

NSNA Leadership University: Innovation in Professional Formation

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Each year, hundreds of NSNA members and faculty advisors receive a beautiful certificate for participating in and supporting the National Student Nurses' Association Leadership University. The NSNA Leadership U provides opportunities for nursing students to be recognized for the leadership and management skills they develop through participation in NSNA's programs and governance activities. From the school chapter level to the state and national levels, nursing students learn how to work in shared governance and cooperative relationships with peers, faculty, students in other disciplines, community service organizations, and the public.

NSNA's Leadership U is not a brick and mortar structure; it is a university that is built by the students and faculty who participate. There is no tuition; all NSNA members may participate in the NSNA Leadership U. All they have to do is become active in NSNA's many shared-governance leadership opportunities. The steps outlined below explain how your faculty and students can initiate the Leadership U in your school. The Leadership U is open to all NSNA members attending nursing programs that prepare students for RN licensure (and RN to BSN programs) that are official NSNA constituents as well as to members in schools working toward constituency status. The objectives of the NSNA Leadership U are to:

1. Link NSNA participation to professional values development, professional formation, and socialization into the nursing profession;
2. Develop competencies and foster attributes that future leaders and managers need to successfully pro-



- vide for the health care needs of society;
3. Guide student learning in shared-governance;
4. Create opportunities for mentor-protégé relationships and peer networks for development and growth;
5. Validate that learning has taken place;
6. Provide formal recognition to NSNA members who demonstrate leadership and management skill development;
7. Assist students to develop a professional portfolio; and,
8. Recognize faculty who support student participation in the NSNA Leadership U and students who have received NSNA Leadership U credit with a personalized certificate.

From the basic skills needed to participate in shared-governance meetings at the school chapter level to the honor of serving on the NSNA Board of Directors, the NSNA Leadership U offers endless possibilities to develop professionalism in students. The approach used must conform to academic and administrative policies and traditions of the specific nursing program. Here's a step-by-step approach

to incorporating NSNA's Leadership U in your program's curriculum:

Step One: The nursing program must be an official constituent of the NSNA. However, if the school is not an official constituent, it is possible that a student who joins NSNA and initiates an NSNA chapter is eligible to participate. Students must be NSNA members to participate.

Step Two: Students who wish to participate should take the initiative to explore how NSNA participation can either qualify for credit as part of required course work, elective course work, or independent study in the nursing program. The student must then approach the chapter advisor for guidance on how to earn credit for NSNA leadership participation. Faculty may also present this as an option for the fulfillment of course requirements.

Step Three: Once the proper connection is made between those involved (i.e., student, faculty, administration, chapter advisor) and there is agreement that credit will be awarded for participation in the NSNA Leadership U, a formal meeting is scheduled for the student and a faculty mentor (this could be the NSNA chapter faculty advisor). At this first meeting, the student and mentor need to:

- Review the course requirements and the NSNA Leadership U materials;
- Establish objectives;
- Determine how leadership guided learning will proceed (assign preceptors if available);

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Table 1.
Attributes and Competencies Needed by Future Nurse Leaders and Managers

Working Skills	Role Identity	Personal Improvement	Communication Skills
<ul style="list-style-type: none"> • Intellectual and analytical capacity • Critical thinking ability • Systems thinking • Understands strategic/tactical planning, implementation, and outcome evaluation • Identifies global, national, and local trends • Formulates decisions based on evidence • Adapts quickly to new situations • Balances high tech with high touch • Solves problems creatively • Assesses conclusions 	<ul style="list-style-type: none"> • Comprehends and practices interdisciplinary models • Motivates others to participate in decision-making • Empowers others • Capacity to interchange leadership/followership roles • Mentors future leaders • Advocates for patients and the profession • Strives for an inclusive society and embraces diversity • Facilitates collaboration and group process • Is a team player • Practices the spirit of cooperation 	<ul style="list-style-type: none"> • Accepts high moral and ethical standards • Balances professional responsibilities and personal life • Accepts responsibility and accountability for decisions • Demonstrates a commitment to lifelong learning • Capacity for deep introspection and reflection 	<ul style="list-style-type: none"> • Effective interpersonal and communication skills • Communicates professionally both orally and in writing • Empathetic/active listener • Manages conflict and masters conflict resolution • Treats all human beings with respect and acceptance • Capacity to connect with the spiritual nature of human beings

Note: These competencies and attributes are developed during participation in NSNA's leadership activities at the school, state, and national levels of the association.

Source: Compiled by Diane J. Mancino, EdD, RN, CAE, FAAN. Sincere appreciation to Kirsten Williams for assistance in updating this list.

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- Select appropriate reading and other learning materials; and,
- Develop a written plan to meet the objectives through NSNA participation.

