

Applying Evidence-Based Practice to Advance Leadership in Practice and Education among Graduate Nursing Students

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Objectives

By the end of this session, the audience member should be able to;

1. Describe how a evidence-based practice project can foster leadership skills among graduate nursing students
2. Cite an example of how graduate nursing students assumed a leadership role in EBP project development, implementation, evaluation and dissemination
3. List 2 lessons learned by graduate nursing students engaged in the EBP project process

Evidence-based Projects & Leadership

- Evidence-based practice (EBP) is a cornerstone of graduate nursing practice and education
- EBP projects can provide students with an opportunity to gain experience and develop the needed leadership skill set to promote the evidence that leads to best practice within multiple settings

Project Settings

- Practice; ambulatory care, federally qualified health centers, long term care facilities, family practice and pediatric offices and student health centers
- Community; senior centers
- Academia; undergraduate and graduate nursing didactic content and simulation

Evidence-based Projects & Leadership

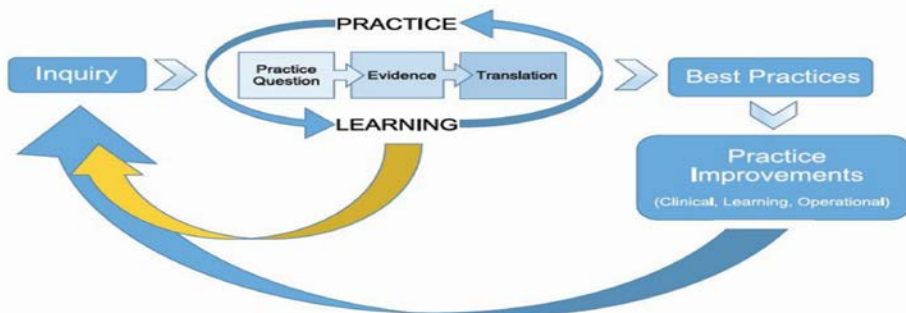
- Three sequential semesters of EBP coursework and a culminating project fostered student from gaining knowledge in the EBP process to serving in leadership capacity as project champion, coordinator or leader
- Achieved through;
 - faculty led lecture
 - class discussion
 - on-line learning modules
 - writing assignments
 - peer review
 - faculty and preceptor guided planning
 - mentor guided implementation and evaluation
 - project dissemination

EBP Model Use

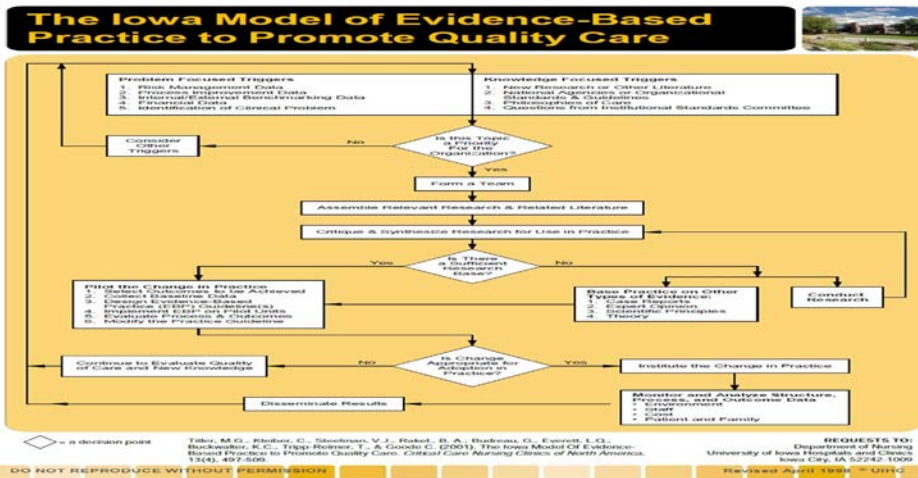
- An EBP model was student selected and used to incorporate evidence and provide framework for project
- Problem-solving and clinical decision-making tool
- Permission was obtained by student for use of any copyrighted model

Exemplars of EBP Model Use

The Johns Hopkins Nursing Evidence-based Practice Model



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Melnik & Fineout-Overholt (2015)

Seven Steps of EBP Process

0. Cultivating a spirit of inquiry.
1. Asking the burning clinical question in PICOT format.
2. Searching for and collecting the most relevant best evidence.
3. Critically appraising the evidence.
4. Integrating the best evidence with one's own clinical expertise and patient preferences or values in making a practice decision or change
5. Evaluating outcomes of the practice decision or change based on evidence.
6. Disseminating the outcomes of the EBP decision or change (p.10)

