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## NURSING STUDENT EXPERIENCES: LEADERSHIP IN TRAINING

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**Abstract:** Nowadays, talking about leadership no longer implies a specific gender or profession; in fact, there are women and men who are good leaders, in different professions, in all fields, areas and times. Working from the classroom to strengthen the competencies of students is a very acceptable, interesting and novel experience, especially when it is included in the academic program and is given as an innovative proposal. Nurses are leaders in the different fields and areas where they work despite having a shadow in the hospital environment as is the presence of medical directors, this could be due to the history of the nursing profession, for many years it was represented by the female gender, as well as the diversity of roles that it must play. The purpose of this paper is to show the teaching strategies that are carried out to contribute to the graduation of better prepared young nurses.

**Keywords:** Nursing; leadership; training; innovative project; pedagogical strategies.

## INTRODUCTION

It is essential for the preparation of nurses to include in the study plans, educational experiences where comprehensive training is promoted in each of the classrooms, for this point it is interesting to quote Villarruel (2021) with his questioning so wise, why is it so important to develop leadership among nurses today, to this question highlights the importance of working in the educational system from the training and not only think that professionals are leaders when they are in the workplace, being very clear that nursing professionals are leaders in all areas.

Universities from their trenches have worked hard, however, their achievements are not always reflected, the work must be done constantly with the health institution in all areas. The World Health Organization has also urged the strengthening of leadership, development and opportunities for the nursing profession worldwide (WHO, 2020).

Likewise, it is a priority to contemplate strategic programs in early stages in university settings where nursing leaders are trained as mentioned in its report of the Pan American Health Organization (PAHO) entitled Strategic Orientation for Nursing in the Region of the Americas, one of its main mandates was the strengthening and consolidation of leadership and strategic management in nursing in all health systems for the formulation of policies and monitoring (PAHO, 2019).

Although the covid19 pandemic revealed the leadership and professionalism of the nursing profession, despite this evidence, it has not been possible to visualize the nursing professional as a leader in decision-making in the health sector, in this situation it is necessary to call on those who are leaders in nursing, to do hard, contrasting work, but it is also a priority to participate in the formation of new leaders in the profession, giving voice to new generations, participating in all areas and levels, especially those who are leaders and are participating in the issue of public policies on health (Anders, et. al. 2021).

Allowing nursing professionals to participate more openly in global health issues could have many advantages, due to the characteristics of these professionals during their training, the performance of their work and how they visualize the needs in the field of health and training.

Likewise in Mexico, nursing also needs to grow, to perform in organizational areas and strategic positions would have an area of opportunity and growth, especially social visibility, however, this step has not yet been possible despite the role that the nursing professional plays in the issue of care, at all levels this leadership should not be given only with patients if not in all institutional areas with management opportunities to demonstrate the leadership capacity of this guild.

Leadership should be part of the skills developed in nursing students during the training process, the culture of care and the way of providing care to the user are a priority for nursing professionals, much depends on the achievements they have in the profession, such as the environment where they perform their work, working conditions, economic recognition for their performance, health programs for the same workers according to their workloads.

In view of this situation, new health proposals for society are necessary, contemplating prevention, promotion and care with a nursing approach.

While it is true that nurses are the ones who spend the most time with patients, who provide personalized care and promote healthy behaviors at all levels of health, in terms of leadership they are not at the top of the list in the health sector, this is due to the historical process of the profession and the oppression experienced as a profession.

At present, leaders in hospital centers in Mexico and other countries are centered on the medical profession, which has historically struggled for a long time, despite the fact that the medical profession is no longer represented by physicians and the nursing profession by nurses only, i.e. there is already representation of both genders in both disciplines, the doors are still closed to nursing, especially for decision making, planning and implementation of strategic plans in the health sector (Baptiste, et. al, 2021).

It is worth highlighting how within the positions that nursing has represented and plays when it comes to leadership, it plays a crucial role in the transformation of the profession to improve care and attention. Faced with this situation, nursing leadership has been demonstrated, giving value to the work and the managerial function, likewise making clear the autonomous work and the

need for management in the profession as a human resource in health, to exercise work with autonomy and as a member of the work team (Bellack and Dickow, 2019).

While it is very evident that the very professional work of nursing was given with a high value of service during the pandemic the presence and leadership in the work that was undertaken was a challenge for nursing worldwide, showing capacity, responsibility, empathy and courage, by leaving their lives in the service of care (PAHO and WHO, 2020).

Faced with this reality, the educational system must adapt the curricula, contemplating leadership and management competencies, together with all those that are worked on during theory in practice, considering collective work, the ability to make decisions, planning and execution of actions for the achievement of goals and objectives, without losing sight of the quality of care and patient satisfaction (Valbuena-Durán, et. al., 2021).

