Leadership Initiatives: Challenges and Implications for a Remote Nursing Education Program

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BScN (Arctic Nursing) Program

- Partnership between Dalhousie University (Halifax, Nova Scotia) and Nunavut Arctic College (Iqaluit, Nunavut)
  - Focus on northern cultural and health context
    - Inuit values
  - Priority: recruitment of Inuit
  - Started in Fall 2000
- As of June 2017 - 51 graduates (20 Inuit)
Nunavut

Edna Winti, Pond Inlet, 2007

Michael H. Davis Pangnirtung, 2016

Arctic Bay
Nunavut Facts

• Newest (1999) and Largest Territory in Canada
• 1,750,000 Km$^2$ (680,000 sq. mi.) – largest Province/Territory
  • Size of Western Europe
• Population 37,280 - smallest Province/Territory
  • Mostly Inuit (84.2%)
  • 54% under 24 years of age
  • 4% over 60 years of Age
• 25 Communities: Pop. smallest 167; largest 7600
• 4 Official Languages

Leadership Boot Camp

- In Halifax, just prior to 3rd year Clinical Intersession
- Focuses on Clinical leadership skills
  - Introduces students to clinical leadership roles
  - Interpersonal relationships
    - Conflict Resolution
    - Dealing with Difficult Behaviour
  - Evaluation/Feedback
  - Delegation
  - Role of Clinical Instructor
4th Year Student Proposal

• Students developed a proposal for leadership opportunities they would like to experience
  • Mentoring junior students in the Skills Lab
  • Mentoring junior students in the clinical setting
  • Students Leading Professional Development Sessions
  • Team Development
Faculty Initiatives

• Leadership course emphasizes knowledge, skills, and attitudes that are essential for effective leadership, team building, and professional development

• Mentorship activities were introduced into senior level leadership course to allow students to apply learned concepts

• Use of active learning methods to engage senior students in the practice of leadership skills, particularly being role models and coaches
Activities

• Mentoring Junior students in the Skills Lab
• Program Advocacy
• Community Wellness Clinics
• Participating in Career Fairs
• Student-Run Professional Development Sessions
Student Outcomes

• During and following the learning activities, the senior students (mentors) felt they were:

  • Practicing leadership skills discussed in their course including providing positive feedback and encouragement to mentees
  • Demonstrating accountability
  • Reinforcing their own competence and confidence in nursing skills
  • Improving interpersonal and communication skills
Challenges

• Clinical capacity
• Clinical timetable
• Faculty workload
• Class size
Next Steps

• Inclusion of senior students in the development and delivery of simulated clinical scenarios

• Development of a Dalhousie Undergraduate Nursing Society Chapter

• Membership of students on School Committees

• Development of a clinical student mentoring experience