






Nursing education/Faculty staff/Competence program on Clinical leadership and decision-making

Titel	Clinical leadership and decision-making – steps towards empowering future nurses in CMD care
Background	<p>Clinical leadership and decision-making are essential competencies in nursing, rooted in values, reflection and professional judgement. Today's healthcare environments place high demands on nurses' ability to act with confidence, sound judgement, and ethical awareness (ICN 2025). Whether in hospitals or community settings, nurses are expected to lead care processes, make decisions, and collaborate across professions—often in fast-paced and resource-constrained conditions and often without formal authority.</p> <p>This program supports faculty in developing educational approaches that strengthen these competencies. It takes the view that leadership is not taught as content but developed through reflective, practice-oriented teaching that empowers both educators and students.</p> <p>The focus is on bridging theory and practice, and on co-creating learning activities that promote critical reflection, autonomy, and professional identity.</p>
Pedagogic approaches	<p>Collaborative flipped learning</p> <p>Peer-to-peer learning</p> <p>Mentorship</p> <p>E-tivity framework and Health Learning Design model</p> <p>Feedback, feed-up, feed-forward</p> <p>Critical reflection</p>
Outcome	<p>The overall goal is to support educators to understand, identify, and apply the concepts of clinical decision-making and clinical leadership in CMD nursing care and to promote and strengthen reflective competencies. Additionally, learning activities will be co-created, tested and evaluated.</p> <p>When you have completed the program, you can:</p> <ul style="list-style-type: none">  understand and use knowledge about clinical leadership and clinical decision-making in nursing practice  use reflection and reasoning in clinical decision-making  engage with nursing theories as the foundation for clinical leadership and clinical decision-making  create a learning activity by applying the shareable formats in the Health Learning Design Model and the e-tivity framework  Produce evaluation forms and evaluate learning activities
Your task is	The program has four modules. Modules 1, 2 and 3 run over a period of three days each month in August, September and November with in-class

	<p>attendance two hours each day on-site and with online moderation and mentoring. Module 4 runs over a period of two days in November with in-class attendance both days on-site and with on-site moderation and mentoring.</p> <p>The full program includes the following (link) using the Health Learning Design Model.</p> <p>Activities, assignments and approaches for each module can be reached by pressing the link for the module.</p> <p>Focus for each module is:</p> <p>Module 1; Clinical leadership as a foundation for reflective evidence-based practice: 18-20 August 11-13 am</p> <p>Module 2; The empowered reflective nurse: 15-17 September 11-13 am</p> <p>Module 3; Teaching clinical leadership – from knowledge to pedagogical action: 13-15 October 11-13 am</p> <p>Module 4; Anchoring, pilot testing and evaluation: 17-18 November 8.30 am – 17.00 pm</p>
Deadline	<p>Specific deadlines are found under each module description</p> <p>Module 1: Preparative work to be done before the workshop on day 1</p> <p>Module 2: Preparative work to be done before the workshop on day 1. Through module 1-2 you will work with the creation of a context-specific culturally fitted case. Creation of case must be completed before module 3</p> <p>Module 3: Preparative work to be done before the workshop on day 1. The co-created learning activity in module 3 must be ready before testing in module 4.</p> <p>Module 4: Preparative work to be done before the workshop on day 1. You must be prepared to test your learning activity with your colleagues.</p>
Workload	<p>50 hours for the full program</p> <p>18 hours of in-class workshops; 6 hours for each module 1-3</p> <p>16 hours of in-class workshop for module 4; two days of each 8 hours</p> <p>2-9 hours preparation before and during each module</p>
Literature and resources	<p>Literature and resources are placed in each module document in Teams</p> <p>ICN (2025) Renewing the definitions of “Nursing” and “a nurse” https://www.icn.ch/sites/default/files/2025-06/ICN_Definition-Nursing_Report_EN_Web_0.pdf</p>
Guidance and mentoring	<p>Mentors from the Danish university colleges are assigned to each group and will be available for guidance and collaboration both during in-class and out-of-class activities. Mentors participate in the co-creation process within the groups online. Mentors will promote critical reflection, challenge the participants’ understanding and motivate discussions.</p> <p>One group member needs to include the mentor online during group exercise either by phone, iPad or Pc.</p>