



# Advanced Oncology Nursing Leadership Certificate Program (ONLCP)

*Version: June 2, 2011*

## **ADVANCED ONCOLOGY NURSING LEADERSHIP CERTIFICATE PROGRAM**

**Course Professors: Ms. Esther Green, RN, MSc. and Dr. Joy Richards RN, PhD**

### **Vision:**

To build confident, skilled nursing leaders in oncology services, nursing, clinical and program management.

### **Course Description**

The Advanced Oncology Nursing Leadership Certificate Program (AONLCP) is designed to provide nurses in formal leadership and advanced practice roles across the continuum of cancer care the opportunity to explore and enhance leadership competencies required to implement change and promote quality cancer care in Ontario. The program is designed to prepare participants with leadership competencies under the following domains: *people, strategic leadership, innovation and execution, change initiation and management, and professional relationships*. Course concepts will be considered in light of the current provincial and national cancer care context. Participants will have an opportunity to engage with local and global nursing leaders, as well as apply and integrate course concepts to their current practice through a mentor relationship and project work.

### **Program Objectives**

Upon successful completion of this course, the learner will be able to:

1. Appraise the relevance of leadership concepts and theories across the cancer continuum.
2. Evaluate and incorporate current best evidence into practice from leadership and management literature.
3. Demonstrate and critique the integration of course leadership competency domains within their practice.
4. Establish a mentor-mentee relationship with an identified healthcare leader in which participants will appraise and enhance their critical thinking, communication skills and additional self-identified leadership competencies.
5. Create, implement and evaluate a project in the workplace, utilizing leadership theories, concepts, processes and competencies examined in the course.
6. Recognize leadership attributes within others and create and foster opportunities for their growth and development.
7. Create a supportive community of learners, appreciating diversity while developing valuable relationships in the program.

## Leadership Competencies

The course addresses the following leadership competency domains: *people, strategic leadership, innovation and execution, change initiation and management, and management of professional relationships*. Course competencies are outlined in [Appendix A](#).

**Target audience:** Registered Nurses in Ontario working in leadership positions including, directors, nurse managers, advanced practice nurses (e.g. nurse practitioners and clinical nurse specialists) and educators.

## Application process

Please see the [application form](#).

1. Leadership Biography: All applicants are required to submit a leadership biography describing in two pages the following:
  - *Who you are as a leader.*
  - *What you are expecting to get out of the course.*  
(Consideration should be given to course objectives and competencies and the applicant's proposed leadership project.)
  - *How the course will apply to your current practice and role and future professional practice goals.*
  - *Where you envision yourself to be as a leader in cancer care in the next 5 years.*
  
2. Leadership Project Idea: Applicants are required to submit their individual leadership project idea (maximum 2 pages) along with a learning plan as part of the application process. The learning plan should integrate course objectives and competencies, clearly outline how their leadership project will be carried out with timelines, and articulate an evaluation strategy. Please see [application form](#).
  
3. Formal Support for Participation in Course: Applicants must demonstrate support from their organization's formal leadership for their participation in the AONLCP. This support is indicated in the form of a *letter of support* from a leader (nurse or a member of the interprofessional team). The *letter of support* should include how leadership is supporting the project work, including a sustainability plan. This process will engage organizations in fostering leadership learning opportunities.
  
4. Identifying a Mentor: Applicants are encouraged to identify and enter into a mentor-mentee relationship prior to beginning the course. Upon acceptance to the AONLCP, all mentor/mentee pairs will register with de Souza's [eMentorship program](#) in order to access resources and support throughout the duration of the course and their relationship.

Applicants who do not have an identified mentor should prepare a list of goals for their leadership project and apply for a mentor with the [eMentorship program](#). The [eMentorship program](#) will assist the applicant in identifying and finalizing a match with a mentor. Evidence of this application for a mentor should be submitted with the leadership certificate program application.

## **Modes of Learning**

The course will be facilitated through a combination of videoconferencing, on-site workshops and eLearning to meet participants' learning needs.

### ***On-site workshops***

Two on site workshops will be held during the course. Participation at these workshops held in Toronto is mandatory.

