



Evidence of a Robust
Administrative/
Leadership
DNP Program
to Impact
Health, Care and Cost



GRAND VALLEY
STATE UNIVERSITY



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Grand Valley State University

Excellence in Action

- Academic Excellence
- First-Rate Faculty
- Great Return on Investment
- State-Of-The-Art Facilities
- Outstanding Locations



+ Disclosures

- The authors report no financial relationship with a commercial interest, product or services pertinent to the content of this educational activity.

Background

Complexity of
rapidly
changing
healthcare
systems

Role of DNP

Collaboration at
all levels of
organization

DNP & PhD
collaboration
provides the
framework for
impacting
health, care
and cost



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Implementation Science



Implementation Science

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Serum = evidence



Syringe = delivery
method



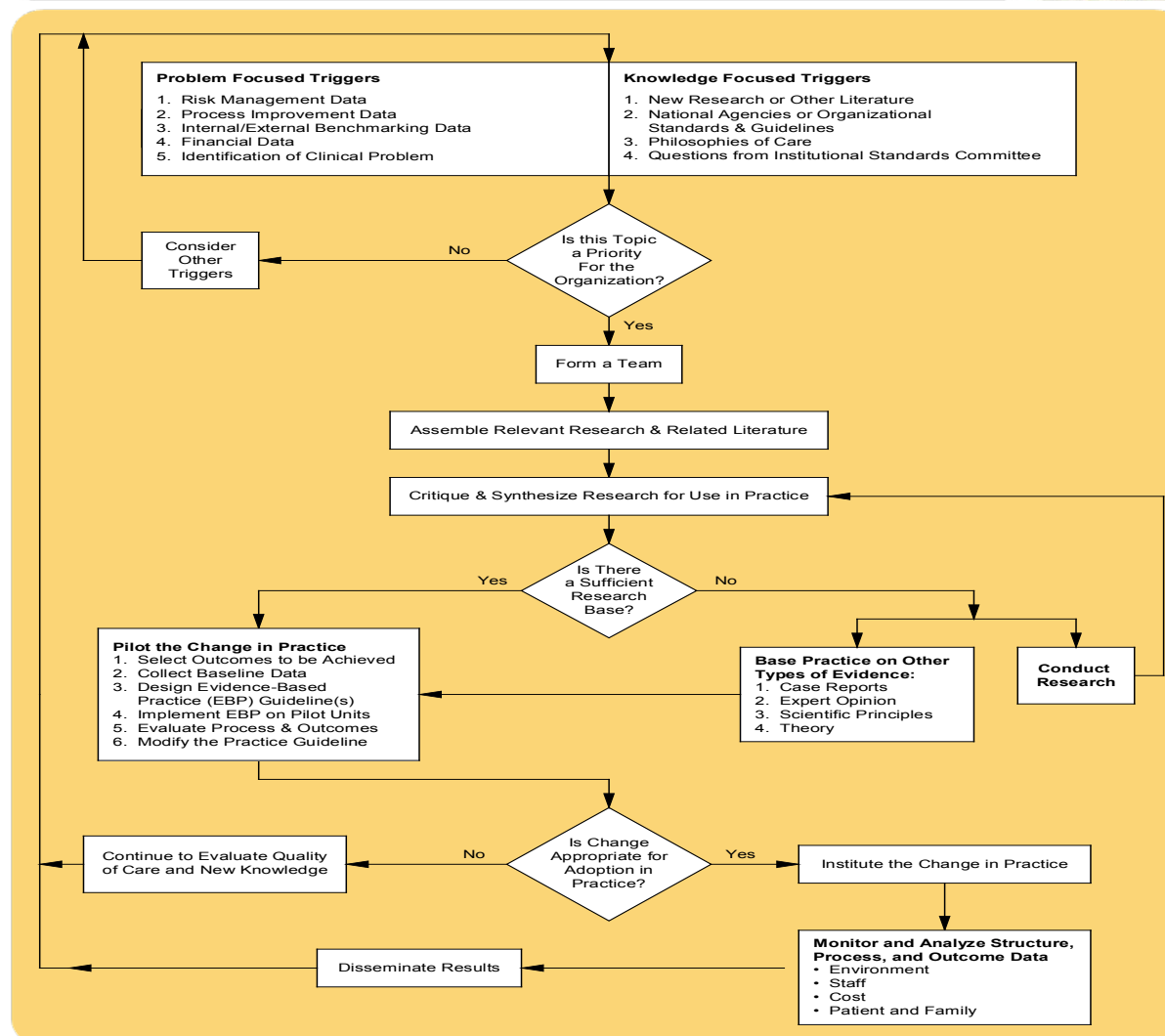
(Eccles, M.P. & Mittman, B. S., 2008)

+ Implementation Science

- Scientific study of methods to promote the systematic uptake of evidence-based practices into routine practice
 - Focused on improving quality and effectiveness of health services
 - Includes influences on healthcare professional and organizational behavior
 - Understand the complexities involved in successful implementation of evidence into practice

(Eccles, M.P. & Mittman, B. S., 2008; Rycroft-Malone, J., Bucknall, T. (2011))

The Iowa Model of Evidence-Based Practice to Promote Quality Care



◊ = a decision point

Titler, M.G., C., Steelman, V.J., Rakel, B. A., Budreau, G., Everett, L.Q., Buckwalter, K.C., Tripp-Reimer, T., & Goode C. (2001). The Iowa Model Of Evidence-Based Practice to Promote Quality Care. *Critical Care Nursing Clinics of North America*, 13(4), 497-509.

