

## Innovation Center

### Perspectives From the Field: Bringing Nurse Leaders Into the Classroom

Charlotte K. Sortedahl and Hannah Imhoff

#### Abstract

Leadership is a vital component of nurses' careers and baccalaureate nursing programs are required to include leadership competencies in undergraduate nursing education. To design learning experiences that emphasize professional identity formation, nurse leaders were invited as guest speakers in a senior-level didactic leadership course, but scheduling often interfered with participation. To inspire students and maximize nurse leaders' time, recorded video was investigated as a solution. Following videotaped interviews with nurse leaders, a 10-minute video was produced and shown to students in a nursing leadership course. The video project was evaluated for feasibility, cost-effectiveness, and usefulness as an instructional tool for empowering nursing students.

**KEY WORDS** Nurse Leaders – Nursing Students – Professional Identity – Videorecorded Lectures

Leadership is vital to nurses' professional careers. The Institute of Medicine (2011) has called for nurses to be prepared at all levels to serve as leaders in the provision of high quality care in complex health care environments. Banner, Sulphon, Leonard, and Day (2010) assert that educators need to design learning experiences in which students gain insight into what it means to be a nurse and emphasize the formation of professional identity in the formal curriculum.

Throughout the curriculum of our baccalaureate nursing program, located at a medium-sized public university, nurse experts are invited to speak in the classroom. Faculty have received anecdotal feedback that students appreciate guest speakers, while guests have noted it is a professional responsibility to share their expertise. However, multiple barriers, including scheduling conflicts, unpredictable weather, and limited parking, have limited nurse leaders' participation as guest speakers in a required senior-level didactic leadership course.

Various tools have been considered as a way to avoid these barriers. For example, live conferencing tools were considered but were dismissed because they require technical support, knowledgeable users, and compatible systems. Moreover, live conferencing does

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Leadership is a vital component of nurses' careers, and baccalaureate nursing programs are required to include leadership competencies in undergraduate nursing education. To design learning experiences that emphasize professional identity formation, nurse leaders were invited as guest speakers in a senior-level didactic leadership course, but scheduling often interfered with participation. To inspire students and maximize nurse leaders' time, recorded video was investigated as a solution. Following videotaped interviews with nurse leaders, a 10-minute video was produced and shown to students in a nursing leadership course. The video project was evaluated for feasibility, cost-effectiveness, and usefulness as an instructional tool for empowering nursing students.