



## ERA+ Clinical Leadership in Nursing Education



# Clinical Leadership in Nursing Education

## Inspirational good practice

### “STOP pressure ulcers event”

*This example shows practical leadership skills that are applied in educational settings. These practices were identified and collected during the Erasmus+ KA220-HED project “Clinical Leadership in Nursing Education,” co-funded by the Erasmus+ programme of the European Union. The content is based on existing practices, with good examples submitted by project partners and stakeholders, recognized as validated examples from professional practice.*

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# 1. Contact Information

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## 2. Short description of the teaching method

Laurea's Learning by Developing (LbD) model is a pedagogical approach where students learn by working on authentic development challenges drawn from working life and research projects, integrating theory and practice from the outset. Learning takes place through collaboration between students, teachers, and organizational partners, with a strong emphasis on reflection, problem-solving, and guided feedback. The goal is to build professional competence and future work-life skills through real-world, development-based learning experiences.

STOP Pressure Ulcers event is a well-established LbD-project in which Laurea students work in collaboration with Helsinki University Hospital. Each year, students are given a new development task related to the prevention of pressure injuries, which they work collaboratively with staff. The focus of these development tasks varies from year to year. Students collaborate with staff to produce materials, such as educational videos.

<https://youtu.be/nVRmnXBGEbc?si=4Z9Kv7dnr1INA82D>

## 3. Why should colleagues use this method to strengthen clinical leadership?

Students learn to apply evidence-based knowledge and development methods in practice. Students acquire competencies for project-based development work while simultaneously strengthening their understanding of promoting patient safety and quality of care. The project integrates student learning with the development of clinical nursing practice.

## 4. Competencies related to clinical leadership

**Primary competencies** – secondary competencies addressed by this good practice.

### Domain – ethics

- Ethical competence (**ethical principles and values; professional integrity and accountability**)

### Domain – professional nursing

- Clinical competence** (*clinical competence in specific clinical area; nursing process; health promotion*)
- Quality management competence** (*quality of care; patient safety*)
- Evidence based practice competence** (*evidence based practice*)
- Decision making competence (*critical thinking; decision making; problem solving*)
- Self-development competence (**continuous professional development**)

### Domain – innovation and change

- Visioning competence** (*future-oriented thinking; understanding the big picture; finding innovative approaches; questioning*)
- Change management competence** (*initiating change; advocating change; implementing change*)

### Domain – influencing and advocacy

- Influencing competence** (*influencing others; motivating others*)
- Patient advocacy competence (**patient advocacy**)

### Domain – team leadership

Team leadership competence (**team formation, team coordination, positive working atmosphere**)

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- Guidance competence** (*supervision, mentoring*)

### Domain – communication and collaboration

- Communication competence** (*effective communication, dialogical competence*)

- **Collaboration competence** (*interprofessional collaboration; professional collaboration*)

*Specific behaviors practiced:*

(e.g., giving feedback, speaking up, handling conflict, setting priorities, situational awareness, etc.)

## 5. Timeline

In Laurea, the project takes usually couple of months; however, faster implementation is also possible depending on the development task

## 6. Student guidance

The student will receive feedback throughout the process. They will receive feedback from the teacher, from peers, and from working life partners. Usually, it is recommended to arrange feedback sessions with the project group in the end the project.

## 7. Required materials / Conditions

The students receive support and guidance from the teacher and also from the experts from the university hospital. The project always starts with a lecture given by a plastic surgeon from the university hospital.

## 8. Evaluation / Follow-up

In the project work we evaluate development setting, theoretical setting and academic writing.

In the development setting evaluation, we evaluate if the purpose, objectives, development tasks, and development questions of the development setting have been defined. In addition, we evaluate whether methodological solutions have been used to promote a development target that is usable in working life.

In the theoretical setting evaluation, we evaluate if the theoretical framework encompasses the use of sources, professional terminology, and the compilation of information.

In academic writing evaluation, we evaluate if the written output includes structure, adherence to the task, writing style, and language proficiency.

## 9. Results / effects on students

The project impacts students mainly by turning learning into professional competence through real-life development work, where students actively create and apply knowledge in authentic working-life contexts.

## 10. Tips for colleagues

The project should address a genuine problem so that students feel their work has real value. It is important to clearly frame the challenge but still leave enough openness for students to explore different solutions.

Teachers should give students an active role in shaping the project. Allowing them to participate in planning, decision-making, and problem-solving increases motivation and responsibility. Organizing students into teams with defined roles can help simulate real working life and improve collaboration skills.

The learning process should be an iterative. Instead of expecting a perfect result, encourage students to develop ideas step by step, test them, receive feedback, and improve. Regular interaction with the project partner is essential so that students receive authentic input throughout the process, not only at the end.

Reflection should be built into the project. Teachers can guide students to think about what they are learning, how theory connects to practice, and how their skills are developing. This can be done through discussions, learning diaries, or feedback sessions.

Finally, assessment should focus on both the process and the outcome. Teachers should evaluate not only the final product, but also teamwork, problem-solving, and the ability to apply knowledge in practice. In this approach, the teacher's role is to guide and support the learning process rather than control it, accepting that real-life projects may be unpredictable but highly valuable for student learning.