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Using Kolb's Experiential Learning Model to Develop Undergraduate Student Informal Nursing Leadership

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Purpose: The purpose of this presentation is to showcase the value of teaching undergraduate nursing students an integrated theoretical and clinical leadership course using Kolb's Experiential Learning Model (KELM) as the delivery methodology. Based on Institute of Medicine (IOM) recommendations of involving nurses at all levels of an organization with day to day practice, the overall learning outcome of this integrated course is to produce new graduate nurses who own their nursing practice, feel a sense of autonomy, and define themselves as informal leaders having knowledge and tools to shape their own professional practice.

Methods: The Kolb Experiential Learning Model (KELM) is used as the framework for the delivery of this hybrid face-to-face and online course. Leadership theoretical and clinical content has been thoughtfully integrated using various assignments that crossed over from the didactic into the student's clinical settings. Kolb's learning model is used through pre- and post- student self reflection, class discussions and small group work, clinical time with a nurse leader preceptor, and post clinical conference debriefing facilitated by clinical faculty. Additionally, the course assignments require the students to demonstrate informal nurse leadership. These assignments include communication role play exercises, student policy debates, a simulated change leadership paper, a clinical unit/area organizational assessment using the American Association of Critical Care Nurses (AACN) Healthy Work Environment (HWE) standards and SWOT analysis with improvement strategies class presentation, and a performance improvement project School of Nursing (SON) presentation.

Results: By the end of the 11-week SON term, the undergraduate students have demonstrated informal nursing leadership through their assignments and class participation activities. Additionally, the students share, during the verbal final class debriefing and within their written self and course evaluation process, a belief in their capabilities, increased self confidence, and elements of informal nurse leadership. They also have defined their leadership qualities, values, and strategies. They demonstrate a new sense of autonomy and an enhanced clarity of their role definition within their nursing professional practice. This new perspective is valuable as they enter their last term of nursing school and complete their integrated practicum capstone course.

Conclusion: Throughout nursing school the undergraduate students are taught the general tenets of nursing practice. Then after completing this experientially-based leadership course with a multifaceted learning strategy, the student realizes that they are in charge of their learning, growth potential, and their own professional practice through the pursuit of excellence.

Title:

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Abstract Summary:

Undergraduate nursing students need to learn to be informal leaders to positively impact patient/client healthcare. This presentation will describe using Kolb's Experiential Learning Model to teach an integrated theory and clinical leadership course designed to change students' perspective to learn how to be the leader of their own nursing practice.

Content Outline:

- 1) Introduction of this Innovative Approach to Teaching Undergraduate Nursing Students that has Positively Impacted Healthcare including Patient/Client Care.
- 2) Review the Components of the Kolb Experiential Learning Model (KELM).
- 3) Describe the Integrated Leadership Course Key Content and Assignments.
- 4) Explain the Use of Experiential Learning with the Delivery of the Leadership Course.
- 5) Identify Outcomes of Using This Pedagogy with Student Self-Identified Learning.

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Author Summary: Sandy Greeno has been in leadership positions for over 35 years. This experience ranges from being a manager to progressing to academic medical administrative roles leading patient care and support operations. Then she transitioned to teaching at the graduate and undergraduate level. Her DNP scholarly project was on how we teach nurses to be leaders. More recently, this focus has been on developing pre-licensure students to be staff nurse leaders.

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Professional Experience: 1978-2014 As a registered nurse, held staff nurse, nurse educator, and nurse management positions in the fields of hospital inpatient, chemical dependency, psychiatric, home health, rehabilitation and endoscopy nursing in the states of Illinois, Washington, California and Oregon 2014-2017 Clinical Instructor, VA Academic-Nursing Partnership, VA Portland Health Care System (with Oregon Health & Science University), Portland, OR

Author Summary: Sherrill L. Hooke has been a registered nurse for almost forty years and earned her master's degree in education from the University of Illinois in 1993. Her nursing experience has been in the acute, psychiatric, substance use, home, rehabilitative, and procedural care arenas. For the past three years, she has worked as part of an academic-practice partnership to bring her expertise of working with the veteran population to the academic setting.