BACKGROUND
Leadership is a complex, multifaceted phenomenon that has been defined in numerous ways (Grossman and Valiga, 2013). Students graduating with a BSN are required to step into leadership roles in health care systems that are complex, fast paced and stretched for resources. In order to prepare students to step onto these leadership roles they need to develop competencies in nursing leadership and nursing research.

Nursing Research Course – 14 weeks
This course expands students’ understanding of nursing scholarship and their abilities to comprehend, critique, and utilize nursing research. Students critically reflect on various scholarly works and research methodologies. Students experience ways to critically examine their practice in relation to nursing research and to pose research questions for evidence-informed practice.

Nursing Leadership Course – 14 weeks
Nurses provide leadership, influence, create and manage change for the promotion of health for individuals, families and communities within the context of society and the world. The role of the nurse within the current and evolving Canadian health care system is explored including considerations of the impact of global trends and issues. This course focuses on student growth as a professional nurse leader. Students have opportunities to explore their responsibilities as leaders, followers and change agents both as individuals, and as part of an interdisciplinary and inter-sectoral teams. Change processes and models are explored as well as strategies for implementing, managing and surviving change.

Nursing Practice Course – 72 hours over 14 weeks
Practice experiences provide nursing students with opportunities to explore concepts studied in their theory courses, including: influence, power, change, health policy strategies, funding and resources allocation, and citizen participation, scholarship and research. Students have an opportunity to engage in change on a specific health or nursing practice issue in a wide variety of nursing and interprofessional practice settings. Participants learn about professional nursing practice, critical thinking, and critical reflection. Praxis involves the examination of the dynamic interplay between theory and practice.

DISCUSSION
The culmination of students work is shared through a Nursing Student Leadership conference. Students prepare a professional poster illustrating their work and share their work in a 30 minute concurrent session. The conference is attended by nursing faculty, all nursing students in the BSN program. Field guides, mentors and practice partners are also invited to attend. Student presenters obtain peer feedback and faculty feedback.

Voicing the Potential: 48/6 Plan of Care Documentation
Main Benefits and Why We Value the 48/6 Plan of Care: 
1. Standardized approaches to care
2. Coordinated care leading to improved outcomes
3. Increased patient and family satisfaction
4. Streamlined communication between shifts
5. Enhanced patient safety
6. Increased efficiency in care delivery

Process
1. Identification of Focus Areas
2. Data Collection
3. Analysis
4. Dissemination of Results

Outcome
1. Improved patient care through evidenced-based practice
2. Enhanced communication across disciplines
3. Increased efficiency in care delivery

SUCCESS

New tool kits for current and future students to ensure success on the NCLEX-RN.

NCLEX Exam: Student Preparation for Success

Resources

Presented by Evan Gyurkovits, and Erin May, 4th Year Nursing Students, with the help of Kristen Chu, L., Leung, P., & Reed-Lewis, J. (2014). Improved Discharge Planning Interprofessional Communication Tool

Thanks to our fellow nursing cohort
Thanks to our field guide Teresa Perlock

Ostomy Care on KBRH Medical: The use of patient videos is being used to improve clinical performance (Meyer et al., 2012). The student response to these videos was beneficial. The Duke University, University of British Columbia, and the University of Victoria worked together to create a training module for nurses and health care assistants (HCAs) for providing ostomy care.

FINDINGS
Incorporate a variety of clinical skills and facilitate greater learning for nursing students. Strategies:

Increased Workload

9%

14%

100%

CONCLUSION

The use of patient videos is being used to improve clinical performance (Meyer et al., 2012). The student response to these videos was beneficial. The Duke University, University of British Columbia, and the University of Victoria worked together to create a training module for nurses and health care assistants (HCAs) for providing ostomy care.

Participants indicated a high level of comfort for emptying ostomy pouches, and facilitation of greater learning for nursing students. Strategies:

Increased Workload

9%

14%

100%

IMPROVING STUDENT PERCEPTION OF THE SIMULATION EXPERIENCE BY INCORPORATING VIDEO AND DEBRIEFING

BENEFITS

- Increased student engagement
- Improved understanding of complex scenarios
- Enhanced reflection and learning

CONSEQUENCES

- Positive impact on student confidence
- Improved clinical performance

References