REQUESTS TO:
Department of Nursing
University of Iowa Hospitals and Clinics
Iowa City, IA 52242-1009

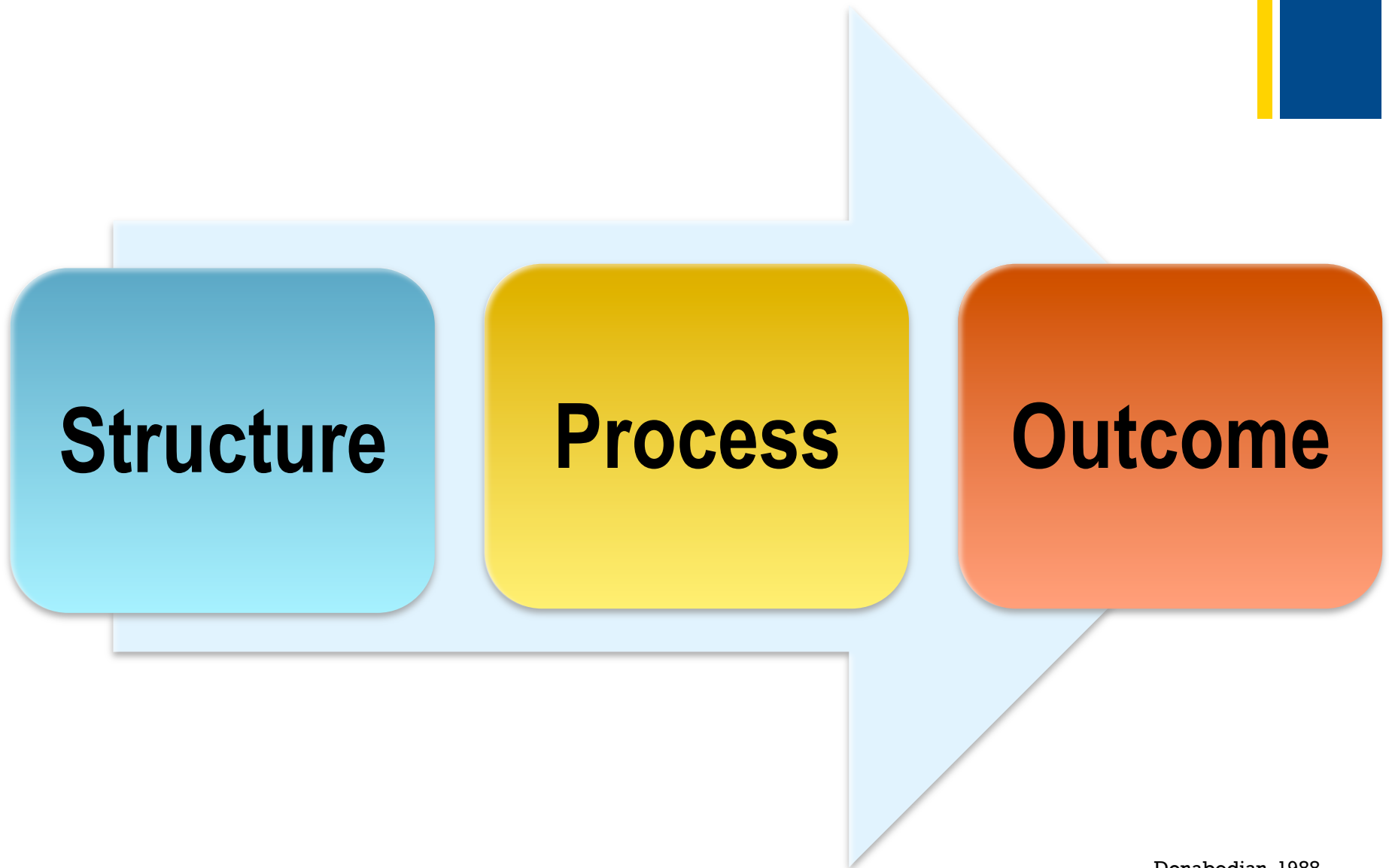
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Revised April 1998 © UIHC

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+ Donabedian

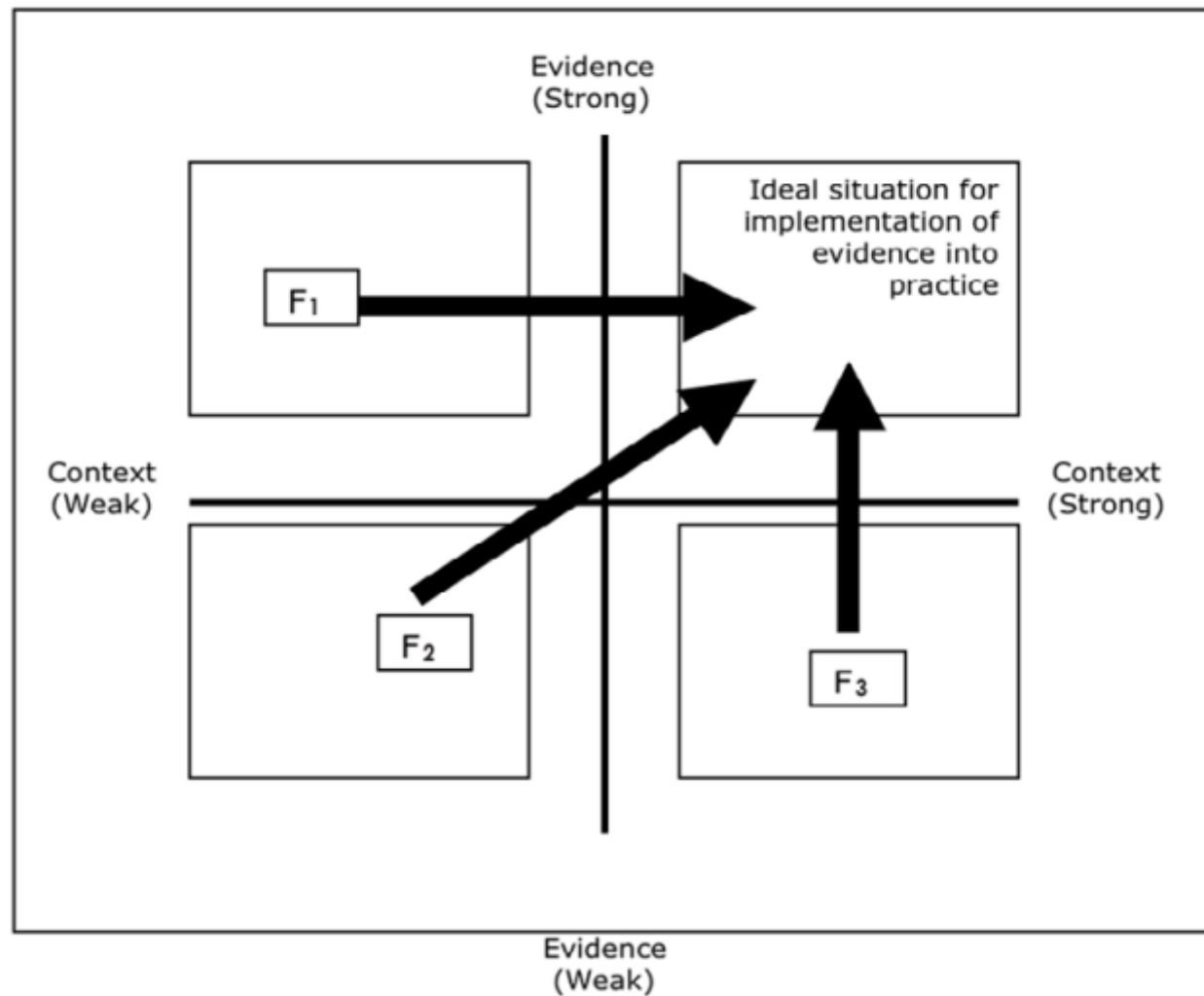
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Donabedian, 1988

