

**Title:**

Developing Student Nurse Leaders: A Multidimensional Approach

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**Session Title:**

Leaders for the Future: Cultivating Leadership in Students

**Slot:**

L 01: Monday, 19 September 2016: 1:30 PM-2:15 PM

**Scheduled Time:**

1:30 PM

**Purpose:**

The purpose of this presentation is to showcase a multidimensional mentoring program focusing on students' leadership development, while promoting characteristics of future nurse leaders.

**Keywords:**

leadership, mentoring and students

**References:**

Akans, M., Harrington M., McCash J., Childs, J., Gripentrog, J., Cole, S., Fitzgerald, K., Searing, K., & Fuehr, P. (2013) Cultivating future nurse leaders with student nurses associations. *Nursing for Women's Health*, 17(4), 343-346. Ford, Y. (2015). Development of nurse self-concept in nursing students: The effects of a peer-mentoring experience. *Journal of Nursing Education*, 54(9, Suppl.), S107-S111. Wong, C., Stake-Doucet, N., Lombardo, C., Sanzone, L., & Tsimicalis, A. (2016). An integrative review of peer mentorship programs for undergraduate nursing students. *Journal of Nursing Education*, 55(3), 141-149.

**Abstract Summary:**

Nurse leaders are not born. They must be developed. This three-prong approach shares a mechanism for developing student nurse peer mentors, nursing leadership clubs, and a Sigma Theta Tau International chapter internship program at a West Coast university. Specific examples will be provided.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Discuss a Sigma Theta Tau International (STTI) chapter student intern program, the use of peer mentoring in academia, and the development of student nurse organizations as tools for developing future nurse leaders.	I. Background of University's nursing BSN program- a. A large West-coast University of 32,000 students with 400 undergraduate BS Nursing majors. b. Ethnically-diverse nursing student body (less than 38% Caucasian) c. As our student body evolved, it became noticeable that often students lacked confidence and leadership abilities, to assume nurse leader roles after graduation. d. Located in northern California with a large Sigma Theta Tau International chapter, Alpha Gamma, which offered an avenue for student development II.

Sigma Theta Tau Int'l chapter interns - background and leadership accomplishments

a. Chapter Intern Program proposed & developed as one of the first in US (1996) b. Intern roles /responsibilities evolved over the years c. Usually 3-4 students selected annually by Board d. Multiple tasks under mentorship model with individual board members acting as mentors e. Tasks/accomplishments (examples) i. Develop a newsletter for chapter ii. Assist with induction planning and registration at front table; program and flyers promoting programs iii. Be panel member who presented as induction keynote panel of experiences of being an intern iv. Lead some of monthly mtgs/ present research for board; volunteer to take officer mtg minutes v. Write articles summarizing experiences from Biennial/other regional nursing conferences vi. Attend conferences for STTI, (paid by chapter) with board members and some presented with a chapter board member vii. Act as attendee for "guests of honor" for chapter's 50th III.

Student peer advisor roles developed in past 4 yrs

a. Each semester 12-16 student nurses volunteer for 1-unit independent study, with the goal of offering others interested in large BS Nursing program b. Meet with faculty adviser to discuss their roles and information being shared c. Each person buddies with another, for a 3-hr shift, using dept' promotional materials to meet in formal setting d. Students journal about their experiences and how they promote personal leadership skills e. All meet as a group on the last day of the semester to share with one another their findings as well as sharing their experiences.

IV. Other formal student nurse organizational leadership opportunities

a. Over past 14-15 years, multiple student nurse leadership organizations have evolved as a forum for leadership development at this University, under venue of Associated Students Associations at the University b. Faculty advisors representing each group; Each has their own bylaws/ goals/ ballot/ etc. c.

	<p>Examples of current student nurse organizations: i. California Student Nurse Assn (CSNA, a subset of ANA) ii. Examinus Discipulus – dedicated to scholarship and sharing iii. SBAN- South Bay Assembly for Nursing (formerly Male Nurses Assn) iv. Nurses for Christian Fellowship v. Each of semester levels (n=6 levels) has its own leadership group of officers/ memberships/ programs/ communication vi. Public Health nurses group d. Each club has its own purposes/ programs/ venues e. Officers of each club, communicate widely with other groups, and collaborate for an annual program for the students/community about a public issue (e.g., homelessness; alcoholism; TB)</p>
<p>Examine three to four characteristics of student nurse leaders that have evolved from a deliberate mentoring approach</p>	<p>V. Discussion of leadership characteristics that have evolved from all 3 programs (as compared with other research from the literature). Leadership behaviors exhibited - examples: a. learning to negotiate, b. using resources wisely, c. coordinating and communicating effectively with others, d. facilitating the group process, and e. learning to be team players</p>

