The Doctor of Nursing Practice: Advancing Leadership in Academic Settings

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Session Objectives

• Describe how doctor of nursing practice (DNP) education prepares nurses for leadership in academic settings

• Explore opportunities for the DNP prepared nurse to provide leadership to advance the quality of nursing education to meet the needs of rapidly changing healthcare environments

• Discuss barriers to and innovative strategies for increasing the number of DNP prepared nurse faculty in academic settings
Goal

- Explore the role of the DNP prepared nurse in providing strong leadership to advance the quality of nursing education programs to meet the needs of evolving systems of healthcare
The Evidence

- The changing healthcare environment
- Characteristics of leaders
- Characteristics of leaders in academic settings
The Changing Healthcare Environment
Leadership for Change

- Passion
- Messaging
- Risk-taking
- Tenacity
- Clarity of purpose
- Strength of character

Bleich 2013
Key Attributes of Leaders in Academic Settings

• Role model transformational leadership
• Keep abreast of the changing healthcare environment, workforce needs, and evolving practice roles
• Embrace innovation and continuous improvement (Coonan, 2008).
• Build effective Board relations and raise financial resources (Appel, et al., 2007)
Parallels of Leadership

**Academic**
- Regulatory/accreditation Standards: SACS, NLNAC, CCNE
- Customer needs: students, faculty, interprofessional and practice partners

**Health System**
- Regulatory/accreditation standards: TJC, DNV, federal/state regulations
- Customer needs: patients, staff, physicians, referral sources, communities

DNP Essential
- II, VI
- I, II, VII
Parallels of Leadership

**Academic**
- Quality of services: curriculum relevance; efficient/effective processes; EB teaching practices
- Innovation and technology

**Health System**
- Quality of services: Patient safety, EBP, efficient/effective processes
- Innovation and technology

**DNP Essential**
- I, II, III
- IV
Parallels of Leadership

**Academic**
- Supportive work environments
- Current issues/trends; health policy initiatives
- Board & executive administrative relations

**Health System**
- Supportive work environments
- Current issues/trends; health policy initiatives
- Board & executive administration relations

DNP Essential
- II, VI
- V, VII
- II, VI
Parallels of Leadership

**Academic**
- Workforce development, recruitment & retention
- Financial acumen
- Lead change
- Project development and management

**Health System**
- Workforce development, recruitment & retention
- Financial acumen
- Lead change
- Project development and management

**DNP Essential**
- II, V
- II
- VIII
Eight Practices of Leaders…. From the Master (Peter Drucker, 2004)

• Ask: What needs to be done (based on good data)?
• Ask: What is right for the organization?
• Act: Develop action plans
• Take responsibility for decisions and communication
• Focus on opportunities rather than problems
• Run productive meetings
• Think “we” rather than “I”
• Listen first, speak last
New Directions for Academic Leadership

• Serve as role-models for leadership (Cheeter, 2011).

• Apply evidence-based leadership models for student education and faculty practice (Cheeter, 2011).

• Move from teaching ABOUT leadership to DEVELOPING leaders (Cheeter, 2011).

• Responsive and innovative organizational structures (Coonan, 2008).
Preparation for Academic Roles & Leadership

• DNPs ?

• PhDs ?
Case Study Examples:

What do academic leaders do?

How does DNP education prepare academic leaders for their roles?
Case Studies

• Creating new degree offerings (i.e., acute care PNP program)
• Establishing academic-practice partnerships
• Promoting the *Future of Nursing’s* goal for BSN-prepared nurses
• Addressing competition among nursing programs
Academic Leadership
Opportunities & Rationale

• Current status
• Rationale
Leading Change to Advance Health in Academic Settings:

Institute of Medicine (2010)

The Future of Nursing:
Leading Change, Advancing Health
Key Message 2

Nurses should achieve higher levels of education & training through an improved health care system that promotes seamless academic progression.

Recommendation #5:
Double the number of nurses with a doctorate by 2020

Other *Future of Nursing* Key Messages Related to Nursing Education

Graduate-level nurses must develop even greater competencies and deeper understanding in areas of systems thinking, quality improvement, care management, health policy and research.

Nursing education at all levels needs to impart a better understanding of ways to work in the context of and lead change within health care delivery systems, methods for quality improvement and system redesign.
Positioning the DNP Prepared Nurse for Academic Leadership
Increasing DNP Prepared Nurse Faculty in Academic Settings

- Barriers
- Strategies
- Action plan/next steps
Perceived Barriers

• Who will teach DNP students if the DNP degree does not prepare graduates for educator roles?
• Can APRN nurse educators maintain clinical competency to retain national certification and hold tenure-track positions?
• Major Concern: Challenge for future doctoral faculty to pursue scholarship and maintain certification

References


For a copy of the final presentation, please email:

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