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



#### **Faculty Disclosure**



Faculty Name	Tanya Johnson, MSN, RN, NE- BC
Conflict of Interest	None
Employer	Auburn University Auburn, Alabama
Sponsorship/ Commercial Support	None

#### 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.

#### **Teaching Strategies**

#### Simulation

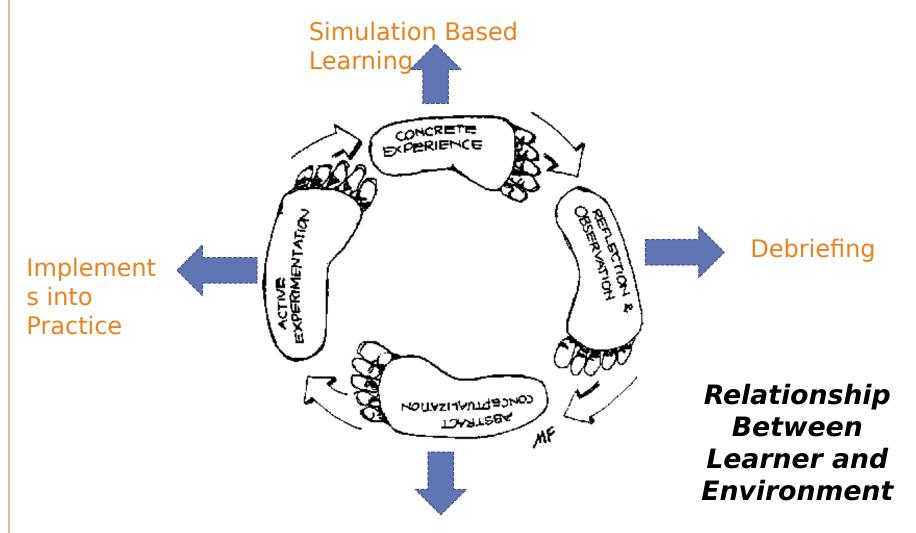
- Safe environment
- Immediate feedback

 Teaching/learning needs better met

## **In-Patient Clinical**

- Traditionally recognized as the 'gold standard'
- Multi-patient assignments
- Communication needs better met

#### **Kolb's Experiential Learning Theory**



Learns to Links Actions & Outcomes



Auburn
University
School of
Nursing.....

- Recognizes leadership skill as a core competency within the conceptual framework
- Integrates leadership throughout curriculum
- Implements teaching strategies allowing students experiential learning

#### Relationship between the Domains of Practice and Conceptual Framework

### **Nurse Executive Domains of Practice**

#### **Conceptual Framework**

Delivery of Care .....Legal, Regulatory and Ethical Issues...... Healthcare Economics & Environment..... Quality Management.....Care Management .....Professional **Practice Organizational** Leadership .....Organizational Systems Management ...... Communication/Collaboration

making,communication	
and collaborationcare	
coordinationdelegation,	
conflict resolution	
politics, policy, and regulatory	
guidelinesorganization	
and financing of patient	
care regulatory	
guidelines	
reimbursementhealth	
care policyquality	
improvement"	

#### **Curricular Outcomes**

**Communication/Collaboration** 

Critical Thinking/Clinical Judgement

**Evidenced Based Practice** 

**Clinical Prevention Population Health** 

**Diversity** 

Leadership

#### **Fifth Semester Courses**

#### **Didactic**

#### Clinical

#### **NURS 4910**

Professional Nursing Leadership in Complex Systems (3)

#### **NURS 4920**

Transitions to Professional Nursing (2)

#### **NURS 4911**

Leadership Practicum (2)

#### **NURS 4921**

Nursing Preceptorship (5)

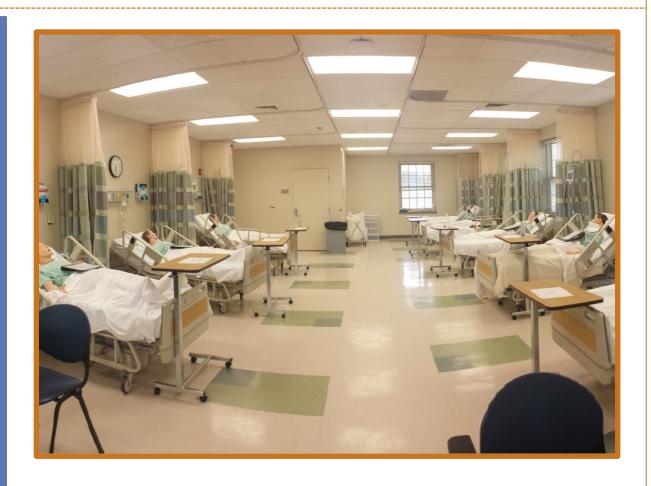
#### **Leadership Practicum**

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



**AMH** 

#### afety 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

# Questions