1. Initial course workshop - October 13, 2011  
Provide an overview of the course, meet other course participants, and review the mentorship component of course. Session will also focus on leadership competencies reflection and discussion on individual leadership project design, data collection and analysis.
2. Final course workshop - May 10, 2012  
Review of leadership project work with individual presentations to include reflection on leadership competencies. This session will also focus on planning for future leadership careers and opportunities.

For onsite workshops, de Souza's [travel policy](#) will be in effect for participants.

### ***Videoconference***

Bi-monthly Ontario Telemedicine Network (OTN) videoconferences (15 in total, 1.5 hour duration guest lecturers on bi weekly unit themes) will be held. OTN sessions will be archived for future viewing by course participants.

### ***eLearning***

eLearning will be used to connect learners and promote engagement with course faculty. Additionally, eLearning will be used to facilitate weekly participant discussion on unit concepts and leadership project work, facilitate course evaluations and enable dissemination of course materials and announcements.

## **Course Requirements**

### ***Individual leadership project***

Participants are expected to identify an area of interest and specific project title prior to applying to the leadership certificate program. Leadership projects topics could include, but are not limited to:

- Implementing a practice change or new model of care
- Evidenced based leadership initiative
- Changing unit subculture.
- Creating a healthy work environment

Leadership projects may complement and be integrated with participants professional role/activities. Participants will present their project ideas to fellow participants and course facilitators via eLearning prior to the initial course workshop. Discussion on project design, data collection and analysis will be included in the initial face-to-face workshop. Faculty will discuss project expectations and method of participant evaluation. It is essential that participants discuss individual leadership projects with their organization's leadership and mentors prior to the workshop to facilitate buy in and initial project feedback.

Participants will work on their projects over the duration of the course, integrating course concepts into the project implementation and into personal reflections on the project implementation. Individual leadership projects will be evaluated against course objectives and leadership competencies.

During the final course workshop each participant is required to present their individual leadership project and the evaluation results. Mentors are invited to attend the final on-site workshop in Toronto to facilitate integration of the leadership role competencies and organization commitment to foster continuing leadership opportunities.

### ***Student led eLearning discussion***

Participants are required to lead/co-lead one two-week unit discussion via eLearning. Following each unit's guest lecturer, one to two students will (co)facilitate a critical appraisal online discussion of the leadership concepts and ideas covered in the unit. Unit discussions will run for two weeks from the Thursday that the unit is opened with the guest lecture for a total of 14 days. Participant facilitators will propose two to three critical questions within 24 hours after the lecture is complete, and respond to participant postings asking additional questions to seek depth and clarity. Students will sign up for their preferred unit to lead the online discussion at the first on-site workshop. (See [course schedule](#) at the end of this document).

### ***Online discussion forums***

Participants will engage in all bi-weekly unit discussion forums and leadership project discussion forums in a timely manner. Participant's postings should be substantive and integrate theories, concepts, readings and guest lecture ideas and personal reflections relevant to the unit. Generative questions should be used to facilitate further discussion.

### **Evaluation & Outcomes**

#### **Participant Evaluation**

##### ***Mentor feedback***

de Souza Institute will request written feedback from individual mentors, midway and at the end of program. Mentors will be asked about developing leadership competencies and characteristics displayed by the mentee and feedback on the implementation of mentee leadership project based on their learning plan. de Souza faculty will provide mentors with guidelines regarding feedback.

##### ***Participant self-evaluation***

Using the biography submitted in the program application as a baseline along with the participant learning plan, course participants will critically evaluate their development of leadership competencies (course competencies should be integrated within the learning plan). Participants will submit a 3 page synthesized appraisal at the midpoint and end of course, on how they have integrated unit concepts into their leadership practice along with an updated biography and learning plan. Mistakes made and lessons learned should also be discussed. An evaluation rubric will be provided for participants.

Submission dates: Midpoint - January 19, 2011  
Final Evaluation - May 17, 2012

##### ***Evaluation of performance/competency***

Participants must participate in 80 percent of the videoconference sessions in-person (i.e. attendance at the videoconference sessions will be recorded). Participants are expected to actively engage in videoconference session discussions. Guest lecturer sessions will be recorded and made available online for later viewing. In exceptional circumstances where a participant is unable to meet the attendance criteria for the videoconference sessions, they should contact the course facilitators to make alternative arrangements.

