

Leadership Connection 2018 (15-18 September)

Transformational Initiatives: Inviting the University President

Tatiana K. Penconek, MN

Trudy L. Kiyawasew, BScN

Faculty of Health Disciplines, Athabasca University, Athabasca, AB, Canada

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 and 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 fervently facilitated through clinical expertise and leadership.

Anticipation is to bridge gaps of disconnect from academic hierarchy. It is prudent to question academic institutional administration and its hierarchal connection 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). 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).

Clinical leader partnership and collaboration of endeavor 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 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.

Complexities of the clinical instructor role became immediately transparent upon commencement of clinical day shift. One clinical instructor actively modelled the role; 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 and learning in medical/surgical clinical settings was illuminated and emphasized.

Mezirow'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; overwhelm in observing 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 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.

Title:

Transformational Initiatives: Inviting the University President

Keywords:

Clinical Leadership, Collaboration and Transformational Learning

References:

Clark, C. (2013). *Creating & sustaining civility in nursing education*. Indianapolis, IN: Sigma Theta Tau International.

Girija, K. (2012). Effective clinical instructor-- a step toward excellence in clinical teaching. *International Journal of Nursing Education*, 4(1), 25-27.

Jetha, F., Boschma, G., & Clauson, M. (2016). Professional development needs of novice nursing instructors: A rapid evidence assessment. *International Journal of Nursing Education Scholarship*, 13(1), 1-10.

Kantar, L. (2016). Context-based pedagogy: A framework from experience. *Journal of Nursing Education*, 55(7), 391-395.

Lee, A., Steketee, C., Rogers, G., & Moran, M. (2013). Towards a theoretical framework for curriculum development in health professional education. *Focus on Health Professional Education*, 14(3), 77. Retrieved from http://researchonline.nd.edu.au/cgi/viewcontent.cgi?article=1081&context=health_article

Mezirow, J. (2009). An overview on transformative learning. In K. Illeris (Ed.), *Contemporary theories of learning: Learning theorists in their own words*, (pp. 90-105). London and New York: Routledge.

Melrose, S., Park, C., & Perry, B. (2014). Chapter five: Transformational Learning: Creating Attitudinal Shifts in Online Learning. In *Teaching health professionals online: Frameworks and Strategies*. Athabasca, AB, Canada: AU Press. Retrieved from <http://www.aupress.ca/index.php/books/120234>.

Thibeault, C. (2017). Baccalaureate program evaluation, preceptors, and closing the theory-practice gap. Is there a connection? *Quality Advancement in Nursing Education*, 3(1), Article 6.

Abstract Summary:

Transformational initiatives pursued upon receipt of academic hierarchy invitation; specifically, University President. Importance of clinical leadership became evident throughout the authentic observational experience. Perspective transformation of academic institutional responsibility in support of clinical leadership roles was illuminated. Importance of collaborative civility required for transformational initiatives in clinical leadership was emphasized.

Content Outline:

Content Outline

1. Introduction

1. Clinical instruction requires attention from faculty hierarchy.
2. University President invitation to visit to medical/surgical setting was initiated.

1. Body

Main Point 1: Persistence to facilitate visit from President.

Supporting Point 1: Engage awareness of complexities of clinical leadership in medical/surgical instruction.

Main Point 2: Bridge gaps of disconnect from academic hierarchy.

Supporting Point 1: Prudence to question hierarchal connection to clinical leadership and directives is addressed.

Supporting Point 2: Engagement and involvement of the clinical instructor in the clinical leadership process.

Main Point 3: Clinical leader partnership and collaboration.

Supporting Point 1: Collaborative clinical leader partnership was essential to ensure President visit.

Main Point 4: Transparency of complexities of clinical instructor role.

Supporting Point 1: Both instructors were actively involved to highlight transformational perspectives.

Main Point 5: Perspective transformation.

Supporting Point 1: Transformational initiative.

Supporting Point 2: Collegial civility.

III. Conclusion

1. Success of President visit was achieved.
2. Transformation initiatives and perspective transformation needs became evident between academic hierarchy and clinical leadership.

First Primary Presenting Author

Primary Presenting Author

Tatiana K. Penconek, MN

Athabasca University

Faculty of Health Disciplines

Academic Coordinator

Athabasca AB

Canada

Professional Experience: Nurse educator, clinical instructor, online educator, clinical mentor, academic coordinator in University Undergraduate Nursing Education 2009-Present Registered Nurse in medical surgical acute hospital care 2005- Present

Author Summary: Tatiana Penconek is a nurse educator, clinical instructor and academic coordinator in the Faculty of Health Disciplines at Athabasca University. Tatiana's main research interest in creating and maintaining cultures of academic civility.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Trudy L. Kiyawasew, BScN

Athabasca University

Faculty of Health Disciplines

Clinical Tutor

Athabasca AB

Canada

Professional Experience: Registered Nursing experience for twenty-nine years inclusive of multiple specialties. Clinical instructor and faculty for fourteen years specializing medical surgical clinical instruction in undergraduate nursing education.

Author Summary: Trudy Kiyawasew is a clinical leader and possesses exceptional clinical expertise in medical surgical instruction of undergraduate nursing students. Scholarly work and articulation is her passion.