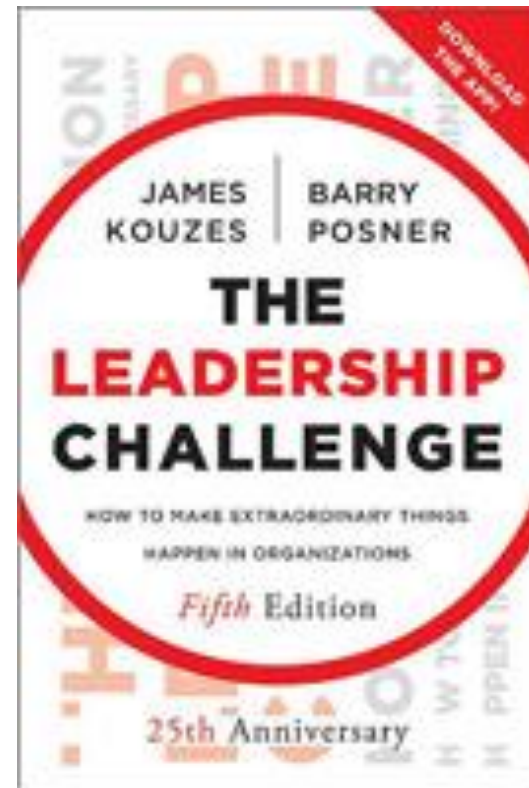
- Leadership academies range from 18-20 months
- Each participant is a part of a triad relationship
- Each participant takes part in evaluations that measures their leadership practices, skills and knowledge
- Each participant works with a Leadership Mentor to develop a leadership plan
- Each participant develops and manages an inter-professional team project
- Each participant attends workshops (2) and site visits (2)
- Each participant disseminates project outcomes at STTI Convention

ACADEMY TRIAD RELATIONSHIP



THE FOUNDATIONAL LEADERSHIP MODEL

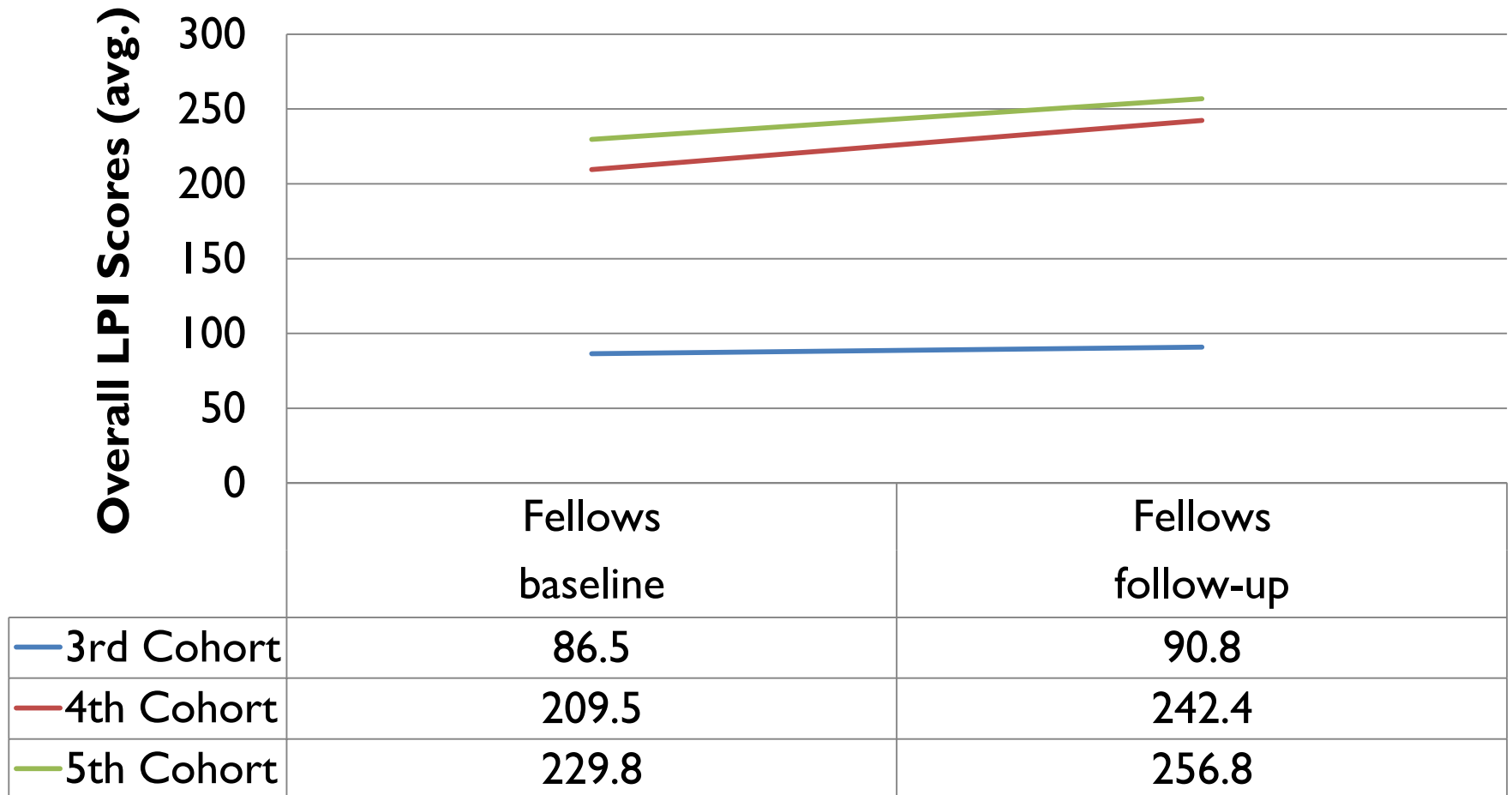
- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart



