**Transformational Initiatives: Inviting the University President**

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### Background
- The role of clinical instruction requires scholarly attention in literature, research, and academic institutions.
- An astute educational program combined with motivated dynamic proficient faculty can create optimal clinical practice environments for nursing students and transformational learning (Girija, 2012).
- To facilitate transparency and understanding of complexities in medical / surgical acute care nursing instruction, involvement of faculty hierarchy was discussed among peers.
- Upon receipt of invitation by new University President to visit teaching & learning settings, initiative was implemented to offer President, site visit in acute care medical/surgical clinical nursing instruction.
- Purpose of persistence to facilitate visit from President, was to engage awareness of complexities clinical instructors face in acute medicine and surgery; highlighting student experience and specifically emphasizing clinical instructor expectations and requirements by the academic institution.
- In concert of need to acclimatize with academic organizations and colleagues, clinical instructors also need a sense of belonging (Jetha, Boschma, & Clauson, 2016).
- "Transforming a person to the professional is believed to occur in the curriculum" (Kantar, 2016, p.393) yet abridged through clinical expertise and leadership.

### Purpose
- Anticipation is to bridge gaps of disconnect from academic hierarchy.
- It is prudent to question academic institutional administration and its correlation to clinical leadership.
- Interaction with academic stakeholders is hermeneutic and dialectic in considering what is important when correlating clinical leadership and collaboration with the academic institution (Thibeault, 2017).
- Academic philosophical and theoretical underpinnings associate development of curriculum and assessment from the academe to enculturation of professional values in academic institution requirements; hence, filter to clinical leadership directives (Lee, Steketee, Rogers, & Moran, 2013).
- Much gain is contingent on the engagement and involvement of the clinical instructor in the clinical leadership process; therefore "transformation affecting every instructional dimension" (Kantar, 2016, p.393).

### Results
- Clinical leadership partnership and collaboration of endeavour was achieved by choosing appropriate clinical instructor expertise and brainstorming collective ideas for success. "A dialectical pluralist stance recognizes that knowledge is contingent on context and that [collaborative] points of view interact with each other" (Thibeault, 2017, p.3) to enable clinical leadership pursuits.
- Gaining approval from respective clinical agency and setting was also collaboratively investigated to ensure clearing conditions for visit from President were met. Academic institutional processes were also necessary to invoke, in order to facilitate President visit.
- Awareness of complexities of the clinical instructor role became immediately transparent upon commencement of clinical day shift.
- One clinical instructor actively modelled the clinical role of teaching and mentorship; the other accompanied the President articulating expectations and complexities the clinical instructor faces in their leadership, and answering President inquiries accordingly.
- Enhancement for need of transformational perspectives in teaching, learning, and mentorship in medical / surgical clinical settings was illuminated and emphasized.

### Implications
- "Mesirov’s (2009) seminal work of perspective transformation recommends participation from all academic entities is essential, particularly clinical leaders (Melrose, Park, & Perry, 2014).
- Transformational initiatives are encouraged to support a culture of collegial civility, eliminating power imbalances in support of clinical leadership domains (Clark, 2013).
- Success of the President visit was achieved; overwhelming in authentic observation of the medical / surgical clinical instructor role was vivid.
- Awareness of academic institutional involvement from President perspective became transparent from this transformational initiative.
- Continued interest and proactive involvement of academic hierarchy is imminent in the face of experienced nursing faculty shortage.
- Transformational initiatives are essential for perspective transformation to become evident between academic hierarchy and medical / surgical clinical instructors.

### Reflection & Summary
- Do you have a transformational initiative compelling you to be a change maker and leader in your teaching environment?
- Transformational initiatives bridging gaps between academic hierarchy and power imbalances in clinical teaching and mentorship is essential for recruitment and retention of experienced and quality medical / surgical clinical instructors.
- Future of nurse leaders are dependant on perspective transformation of all in academia.

### References