



EUROPEAN FEDERATION OF EDUCATORS IN NURSING SCIENCE

FÉDÉRATION EUROPÉENNE DES ENSEIGNANTS EN SCIENCES INFIRMIÈRES

# Nursing leadership educational programs: cases studies

## Nursing Leadership Educational Program for Doctoral and Postdoctoral Nurses (Nurse-Lead)

Leena Salminen

Professor, PhD

University of Turku, Finland, Department of Nursing Science

**FINE workshop, Brussels 23.-24.11.2018**



**TURUN  
YLIOPISTO**

# Outline

- Project: A leadership and mentoring program (Nurse-lead)
  - Overview of the project
- Creating the competence profiles
- Learning module:
  - Nursing Leadership Educational Program for Doctoral and Postdoctoral Nurses (Nurse-Lead)
- Conclusion: the outcomes of the whole project

# Background

- It has been recognized
  - the global shortage of highly qualified nurses as a limiting factor to rapid scale-up of global nursing capacity
  - the lack of highly qualified postdoctoral nurse educators and academic career opportunities for postdoctoral nurses, which is necessary to enhance patient care through the creation of evidence base to inform practice in which nurse educators play a pivotal role
    - also labor market's needs!

# THE AIM OF THE PROJECT

- is to direct **doctoral students and post doctoral nurses** into an academic career in nursing by providing them with opportunities to expand their educational, research and leadership competencies.
  - Competence profiles
  - Learning module and its evaluation
  - Research

# Research group

- Thóra B. Hafsteinsdóttir (Project Leader), Iceland and The Netherlands
  - Marieke Schuurmans, The Netherlands
  - Helga Jónsdóttir, Herdís Sveinsdóttir and Sigrídur Gunnarsdóttir, Iceland
  - Helena Leino-Kilpi, Riitta Suhonen, Heli Virtanen, Leena Salminen, Finland
  - Gabriela Mayer, Germany, Natalja Fatkulina, Lithuania,
  - Maria Antónia Rebelo Botelho, Célia Oliveira, Maria Adriana Pereira Henriques, Maria Filomena Gaspar, Portugal
  - Eva van Ingen, Mirjam Westerlaken, The Netherlands
- 
- The project is funded by Erasmus+ -program
    - EU-project (2017-1-IS01-KA203-02659)
- 
- Thanks to Heli Virtanen creating these slides with me!