Step Four: Validate that learning has taken place. The faculty determines validation methods. Options include having the student: keep a detailed journal, develop a portfolio, create a slideshow presentation for the class and for faculty, or write an essay that can be submitted for publication. Evaluation of performance based on the preceptor or mentor's observations is another appropriate option to determine if the student can actually demonstrate his or her mastery of the objectives.

Step Five: Complete the NSNA Leadership U Certificate Request Form and submit it to NSNA. The faculty member will receive the designation of NSNA Adjunct Faculty and a certificate. NSNA must then be notified that the objectives and course requirements have been satisfactorily completed and that credit was awarded.

Step Six: When the student is ready to graduate, NSNA provides a certificate of recognition acknowledging the student's participation in the NSNA Leadership U. The certificate is available at the NSNA Annual Awards Ceremony or can be mailed to a faculty member to present to the student at the appropriate time (such as during a pinning ceremony).

One example of how students have been acknowledged for the leadership skills learned is participation in the NSNA House of Delegates. Serving as a delegate in the NSNA House of Delegates gives students opportunities to practice leadership behaviors and demonstrate their mastery of leadership theory learned in the classroom. For example, when weighing the content of a proposed resolution, student delegates learn to formulate responses to issues that are evidence-based (literature review component); conduct themselves professionally (professional formation component) by speaking publically to large audiences; listening to and considering diverse perspectives; working in collaboration with peers; and making informed decisions while utilizing their critical thinking on behalf of fellow student nurses across the nation.

Table 1 lists the attributes and competencies needed by future nurse leaders and managers. These attributes and competencies are developed, practiced, and perfected by students who participate in NSNA's shared-governance program. The attributes and competencies on the list are congruent with those learned in nursing school and transferred to clinical situations and leadership. Leadership involvement in NSNA prepares students to positively contribute to professional nursing and community-based organizations as well as to

shared-governance responsibilities in health care delivery settings (e.g., in American Nurses Credentialing Center's Magnet Recognition Program).

NSNA has prepared an extensive bibliography to provide evidence and support for this innovative program. The bibliography and examples of models from schools that have adopted and integrated the NSNA Leadership University into their nursing program curriculum can be found at www.nсна.org (click on "NSNA Leadership University"). In addition, students and faculty can access detailed descriptions of the learning that takes place through participation in NSNA's many programs and activities (e.g., Community Health Projects, Legislative-Education Programs, and recruitment and retention of underrepresented populations into the nursing profession).

NSNA appreciates the support of deans, directors, and faculty who have embraced and integrated this innovative program into their undergraduate nursing curricula. Won't you consider implementing this program at your school? Please do not hesitate to contact NSNA if you need assistance or have any questions. Write to nsna@nsna.org with "Attention: Diane Mancino" in the subject. I look forward to hearing from you! **DN**

NSNA Stellar School Chapter Recognition Program

Established in 2010, the NSNA Stellar School initiative recognizes school chapters that demonstrate ongoing involvement in NSNA and a strong commitment to shared governance and professional formation of their students and faculty. The program is open to official NSNA school chapters that have maintained Constituency Status for the past five years.



NSNA Stellar School Chapter Recognition Criteria Categories

A point system has been developed and range of points will be awarded based on applicants' demonstration (by documentation of examples) of how the chapter meets the criteria categories below:

- Category I: Official NSNA Constituency Status and Chapter Leadership Participation
- Category II: Dean/Director/Chair and Faculty Support of Professional Development of Students through NSNA
- Category III: Facilitating Professional Development and Participation in NSNA
- Category IV: NSNA Program Involvement and Service Learning
- Category V: Support of NSNA Membership

NSNA Stellar School Chapter Recognition Program

Chapters receiving Stellar School Chapter Recognition are recognized as follows.

- Plaque presented to students, faculty, and dean/director at the NSNA Annual Convention Opening Ceremony, and a photo is taken to be placed on the NSNA Web site (www.nсна.org);
- Listing of NSNA Stellar Schools in *Program Books* and *Imprint*;
- Profile NSNA Stellar Schools on the NSNA Web site, featuring the school's logo and link to the school Web site;
- NSNA Stellar School Pin presented to the dean and school chapter president, and available for purchase by all faculty and NSNA members in the school to recognize their Stellar School status;
- The nursing program may add the NSNA Stellar School logo to their school publicity, Web site, printed materials, student bulletin, etc., to "tell the world" that they are recognized for their leadership and support of nursing student professional development.

Other Information

- Must provide documentation of how the criteria in the categories are met;
- NSNA Stellar School status is awarded for five years and is renewable with resubmission of an application and supporting documents that demonstrate the school chapter continues to meet the current criteria as an NSNA Stellar School.
- Deadline for current academic year is received at NSNA Headquarters by February 6, 2013.

