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

• To showcase the use of Kolb’s Experiential Learning Model as a framework with the student’s self exploration and development of leading oneself and then others

• To describe how the undergraduate students define and develop their own informal leadership.
Using Kolb's Experiential Learning Model - 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
Using Kolb's Experiential Learning Model - Outline

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
1) Overview of an Innovative Approach to Teaching

- Undergraduate nursing students need to learn to be informal leaders to positively impact patient/client healthcare
- Using Kolb's Experiential Learning Model to teach an integrated leadership course designed to change students' perspective and help them learn how to be leaders of their own nursing practice.
2) Kolb's Experiential Learning Model
2) Kolb’s Experiential Learning Model - Components

1. **Concrete Experience** - a new experience or situation is encountered, or a reinterpretation of existing experience.

2. **Reflective Observation** – on the above experience in relation to any previous experiences, understandings, and/or any inconsistencies between experiences and understandings from new learning.

3. **Abstract Conceptualization** - reflection gives rise to a new idea, understanding, or a modification of an existing abstract concept.

4. **Instructor Lead Debriefing** – faculty facilitate dialogue with students integrating concepts, experiences, and impact on their nursing practice.

5. **Active Experimentation** - the learner applies the new and/or amended information to the world around them to see what results.
3) Integrated Leadership Course - Structure

- Theory – hybrid online and weekly face to face 5 hour class with required readings/videos

- Clinical Placement – 150 hours in an inpatient, outpatient, or community setting with 10% time spent with a unit/area leader

- Post Conference – 2 hours a week, faculty facilitated discussion of theory content, clinical & life experiences, and impact on student’s own nursing practice
3) Integrated Leadership Course - Concepts

• Patient Safety & System Improvement
• Quality Improvement, Pursuing Excellence, & Measurement
• Professional Nursing Practice, Regulation, Shared Governance & Magnet Designation
• Communication Strategies & Skills
• Scope of Nursing Practice, ANA Ethical Principles & Provisions
• Informatics, Diversity & Unconscious Bias, Healthcare Trends, Finance, Reimbursement, Patient/Family Centered Care, Transitions in Patient Care & Nursing Practice
3) Integrated Leadership Course - Assignments

- Weekly Tickets before Class
- Weekly Self Assessments after Class
- Policy Debates
- Simulated Change Improvement Project Paper
- Assessment Healthy Work Environment, Organizational SWOT, Improvement Strategies & Presentation
- Performance Improvement Project & Presentation
4) Use Experiential Learning Model with Course Delivery

- Integration of the theory concepts w/experiences*
- Observing concepts w/in leadership clinical unit/area*
- Facilitated discussion in post conferences integrating content, experiences, & their own nursing practice*
- Demonstration of student conversion and accountability* within the assignments as term progresses.

*through the use of self reflection & present tense
5) Outcomes of this Pedagogy with Student Learning

“As a new graduate nurse, I feel I own my nursing practice, have a sense of autonomy, and have knowledge as well as the tools to be an informal leader. I can shape, control, and define my own professional nursing practice.”
Student Presentations of Projects
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 students realize that they are in charge of their learning, growth potential, and their own professional practice through the pursuit of excellence.
References


References


Thank you, questions?
From Portland, Oregon, USA

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