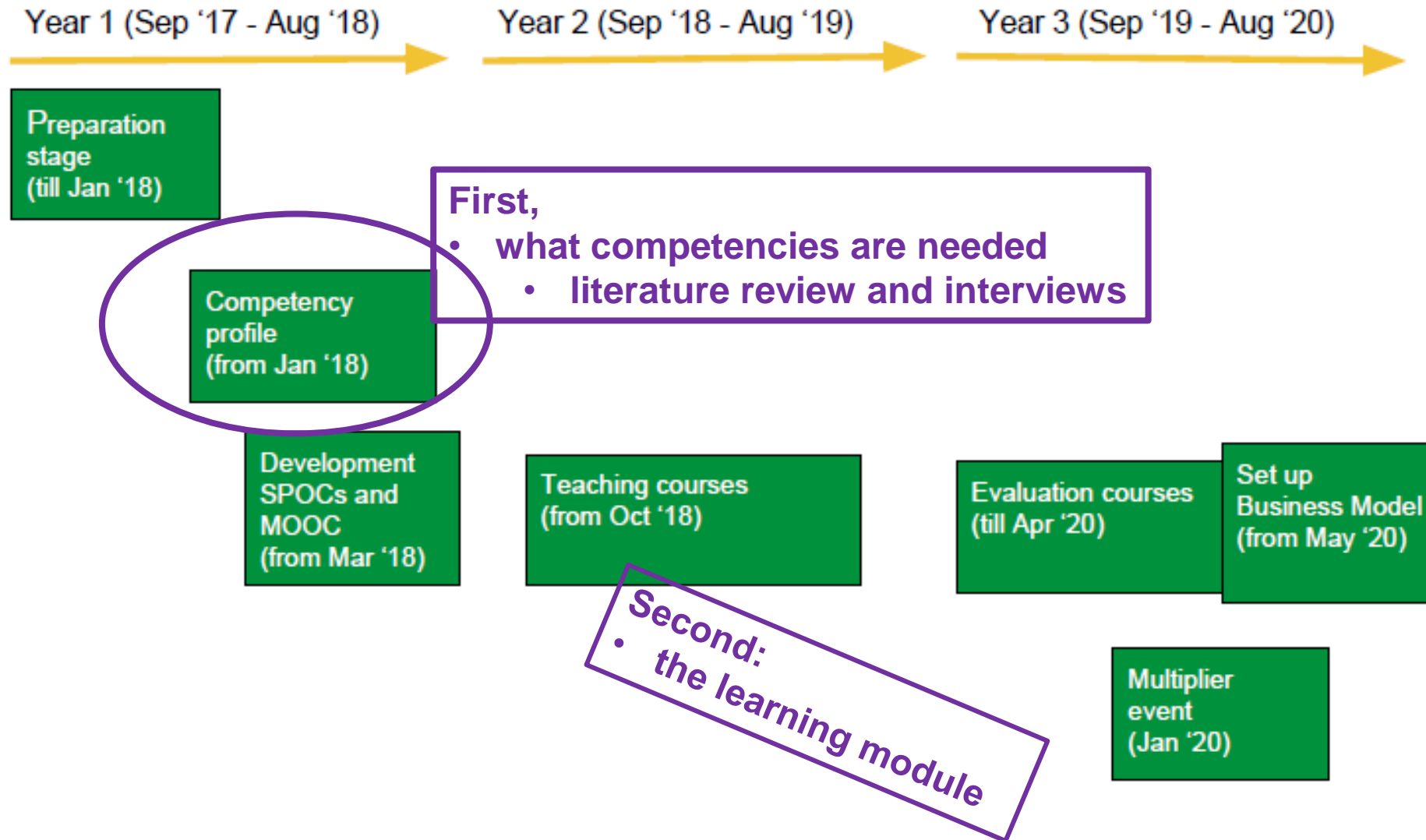


Project meeting in Turku 25.1.2018

# PARTICIPANTS AND THE DURATION OF THE PROJECT

- doctoral candidates (nursing science students) (n=24)
- post-doctoral nurses(n=24)
- from six European countries:
  - Iceland, Germany, Portugal, Finland, Lithuania, The Netherlands
- 1.8.2017-31.7.2020

# Schedule



# Competence profiles

- Goal was to create competency profiles for postdoctoral nurses from PhD graduation until 5 years postdoctoral time
- University of Turku was responsible of the work
  - (PhD Heli Virtanen)
  - Working together with University of Vilnius (Phd Natalja Fatkulina)



# Competence profiles of the doctoral candidates and post docs

are based on

- European and American educational and **research policy statements** and documents
- Summary of the **expert meeting** on competency profiles
- **Literature review**
- Summary of studies on doctoral candidates' and post docs' competencies

Please, see also



International Journal of Nursing Studies

Volume 75, October 2017, Pages 21-34



Leadership mentoring in nursing research, career development and scholarly productivity: A systematic review

Thóra B. Hafsteinsdóttir <sup>a, b</sup>, Angeli M. van der Zwaag <sup>a, 1</sup>, Marieke J. Schuurmans <sup>a, b</sup>

# Competence areas based on policy review (n=13)

- Research field management
- Research skill management
- Ethics management
- Cognitive management
- Self-management
- Research communication management
- Team working management
- Team leadership management
- Resource management
- Career development
- Pedagogy management
- Implementation management
- Future vision management

# Levels of competence

Levels of competence based on educational science material:

- Understanding
  - Demonstration
  - Evaluation
  - Creation
- 
- Different assessment scales of competence – several possibilities
    - E.g. 5-point scale: very low – low – medium – high – very high
    - VAS



# Literature searches 1/2018

Databases:

- PRIMO CENTRAL INDEX including data bases Web of Sciences, Scopus, JSTOR, Pubmed & DOAJ
- Eric
- CINAHL
- Search terms: doctoral student\* OR phd student\* OR doctoral candidate\* OR phd candidate\* OR post doc\* OR postdoct\* AND academic AND career AND leadership AND competenc\*
- Limits: full text, peer reviewed, abstract available, published 1990-2018, title
- **Result 38 articles**