Details and an application can be downloaded at
<http://www.nсна.org/Membership/StellarSchools.aspx>

NSNA Stellar Schools

Brigham Young University College of Nursing, Provo, UT
Emory University Nell Hodgson Woodruff School of Nursing, Atlanta, GA
Georgia Baptist College of Nursing of Mercer University, Atlanta, GA
Grand View University, Des Moines, IA
Harding University Carr College of Nursing, Searcy, AR
Louisiana State University Health Sciences Center, School of Nursing, New Orleans, LA
Molloy College Division of Nursing, Rockville Centre, NY
Pittsburg State University, Department of Nursing, Pittsburg, KS
Reading Hospital School of Health Sciences, Reading, PA
Riverside Community College District School of Nursing, Riverside, CA
University of Arkansas at Monticello, University of Arkansas Student Nurses' Association, Monticello, AR
University of Arkansas for Medical Sciences, University of Arkansas for Medical Sciences Student Nurses' Association, Little Rock, AR
University of North Florida School of Nursing, Jacksonville, FL
Villanova University College of Nursing, Villanova, PA

National Survey of RNs Planned

The National Council of State Boards of Nursing (NCSBN) and the Forum of State Nursing Workforce Centers will conduct a national survey of registered nurses (RNs) beginning in January 2013. All RNs in the U.S. with active RN licenses are eligible candidates for survey participation. A random sample of this population will be chosen to participate. Nurses who receive the survey are strongly encouraged to provide information such as basic demographic and professional data (e.g., age, year licensed, etc.) even if they are now employed in another profession or are retired. All responses will be kept confidential and data will only be reported in the aggregate.

The results of this survey are especially valuable in light of several factors. One is that no national source of current, complete and consistent information for nursing workforce data exists and this survey has the potential to fill that void. Also, the implementation of the Patient Protection and Affordable Care Act will insure more than 30 million U.S. residents who will seek health care in the years ahead. Additionally, the aging U.S. population means there will be an increased demand for nursing services in coming years. It is possible that the predicted shortfall of qualified nurses to care for this population will occur and will have a major impact on health care delivery in the future.

An adequate supply of RNs in the workforce is one of the essential components of a safe and effective health care system. Information from RNs selected to respond to this survey have a unique chance to contribute to this invaluable study, the results of which can be used to predict possible shortages and assist in the allocation of resources, program development decisions, and recruitment efforts in both the health care system and education sectors. **DN**

Volume 34, No. 2 • November/December 2012

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Dean's Notes is indexed in Cumulative Index to Nursing & Allied Health Literature.

Dean's Notes is published five times a year (September/October, November/December, January/February, March/April, and May/June) by Anthony J. Jannetti Inc., East Holly Avenue, Box 56, Pitman, New Jersey 08071-0056. Telephone 856.256.2300. FAX 856.589.7463. All rights reserved. No part of this publication may be reproduced without the express written permission of the publisher. Address changes should include mailing label and be forwarded to the publisher.

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Healing, Enlightening, And Loving The Healthy You! The HEALTHY Campaign

61st Annual NSNA Convention, Charlotte, North Carolina, April 3-7, 2013

NSNA invites faculty and students to the NSNA 61st Annual Convention to support "The HEALTHY Campaign" of 2013! This year's theme spreads awareness about the importance of maintaining a healthy lifestyle as future nurse leaders. Faculty and student program offerings are still in development, but here are just two of the many speaker highlights.

Keynote Speaker Courtney Lyder. The Opening Ceremony features the keynote presentation by distinguished nurse leader, Courtney Lyder, ND, RN, FAAN. Dr. Lyder is Dean of the UCLA School of Nursing, Professor of Nursing, Medicine and Public Health; Executive Director, UCLA Patient Safety Institute and Assistant Director of the UCLA Health System. He is an international expert in gerontology and his research helped shaped the U.S. government's position on surveying their 16,000 skilled nursing facilities. In 2011, U.S. Secretary Kathleen Sebelius appointed him to the National Advisory Council for Nursing Research.

Endnote Speaker Michael R. Bleich. The Closing Ceremony and endnote presentation will be presented by Michael R. Bleich, PhD, RN, FAAN, the Dean of Goldfarb School of Nursing at Barnes-Jewish College. Dr. Bleich served on "The Future of Nursing" Institute of Medicine committee that developed this seminal report.

Watch for complete details on www.nсна.org, and in *Imprint, NSNA News*, and weekly NSNA broadcast emails. We hope to see you, your students, and your faculty in Charlotte! **DN**