+ PARiHS

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The PARiHS Diagnostic and Evaluative Grid

Used with permission from "Evaluating the successful implementation of evidence into practice using the PARiHS framework: Theoretical and practical challenges." By A. L. Kitson, J. Rycroft-Malone, G. Harvey, B. McCormack, K. Seers, and A. Titchen, 2008, *Implementation Science*, 3, p. 9. Copyright 2008 by Implementation Science.

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Organizational assessment



+ Organizational Assessment Components

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Mission

Vision

History

Services

Expected Costs of Strategic Planning

- Costs (direct & indirect)
- Ways to manage costs

Expected Benefits of Strategic Planning

Ways to Enhance Benefits

Should we Proceed with Strategic Planning Process?

+ Organizational Assessment

Key Strategies

Program
Development

Program
Implementation

Program
Evaluation

Thorough Organizational Assessment



Program Change



Innovation Diffusion

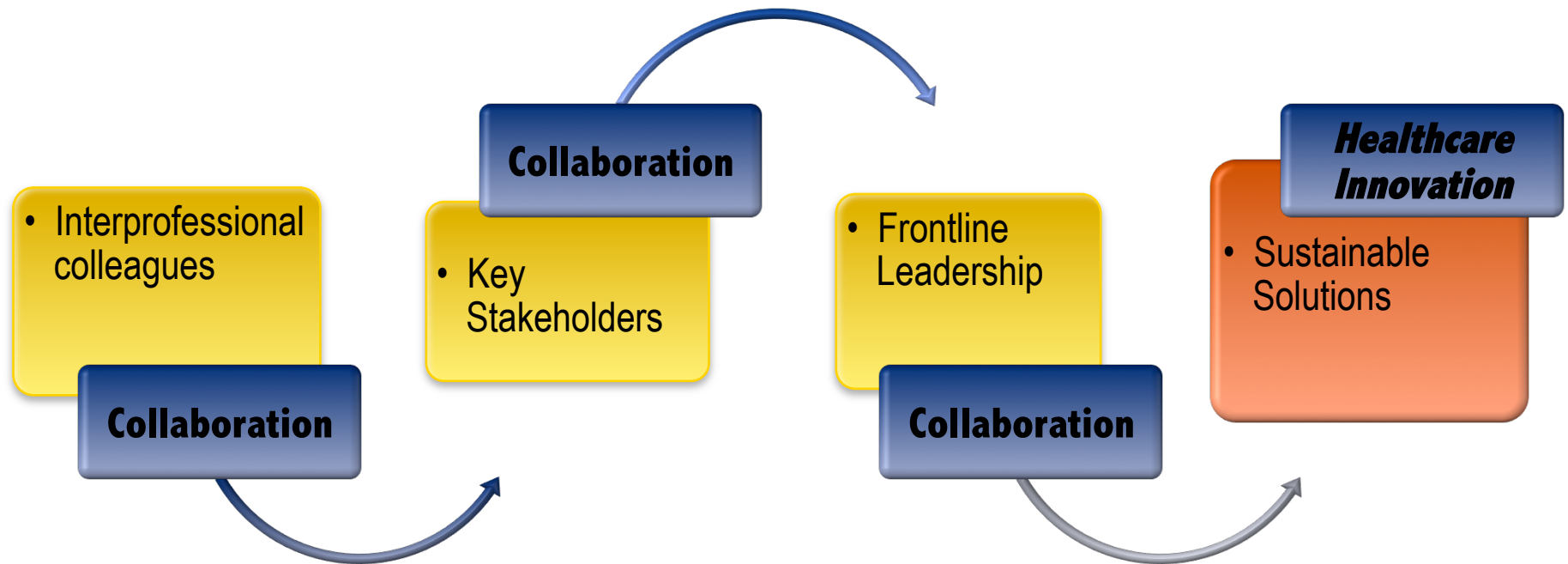
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Leadership

+ Leadership

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+ The Administrative DNP: Change Agent