### ***Online discussion forums***

Participants are expected to participate in the biweekly online discussion forums for each unit. Each unit will be lead/co-lead by participants for that unit. Unit leads will submit a list of potential questions to generate discussion and reflection. At a minimum, participants are required to respond to one unit question with a substantive posting, and two co-participants discussion postings substantively. A rubric (detailed criteria to guide the course facilitator's evaluation) will be used to evaluate participants' discussion postings. Participants will also be expected to participate in an online discussion forum sharing insights and lessons learned through their individual project work, and responding to co-participants issues, questions, thoughts and challenges with their project work. Participants will be expected to post one substantive posting a month on their project, and respond to one co-participants posting substantively per month.

Read our [Guidelines for online discussion](#) in our forum.

### ***Student led eLearning discussions***

Each participant is expected to lead/co-lead one two-week discussion forum. Following each unit's guest lecturer, one to two students will (co)facilitate a critical appraisal online discussion of the leadership concepts and ideas covered in the unit. A rubric will be available to guide evaluation of the facilitation of the weekly discussion. Strategies for effective online facilitation will be provided in the eLearning course.

### ***Course evaluation***

Throughout the course participants will have the opportunity to evaluate the course's quality and effectiveness. The evaluation informs de Souza faculty on curriculum content areas requiring new evidence, different perspectives and approaches, and enables tailoring to learners' needs. Participants must complete all evaluation components to receive a certificate of course completion.

The evaluations include:

- Collection of participant demographic variables and confidence prior to course initiation
- Workshop evaluations
- Midterm evaluation
- Post course evaluation

In addition, the de Souza welcomes any comments and feedback that you have at any time. Please send feedback to Laura Rashleigh at [lrashlei@desouzanurse.ca](mailto:lrashlei@desouzanurse.ca).

### **Course certificates**

Participants are expected to actively engage in all course components meeting evaluation criteria to receive a certificate of course completion and 1 credit towards their de Souza Designation.

### **Course Readings**

#### ***Recommended Texts and Journals:***

- Clark, C. (2009). *Creative Nursing Leadership and Management*. Sudbury, Massachusetts: Jones & Bartlett.
- Pangman, V.C. & Pangman, C. (2010). *Nursing Leadership from a Canadian Perspective*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Canadian Journal of Nursing Leadership (available via the de Souza Virtual Library)

#### ***Supplementary Texts:***

The following journals are available for viewing in the de Souza Virtual Library:

Reflections on Nursing Leadership  
 Clinical Leadership & Management Review  
 Leadership in Health Services (England)  
 Journal of Nursing Law  
 Journal of Nursing Management  
 Journal of Nursing Scholarship  
 Journal of Nursing Research  
 Nursing & Health Sciences  
 Nursing Administration Quarterly  
 Nursing Economics  
 Oncology Nursing Forum  
 Online Journal of Issues in Nursing

### **Participant expectations:**

Consistent with de Souza's vision of being a world leader in oncology nursing excellence and innovation, participants are expected to be well prepared for all sessions with course leaders, guest lecturers and mentors. To achieve this expectation, participants must review all materials relevant to a particular session in advance of the session. Required readings have been selected to prepare the participant to engage in and examine unit concepts and ideas to ensure that the

participant meets the learning objectives and competencies required for this course.

- Course participants are expected to attend two monthly OTN sessions (1 1/2 hours each in length). Active participation will result in a more enjoyable and rewarding learning experience for the learner and for other participants.
- Participants should plan to spend 1-3 hours a week completing required readings and reviewing and replying to posted comments on the eLearning system.
- Participants, at a minimum, should plan to meet with their mentor on a monthly basis for 1 hour to discuss individual leadership projects and unit content in relation to its application to their practice.
- Participants should expect to spend at a minimum 2 hours a week on their individual leadership projects.

