

Title:

Case Study Description of Nursing Education Leaders Motivating Baccalaureate Students to Advocate for Older Adults

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Session Title:

Poster Presentations

Slot (superslotted):

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

Slot (superslotted):

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:

Nursing Students, Educators and Transformational

References:

American Association of Colleges of Nursing.(2010). Recommended baccalaureate competencies and curricular guidelines for the nursing care of older adults: A supplement to the essentials for baccalaureate education for professional nursing practice. Retrieved from http://www.aacn.nche.edu/geriatric-nursing/AACN_Gerocompetencies.pdf Centers for Disease Control. (2013). Expenses for healthcare and prescribed medicine, by selected population characteristics: United States, selected years, 1987-2010. Retrieved from <http://www.cdc.gov/nchs/data/hus/2013/117.pdf> Yin, R. K. (2014). Case study research: Design and methods (5th ed.). Los Angeles, CA: Sage.

Abstract Summary:

This activity will present the findings from an IRB approved single-case study that examined how transformational nursing education leaders motivate baccalaureate nursing students to advocate for older adults.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to examine the characteristics of transformative nursing education leaders	Content that will enable the learner to meet this objective includes a review of the three themes that emerged from this single-case study: role-modeling, encouragement and vision. Learners will also be given an overview of the transformational leadership theory.

<p>The learner will be able to assess his/her own transformational leadership qualities as they pertain to motivating baccalaureate nursing students to advocate for older adults.</p>	<p>Content that will enable the learner to meet this objective includes a review of the transformational leadership theory. Additionally, learners will receive a review of the themes that emphasized the importance of nurse educators acting as role models who encourage their students to advocate for older adults by looking forward and having a vision. Implications for current nurse educators would include a self-inventory of how they role model advocacy behaviors, if at all. Nurse educators need to realize that just by their position, students look to them for guidance and support. When a student appears passionate about older adults, educators need to recognize this and encourage students to become active in policy and program development.</p>
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Abstract Text:

Given the projected increases in the older adult population (those aged 65 years and older), nurse educators need to prepare baccalaureate nursing students for their responsibilities in advocating for this cohort. Currently, older adults represent the largest group of health care consumers in the United States (Centers for Disease Control, 2013). Entry-level registered nurses represent the largest group of nursing professionals providing care for this growing population (American Association of Colleges of Nursing, 2010). Nurse educators who have evolved into transformative leaders in advocacy for older adults serve as invaluable resources for their students. Transformational leadership theory provided the theoretical foundation for this single case-study that addressed the research question "How do nurse educators motivate traditional baccalaureate nursing students to advocate for older adults?" Interest in studying the phenomenon of nursing education leaders motivating nursing students to advocate for older adults represents the rationale for the single case-study research approach. The researcher followed IRB approved protocol for data collection and completed an exhaustive process of data analysis that included the techniques of inductive analysis and pattern matching which revealed three themes: consistency, encouragement and vision. Several data sources supported these themes and included direct observations of the participant's office, the interview and interview transcriptions, an abstract written by the participant detailing the establishment of a Center for Healthy Aging (CHA) at her university and her curriculum vitae. Additionally, the findings supported the propositions of this study which were:

- Nurse educators who role model advocacy for older adults in their clinical practice will continue to serve as role models in nursing education
- Nurse educators serve as role models who motivate their nursing students to advocate for older adults
- Nurse educators who role model advocacy behaviors for older adults encourage students to advocate for older adults

The implications of this study stemmed from the themes that emerged. The themes emphasized the importance of nurse educators acting as role models who encourage their students to advocate for older adults by looking forward and having a vision. Implications for current nurse educators would include a self-inventory of how they role model advocacy behaviors, if at all. Nurse educators need to realize that just by their position, students look to them for guidance and support. When a student appears

passionate about older adults, educators need to recognize this and encourage students to become active in policy and program development. This poster will highlight critical aspects of the study.