Leadership Qualities



Intellectual



Analytical



Technical Skills



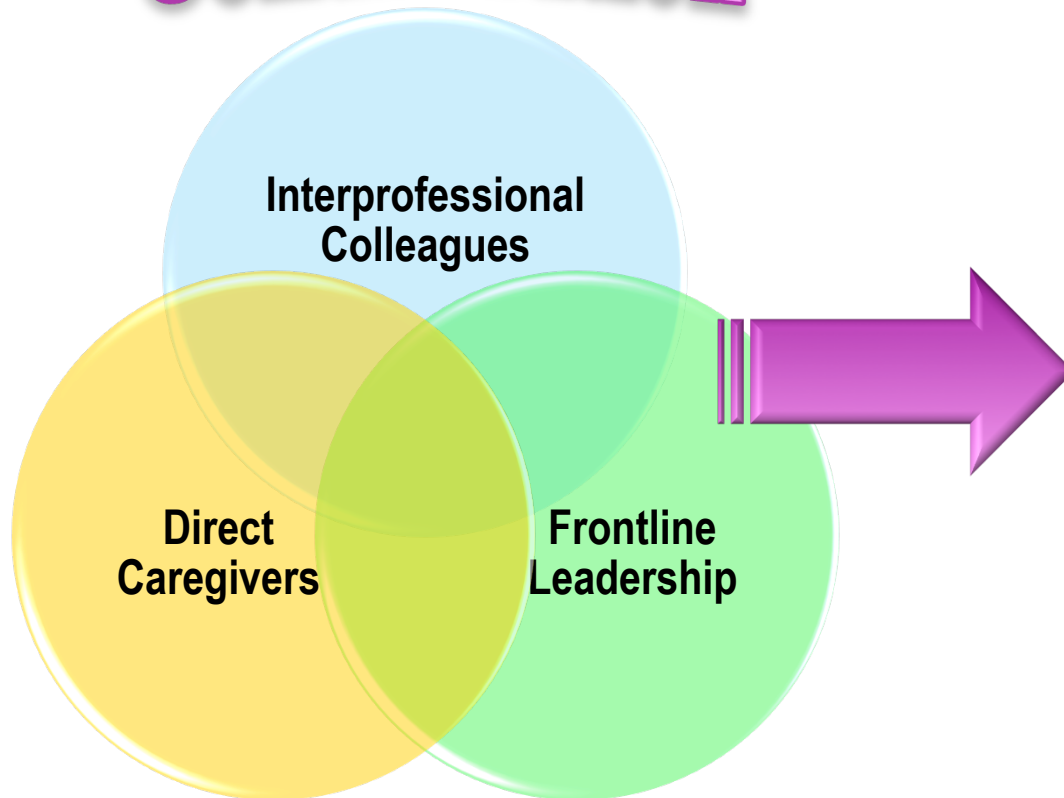
Appropriate Experience



Emotional

+ The Administrative DNP: Change Agent

Collaboration



Better patient & client outcomes

Improved efficiency of operations

Generation of new approaches to problem- solving

Increased employee & client satisfaction

+ Mentoring: Administrative DNP Role Immersion

Administrative Clinical Practicum

Nurse Executive Preceptors

Clinical Sites

Dissertation Committee
members

Various healthcare
organizations

1,000 clinical hours

3 semesters

PhD Faculty Mentors

Course faculty

Dissertation Chairs

Dissertation Committee
members

Theory & Scholarship

+



PhD and DNP Collaboration

+ PhD & DNP Collaboration

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PhD

Generating **new knowledge**

Contributes necessary depth in complex **research methods**

Provides foundation for the advancement of nursing science

DNP

Emphasis on **improving outcomes of care**

Practice focused-utilizing practice inquiry to target specific populations, systems, & policy environments

Provides leadership to implement healthcare improvement initiatives

+ PhD and DNP Collaboration

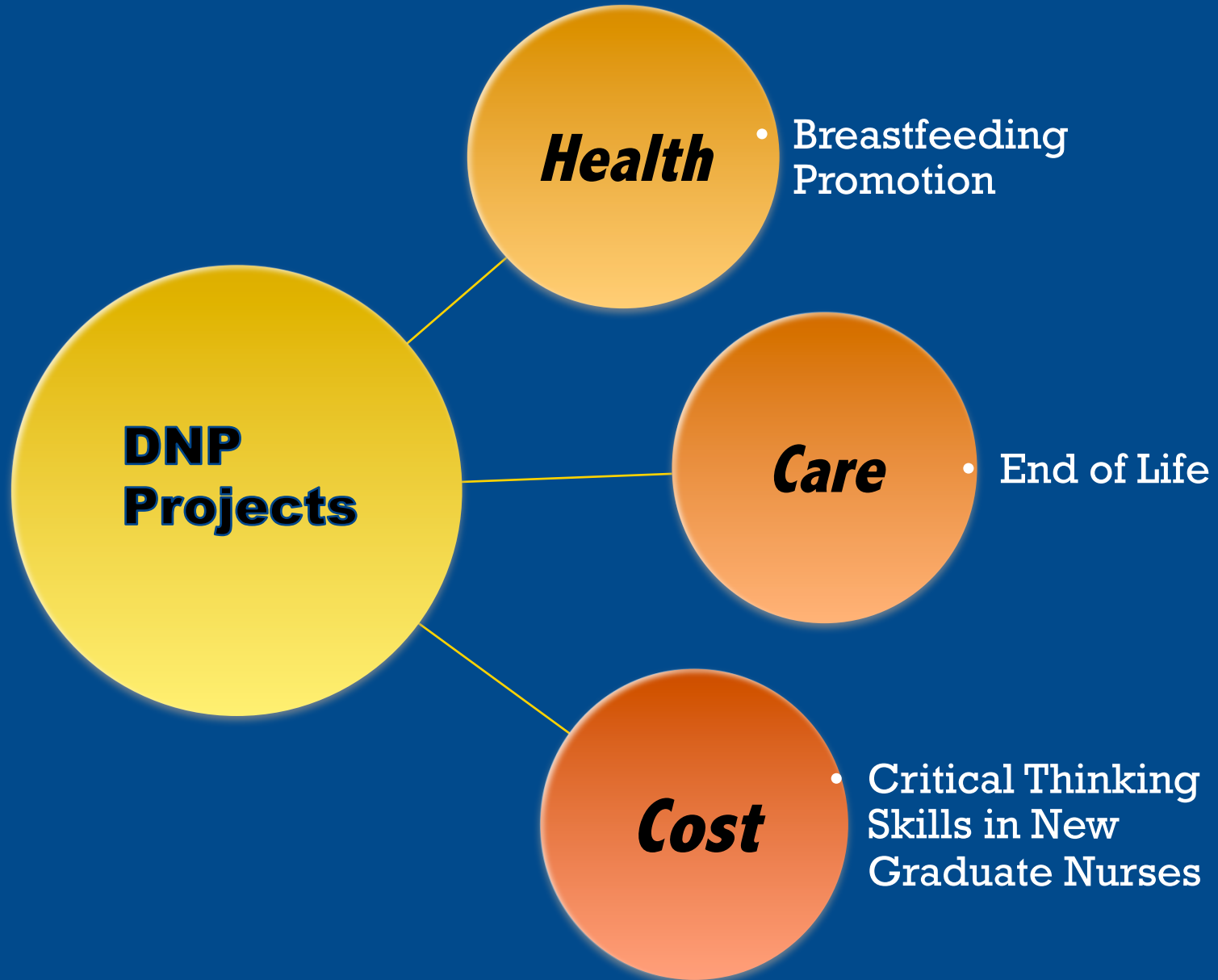
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**Rigor of entire
DNP program**

