

# Integration of Leadership Traits Across the Undergraduate Nursing Curriculum

*Creighton University  
College of Nursing  
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## Disclosure Statement

- The presenter and contributing authors have no conflict of interest to disclose for this presentation

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## Objectives

1. Review the integration of professional leadership concepts to accrediting body requirements.
2. Examine how a nursing curriculum found innovative ways to integrate lifelong nurse leadership traits in an undergraduate program and how it aims to excite future nurses to embrace leadership traits.
3. Evaluate the leadership development in students throughout an undergraduate nursing curriculum.

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## Background

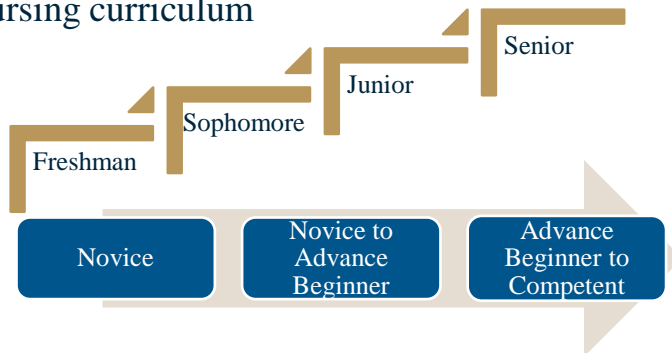
- Leadership interactive process to achieve shared goals (Giddens, 2016)
- AACN Essential Domain 10; Personal, Professional, and Leadership Development
- Nurses require leadership attributes

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# Building Traits of Leadership

**Purpose:** The purpose of this presentation is to discuss the innovative integration process of the concept leadership throughout the four years of an undergraduate bachelor of science nursing curriculum



## Leadership Across the Curriculum

AACN Domain	Freshman	Sophomore	Junior Fall	Junior Spring	Senior Fall	Senior Spring
10.1a		*	*	*	*	*
10.1b		X	X	X	X	X
10.2a	X	X	X	X	X	X
10.2b		X	X	X	X	X
10.2c		X	X	X	X	X
10.2d			X	X	X	X
10.2e		X	X	X	X	X
10.2f	X			X	X	X
10.3a				X		
10.3b	X			X		X
10.3c				X	X	X
10.3d					X	
10.3e				X	X	
10.3f				X		X
10.3g				X	X	X
10.3h			X	X	X	X
10.3i				X	X	X

# Leadership Across the Curriculum

AACN Domain	Freshman	Sophomore	Junior Fall	Junior Spring	Senior Fall	Senior Spring
10.2a	X	X	X	X	X	X
10.2f	X			X	X	X
10.3b	X				X	X

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# Introduction to Reinforcement



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# Evaluation of Effectiveness

– ATI leadership scores:



National benchmark

– Senior CLL Rubrics

- mean average 97%

– Reflections & Self-Evaluations

	SATISFACTORY (2 pts)	NEEDS IMPROVEMENT (1 pt)	UNSATISFACTORY (0 pt)
<b>1) Prepared &amp; Accountable</b> <i>(includes pre-work submission in Blueline PRIOR to activity)</i>	Arrived on time (per schedule) to meet faculty and review expectations prior to CLL. Student dressed in scrub uniform, with name tag, and prepared to engage. Pre-work completed and submitted before arrival.	Arrived "just in time" and in uniform, but not early enough to meet with faculty prior to activity and review expectations. Pre-work submitted prior to arrival.	Arrived late at start or from break; and/or left early and/or Not in proper uniform (may include disheveled or unprofessional appearance) and/or Pre-work not submitted prior to activity.
<b>Communication, Leadership &amp; Role-Modeling</b>	Demonstrated leadership by taking on a facilitator role and role-modeling professional behaviors and communication for peers.	Effectively role-modeled professional behaviors and communication for peers, but facilitation of activity was minimal or did not occur.	Demonstrated unprofessional behaviors and/or communication in front of peers. Did not effectively facilitate the activity.
<b>Engagement, Collaboration, &amp; Shared Decision-Making</b>	Was actively engaged and encouraged participation from all group members throughout learning activity, promoted collaboration and shared decision making.	Was actively engaged during activity but did not encourage or promote participation from peer learners who were less engaged.	Was not engaged during activity, appearing either unprepared, bored, distracted, or disinterested. Did not encourage participation from others.
<b>Proficient Knowledge, Skills, &amp; Attitudes</b>	Demonstrated proficiency and confidence in nursing topics and accuracy in response to peer and/or faculty questions regarding content.	Mostly proficient in nursing topics, occasionally weaving in confidence or requiring support or clarification from others in response to questions about content.	Did not demonstrate confidence or proficiency in nursing topic. Was unprepared and unable to accurately respond to questions about content.
<b>2) Reflection</b> <i>(To be completed post-activity. Due 2:30pm the following day AFTER the activity.)</i>	Submitted self-evaluation by 2:30pm the NEXT morning the day after the CLL activity. Self-eval evaluated impact of CLL experience on personal knowledge, skills, attitudes, and confidence. Careful reflection included reference to his/her growth, strengths during the activity, potential areas for improvement with plan, and provided feedback/suggestions on activity for faculty.	Self-evaluation submitted on time and included most of the required elements (Impact on growth, strengths, improvement plan, and feedback for faculty). Noted some missing elements and/or lacked depth and careful reflection.	Self-evaluation late or not submitted and/or extremely brief and lacking effort, listing few of the required elements.

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# Impact on Knowledge, Skills Attitudes, and Confidence

“felt like had knowledge to offer others”

Build Confidence

“my attitude has changed; importance of taking extra time with assessment skills”

Developing Awareness of Growth

“challenged me to use my knowledge to teach others”

Preparing for the Mentorship Role

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## Acknowledge Professional Leadership Traits



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## Overview of Leadership Integration

- Map Curriculum
- Novice to Advance Beginner
- Active Learning=Confidence

Questions?

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