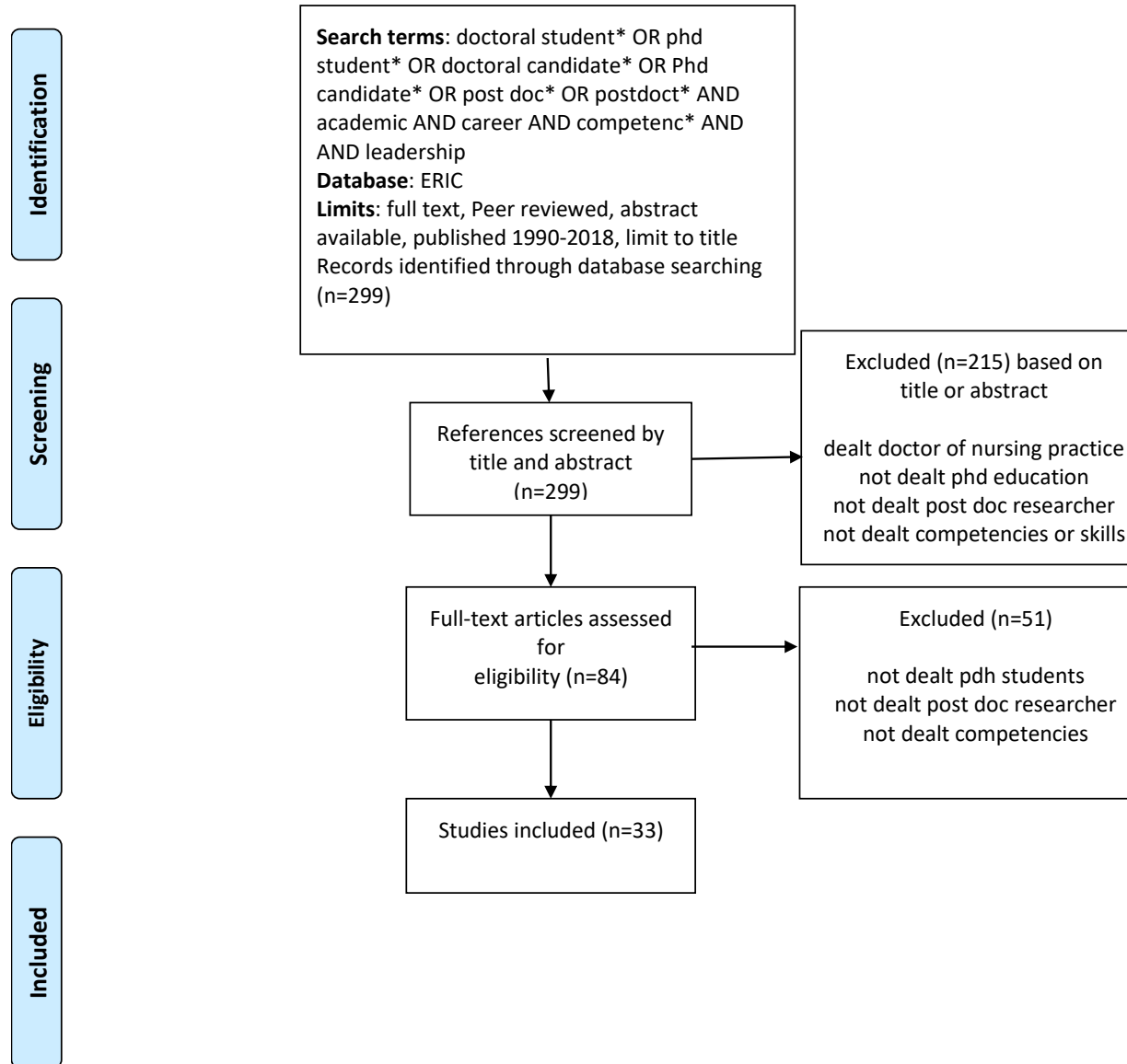


Fig. 1. Flow diagram of study selection process from database ERIC

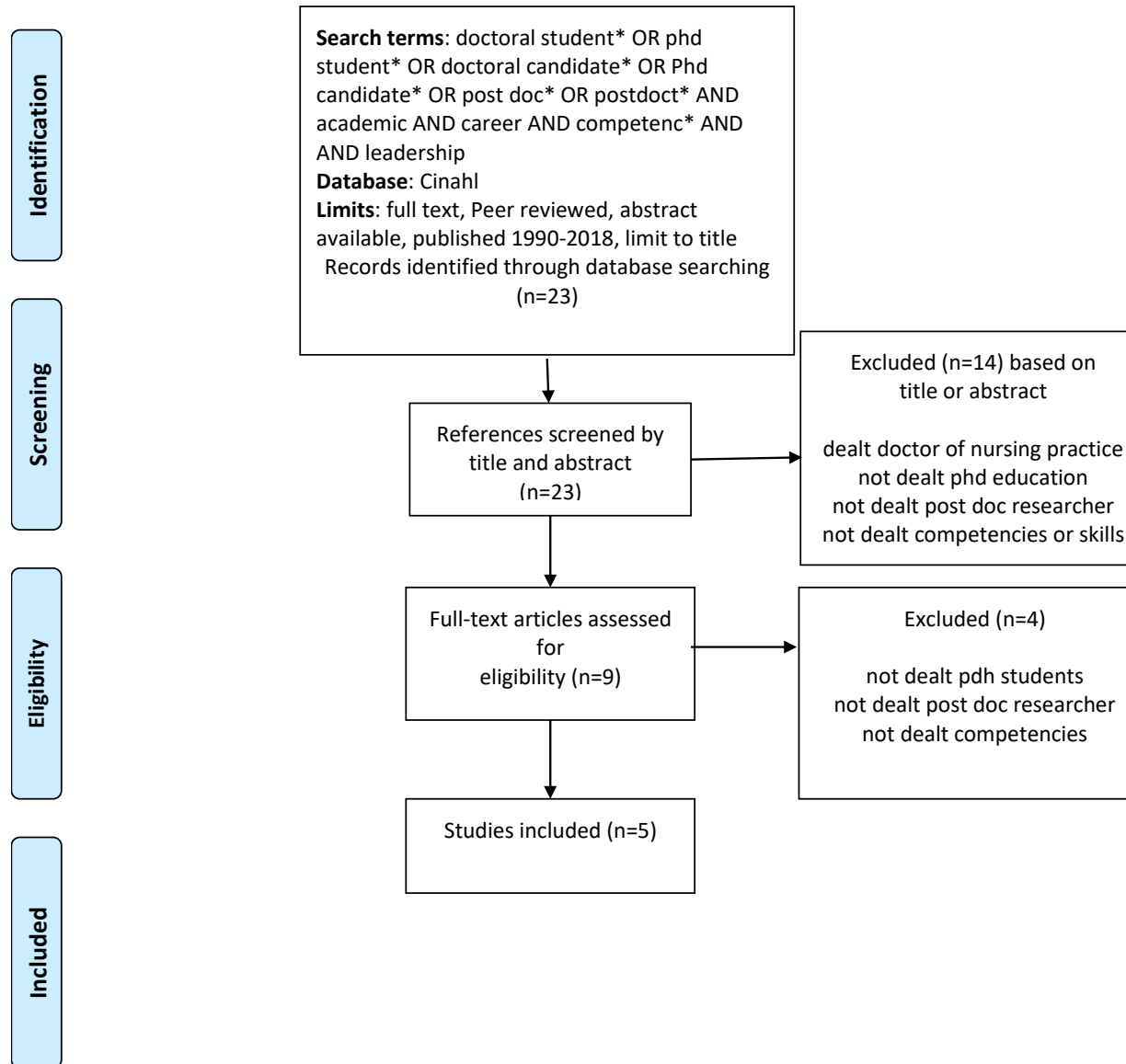


Fig. 1. Flow diagram of study selection process from database CINAHL

# Summary of competencies of doctoral candidates and post doctoral researchers based on literature search

- Research skills (Anttila et al. 2015, Baltes et al. 2010, Doyle et al. 2016, Foot et al. 2014, Ku et al. 2008, Li 2016, Lim et al. 2008, Lou & Chen 2008, Piercy et al. 2005, Stubb et al. 2014, Sutherland 2004)
- Academic writing (Anttila et al. 2015, Caffarella & Barnett 2000, Davis et al. 2016, Ferguson 2009, Larcombe et al. 2007, Laviviere et al. 2013, Lou & Chen 2008, Maher et al. 2008)
