

## Abstract

### **Developing compassionate leadership and quality improvement skills for interprofessional healthcare students in Wales**

#### Introduction:

As part of a Wales-wide initiative to develop compassionate leadership within health and social care in Wales, the development and implementation of an Interprofessional Student Leadership Academy (ISLA) has been developed by the School of Healthcare Sciences and School of Dentistry in Cardiff University. Building on the drive for culture change within healthcare, alongside policy and evidence which commit to developing compassionate leadership within the healthcare workforce, ISLA aims to provide students with further opportunities for development and innovation.

#### Aims:

The philosophy of this development builds on the approach that interdisciplinary working is a positive influence on workplace culture and that both leadership and improvement should be possible and valued regardless of an individual's hierarchical status or position. Evidence suggests that experiences of leadership have an emotional impact, influencing how leadership is viewed in self, (James et al 2022). This progressive programme aims to provide students with opportunities for interdisciplinary work, experiential learning and access to role models to support the development of compassionate leaders (Clouston 2017).

#### Methods:

Supporting the curriculum, a resource website ([caringpractitioner.co.uk](http://caringpractitioner.co.uk) Clouston et al 2017) and online interprofessional education learning package has been developed, alongside the ISLA programme. Engagement with service users, healthcare partners, students, and HEIW has supported the approach. An interprofessional community of students will develop projects and networks, to progress into practice as ambassadors for compassionate leadership principles. Kirkpatrick's (2021) model will be implemented for evaluation.

Conclusion: This presentation considers the development, implementation and challenges of developing ISLA with considerations for evaluation.