

STUDENTS: A LEADING VOICE

Kalyan Todha

*Third Year Nursing Student,
University of Auckland*

OVERVIEW

1. What is the Problem?
2. Why is it Important?
3. What is the Solution?
4. Is it Feasible?

WHAT IS THE PROBLEM?

PROBLEM: A ROOT CAUSE ANALYSIS

Health Inequities, Access issues, Mental Health

Lack of Nurse Leadership

NURSE LEADERSHIP: HISTORY

Cultural Shift in Nursing (Doctors Assistant -> Independent Professional)

Modernisation of Nursing Education (Hospital -> Tertiary Institutions)

Autonomous practice (Nurse Practitioner)

Graduate Leadership Programmes (NETP)

Integrated Leadership components in Undergraduate Nursing

Longitudinal Study of Emotional Intelligence, Leadership, and Caring in Undergraduate Nursing Students

Gerry Benson, MSc, RN; Lynn Martin, EdD, RN; Jenny Ploeg, PhD, RN;
and Jean Wessel, PhD

ABSTRACT

This study describes the development of emotional intelligence (EI), leadership, and caring in undergraduate nursing students throughout their educational program. A correlational, repeated measures study design was used. Fifty-two nursing students completed four self-report questionnaires on three occasions (T1, T2, T3): BarOn Emotional

In the past decade, nursing leaders have taken an increased interest in the concept of emotional intelligence (EI) and have deemed it to be a key factor for the development of effective, caring nurse leaders. It has been suggested that EI should be at the heart of the nursing curriculum as an integral part of nursing students' education (Bellack et al., 2001; Evans & Allen, 2002; Freshwater & Stickley, 2004; McQueen, 2004; Snow, 2001).

PROBLEM: UNDERGRADUATE FRAMEWORK

Focus on Traditional Practice

Holistic Client Centred Care – Focused on the individual/ Family ignoring wider politics

Limited discussion on Health Policy, Politics, Economics, Informatics

Leadership focused on CLINICAL Leadership

Soft skills predominantly focused on Empathy and communication

Integrating leadership components may not be the best approach

Discrepancies within Educational Institutions

PROBLEM: A ROOT CAUSE ANALYSIS

Health Inequities, Access issues, Mental Health



Lack of Nurse Leadership



Lack of Nurse Leadership at an Undergraduate Level

WHY IS IT IMPORTANT?

The relationship between nursing leadership and patient outcomes: a systematic review

CAROL A. WONG MSc, RN¹ and GRETA G. CUMMINGS PhD, RN²

¹PhD Student, *Faculty of Nursing, University of Alberta, Edmonton, AB, Canada* and ²Assistant Professor, *Faculty of Nursing, University of Alberta, Edmonton, AB, Canada*

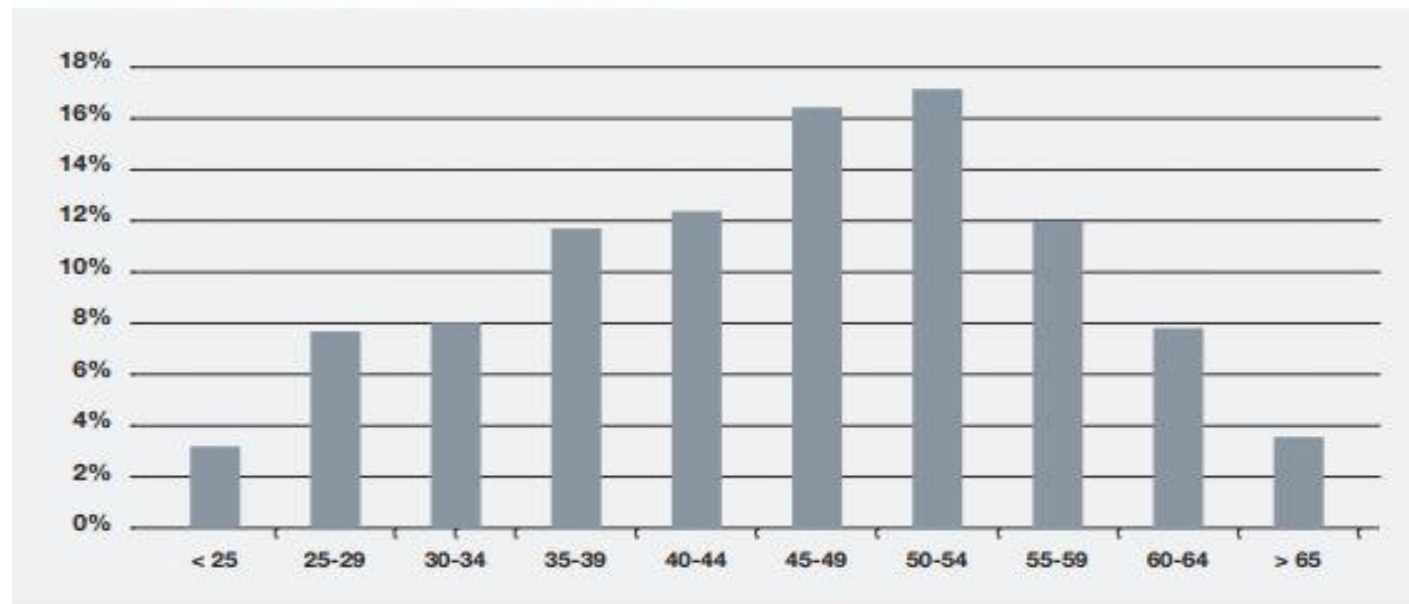
Correspondence
Carol A. Wong
School of Nursing
HSA Rm 27