- Understanding of the literature related to topic of interest, construct research proposal (Lou & Chen 2008)
- Supervisory skills (Anttila et al. 2015, Lou & Chen 2008, Frick & Glosoff 2014, Lou & Chen 2008, Nelson et al. 2006)
- Mentoring (Bell-Ellisison & Dedrick 2008, Welton et al. 2015)
- Critical and creative thinking/competence (Brodin 2016, Li 2016, Lou & Chen 2008)
- Teaching (Anttila et al. 2015, Kim et al. 2014, Ku et al. 2008, Oktay et al. 2013)
- Scientific thinking (Anttila et al. 2015)
- Ability to network (Anttila et al. 2015, Baker & Pifer 2011)
- Ability to be an effective collaborator (Baker & Pifer 2011)
- Ability to share information (Anttila et al. 2015)
- Defend one's ideas (Can & Walker 2011)
- Defence performance (Chen 2014)
- Publications, professional roles, responsibilities, (Doyle et al. 2016)
- Reflection (Foot et al. 2014)
- Publishing skills (Foot et al. 2014)
- Ethical guidelines and codes (Löfström & Pyhältö 2014)
- Technical skills (Naylor et al. 2016)
- Lab skills (Naylor et al. 2016)
- Grant writing (Ku et al. 2008)
- Intercultural competence (Ku et al. 2008, Li 2016)
- Conference presentations (Ku et al. 2008)
- Preparedness for employment and career in academia (Ku et al. 2008, Naylor et al. 2016)
- Development as a researcher (Anttila et al. 2015)
- Presenting skills (Anttila et al. 2015)
- Language skills (Anttila et al. 2015)
- Self-regulatory skills (Anttila et al. 2015)
- Teamworking (Anttila et al. 2015)
- Social skills (Anttila et al. 2015)