- overseen by PhD faculty

**3 DNP scholarly
projects (GVSU)**

- guided by PhD faculty





Improving Breastfeeding Knowledge, Self-Efficacy and + Intent Through a Prenatal Education Program



+ Background



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**Benefits of
Breastfeeding**

**Adverse Outcomes
associated with
NOT Breastfeeding**

**Breastfeeding
Recommendations**

**Breastfeeding
Rates**

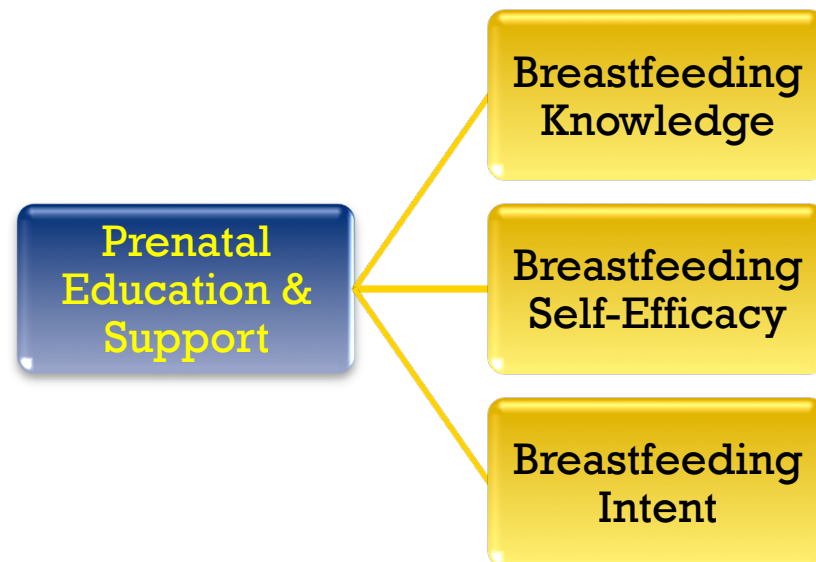
**An Initiative to
Increase
Breastfeeding
Rates: BFHI**

- 10 Steps to Successful Breastfeeding

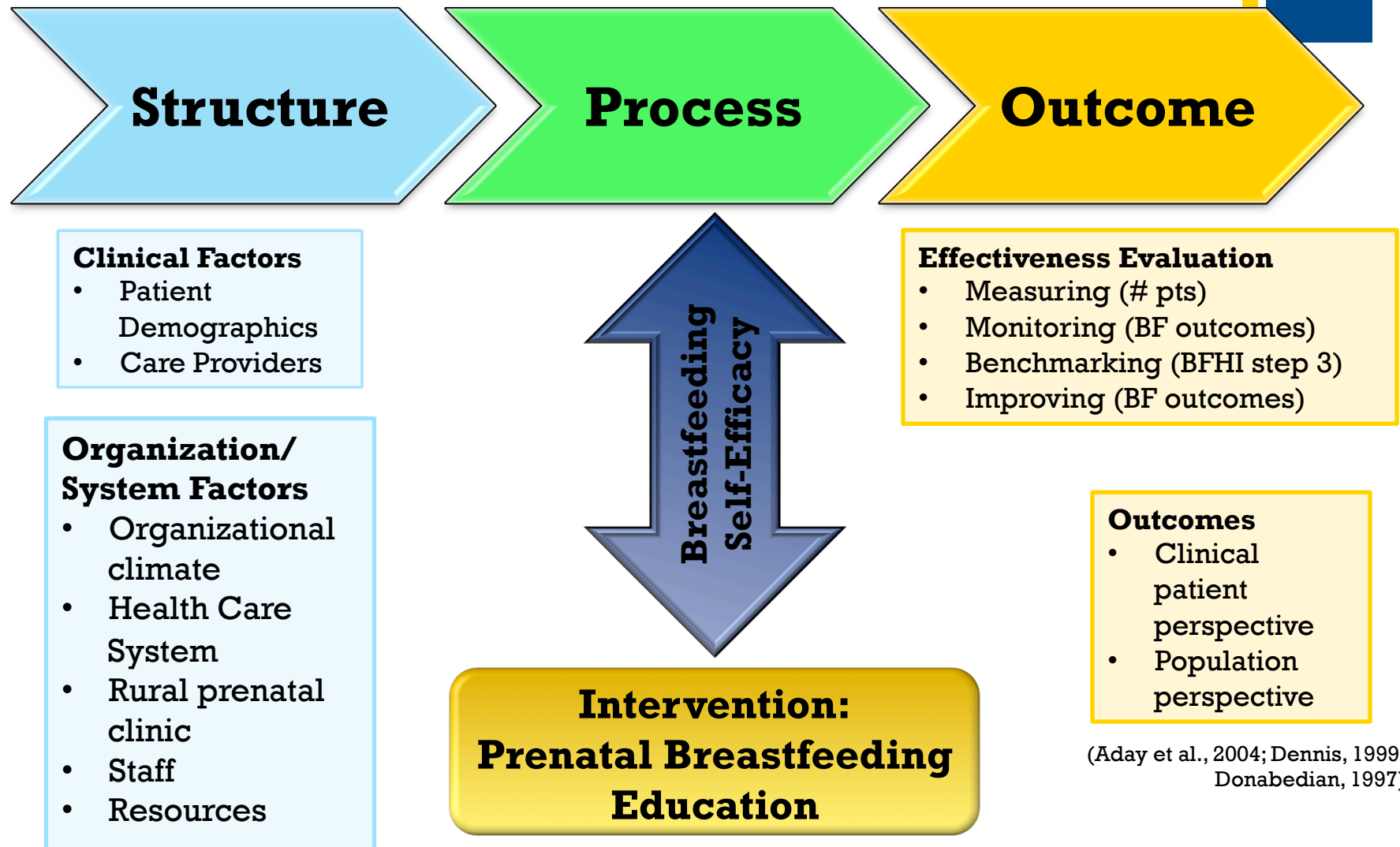


+ Purpose of Project

- Work with hospital on BFHI designation pathway
- Step 3: “***inform all pregnant women about the benefits & management of breastfeeding***”
- Program Evaluation:
 - Breastfeeding Knowledge
 - Breastfeeding Self-Efficacy
 - Breastfeeding Intent



