

## 45th Biennial Convention (16-20 November 2019)

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

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Evidence-based practice (EBP) is a cornerstone of advanced practice nursing. As such, it is important to provide graduate students with an opportunity to gain experience and develop the needed leadership skill set to promote evidence that leads to best practices. A case study approach can be used to describe the outcomes related to a collaborative education-practice graduate student experience.

While enrolled within three sequential semesters of course and field work, a masters level advanced practice nurse student gained and applied knowledge related to EBP in the classroom and during a preceptor guided practicum experience in a state supported cancer screening program within a major cancer center setting. The graduate student worked with course faculty, a preceptor and her outreach worker along with other stakeholders to develop leadership skills in a culturally and linguistically tailored clinic setting serving uninsured and underinsured Asian-Indio women. At the same time, the student developed, implemented and evaluated an educational intervention in the community setting to address the importance of early detection of breast, cervical and colorectal cancer within this select population using evidence found in the literature to guide the intervention. An EBP Model was used to guide the project. By serving in the role of “project leader or champion” the student developed critical thinking and problem solving skills to bring about transformative change and positive outcomes in the project setting, community, and those patients she interacted with as educator and provider. Student involvement in both the clinic and capstone educational project is supported by the *Master’s Essentials of Nursing* (AACN, 2011). As noted in the Essentials, graduate education should prepare students to “lead change to provide quality outcomes” (p. 3) and to “translate evidence into practice” (p. 4). The specific Essentials that are met throughout the capstone project experience include II, IV, and IX. For example, the student adopted a leadership role in conducting an environment and stakeholder assessment, adopting a change agent role, and influencing outcomes at a community and system level.

A discussion of the project exemplar will highlight student and faculty perceptions related to the experience. Lessons learned will be shared and have implications for future graduate nursing education-practice endeavors. Combining EBP classroom work with that of a culminating project at the graduate level can foster the leadership development skills needed to progress from student role to that of a novice or beginning advanced practice nurse while impacting positive patient and community outcomes.

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**Title:**

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

**Keywords:**

Collaborate Leadership, Evidence-based practice and Graduate Education

**References:**

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**Abstract Summary:**

Graduate students need a firm knowledge and application of evidence-based practice (EBP) in order to promote positive outcomes in patient populations and healthcare practice settings. A case study approach will describe how a faculty mentored capstone at a state based cancer screening project promoted leadership development.

**Content Outline:**

- I. Introduction
  - A. EBP process and advanced practice nursing
  - B. Graduate Student Leadership Development through a Collaborative State and Cancer Screening Cancer Center Practicum and Capstone Project
- II. Body
  - A. Main Point #1 Development of joint practicum and capstone
    - 1. Supporting point #1
      - a) *Master's Essentials support*
      - b) *course and practicum objectives*
    - B. Main Point # 2 Assuming a leadership role
      - 1. Supporting Point #1
        - a) *culturally and linguistically tailored clinic preceptor guided provider role*

*b) engaging with the community through education project*  
*c) leadership qualities developed*

C. Main Point #3 Exemplar

1. Supporting Point #1

*a) student & faculty/preceptor perception*

*b) outcome*

III. Conclusion

A. Lessons learned

B. Moving Forward

1.

First Primary Presenting Author

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**Author Summary:** Dr. Byrne is Chair and Associate Professor in the Department of Nursing, The College of New Jersey. She teaches Evidence-based Practice, Capstone Seminar and Project at the graduate level and Perspectives in Global Health at the undergraduate level. Sharon coordinates the study abroad program for her school and is a volunteer advance practice nurse provider in Haiti. She is Past President of Delta Nu, current Secretary for Tri-State Consortium and a Virginia Henderson Fellow.

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