

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

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Introduction

Background/Significance of the Study

- Leaders in nursing education need to prepare undergraduate nursing students to advocate for older adults
- Research and dissemination of findings necessary to provide nurse educators with essential data regarding preparation of students for their role as an advocate for older adults

Study Question:

- "How do nurse educators motivate traditional baccalaureate nursing students to advocate for older adults?"

Purpose:

- To identify attributes of nursing leaders and how those attributes motivate students to advocate for older adults

Theoretical Basis

Transformational Leadership Theory

- Bass (1985) identified four components:
 - Idealized Influence
 - Inspirational Motivation
 - Intellectual Stimulation
 - Individualized Consideration

Transformational Leadership Theory Model



Figure 1. Transformational Leadership Theory Model

Data Collection Procedures

- Single-Case Study Approach
- Institutional Review Board (IRB) Approval obtained
- Upon approval from IRB:
 - Professional contacts made and asked to identify nurse educators who have emerged as formal/informal leaders in the advocacy for older adults
 - Face-to-face contact made with potential participant
 - Participant reviewed, signed and received copy of the informed consent
- Data sources include:
 - Face-to-face semi-structured interview
 - Verbatim transcription of interview developed
 - Documents provided by research participant
 - Direct observations made during the interview

Data Analysis

Analytic Techniques : Revealed Three Themes

- Inductive analysis
- Pattern matching
- Three themes correlated to the primary components of the Transformational Leadership Theory:
 - **Role-Modeling→ Idealized Influence**
 - "Educators need to advocate for that group themselves and serve as a **role model** in that area to encourage students to adopt that behavior."
 - **Encouragement→ Inspirational motivation & Individualized Consideration**
 - "I **encourage** students consistently and we talk about older adults and in their journals they **talk about it**."
 - **Vision→ Intellectual Stimulation**
 - "I think about a nurse educator as a leader and I think about having a **vision** of what is always on your horizon and what is always going to happen."

Discussion

Implications:

- No evidence of prior studies of this nature that have examined this phenomenon
- Results from this study emphasize the importance of role modeling as it relates to teaching nursing students advocacy for older adults
- Leaders in nursing education serve as role models for their students and colleagues
- Nurse educators need to recognize and embrace their role in preparing students to advocate for older adults

Limitations of the Study:

- Study only examined specific leadership qualities relevant to the Transformational Leadership Theory
- Due to the design of the single-case study, the results are generalizable only to the associated theory versus an entire population

Recommendations for Future Studies:

- Replicate the study with two or more research participants
- Examine other leadership theories such as the Transactional Leadership Theory, to determine relevance to this phenomenon
- Conduct a qualitative study that examines the same phenomenon but where the results can be generalizable to a population

Conclusions

- Need to continuously identify formal/informal nursing education leaders in advocacy for older adults
- Nursing education leaders can serve as resources for colleagues aspiring to teach advocacy skills to nursing students and for students passionate about advocacy for older adults
- Entry-level nurses will represent our largest group of professional nurses providing care for older adults and need preparation to advocate for their health care needs

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