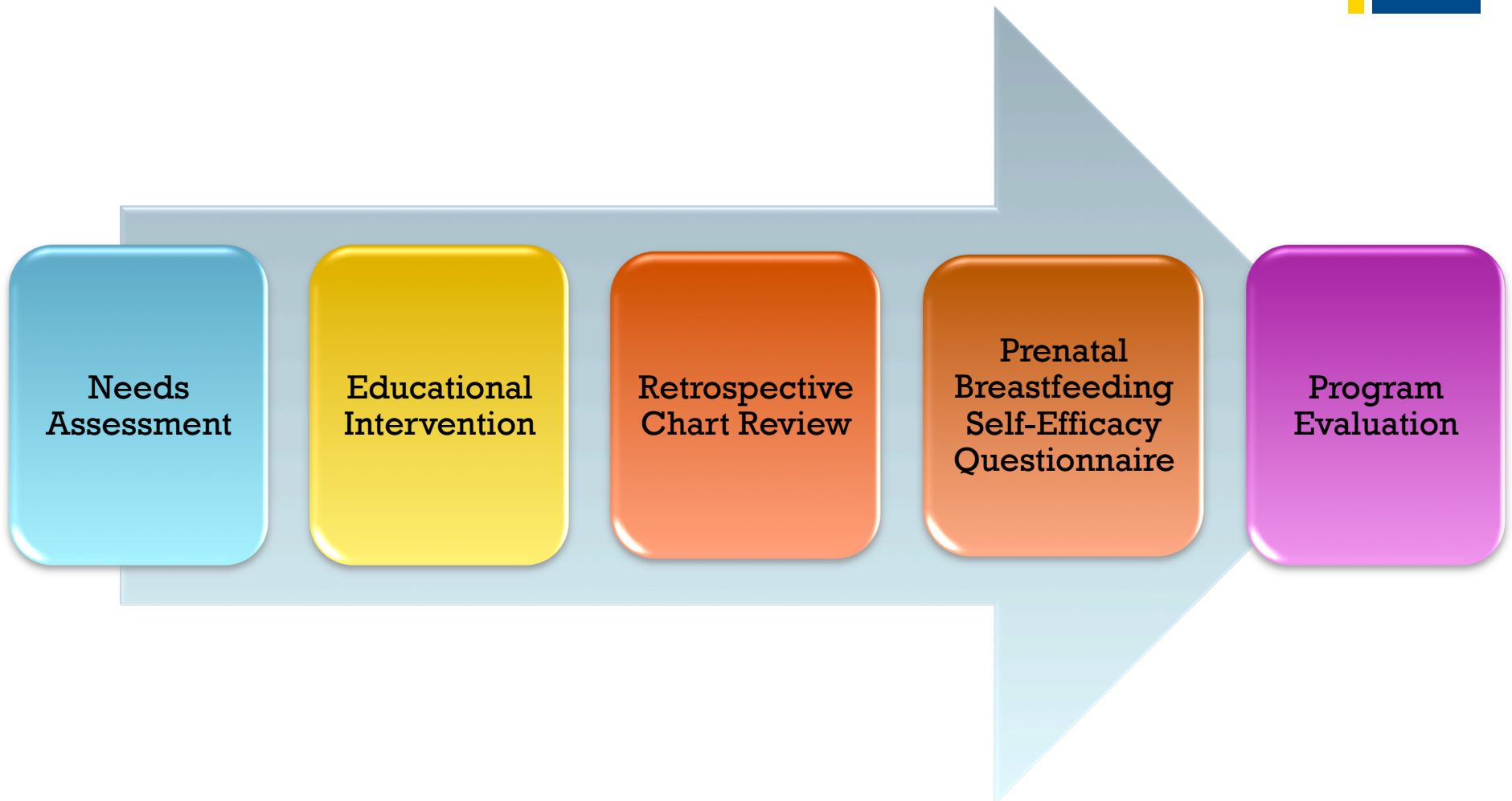
+ Conceptual Framework: Donabedian & Self-Efficacy



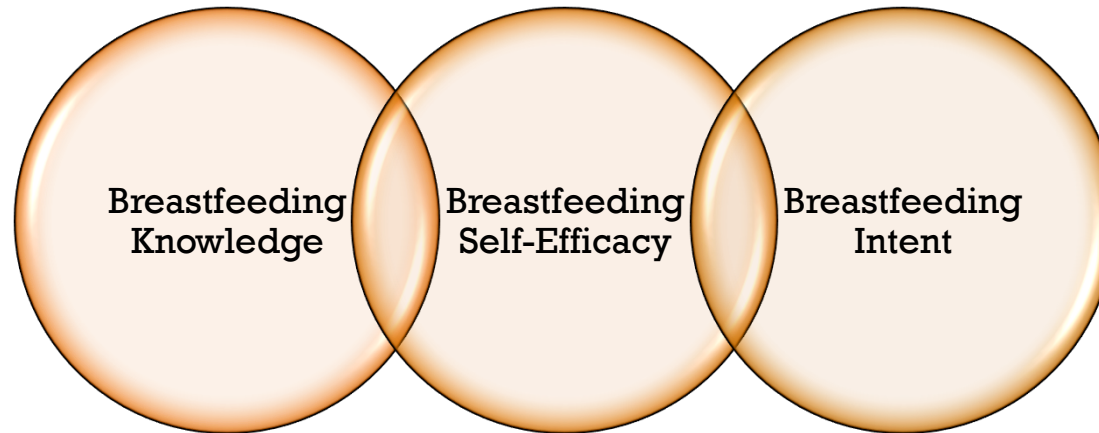
(Aday et al., 2004; Dennis, 1999;
Donabedian, 1997)