MCH IMPACT DATA

Fellow

Fellow's Leadership Behaviors



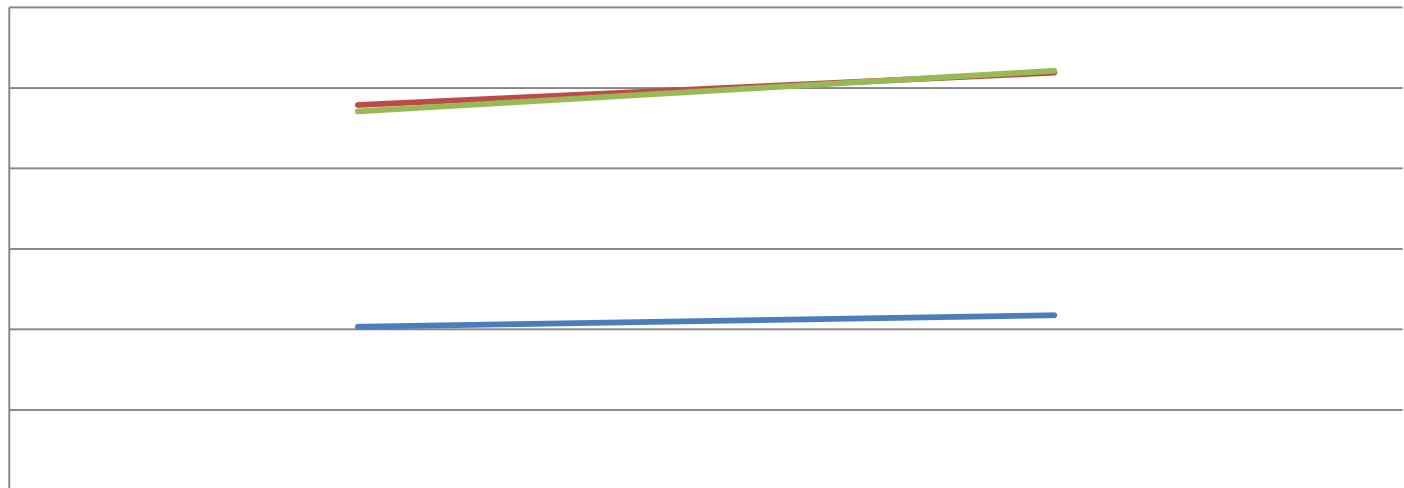
MCH IMPACT DATA

Leadership Mentor

Leadership Mentor's Leadership Behaviors

Overall LPI Score (avg.)

300
250
200
150
100
50
0



— 3rd Cohort
— 4th Cohort
— 5th Cohort

LMs
baseline

LMs
follow-up

101.7

108.8

239.4

259.4

235.5

260.6

MCH FELLOW EXPECTATIONS

- Select a Leadership Mentor who will guide them through their leadership development over the 18-month period
- Maintain collegial relationship with academy triad (Fellow, Leadership Mentor and Faculty Advisor)
- Attend two intensive workshops with their chosen Leadership Mentor

MCH FELLOW EXPECTATIONS

(CONT.)

