Applying Evidence-based Practice to Advance Leadership in Graduate Student Education and Practice: A Case Study

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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 a graduate nursing student assumed a leadership role in EBP project development, implementation, evaluation and dissemination

3. List 2 lessons learned by faculty mentor and graduate nursing student engaged in the EBP project process
Evidence-based Practice Project & 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 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

<table>
<thead>
<tr>
<th>Essential Learning Goal</th>
<th>Courses</th>
<th>Programs /Tracks</th>
<th>How included: Class content, Assignments, Readings, etc.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6  Design and implement systems change strategies that improve the care environment.</td>
<td>NURS604</td>
<td>All</td>
<td>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.</td>
<td></td>
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<tr>
<td></td>
<td>NURS694 &amp; NURS705</td>
<td>All</td>
<td>Students implement their EBN proposal and write a final report.</td>
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### Essential III: Quality Improvement and Safety

<table>
<thead>
<tr>
<th>Essential Learning Goal</th>
<th>Courses</th>
<th>Programs /Tracks</th>
<th>How included: Class content, Assignments, Readings, etc.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>NURS604</td>
<td>All</td>
<td>Lecture and discussion about QA models. Discussion about stakeholders, shadow systems and team building</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS694</td>
<td>All</td>
<td></td>
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<tr>
<td>7  Direct methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.</td>
<td>NURS604 &amp; NURS694</td>
<td>All</td>
<td>Students complete an EBN implementation proposal.</td>
<td></td>
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<tr>
<td>8  Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.</td>
<td>NURS604 &amp; NURS694</td>
<td>All</td>
<td>Students complete an EBN implementation proposal.</td>
<td></td>
</tr>
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</table>
Project Leadership

• Leadership role includes conducting environment and stakeholder assessments, adopting a change agent role and influencing outcomes at a systems level

  - 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
Evidence-based Practice Project & 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 (leader)

• Faculty Mentor served as preceptor within ambulatory practice setting during semester 1 of coursework and discussed potential avenues for project with graduate student
Evidence-based Practice Project & Leadership

• Preceptor guided planning (semester 1)
• Mentor/reader guided implementation and evaluation (semester 2)
• Dual mentor/reader and project champion (student) project dissemination (semester 3)
EBP Project Exemplar

“A Culturally Tailored Outreach Program to Improve Cancer Screening in the South Asian Indian Population”
Case Study

- Selected EBP model (ACE Star Model) to incorporate evidence and provide framework for project
- Permission obtained for use of copyrighted model
- Permission obtained to conduct project
- Worked with mentor and Asian-Indio Outreach Worker/Lay Navigator to access population of interest
Case Study

- Explored evidence-based practice (EBP) interventions to spread awareness & increase participation in a breast, cervical and colorectal cancer screening program among South Asian Indian (SAI) women.
- Culturally tailored community-based education program presented in Gujrati and Hindi, along with a mentor/preceptor and Asian-Indio Lay Outreach Worker and clinic.
- Outcomes to date are positive in that an increase in SAI women (n=89) have participated in the educational component of the project and yielded new and established scheduled visits (n=5) for cancer screening services.
Lessons Learned

Preceptor/Mentor

• 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
Lessons Learned

Graduate Student

• Enhanced knowledge of various EBP models and learned how to apply these models to develop positive changes in collective group
• Enhanced research skill & critical thinking skill through collaboration with mentor/preceptors.
• Able to identify leadership skill: Demonstrated ability to lead to make difference in the community.
• Increased self confidence to conduct/continue with current research
• Improved self confidence to make change in the clinical practice/community through research and education in future.
• Able to recognized creative part of research, poster presentation and writing