Upon completion of the leadership certificate program participants will receive a certificate of completion from de Souza Institute. In order to receive a certificate of completion participants must complete the following:

- Participate in 80% OTN sessions
- Attend two eight hour in-person workshops
- Submit two reflective self-evaluation leadership appraisals
- Meet evaluation requirements for participation in discussion forums in the eLearning course
- (Co)facilitate one unit's critical appraisal discussion in the eLearning course meeting evaluation requirements
- Implement their individual leadership project and present project outcomes to course participants during final on-site workshop.
- Complete all course evaluations: Pre-evaluation, workshop evaluations (2), midterm evaluation, and post course evaluation

### **Mentor expectations**

- Mentors will be invited and encouraged to attend a mentorship workshop offered by eMentorship. A mentorship workshop is planned for October 2011 with the date to be determined.
- Mentors must attend one teleconference session that will outline their mentor role, expectations and individual leadership projects (October 2011; Date to be determined).
- Mentors are invited to attend biweekly videoconference guest lectures.

- Mentors are expected to guide, coach and support mentees on developing and implementing their project work.
- Mentors are requested to attend the final workshop in Toronto as this will facilitate sustainability planning and organization commitment to fostering continuing leadership opportunities. de Souza's travel policy will be in effect for expenses incurred.
- Mentors are required to provide written feedback on developing leadership competencies displayed by the mentee and feedback on the implementation of mentee leadership project, midway and end of the course (January 19, 2012 and May 17, 2012).

### **Facilitator Availability**

Availability of Ms. Esther Green: TBD

Availability of Dr. Joy Richards: TBD

Availability of the de Souza Educator : Laura Rashleigh will support participants in the course and course processes, and monitor discussion forums on weekdays from 9 AM to 5PM, responding to questions within 48 hours of posting. Any changes to availability will be posted on the eLearning course.

Contact Information: Laura Rashleigh

- [lrashlei@desouzanurse.ca](mailto:lrashlei@desouzanurse.ca)
- 416-581-7884

### **Course Schedule**

#### ***Course dates***

- Application Deadline: August 11, 2011
- Notification of Acceptance in the Course: August 19, 2011
- eLearning Course Opens: September 19, 2011
- Introductory Workshop in Toronto: October 13, 2011
- Videoconference Session Start Date: October 27, 2011
- Midterm: January 19, 2012
- Final Workshop in Toronto: May 10, 2012
- Final Evaluations: May 17, 2012

Please note: Videoconference guest lecture sessions will run biweekly starting October 27, 2011, with the last lecture before the winter holiday being held on December 15, 2011. The lectures will commence after the holidays on January 5, 2012 and continue until April 26, 2012. All guest lecturer sessions are 1.5 hrs in length and will run from 1530 to 1700 hours.

**Guest lecture topics:**

Local, national and international guest lecturers will address core course competencies in the following lectures:

- Group Dynamics and Leading Teams
- Evidence Based Leadership
- Canadian Cancer Care System
- Politics and Policy
- Leadership for Quality Work Environments
- Health Care Economics
- Strategic Leadership
- Leadership for Scholarly Practice
- Courageous Leadership
- Leading Change; Integrating Innovation
- Integrating Patient Perspective in Change
- Leadership from Abroad in the Cancer System; Leadership in Community
- Evaluation

Slight adjustments in the proposed lecture outline may be made.

**Resources:**

*Virtual Library:* The de Souza Institute's virtual library launched in April 2010 and is available to those registered in de Souza Institute programs. The virtual library is accessible 24 hours a day from anywhere in the world with a login and password.

There are over 1500 eJournals, 280 eBooks and 8 online Databases available through the virtual library. eJournals, eBooks and databases provided are meant to supplement de Souza Institute's continuing education programs and workshops offered to nurses across Ontario. You will receive access to the virtual library 1 hour after your initial log-in to the leadership eLearning component of the course.