Project Leadership

- Leadership skills used to bring about transformative change and positive outcomes in the project setting
- Student involvement in project is supported by the *Master's Essentials of Nursing* (AACN, 2011)
- Graduate education should prepare students to;
 - a. “lead change to provide quality outcomes” (p. 3)
 - b. “translate evidence into practice” (p. 4)
- The specific *Essentials of Nursing* (AACN, 2011) met through the culminating project experience include II, III, IV, and IX

Project Leadership

Essential II: Organizational and Systems Leadership

Essential Learning Goal		Courses	Programs /Tracks	How included: Class content, Assignments, Readings, etc.	Comments
6	Design and implement systems change strategies that improve the care environment.	NURS604	All	Students develop an Evidence-Based Practice proposal which includes identifying a need for change and development of a proposal for making targeted changes to improve patient care.	
		NURS694 & NURS705	All	Students implement their EBN proposal and write a final report.	

Essential III: Quality Improvement and Safety

1	Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care.	NURS604 NURS694	All	Lecture and discussion about QA models. Discussion about stakeholders, shadow systems and team building	
7	Direct methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.	NURS604 & NURS694	All	Students complete an EBN implementation proposal.	
8&	Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.	NURS604 & NURS694	ALL	Students complete an EBN implementation proposal.	

Project Leadership

Essential IV: Translating and Integrating Scholarship into Practice

Essential Learning Goal		Courses	Programs/ Tracks	How included: Class content, Assignments, Readings, etc.	Additional Comments
1	Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.	NURS604	ALL	This course focuses on translation of current best evidence into practice and includes critical evaluation of research for practice and development of a proposal to implement a clinical guideline into a healthcare site or practice.	
4	Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge	NURS604 , NURS694 & NURS705	All	Students are required to develop an evidence-based practice proposal that includes consideration of practice change, planning implementation of change, evaluating and dissemination of results of the change.	
5	Apply practice guidelines to improve practice and the care environment.	NURS604	All	Students are required to evaluate a current clinical practice guideline and discuss implications for practice.	
6	Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.	NURS604	All	This course includes evaluation of articles using epidemiological methods in determining causation or effectiveness of interventions related to prevention and disease management.	
11	Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care.	NURS604, NURS694 & NURS 705	All	The EBP Process is used throughout the culminating project from proposal inception to dissemination .	

Project Leadership

- Leadership role includes conducting environment and stakeholder assessments, adopting a change agent role and influencing outcomes at a systems level
- “Transformational Leadership” Doody, O. & Doody, C.M. (2012)
 - adaptive and flexible
 - environments of shared responsibilities
 - influences, motivations, stimulations, and promotes individual consideration.
- “Reality Based Leadership” Wakeman, C. (2017)
 - looks at issue or event
 - leader has vision vs. resisting or playing it safe
 - sees opportunity and is creative and present

PYRAMID OF READINESS



Project Exemplars

- High-fidelity Simulation in Undergraduate Pharmacology as a Method to Increase Knowledge and Prevent Medication Errors
- Improving Rapid HIV Testing, Awareness, and Education for Providers in the Adult Population at Federally Qualified Health Centers
- Empowering Community Health Workers at a Community Senior Center with an Evidence Based Lifestyle Intervention Diabetes Educational Pamphlet
- Implementing an Educational Module in a Nurse Practitioner Program to Increase Knowledge of Complementary and Alternative Medicine
- Increasing HPV Knowledge and Awareness in a Federally Qualified Health Center through Educational Resources
- Reminder Phone Calls Improve Appointment Attendance for Adult Patients with Diabetes
- Implementation of Bedside Shift Report in a nursing home setting

Lessons Learned

- Students will complete each step-wise assignment leading up to proposal writing, but are hesitant to engage in the writing process
- Synthesis of the literature review and reframing the project manuscript in past tense on completed proved difficult for students
- Students feel that they are knowledgeable about EBP, however when it comes to using a model to guide a practice project, application is weak
- Faculty mentoring is needed in project development and evaluation
- Critical thinking, decision making, attention to detail, and understanding systems are important leadership skills executed in the role of project champion
- Students did not recognize on their own transformative leadership skills to inspire positive changes in individual stakeholders or collective group
- Students develop confidence incrementally in ability to affect change
- Students are more creative than they give themselves credit for

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