# Preliminary definition of competence areas

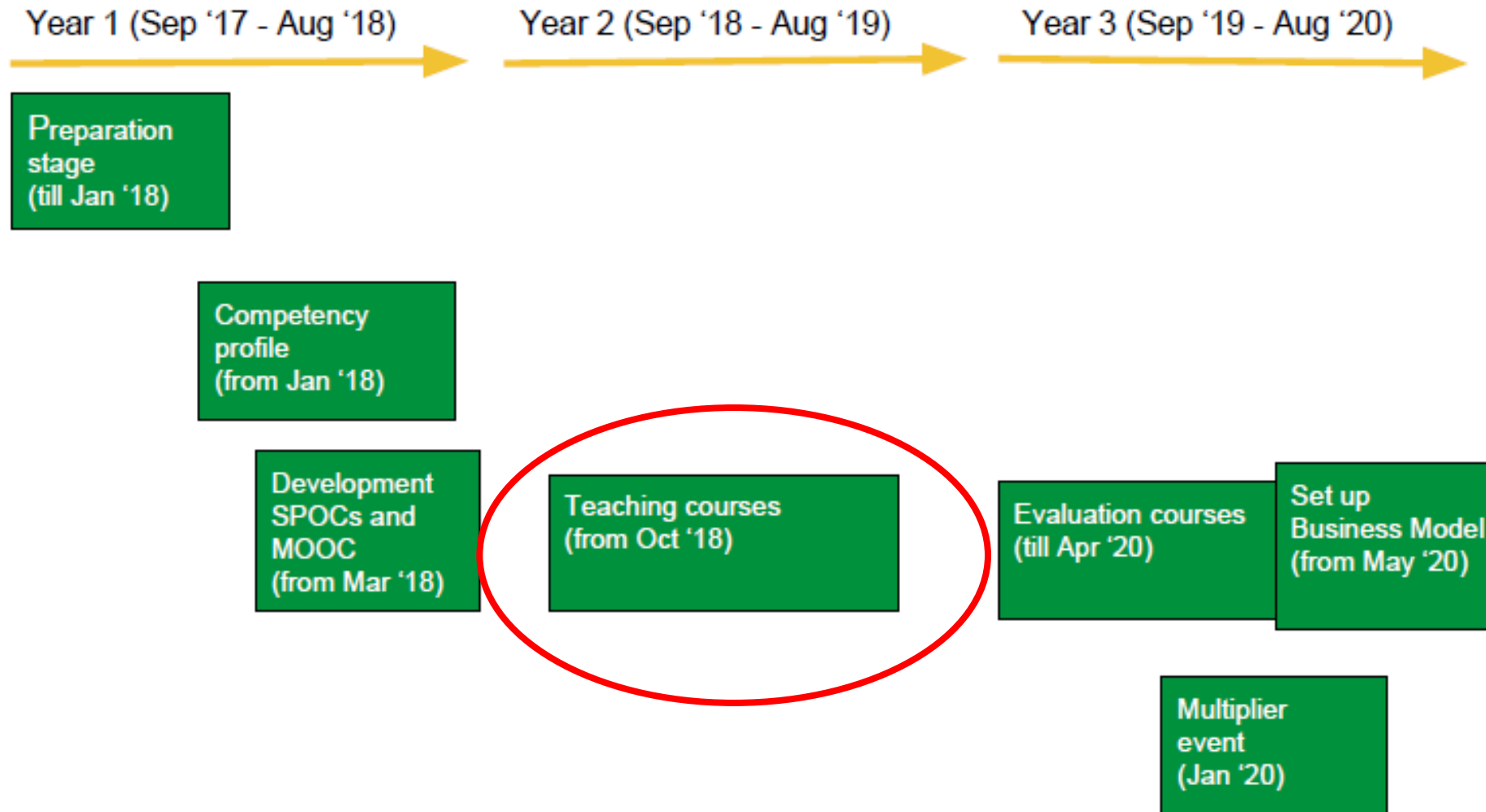
- Research field management → subject knowledge and research methodology
- Research skill management → conducting research
- Ethics management → researcher's working and research ethics
- Self-management → researcher's cognitive and working abilities
- Team management → team working
- Implementation management → engagement scientific community and public with research
- Resources management → research facilities and services
- Vision management → research's future-orientation and innovations



# Teaching courses



# Schedule



# Learning module: A leadership and mentoring program (**Nurse-lead**) was developed

- where doctoral nursing students and postdoctoral nurses enhance their leadership, education, research skills and professional development
- extend their methodological knowledge in their research areas by means of conducting successful interdisciplinary research
- establishing new transnational networks.

# LEARNING MODULE

- **Nursing Leadership Educational Program for Doctoral and Postdoctoral Nurses (Nurse-Lead)**
  - A co-produced learning module
  - Blended learning teaching strategies
  - Content is based:
    - Literature review
    - On the competence profiles which were created at the beginning of the project
    - Focus group interviews
- **Elevate; [www.elevatehealth.eu](http://www.elevatehealth.eu)**

## Working elements during the course

- mainly e-learning

also:

- SPOCs = Small Private Online Courses
- MOOCs = Massive Open Online Courses

By Elevate;  
[www.elevatehealth.eu](http://www.elevatehealth.eu)



# Where we go now?

- The course has started
- Every student has analysed her/his own goals for her/his learning
- The course is divided short modules and every module has its own goal, content and tasks
  - Working in internet platform
- Every student has own international mentor
  - Mentoring discussions together
- Also there was observers (different than mentors) at the beginning of the course,
  - "diagnostic evaluation" or "pre-test"
  - Self-evaluation, too

# THE OUTCOMES OF THE PROJECT

1. Nurse-Lead program, Internet based learning module for postdoctoral nurses and doctoral students, 1½ year program
2. Online community and website
3. The Nurse-Lead handbook
4. Multiplier event, a closing symposium
5. The scientific / professional publications



**Thank you for your attention!**



Contact: Leena Salminen: [leena.kaarina.salminen@utu.fi](mailto:leena.kaarina.salminen@utu.fi)