

THE NSNA LEADERSHIP U

Learning Without Walls

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What is the NSNA Leadership U?

The NSNA Leadership U provides formalized recognition of the leadership and management skills nursing students develop through participation in NSNA's varied programs and governance activities. From the school chapter level to the state and national levels, nursing students learn how to collaborate with peers, faculty, students in other disciplines, community service organizations, and the public.

What makes the NSNA Leadership U different from traditional universities?

NSNA's Leadership U offers learning without walls. It is an ongoing university built by the students who want to participate. There is no tuition. All NSNA members may participate in the Leadership U by becoming active in NSNA's many self-governance leadership opportunities.

The steps outlined below explain more about the Leadership U and how you can initiate this program at your school.

Who may participate?

The Leadership U is open to all NSNA members attending nursing programs that prepare students for RN licensure, as well as RN to BSN programs. It is open only to official NSNA constituents as well as to members in schools working toward constituency status.

What are the purposes of the NSNA Leadership U?

The NSNA Leadership U:

1. Links NSNA participation to professional values development and socialization into the nursing profession;

2. Develops the competencies future leaders and managers need to successfully provide for the health care needs of society;

3. Validates learning in a variety of settings that might not otherwise be recognized;

4. Provides formal recognition to NSNA members who demonstrate leadership and management skill development;

5. Helps students develop a professional portfolio;

6. Creates opportunities for mentor-protégé relationships and peer networks to develop and grow.

How does the NSNA Leadership U work?

The NSNA Leadership U offers endless possibilities for developing professionalism in students, from the basic skills needed to participate in self-governance meetings at the school chapter level to the honor of serving on the NSNA Board of Directors. The approach used must conform with academic and administrative policies and traditions of the specific nursing program. Following is a step-by-step approach to incorporating NSNA's Leadership U in your curriculum:

Step 1: The nursing program must be an official NSNA constituent. However, if the school is not an official constituent, individual students or teams of students who join NSNA and initiate NSNA chapters, are eligible to participate. Students must be NSNA members to participate.

Step 2: Students wishing to participate in the Leadership U should explore how they can obtain credit for NSNA participation, either as part of required or elective coursework, or independent study. Students should

next 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 3: Once the crucial link is made between the student, faculty, administration, and 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); select appropriate reading and other learning materials; and develop a written plan to meet the objectives through NSNA participation. Sample objectives for various NSNA leadership opportunities will be available later this fall on www.nsnaleadershipu.org which can be accessed directly or via NSNA's web site (www.nana.org). Until then, contact the author directly at diane@nsna.org.

How can I learn leadership skills at the House of Delegates?

Serving as a delegate in the NSNA House of Delegates held every year at NSNA's national convention gives students opportunities to practice leadership behaviors and demonstrate their mastery of leadership theory learned in the classroom. Delegates enrolled in the Leadership U are responsible for participation in:

- * House of Delegates Sessions (number of participation hours-9);
- * Resolutions Hearings (number of participation hours -5);

PUBLISHERS DIRECTORY

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MediQuik Cards, 12th ed

Springhouse, 2000, 440 cards, \$30.95

No other drug card deck is more up-to-date or easier to use. Endorsed by the NSNA.

Medical-Surgical Care Planning, 3rd ed

Nancy M. Holloway, RN, MSN, 1999, 896 pages, \$39.95

Plans are grouped by general care needs and by body system disorders in this highly popular reference.

Nursing Diagnosis Pocket Manual

Sheila M. Sparks, RN, DNSc, CS; Cynthia M. Taylor, RN, MS, CS, CNAA; Janyce G. Dyer, RN, DNSc, CS, 1996, 512 pages, \$24.95

The easiest way yet for students and nurses to find all they need about NANDA-approved nursing diagnoses.

Nursing Diagnosis Reference Manual, 5th ed

Sheila M. Sparks, RN, DNSc, CS; Cynthia M. Taylor, RN, MS, CS, CNAA, 2000, 736 pages, \$36.95

This best-seller is the easiest, most thorough, and accurate care planning reference available.

Diseases, 3rd ed

Springhouse, 2000, 1,264 pages, \$44.95

Newly revised to cover more than 500 diseases, including the latest findings and emerging diseases.

Nursing Procedures, 3rd ed

Springhouse, 2000, 832 pages, \$49.95

This thoroughly updated edition covers more than 340 procedures, including 10 new ones.

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- * Candidate presentations and election activities (number of participation hours-5)

Following is an example of the Learning Objectives for the House of Delegates

- * Describe and define the role of leadership when serving as a delegate;
- * Gain an understanding and working knowledge of Robert's Rules of Order;
- * Understand and practice collaboration among peers;
- * Describe and interpret the complex role organizations play in the profession and in society;
- * Identify, define, analyze, and state an opinion related to at least one national issue concerning the delivery of health care and the nursing profession.
- * Articulate how decisions made by the House of Delegates influence structures, policies, and practices of the organization;
- * Create an interpersonal and professional network that crosses geographic, cultural, and educational boundaries;

* Write and describe a personal vision for the future of the profession.

Attributes developed: 1-22, 23, 25 (see list below)

NSNA is building the Leadership U-watch future issues of *Imprint* and the NSNA web site www.nсна.org for updates.

The author is the Executive Director of the National Student Nurses' Association.

Attributes and Competencies Needed by Future Nurse Leaders and Managers

1. Intellectual and analytical capacity
2. Critical thinking ability
3. Systems thinking ability
4. Comprehension of interdisciplinary models
5. Effective interpersonal and communication skills
6. Empathetic/active listening abilities
7. Adaptability to new situations
8. Ability to identify global, national, and local trends
9. Acceptance of high moral and ethical standards
10. Ability to manage conflict and master conflict resolution
11. Facilitate collaboration and group process
12. Motivate others to participate in decision-making
13. Exhibit capacity to interchange leader/follower roles
14. Mentor future leaders
15. Empower others
16. Be a team player
17. Understand strategic/tactical planning, implementation and outcome evaluation
18. Treat all human beings with respect and acceptance
19. Strive for an inclusive society
20. Balance professional responsibilities and personal life
21. Accept responsibility and accountability for decisions
22. Demonstrate a commitment to lifelong learning
23. Practice the spirit of cooperation
24. Balance "high-tech" with "high-touch"
25. Solve problems creatively
26. Show capacity for deep introspection and reflection
27. Show capacity to connect with the spiritual nature of human beings