Preparing nursing students as leaders for social change

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Learner objectives:

• Discuss the nurse educator’s role in promoting health equity through student leadership development.
• Describe successful aspects of a baccalaureate student leadership development program based on the Social Change Model.

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In 2014, 62.2% of the US population was white, non-Hispanic. By 2060, that percent will be down to 43.6% (Colby & Ortman, 2015)…
while health disparities disproportionately affect people of color.
Meanwhile, **83%** of the RN workforce and **88%** of full-time nursing school faculty are white (AACN, 2015)

...and what about NURSE LEADERS?
Nurse educators are in a unique position to prepare graduates who can lead the social change required to eliminate structural and social determinants that are barriers to health equity.
Intentional inclusion of underrepresented students in programs that:

- Build leadership self-efficacy
- Include experiences in diverse settings
- Provide role models who appreciate the nurse’s role in effecting positive social change
Avoiding common pitfalls:

- having a narrow definition of diversity
- making “diversity” initiatives the job of the few persons of color
- taking a “deficit perspective”
Keys to Inclusive Leadership in Nursing (KILN) Program

To support the development of students from underrepresented and under-resourced backgrounds

- HRSA Nursing Workforce Diversity Grant, 2009-2013
- Price Family Foundation funding, 2012-2018
- Coca-Cola Foundation funding, 2015-2017
The Social Change Model

Heri, 1996

Group Values
- Collaboration
- Common Purpose
- Controversy with Civility

Individual Values
- Congruence
- Commitment
- Consciousness of Self

Societal/Community Values
- Citizenship

Change
What are the qualities of socially responsible leaders?

- Aware of own values, biases, and societal privileges
- Respectful of and able to value differences in all collaborations
- Integrate diversity and inclusion into all aspects of their lives
- Aim to reduce social inequities
Activities of the KILN program guided by the Social Change Model:

1. engage in sociocultural conversations
2. establish mentoring relationships
3. perform community service
4. participate in off-campus organizations
1. Sociocultural Conversations

Intentional conversations with peers, faculty/staff, and nurse leaders that allow students to:

- clarify and articulate their own perspectives
- seek a better understanding of others’ perspectives
- comprehend how personal values fit into the larger social structures
- discern how to work with communities to initiate positive change
1. Socio-cultural conversations: Students serve on school’s Diversity Advisory Board
1. Socio-cultural Conversations: Language and Cultural Immersion
2. Mentoring relationships: Faculty and student mentoring

- Academic advising
- Clinical preceptors
- Undergraduate Research Fellows
- KILN mentors
2. Mentoring relationships:
   Peer Mentoring
Mentoring relationships:
Alumni and Professional Leaders
3. Community Service
4. Membership in off-campus organizations
Measuring the values of the SCM

The “Socially Responsible Leadership Scale” SRLS-R2 (Tyree, 1998; National Clearinghouse for Leadership Programs, 2013).

Piloted in a racially diverse, financially underresourced group of prelicensure nursing students (Read, et al., 2016).

- highest scores: commitment
- lowest scores: comfort with change
Other scales

The Self-awareness/Self-confidence subscales of the Leadership Self-Efficacy Scale (Bobbio & Manganelli, 2009)

The Social Justice Perceived Behavioral Control/Social Justice Behavioral Intentions subscales of the Social Justice Scale (Torres-Harding, Siers, & Olson, 2012)
Does KILN achieve its goals?
BSN alumni survey, classes of 2005-2014 (n=340)

- KILN students were more likely to:
  - be dependent on financial aid & required to work for pay
  - earn a minor in Hispanic Studies
  - participate in student government, cultural organizations, diversity advisory board, mentoring programs, and nursing-related service immersion
  - be a research fellow and attend a professional conference

- After graduation, 68% of KILN participants reported speaking a language other than English at work, compared to 40% of nonparticipants
Challenges

▪ Reframing the concept of leadership as more than positional
▪ “Minoritized” people are still underrepresented among our faculty, students, and staff
▪ Finding ways to ensure that ALL members of the community take an active role in creating a welcoming climate
▪ Understanding and respecting the “intersectionality of identities.”
▪ Securing continued funding and ensuring equitable distribution of scarce resources: Our “inclusivity” program has excluded some students due to funding constraints
Lessons Learned

▪ Individual students can achieve things beyond their imagination with a little support and mentorship

▪ The Social Change Model (SCM) is a relevant framework for programs that aim to increase individualized, inclusive student development programs

▪ SCM can serve as a starting point to reframe the concept of leadership and consider one’s self-efficacy in reducing health disparities
Thank You!

Questions?
Comments?
Suggestions?
References


References