The nursing student should start in early stages during the formative process to be a leader and manager from the classroom, especially when he/she is in the clinical field as the professional does in his/her workday, during the care process, when assessing, planning and executing care actions, having that great ability to change or modify the behaviors of patients and families, is where nursing professionals prove to be leaders of change, despite the little recognition and value to this hard work (Cortina and Oviedo, 2020).

In these times, students in training must prepare themselves as leaders, as well as nursing professionals to support the new generations and be able to be builders of changes for new scenarios, retaking the pandemic with their learning and looking ahead to be part of a multidisciplinary team and rethink health towards environments and a transforming care (Castrillon, 2020).

## METHODOLOGY

Currently, students in the nursing profession who are preparing for their bachelor's degree at the Universidad Veracruzana are enrolled in a curriculum where they take theoretical classes, enter the laboratory for procedures and attend hospital and community practices.

However, the educational experiences in their contents do not contemplate leadership as such, which is why it is necessary to look for academic strategies outside the classroom or during training in order to work with each student from early stages and provide them with the tools to become good leaders and managers upon graduation.

In this project, the innovation was focused on a methodology to be followed through the search for learning based on experiences with health personnel in real environments and spaces, which were novel for their training.

This methodological tool for teaching is part of an innovative proposal for the comprehensive training of students, that is, to take them to real environments and not only described in the classroom, which arise in the day to day, based on reality, where they are allowed to create, discuss, analyze, observe, do and encourage analytical critical thinking, to develop new proposals and implement diverse content, evolving the traditional pedagogy (Ortiz, 2019).

Although some teaching techniques may be a bit common and less attractive in the undergraduate program, it is important that they are taken up again in an improved form and implemented, and that the students evaluate whether they are good for them or not, hence the importance of daring to propose different methods, as well as evaluating the results through learning and the opinion of the students, who live, explore and evaluate them.

In view of the change in the pedagogical proposal and the objectives of this proposal, a change in the traditional teaching model

for nursing education is promoted, based on the existing problems, as part of everyday life, considering care as an important element that facilitates the development of competencies, skills, values and aptitudes (Rodriguez, 2006).

We worked during the period February-December 2023, divided into two periods of the bachelor's degree in nursing, in the subject of reproductive health with a total of 63 students, face-to-face.

Academic work at the university level in Mexico represents a challenge for the training of professionals, especially in the area of health and a discipline as important as nursing, which is why new pedagogical strategies have been designed and taken up again, the first moment transforming the face-to-face classes with experiences of professionals who transmit the experience of daily work to the students, Likewise, adding to the activities and visits in real spaces enriching the professional training of students, responding to the needs of transforming the contents, expanding their knowledge and the biggest challenge to keep students active and interested by learning from real experiences and cases in a face-to-face way (Opazo, et al., 2020).

For the implementation of the innovative project, it was based on the pedagogical approach for learning based on expert experiences and enriching spaces for their training, considering that learning takes place through various experiences and spaces in which real cases are visualized, from a face-to-face environment, outside and inside the classrooms and laboratories for teaching.

The innovation of this project is in accordance with the institutional educational model, in the discipline of nursing and in the context of professional training, its interest lies in the pedagogical strategy based on the visual and auditory senses that students use to acquire knowledge, as educational tools that are feasible, being within their reach and above all being interesting for young people.

Nursing students learn through the experiences of health experts in the labor field, as well as by inserting themselves in real environments favoring training, as well as visualizing future scenarios.

The teacher plays a fundamental role as a learning mediator, as the main bridge between knowledge and learning, providing knowledge and supporting the construction of their own learning mechanisms.

These strategies can sometimes be limited by the lack of teacher training to implement techniques and strategies based on the theories and epistemic currents that nurture the teaching system and are the fundamental basis for teaching and achieving meaningful learning in the student.

To this end, we planned, prepared the contents, selected the materials, planned the activities and presented the project to the students. This was done to know their opinions about it and to find out if this way of learning was of interest to them.

A visit was made to the Crit Teleton, a tour was given with the support of the institution's personnel and the support given to vulnerable groups with disabilities in the different stages of life was identified.

With emphasis on a culture of inclusion, the students participated continuously with great interest and support in the various activities and very motivated, integrating students divided into groups.

We worked with personnel from the Ambulatory Center for the Prevention and Care of AIDS and Sexually Transmitted Infections (Capasits) to promote a culture of non-violence among students and the student community, creating an environment of reflection and debate on updated topics that support professional training. A space for reflection was promoted, from young people to young people.

A survey was conducted at the end of each period to evaluate the work done and make adjustments and improvements.

