

Title:

Fostering Evidence-Based Practice Competencies in Nurse Leaders: An Innovative Model

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Session Title:

Educational Leadership Posters

Slot (superslotted):

ED LDR PST: Friday, September 26, 2014: 10:00 AM-10:30 AM

Slot (superslotted):

ED LDR PST: Friday, September 26, 2014: 11:45 AM-1:00 PM

Slot (superslotted):

ED LDR PST: Friday, September 26, 2014: 3:00 PM-3:30 PM

Keywords:

evidence-based practice for leaders, flipped learning model and innovative leadership education

References:

tbd

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" Course of study Arrangements of instructional materials The	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	subject matter that is taught Cultural "training" Planned engagement of learners				
<p>Discuss the process of designing a learning game strategy based on the flipped learning model to enhance evidence-based practice competency skills of nurse leaders</p>	<p>A. Flipped learning model and the evidence to support its effectiveness B. Gaming strategies and the evidence to support serious games as a learning approach C. Evidence-based practice competencies: generating priority inquiries that research can answer; engaging resources to address an inquiry, including shared</p>	<p>Since this is a poster presentation, times will vary with the viewer, most likely between 4 and 10 minutes.</p>	<p>Dr. Renee Twibell, PhD, RN, CNE; Cynthia Davisson, MA, RN; Dr. Renee Gregg, DNP, RN</p>	<p>Poster presentation; Presenter will narrate, if desired by viewer; Participant feedback will be elicited</p>	<p>Viewers will be invited to share perspectives on flipped learning model, serious gaming, and the specific learning activity presented.</p>

	<p>governance systems; searching for relevant literature in effective, efficient ways; identifying the best levels of evidence; critiquing research studies pertinent to leadership roles; appraising clusters of studies for readiness-to-use in practice and leadership roles; and translating evidence into practice.</p> <p>D. Decisions on measurable outcomes (knowledge, satisfaction, self-efficacy, engagement, change</p>				
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	<p>in behavior) E. Guidelines for designing a serious game, including content selection, activities for each section, color and esthetic presentation, pilot-testing F. Practical aspects of printing and preparing materials</p>				
<p>Evaluate alternative approaches for presenting the learning strategy and outcomes selected for measurement.</p>	<p>A. Approaches for introducing and explaining the EBP map to target learners/leaders; B. Approaches for structuring the learning session based on flipped learning model</p>	<p>Since this is a poster presentation, times will vary with the viewer, most likely between 4 and 10 minutes.</p>	<p>Dr. Renee Twibell, PhD, RN, CNE; Cynthia Davisson, MA, RN; Dr. Renee Gregg, DNP, RN</p>	<p>Poster presentation; Presenter will narrate, if desired by viewer; Participant feedback will be elicited</p>	<p>Viewers will be invited to share perspectives on flipped learning model, serious gaming, and the specific learning activity presented.</p>

	<p>principles of mini-lecture followed by application with real-time, at-the-elbow support by experts; C. Approaches for teaching how to support learners/leaders in posing inquiries pertinent to varying leadership roles; D. Approaches for stimulating discussion among leaders on allocating resources for inquiries; E. Approaches for teaching literature searching, tailored for leaders; F. Approaches for teaching how to</p>				
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	<p>critique research studies selected for the various leadership roles of attendees;</p> <p>G. Approaches for teaching how to coach learners to critique study design, sampling plan, instrumentation, data collection, IRB approval, and data analysis;</p> <p>H. Approaches for teaching how to appraise a cluster of studies for readiness-to-use in practice;</p> <p>I. Approaches for teaching evidence-based strategies for</p>				
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	translation of research into practice, based on implementation science.				
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Abstract Text:

Effective nursing leaders at all levels of health care organizations and academic institutions worldwide require skills in evaluating and using sound evidence in practice. The seven evidence-based practice competencies for leaders include: (a) generating relevant inquiries that research can answer; (b) engaging resources to address priority inquiries, including shared governance systems; (c) searching for relevant literature in effective, efficient ways; (d) identifying the best levels of evidence; (e) critiquing research studies relevant for leaders; (f) appraising clusters of studies for readiness-to-use in practice; and (g) translating evidence into practice.

Nurse leaders often express a lack of confidence and competence in research-related skills, and admit to basing leadership decisions on personal experience or traditional ways of managing. As a means of enhancing leadership development in educational and practice settings, an innovative approach to elevating evidence-based practice skills was designed and trialed. The purpose of this presentation is to describe the development, implementation, and evaluation of a gaming strategy, based on the flipped learning model, to enhance evidence-based practice skills among nurse leaders in academic and practice settings, including bedside clinical leaders.

The game activity, also called a discussion map, was titled “Puzzling About Evidence-based Practice: When the Pieces Fit.” The theme of the map was putting together a puzzle, which reflected the cognitive activities of analysis, synthesis, and evaluation required in evidence-based practice. The game activity occurred in an educational classroom session; length of the session was 3.5 hours. Attendance was limited to 25 participants who registered for the session in advance and received email communication to prepare them for the session. One primary facilitator, who was an expert in nursing research, education, and leadership, led the session. Support facilitators, specifically advanced practice nurses and nurse educators, filled the instrumental roles of evidence-based practice coaches throughout the session.

In applying principles of the flipped learning model, attendees completed pre-reading of a research study, which was selected by session facilitators to align with attendees’ general areas of leadership and interest. The pre-reading assignment formed the basis for the interactive map activities. The flipped learning model is a relatively new approach to learning and is attracting attention in many countries of the world.

A team-building exercise strategically opened the educational session to create a positive tone about research and begin building relationships among attendees. Attendees then gathered in groups at tables with colleagues in similar leadership roles. For example, current or potential nurse managers in attendance might group at one table, having all read a pre-assigned research study on nurse empowerment. Undergraduate students in a psychiatric nursing course would gather at a table, having read a study on closure of relationships in institutional settings. The maps on each of the tables were set up in advance to contain questions and activities specifically drawn from the study the participants read.

Mini-lectures of 4-10 minutes were followed by small group application activities at various stations on the map. In the application activities, participants worked in partnerships and small groups to explore strategies for stimulating relevant clinical questions, collaborating for resources to address questions,

literature searching for evidence, critiquing research studies, and appraising clusters of research studies. In order to answer the question, "Is this good research?", the critiquing activities emphasized the evaluation of the research design, sampling plan, data collection methods, instrumentation, protection of human subjects, and statistical analysis. In appraising clusters of studies, learners answered the question, "Is this collection of evidence ready to be used in practice?" Session facilitators provided at-the-elbow coaching for the critiquing and appraising activities, so that learners could have questions answered quickly and could try out new ideas with immediate feedback. The game ended with a discussion of translation of evidence into practice, based on principles of implementation science.

Learners collected puzzle pieces as they moved through the content areas of the map. At the end of the activity, if all of the learning activities were completed accurately, the pieces fit together in a final, completed puzzle.

Target outcomes based on Kirkpatrick's model (1998; 2009) included satisfaction, self-assessment of knowledge and skills, self-efficacy in evidence-based practice, changes in behavior and practice, and perceived value of research in achieving patient outcomes through a leadership role. Participant feedback has been consistently positive in the five years the map has been in use.