+ Project Implementation

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+ Results



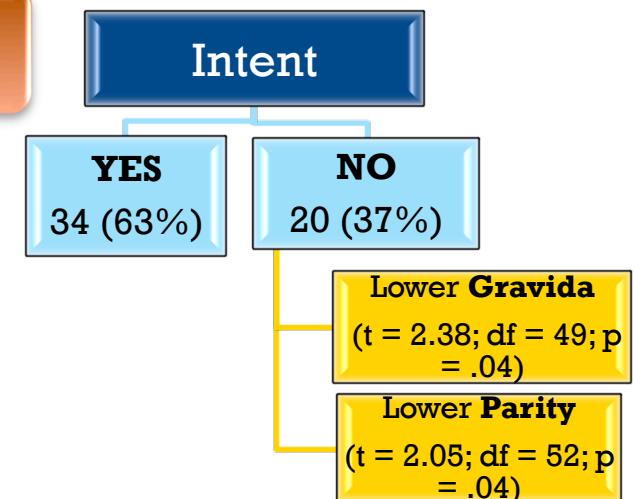
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Intent & Parity (Chertok et al., 2011; Saunders-Goldson & Edwards, 2004)

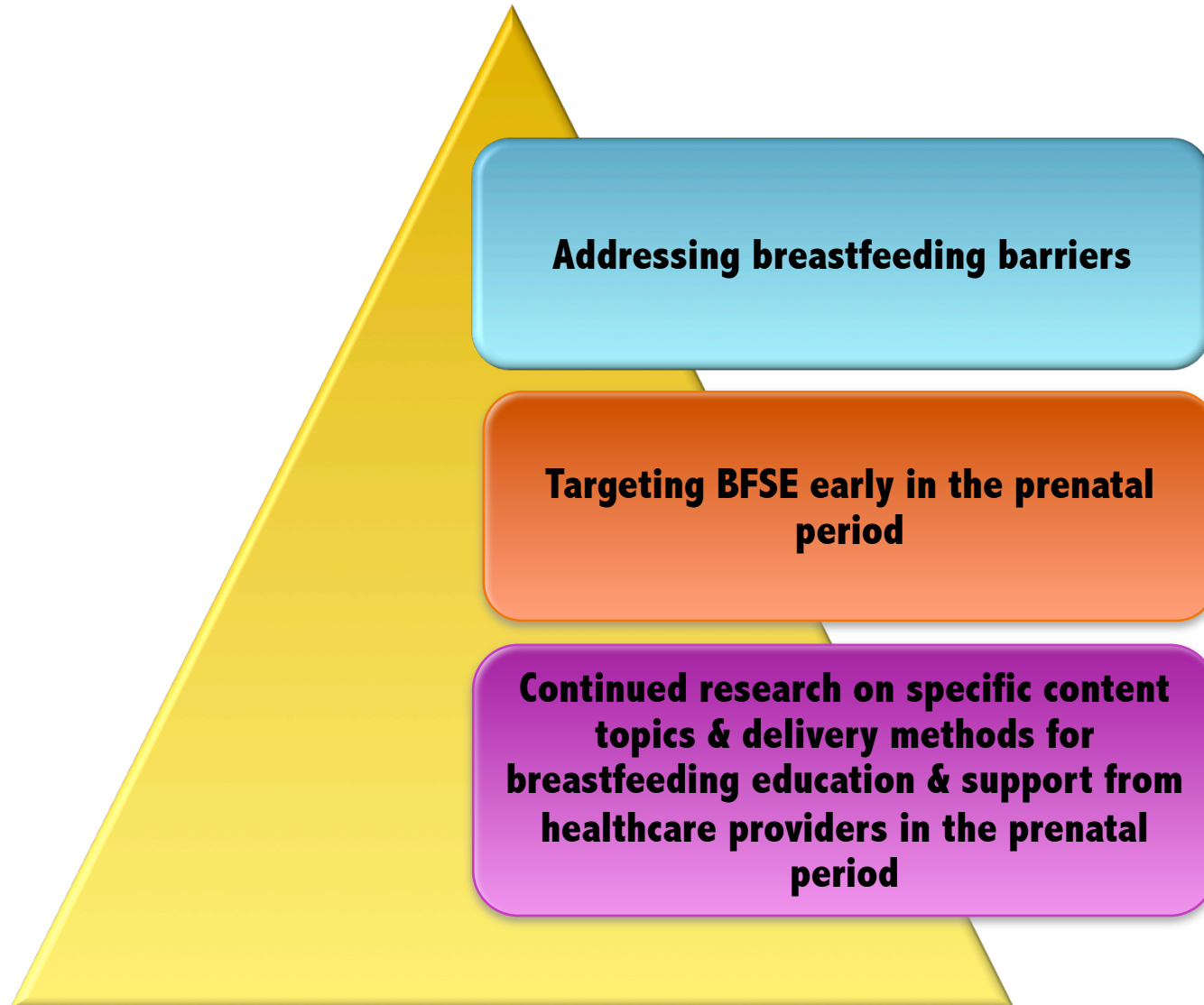
Target population: undecided first-time mothers

Undecided → lower scores on Breastfeeding Knowledge and Breastfeeding Self-Efficacy

Both predictors are modifiable (Chertok et al., 2011; DiGirolamo et al, 2005; Saunders-Goldson & Edwards, 2004).