## RESULTS

Acción	Espacio	Acciones desarrolladas
Visita a espacio que apoya a la educación inclusiva	Crit Teleton	-Tema de inclusión -Recorrido Guiado -Apoyo al voluntariado. -Análisis de la importancia de la salud reproductiva con enfoque inclusivo.
Foro Día Internacional de la Eliminación de la Violencia contra la Mujer.	Auditorio	-Protocolo para atender la violencia de género en la Universidad Veracruzana. -Profilaxis contra VIH: una atención integral. -Actualizaciones de la norma 046, el papel del profesional de enfermería.
Charlas educativas de salud reproductiva a población en general	Centro de salud	Charlas sobre: Métodos de planificación familiar. Prevención de cáncer cérvico uterino. Técnica de auto exploración de cáncer mamario.
Taller de planeación	Aula	Preparación de materiales didácticos: Titeres. Laminas ilustrativas Socio drama. Tendederos educativos. Teatro guiñol. Carteles.
Cine educativo en casa	Extra aula	Visualización de película/documental en entorno familiar Se da una lista de películas.
Entrevistando	Extra aula	Se prepara guion de entrevista corto Se apoya para pautas principales de entrevista se realiza entrevista corta se presenta la entrevista corta

Table no. 1. Planning of pedagogical activities

Source: own elaboration.

Cuestionamiento	Si	Comentarios
Gusto por las actividades	98%	"El taller de titeres no fue de mi agrado" ... "Fue buena la estrategia porque no tenía idea de qué hacer con los materiales" ...
Recomendación de la actividad	100%	... "Faltó el viaje como en otros grupos, pero fue muy bueno el trabajo" ... "En todo momento lo recomiendo, porque la maestra no da igual la clase aunque sea la misma materia" ...
Aporto de contenidos	100%	... "vale la pena salir del aula y la rutina de como tomar las clases" ... "Se debería hacer práctica en todas las materias para perder el miedo" ...
Tomar otra clase con el académico/a	100%	"Si, es la primera, pero si lo haría nuevamente" ... "yo espero que me de otra clase, aunque no siempre podemos elegir" ...
Participación	100%	"La maestra retroalimenta siempre" ... "Me sentí muy a gusto con mis compañeros y eso me dio confianza para participar más que en otras materias" ... "La maestra da apertura y confianza ... me motiva..."

Table no. 2. Students' opinion about academic work

It is of interest to combine the learning strategy based on real experiences and environments, providing a pedagogical approach with fundamental bases for a good educational system supported by philosophical and pedagogical theories and currents, promoting leadership in early stages.

It is important to listen to and read the opinions of the students, contemplating each experience to improve the teaching work. It is important to consider the students, who better perceive the work done in the classrooms, as they are the ones who ask to leave the classrooms in search of new experiences that nurture their knowledge and provide them with new things, through the experience of the professionals.

One of the activities most requested by the students was the academic internship, an activity that has been carried out in the past and was not scheduled this time due to management and economic reasons.

One of the most pleasant activities was to participate with the health center by giving educational talks to the population that attends medical consultation, this experience has become one of the favorite ones of the students, because they feel the approach with the users and being in institutional spaces where they feel part of the health team, enjoying from how to prepare the topics, materials, etc. Despite expressing nervousness, when speaking in front of people they feel very comfortable when living the experience. In spite of showing nervousness, when speaking in front of people, they feel very comfortable when they live the experience.

Some experiences mention the following: *"I like to talk with the patients when I give them the subject" ... in all subjects we should go out to health institutions for internships*". *"When I went to CRIT I felt excited, but at the same time sad because I wanted to go longer"*. *"My family participated with me when I saw one of the films and it was a very cool experience"*. *"I was*

*sad when I had to interview, but when I saw my interview, I couldn't believe how it turned out, I liked it and I saw that I am capable..."*. *"I may not be a great leader, but I try to do the best I can in my activities and there are colleagues who will certainly help them to bring out their inner leader"....*

Although the comments are positive and pleasant, the project seeks to improve by integrating new strategies, especially those of interest and novelty for young people, committed to the education and training of future generations.

## CONCLUSIONS AND DISCUSSION

The origin of this proposal saw the need to combine strategies that have been implemented in other groups combining cinema, for example, which was born in the search for analysis, reflection and a space of trust. It was given to the request of a group to approach the program in different ways, looking for the opportunity for the student.

Various experiences were lived with professionals from the health area who supported through the topics in real environments, nurturing their training, where students explored and observed environments and physical spaces in health institutions, participating with the multidisciplinary team, with the accompaniment of their teachers, all in a context of respect with a culture of responsibility generating an inclusive environment.

It is gratifying to have an evaluation by the students, however, although this is very good and a positive opinion can be read with the projection and implementation of the project, adjustments are considered, other elements will be integrated, taking into account the opinions and suggestions of the students, it will be promoted for other educational experiences as well as aspects such as other languages and intercultural spaces will be included, as well as the integration of art.

The result has been as expected, the motivation was maintained, the reflection on the professional work and their role as students with respect to reproductive health issues and a responsible sexual life, as well as the leadership in every space and moment, as a training culture for nursing.

A new experience was given and lived and the students mentioned how they would like these forms of teaching to be integrated in all educational experiences, that we teachers commit ourselves and implement diverse activities, facilitating their integration, participation and learning in a direct way in the classroom, in simulated environments and above all in real environments.

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