Teaching Undergraduate Nursing Students Leadership Skills through Simulation and Inpatient Leadership Clinical
# Faculty Disclosure

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Tanya Johnson, MSN, RN, NE-BC</th>
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<tbody>
<tr>
<td>Conflict of Interest</td>
<td>None</td>
</tr>
<tr>
<td>Employer</td>
<td>Auburn University, Auburn, Alabama</td>
</tr>
<tr>
<td>Sponsorship/Commercial Support</td>
<td>None</td>
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Goal
To demonstrate methodologies utilized in teaching nursing leadership through simulation and inpatient clinical during the final semester of a baccalaureate nursing program.

Objectives
- Discuss implications of student learning during simulation and inpatient clinical.
- Understand how nursing students learn delegation, critical thinking, and leadership in clinical and simulation environments.
<table>
<thead>
<tr>
<th>Teaching Strategies</th>
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<tr>
<td><strong>Simulation</strong></td>
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<tr>
<td>- Safe environment</td>
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<tr>
<td>- Immediate feedback</td>
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<tr>
<td>- Teaching/learning needs better met</td>
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Kolb’s Experiential Learning Theory

Simulation Based Learning

Debriefing

Relationship Between Learner and Environment

Learns to Links Actions & Outcomes

Implement into Practice
- Recognizes leadership skill as a core competency within the conceptual framework
- Integrates leadership throughout curriculum
- Implements teaching strategies allowing students experiential learning
## Nurse Executive Domains of Practice

|---------------------------------------------------------------|

## Conceptual Framework

“ethical and critical decision making, .......communication and collaboration ......care coordination ......delegation, ..... conflict resolution ........... politics, policy, and regulatory guidelines ..........organization and financing of patient care ...... regulatory guidelines ...... reimbursement ..........health care policy ..........quality improvement”
Curricular Outcomes

Communication/Collaboration

Critical Thinking/Clinical Judgement

Evidenced Based Practice

Clinical Prevention Population Health

Diversity

Leadership
# Fifth Semester Courses

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Clinical</th>
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<tr>
<td><strong>NURS 4910</strong> Professional Nursing Leadership in Complex Systems (3)</td>
<td><strong>NURS 4911</strong> Leadership Practicum (2)</td>
</tr>
<tr>
<td><strong>NURS 4920</strong> Transitions to Professional Nursing (2)</td>
<td><strong>NURS 4921</strong> Nursing Preceptorship (5)</td>
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Leadership Practicum

NURS 4911

- Advanced Mock Hospital
- SMART Training
- Leadership Clinical
- Four low-fidelity manikins per student
- No prior knowledge of patient information
- Emphasis on critical thinking, delegation, prioritization, time management

Advanced Mock Hospital
Faculty roles

Five groups of 2 students

Pre-brief, scenario, debrief
Safety Management and Response Team Training

- Objectives are focused on effective communication, multi-disciplinary team work, leadership concepts and critical thinking.

- Utilizes high fidelity simulation where students rotate through three different scenarios.

- Students are divided into small groups and are assigned roles such as Primary Nurse, Secondary Nurse, Rapid Response team, family Member and Physician.
Leadership Clinical

- Med/Surg units – four 10 hour shifts
- Assessments, medication admin, treatments, and documentation
- Rotate charge nurse roles and med administration
- Works in teams of 3 students (RNs)
- Shift 4 – each student manages a group of 4 patients
NURS 4921  Nursing Practice Preceptorship

- Preceptor Faculty Advisors
- Preceptorship – 216 hours
- Contract, Vita, Evaluations
- Preceptorship Sharing Day
- Unit Based Staff Education project
- Nursing Leadership Observation hours
- Weekly NCLEX Practice Questions/Case Studies