

Title:

Leaders Among Us: Leadership Appraisal of Baccalaureate Nursing Students

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Session Title:

Poster Presentations

Slot (superslotted):

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

Slot (superslotted):

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:

Baccalaureate Education, Leadership and Quantitative Research

References:

Kerfoot, K. (2008). Bossing or serving? How leaders execute effectively. *MEDSURG Nursing*, 17(2), 133-134. Miskelly, P., & Duncan, L. (2014). "I'm actually being the grown-up now": Leadership, maturity and professional identity development. *Journal of Nursing Management*, 22, 38-48. doi: 10.1111/jonm.12030 Swearingen, S. (2009). A journey to leadership: Designing a nursing leadership development program. *The Journal of Continuing Education in Nursing*, 40(3), 107-112. Yost, D.M. (2014). Developing leaders in health care. *AORN Connections*, 100(3), C5-C6. doi: 10.1016/S0001-2092(14)00872-2

Abstract Summary:

A current expectation exists for nurses to learn quickly leadership skills, often through trial-and-error experiences (Swearingen, 2009). This poster presents findings of a leadership appraisal of traditional baccalaureate nursing students. These findings may assist nurse educators in determining if a need exists for formalized leadership training at the undergraduate level.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Describe ways the nursing profession might benefit from early leadership training and development.	A review of the current literature will offer examples of ways the profession of nursing benefits from having formalized leadership training and development.
Discuss the results of a baseline leadership appraisal among students enrolled in a traditional baccalaureate nursing program.	An overview of the research findings will be presented in graphic format to meet this objective.

Abstract Text:

In today's fast-paced and technology-driven health care settings, the need for nurse leaders remains a critical demand. Stemming in part because of the Affordable Care Act, health care institutions now face multiple leadership challenges, such as reductions in full-time registered nursing positions, decreased job satisfaction among staff, increased turnover rates, fragmentation of health care team relationships, and negative effects on nurses' physical and psychological well-being (Miskelly & Duncan, 2014; Yost, 2014). In an effort to combat such challenges while also striving to provide the best quality care to patients, nurses frequently find themselves serving in formal leadership roles without actual formal leadership training (Kerfoot, 2008; Yost, 2014). Instead, an expectation exists for nurses to learn quickly leadership skills, often through trial-and-error experiences, which at times can equate to failure for new nurse leaders (Swearingen, 2009).

Not all nurses begin their career with thoughts of becoming a leader yet many find themselves serving in leadership roles without much formalized planning or preparation. The development of such competency and skill is not something that can be taught in a single, one-time occurrence, but rather are abilities that ebb and flow through an ongoing basis, often through practice and successful experience of leading one's self, others, and organizations (Yost, 2014). Several postgraduate courses do exist that pertain to the development of leadership and management skills, however it is noted that most of these programs target nurses who already hold management or leadership positions (Miskelly & Duncan, 2014). The purpose of this study is to assess a baseline level of leadership competency and skill of students enrolled in a traditional baccalaureate nursing program, and to determine if that baseline level is affected over time by students' clinical experiences. An understanding of these findings may assist nurse educators in determining if a need exists for more formalized leadership training at the undergraduate level.