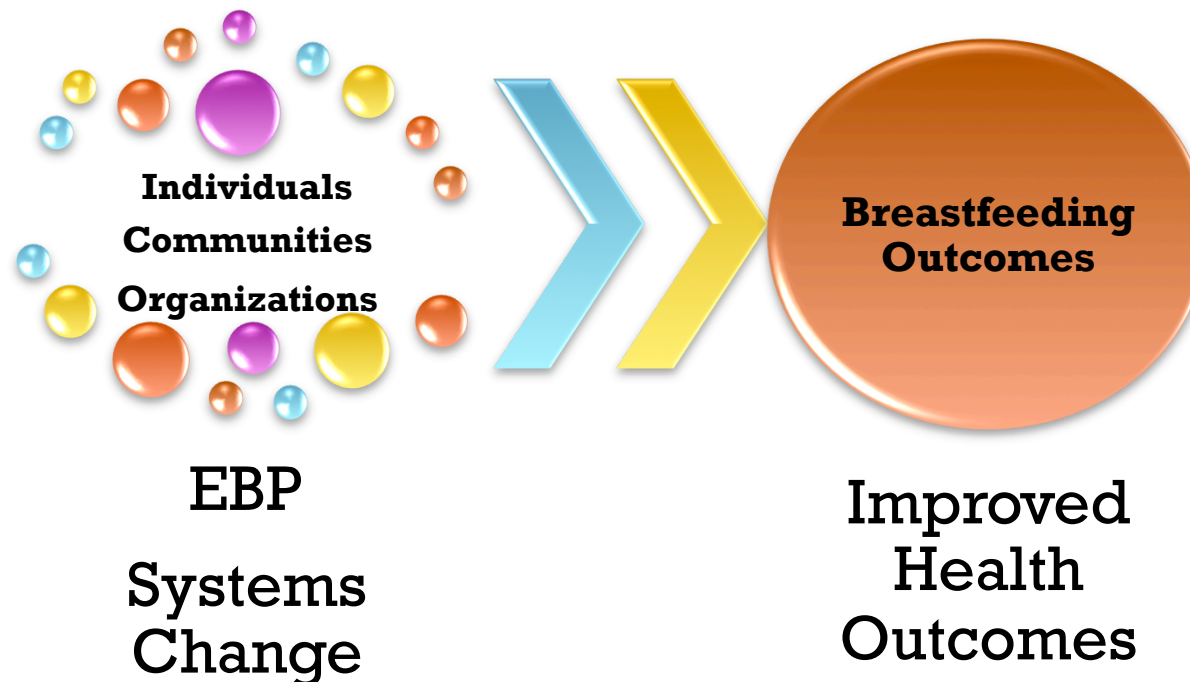
+ Implications for Nursing Practice



+ Making a Difference as a DNP prepared nurse



Breastfeeding *“...is far more than nutrition. It is concerned with creating a new person, establishing an effective immune system, building brain function, developing socialization, and promoting long term health” (p. 1597) (Godfrey & Lawrence, 2010)*



Improving Nurse + Communication Skills with Patients Nearing End of Life



+ Background

- Nurse expertise in end-of-life (EOL) conversations provides valuable information about a person's sociocultural and spiritual beliefs regarding EOL preferences (ELNEC, 2012b; Moore, 2005)
- Nurses are the most common caregiver at the bedside
- Gaps in undergraduate and hospital-based continuing nursing education regarding death and dying contribute to a lack of knowledge and expertise in EOL conversations, potentially leading to death anxiety (Brisley & Wood, 2004; Mallory, 2003; Martin, 2011)
- Nurses are under-prepared for EOL discussions (Brisley & Wood, 2004; Mutto, Cantoni, Rabhansl, & Villar, 2012).

+ Patient Self-Determination

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Patients deserve the right to choose how they will spend the last months, weeks and days of their lives



+ Purpose

- Determine if the use of the ELNEC EOL Communication Curriculum would decrease nurse death anxiety and increase nurse comfort to discuss patient EOL preferences
- Promote awareness of institution's resources to further discuss EOL issues
 - ELNEC Facilitators
 - Social Work
 - Pastoral Care
 - Palliative Care Team

+ Project Implementation

Implementation Models

- ***PARiHS Framework***
- ***Donabedian Quality Model***

Implementation Phase 1:

- **ELNEC-Core Facilitator training for 5 RN staff members**

Implementation Phase 2

- **Educational Intervention - ELNEC class: Communication**

Implementation Phase 3:

- **ELNEC Program Evaluation**
- **Death Anxiety Scale-Revised**
- **Communication Apprehension Scale**

+ Results – Death Anxiety

- A two-tailed paired *t*-test revealed *no statistically significant* difference ($t = -.413$, $df = 17$, $p = .684$) between the pre- and posttest scores on the Death Anxiety Score-Revised
- Death Anxiety ANCOVA
 - Nurses with an ADN or diploma degree ($n = 5$), and those with a BSN or MSN degree ($n = 13$).
 - mean score for the DAS-R posttest in the ADN/Diploma group was **70.4** (SD = 13.74), compared to **86.5** (SD = 12.31) in the BSN/MSN group
 - ($t = -2.44$, $p = .026$, $df = 17$)*

Nurses with an ADN or Diploma had a significantly lower post-test DAS score than those who held a BSN or MSN

*Using pre-score DAS-R as covariate

+ Results – Communication Apprehension

- Two-tailed paired t test was *not* statistically significant ($t = 1.006, df = 17, p = .328$) between the pre and posttest CA-Dying scores

+ Implications for Practice

Need for further skill-building in interdisciplinary communication



Identify embedded ELNEC nurses



Provide support to nurses following patient death



+ Implications for the Organization

Reliance on better EOL education alone may be insufficient to support patient decision-making

(Lynn et al., 2000)

Further evaluation of moral distress with countermeasures

Include ELNEC in new graduate program

Regularly scheduled ELNEC classes

More ELNEC trained RNs for all shifts



+ Using Case Studies and Videotaped Vignettes to Facilitate the Development of Critical Thinking Skills in New Graduate Nurses



+ Background

- Numerous reports have cited quality of care and patient safety as top issues that need to be addressed.
- The goal of healthcare organizations is focused on building a safer healthcare system.
- New nurses need to be prepared to practice safely, accurately, and compassionately where knowledge and innovation are increasing and changing at a rapid pace.
- New nurses often experience stress moving from the role of a student to a practicing professional nurse.
- The ability to critically think is an essential component of nursing.

+ Purpose

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- To determine if educational case studies with videotaped vignettes would facilitate the development of critical thinking skills in new graduate nurses participating in a nurse residency program.



+ Project Implementation

Conceptual Framework: Donabedian and Knowles Principles of Adult Learning

Iowa Model

The Health Sciences Reasoning Test measured critical thinking.

Implemented in 3 Phases:

Phase 1: Pre-test and collection of demographic information

Phase 2: Educational Intervention

Phase 3: Post-test

+ Results

- A paired samples *t*-test revealed a statistically significant increase ($t = -2.219$, $p = .041$) between the pre- and posttest scores on the total overall HSRT score.

+ Conclusions

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Participants' critical thinking did improve after using case studies and videotaped vignettes

Case studies can be developed quite easily compared to other educational approaches

Videotaped vignettes do require greater resources for their development

+ Implications for Nursing

**Case studies
can easily be
developed
compared to
other
educational
approaches**

**Videotaped
vignettes do
require greater
resources for
their
development,
but options are
available**

**Role of the
DNP**

+ Sustainability: 18 months later





QUESTIONS?

Educating students to shape their lives, their professions, and their societies.