**Abstract Text:**

The cultivation of future nurse leaders occurs primarily during students' academic formative years of nursing school. Through active nursing organization memberships (Akans, M., Harrington, M., McCash, J., Child, A., Gripentrog, J., Cole, S., Fitzgerald, K., ...Fuehr, P., 2013) and peer mentoring experiences (Wong, C., Stake-Doucet, N., Lombardo, C., Sanzone, L., & Tsimicalis, A., 2016; Ford, Y., 2016), student nurses acquire a skill set to prepare them for future leadership roles. The purpose of this presentation is to share a mentoring model for developing future nurse leaders. This project was implemented while student nurses attended a large west coast public university's nursing program. The mentoring program focused on students' personal development. The format provided a framework for future leadership roles in nursing. The goals were to promote advancement and self-confidence in future nurse leaders, while allowing for other common leadership characteristics to flourish. This program evolved over time, with each success leading to other achievements. Three programs will be discussed as examples for other schools interested in promoting student leadership.

A large local chapter of Sigma Theta Tau International was one of the first nationally to develop a template for a chapter student nurse intern program (1996). The roles and responsibilities of student interns, selected annually, evolved and were consistently focused on personal and professional leadership development. Board members volunteered to act as mentors to these students. Various intern accomplishments over the years included: (1) Assisting in developing an annual newsletter for chapter, (2) Assisting with annual induction planning and registrations; developing chapter programs and flyers promoting programs, (3) Presenting as part of an induction keynote panel focusing on experiences of being an intern (4) Leading monthly meetings (with assistance)/ presenting research for the board/volunteering to take officer meeting minutes, (5) Writing articles summarizing experiences from

Biennial/other regional nursing conferences, and (6) Attending conferences for STTI, (paid by chapter) with board members and some interns presented with a chapter board member. As a result of the student interns' experiences, it was obvious to the Board members, that student interns increased their personal self-confidence, their leadership abilities, and learned from their nurse leader mentors.

A second positive mentorship plan was a student nurse peer-advising program that developed over the past 5-6 years at this same University. A gap existed in prospective students needing additional nursing program information and hand-holding through the application process for the B.S. nursing program. Many students felt they had something to offer others, and volunteered to be peer advisers. A formalized program is now offered every semester, for prospective peer advisers. Peers buddy with another student to assist in advising, being available for 3 hours per week. Additionally, they journal about activities and discuss what they personally feel about the experience. At the end of the semester, the group of students also meets with the adviser, to share findings with one another. Through this program they have worked as team members, and learned how to use resources, work cooperatively, and communicate effectively. Most peer advisers continue to volunteer the following semesters.

A third program focused on the development of various student leadership organizations and these too, have become instrumental in student nurses' growth. This University's nursing program is largely ethnically-diverse with less than 27% of the students being Caucasian. The program includes 400 Undergraduate BS Nursing majors. Some students come into the program quite shy and hesitant to speak in front of others. Faculty encourage memberships in student organizations. This opportunity allows a comfortable venue for these students to network with others and promote students' personal development. It also helps individuals to become more competitive for scholarships and future jobs. Many join more than one organization and often become chapter officers, as well. Chapter officers have been instrumental in initiating programs and motivating others to become involved. Each semester level has its own set of officers and many students belong to other nursing clubs. These additional groups include the California Student Nurse Assn. (CSNA), Examinus Discipulus Club –which is dedicated to scholarship and sharing, SBAN- the South Bay Assembly for Nursing (formerly A Male Nurses Assn.), Nurses for Christian Fellowship, and a Public Health nurses group. Approximately 10 years ago or more, our school had six different ethnic student nursing groups at the same time. Ironically, students joined the groups their friends were in, rather than those of their own ethnic population (i.e. A Vietnamese student could easily be the President of the Filipino club). There were groups for African-Americans, Filipino, Vietnamese, Hispanic, and CSNA students. Many belonged to multiple clubs. As years went on, these aforementioned organizations were subsumed into the current ones. Faculty consistently act as advisers and mentors; they also volunteer as guest speakers - sharing their own career development and activities. They have a vested interest in their students' development.

As a result of the aforementioned activities, students developed various leadership styles that will positively influence future nursing practice and health care organizations. Such behaviors as learning to negotiate, using resources wisely, coordinating and communicating effectively with others, facilitating the group process, and learning to be team players have advanced these students' leadership skills. The goal at this University has always been to mentor the next generation of nurse leaders. This presentation will share those experiences.

Akans, M., Harrington M., McCash J., Childs, J., Gripenrog, J., Cole, S., Fitzgerald, K., Searing, K., & Fuehr, P. (2013) Cultivating future nurse leaders with student nurses associations. *Nursing for Women's Health*, 17(4), 343-346.

Ford, Y. (2015). Development of nurse self-concept in nursing students: The effects of a peer-mentoring experience. *Journal of Nursing Education*, 54(9, Suppl.), S107-S111.

Wong, C., Stake-Doucet, N., Lombardo, C., Sanzone, L., & Tsimicalis, A. (2016). An integrative review of peer mentorship programs for undergraduate nursing students. *Journal of Nursing Education*, 55(3), 141-149.