WONG C.A. & CUMMINGS G.G. (2007) *Journal of Nursing Management* 15, 508–521
The relationship between nursing leadership and patient outcomes: a systematic review

Fact Sheet – The Future Nursing Workforce: Supply Projections 2010-2035

This fact sheet discusses projections about how many new nurses we will need over the next 25 years to meet the health needs of New Zealanders.

FIGURE 1.1 Total nurse workforce, 2010, age profile, %





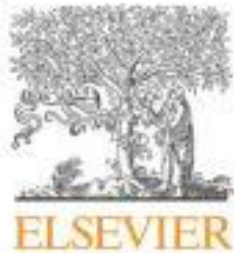
IMPORTANCE: LEADERSHIP

Nurses run the health system!

Rapidly evolving Health System

Current health problems requires more Nurse leadership

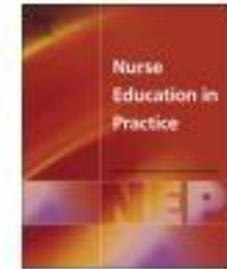
IT IS EVERYONE'S PROBLEM



Contents lists available at SciVerse ScienceDirect

Nurse Education in Practice

journal homepage: www.elsevier.com/nepr



Active learning and leadership in an undergraduate curriculum: How effective is it for student learning and transition to practice?

Rebekkah Middleton*

UOW, SNMIH, Northfields Avenue Wollongong, NSW 2522, Australia

ARTICLE INFO

Article history:
Accepted 29 July 2012

Keywords:
Nursing students
Transition
Leadership

ABSTRACT

Nurses are being increasingly asked to develop leadership skills in their practice and to be actively involved in continuous change processes in the workplace. Nursing students need to be developing leadership skills prior to entering the workplace to ensure they are able to meet the challenges associated with organisations and the cultures present in nursing, along with having highly tuned communication skills and leadership attributes that contribute to best patient care and outcomes. This paper looks at how the use of Active Learning in an undergraduate setting enabled the development and imple-

IMPORTANCE: UNDERGRADUATE LEADERSHIP

Core Values and Nursing Philosophy is built during undergraduate years

Greater flexibility in Undergraduate Degree

Better equip students on placements and transition to RN

More likely to choose leadership pathways

WHAT IS THE SOLUTION?

Developing leadership in nursing: exploring core factors

Elizabeth A. Curtis, Jan de Vries, Fintan K. Sheerin

Abstract

This article provides an introduction to the issue of nursing leadership, addressing definitions and theories underpinning leadership, factors that enhance leadership in nursing, and the nature of leadership content taught in undergraduate programmes. Highlighted are differences between leadership and management, and the notion that leadership can be 'learned'. The authors also point

Modern Matron (Sullivan and Garland, 2010). However, the taking on of a leadership role by itself is not sufficient for ensuring effectiveness. The leader must be knowledgeable about leadership and be able to apply leadership skills in all aspects of work. Heller et al (2004) suggest that on the whole, nurses are not adequately prepared for the role of leader during their nursing education programmes. This gap between adequate educational preparation and the demands

Factors contributing to nursing leadership: a systematic review

Greta Cummings, How Lee, Tara MacGregor, Mandy Davey¹, Carol Wong², Linda Paul, Erin Stafford

Faculty of Nursing, University of Alberta, Alberta; ¹Bonnyville Health Centre; ²School of Nursing, University of Western Ontario, Canada

Objectives: Leadership practices of health care managers can positively or negatively influence outcomes for organizations, providers and, ultimately, patients. Understanding the factors that contribute to nursing leadership is fundamental to ensuring a future supply of nursing leaders who can positively influence outcomes for health care providers and patients. The purpose of this study was to systematically review the multidisciplinary literature to examine the factors that contribute to nursing leadership and the effectiveness of educational interventions in developing leadership behaviours among nurses.

Methods: The search strategy began with 10 electronic databases (e.g. CINAHL, Medline). Published quantitative studies were included that examined the factors that contribute to leadership or the development

A leadership program in an undergraduate nursing course in Western Australia: Building leaders in our midst

Joyce M. Hendricks *, Vicki C. Cope, Maureen Harris

Edith Cowan University, School of Nursing, Midwifery and Post Graduate Medicine, 270 Joondalup Drive, Joondalup WA 6027, Australia

ARTICLE INFO

Article history:

Accepted 3 December 2009

Keywords:

Leadership

Nursing students

Self-awareness

Reflection

SUMMARY

This paper discusses a leadership program implemented in the School of Nursing at Edith Cowan University to develop leadership in fourth semester nursing students enrolled in a three year undergraduate nursing degree to prepare them for the dynamic 'changing world' environment of healthcare. Students were invited to apply to undertake the program in extracurricular time. Nineteen students applied to the program and ten were chosen to participate in the program. The numbers were limited to ten to equal selected industry leader mentors.