## Appendix A: Leadership Program Competencies

### **People**

#### Client-Centred

1. Examines ethical issues relevant to quality oncology care and nursing care and collaboratively works towards solutions for moral dilemmas
2. Considers and integrates the client's perspective in change initiatives
3. Seeks client feedback on care
4. Fosters a client-centred environment and role models this in practice

#### Reflective Leader

1. Clarifies personal values
2. Is authentic in relationship with others and self
3. Engages in action that aligns with personal values
4. Is self aware, exploring own motivations and engaging in ongoing reflection in relation to relationships with others and leadership actions/attributes
5. Willing and purposely risks on issues of importance to cancer care and nursing care
6. Seeks mentorship and mentors others
7. Invests in personal and professional development

### **Strategic Leadership**

#### Vision

1. Identifies areas for change and possible alternatives to current care
2. Identifies, articulates and commits to a vision to promote excellence in oncology care
3. Enables an environment that supports commitment and implementation of the vision
4. Encourages and supports others to pursue the vision
5. Stimulates conversation and inquiry about the possibles
6. Communicates in a descriptive manner as opposed to prescriptive
7. Identifies, articulates and models professional values, beliefs and ethics
8. Facilitates development of mission and implementation
9. Facilitates translation of the mission and vision into action

#### Political process

1. Analyzes policy issues and their impact on cancer care
2. Differentiates and navigates with the politics of cancer care and the politics of power
3. Determines appropriate actions for political issues critical to cancer care and nursing care
4. Engages in courageous conversations on issues critical to quality cancer care and nursing care
5. Translates policy, Cancer Care Ontario initiatives and legislated decisions into programs

#### Negotiation

1. Identifies critical cancer care issues and mediates action to avoid crisis
2. Guides and mediates resolutions for acute cancer care crises
3. Identifies key stakeholder and resources for mediating and collaborating with
4. Effectively resolves conflict with stakeholders, collaborators and team members

#### Economics

1. Analyzes economic issues and their impact on cancer care
2. Determines appropriate actions for economic issues critical to cancer care and nursing care
3. Engages in innovations to address economic challenges, ensuring quality of cancer care

***Innovation and Execution***

1. Collaborates to explore innovations that address issues critical to cancer care and nursing care
2. Pilots and evaluates innovations
3. Evaluates innovations and engages in ongoing improvements
4. Asks generative questions
5. Reflects on and leverages failures to gain personal insight and to guide future executions and implementations
6. Integrates appropriate program planning and evaluation tools and resources to implement innovation and program initiatives

***Change Initiation and Management***

1. Develops evidenced based platforms/position statements to provide rational and impetus to critical issues requiring change
2. Facilitates application of systems theory
3. Develops and applies creative capacities for learning, critical thinking and analysis
4. Models active learning and personal mastery
5. Applies change theories and models in leading change
6. Develops and implements evaluation strategies for change and modifies based on results
7. Facilitates and creates dialogue amongst stakeholders
8. Supports and facilitates the development of capacity for nurses to identify strategies to address cancer care issues
9. Identifies and implements innovations collaboratively to address issues
10. Facilitates strategic and tactical assessments and planning
11. Facilitates strategic coalitions to enable quality cancer care in their region
12. Identifies the benefits of a strategic coalition
13. Empowers and inspires others to take action to enable change

***Management of Professional Relationships***

1. Is an effective team member, modeling group process behaviours (listening, dialoguing, generative questions, negotiating, encouraging, rewarding and motivating)
2. Models effective team leadership traits (integrity, credibility, enthusiasm, commitment, honesty, caring, trust and professionalism)
3. Facilitates effective group work processes and relationships
4. Engages in generative dialogues
5. Mediates disputes and resolves conflicts guided by theory and professional values
6. Facilitates the development of shared mission, vision and value statements
7. Facilitates the development and refinement of goals and objective, enabling clarity
8. Inspires appreciation for uncertainty, possibility and diversity within cancer care
9. Inspires novel thinking in self and others

10. Facilitates group process
11. Creates and implements processes to enable team development
12. Celebrates accomplishments
13. Facilitates relational leadership

Leadership competencies adapted from:

1. Wright, K, Hann, N. McLeroy, K.R., Steckler, A.; Matulionis. R.M., Auld, M.E., Lancaster, B., & Weber, D.L. (2003). Health education leadership: A conceptual model and competency framework. *Health Promotion Practice*, 4(3), 293-302.
2. de Souza Institute (2010), Leadership Think Tank Survey Feedback. Unpublished.