- Design an individualized leadership development plan with guidance from their Leadership Mentor and Faculty Advisor (assigned by STTI)
- Implement and manage an inter-professional team leadership project that results in practice outcomes and aligns with the mission and vision of the Fellow's association/organization/institution (A/O/I).
- Facilitate two site visits (at least one in-person) with triad
- Present leadership project outcomes poster at STTI's Biennial Convention
- Attend academy celebration activities at STTI's Biennial Convention

MCH LEADERSHIP MENTOR EXPECTATIONS

- Not the Fellow's direct supervisor
- Familiar with the Fellow's practice setting
- Agrees to champion, advise and advocate for the Fellow
- Demonstrates the leadership characteristics required of a Leadership Mentor

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FACULTY ADVISOR EXPECTATIONS

- Participates in the academy's online application review and selection process as a reviewer
- Participates in curriculum development, presentation and evaluation; advising and mentoring
- Works with other MCH Nurse Leadership Academy faculty advisors, STTI and Johnson & Johnson staff to achieve program goals and objectives

MCH SOUTH AFRICA



THE CURRENT COHORT

THE NEED FOR MATERNAL-CHILD HEALTH NURSE LEADERS IN AFRICA

“Women are not dying because of diseases we cannot treat ... they are dying because societies have yet to make the decision that their lives are worth saving”

Fathalla, M.F., *Global trends in women's health. International Journal of Gynecology & Obstetrics*, 1997 58(1): p. 5 - 11.

<http://www.unicef.org/mdg/maternal.html>



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LOOKING AHEAD

MCH NLA Africa: Cohort I 2014-2015

- 12 dyads – 7 from within South Africa; 1 from Swaziland, 2 from Malawi and 2 from Uganda in Africa
- Utilize current and new faculty from within SA and outside, utilizing a train the trainer model for new faculty
- Workshop 2 will be held in February 2015 in Pretoria, South Africa



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My Experience Within the Maternal Child Health Nurse Leadership Academy

Mary Browning
2012-2013 MCH Leadership Mentor



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HOW THE JOURNEY BEGAN

2012

Opportunity:

CEO of Community Hospital North and Maternal Child Clinical Nurse Specialist discussed the STTI Maternal Child Health Leadership Academy

Project:

Discussion was underway to provide support for pregnant teens as many unwed mothers were delivering without prenatal care placing themselves and baby at risk

Application:

Financial and network support received from CEO and CNE

COMMUNITY HEALTH NETWORK

INDIANAPOLIS, INDIANA



OUR TEAM



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LEADERSHIP MENTOR

Each Fellow selects an expert Leadership Mentor who participates in the academy workshops and guides the Fellow through the leadership development journey.

LEADERSHIP EXERCISES



CORPORATE MAZE



DIVING IN THE DOUGH



The top of the slide features a decorative header with a teal background. On the left side of this header, there is a row of several incandescent light bulbs, some of which are illuminated, creating a soft glow. The title 'KEY MENTOR RESPONSIBILITIES' is written in a large, bold, black, sans-serif font on the right side of the header.

KEY MENTOR RESPONSIBILITIES

Facilitate new networking opportunities and assist with navigating organization structure and culture

Listen and provide feedback to assist throughout the Fellow's leadership journey



Fellow: [Jonell Allen](#)

Project: Developing a Prenatal Teen Support Group

Design: Very Important Pregnant Persons (VIPP) met weekly throughout the school year after school and included guest lectures followed by healthy snacks. Transportation was provided by the school district.

Patient Impact: Many of the teens established a physician relationship and friendships through the project. The teens felt more in control of their pregnancy and had direct contact to the Maternal Child Clinical Nurse Specialist.

Health Network Impact: Informed teens presenting for a healthy delivery.

FELLOW AND MENTOR IMPACT

- **Fellow Impact:** “...used prenatal experience ...to become a more effective leader...” Personal challenges included time management, establishing relationships with school district, keeping the scope of project manageable and learning leadership techniques.
- **Mentor Impact:** “...learned to be an effective mentor by working with the Faculty Advisor to allow Fellow to become a leader” Personal challenges included patience when delays occurred and assisting fellow to summarize thoughts in a succinct manner.

NOVEMBER 2013 CONVENTION



2012-2013 HIKE IN LAS VEGAS



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THANK YOU

Questions??

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