The leadership program is based on the belief that leadership is a function of knowing oneself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize one's own potential. It is asserted that within the complexity of health care it is vital that nurses enter the clinical setting with leadership capabilities because graduate nurses must take the lead to act autonomously, make decisions at the point of service, and develop a professional vision that fits with organiza-

Development of Leadership Behaviors in Undergraduate Nursing Students: A Service-Learning Approach

Karen J. Foli, Melanie Braswell, Jane Kirkpatrick, and Eunjung Lim

doi: 10.5480/11-578.1

Abstract

AIM The purpose of this study was to determine leadership behaviors developed by nursing students and peers before and after a service-learning experience.

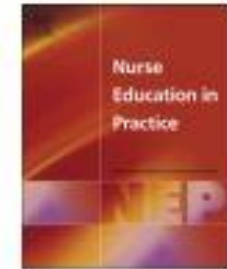
BACKGROUND Nurses have been called to fill growing needs in the health care setting, rendering care to vulnerable and diverse populations in a wide range of organizations. Leadership behaviors are therefore essential



Contents lists available at SciVerse ScienceDirect

Nurse Education in Practice

journal homepage: www.elsevier.com/nepr



Active learning and leadership in an undergraduate curriculum: How effective is it for student learning and transition to practice?

Rebekkah Middleton*

UOW, SNMIH, Northfields Avenue Wollongong, NSW 2522, Australia

ARTICLE INFO

Article history:
Accepted 29 July 2012

Keywords:
Nursing students
Transition
Leadership

ABSTRACT

Nurses are being increasingly asked to develop leadership skills in their practice and to be actively involved in continuous change processes in the workplace. Nursing students need to be developing leadership skills prior to entering the workplace to ensure they are able to meet the challenges associated with organisations and the cultures present in nursing, along with having highly tuned communication skills and leadership attributes that contribute to best patient care and outcomes. This paper looks at how the use of Active Learning in an undergraduate setting enabled the development and imple-

SOLUTION 1: LEADERSHIP MODULE

1. Technical Component – Health Economics, Public Health, Politics
2. Soft Skill Component – Assertive behaviour, Persuasion, Networking skills
3. Hands-On/Modelling Component – Placements (or practical time) with current nurse leaders, opportunities to practice leadership skills

SOLUTION 2: STANDARDISED CURRICULUM

Ensures leadership learning opportunities remain consistent across the country

Reduces discrepancies within institutions

However, the module can be modified to promote Maori and Pacific Nursing Leadership

IS IT FEASIBLE?



FEASIBILITY

Leadership already exists in the curriculum, the solution only aims to modify it

Opens doors to new avenues of innovation and progressive change

Supporting the next generation of leaders



Leaders aren't born they are made.
And they are made just like anything
else, through hard work. And that's
the price we'll have to pay to
achieve that goal, or any goal.

— *Vince Lombardi* —

AZ QUOTES

QUESTIONS



REFERENCES

Adlam, K. A., Dotchin, M., & Hayward, S. (2009). Nursing first year of practice, past, present and future: documenting the journey in New Zealand. *Journal of Nursing Management*, 17(5), 570-575.

Benson, G., Martin, L., Ploeg, J., & Wessel, J. (2012). Longitudinal study of emotional intelligence, leadership, and caring in undergraduate nursing students. *Journal of Nursing Education*, 51(2), 95-101.

Cummings, G., Lee, H., MacGregor, T., Davey, M., Wong, C., Paul, L., & Stafford, E. (2008). Factors contributing to nursing leadership: a systematic review. *Journal of health services research & policy*, 13(4), 240-248.

Curtis, E. A., de Vries, J., & Sheerin, F. K. (2011). Developing leadership in nursing: exploring core factors. *British Journal of Nursing*, 20(5).

Foli, K. J., Braswell, M., Kirkpatrick, J., & Lim, E. (2014). Development of Leadership Behaviors in Undergraduate Nursing Students: A Service-Learning Approach. *Nursing education perspectives*, 35(2), 76-82.

Hendricks, J. M., Cope, V. C., & Harris, M. (2010). A leadership program in an undergraduate nursing course in Western Australia: Building leaders in our midst. *Nurse education today*, 30(3), 252-257.

Middleton, R. (2013). Active learning and leadership in an undergraduate curriculum: How effective is it for student learning and transition to practice?. *Nurse Education in Practice*, 13(2), 83-88.

Nursing Council of New Zealand (2013). The Future Nursing Workforce report. Retrieved from <http://www.nursingcouncil.org.nz/News/The-Future-Nursing-Workforce>

Wong, C. A., & Cummings, G. G. (2007). The relationship between nursing leadership and patient outcomes: a systematic review. *Journal of nursing management*, 15(5), 508-521.