TRANSFORMING DNP PRACTICE PARTNERSHIPS THROUGH MEANINGFUL STUDENT INITIATIVES & STRUCTURED COLLABORATIONS

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OBJECTIVES

Discuss the collaborative partnerships involving the DNP prepared nurse with intra and interprofessional colleagues to transform healthcare using the UMSONHS DNP program as a case study

Identify methods to maximize professional organization partnerships that can improve healthcare outcomes at facilities in your community

Explore the cultivation of partnerships between academia and practice

Critically reflect on methods to utilize collaboration to maximize nursing productivity

AACN Task Force Report August 2015

- Provides 'roadmap' for DNP
- Distinction between **research** & **practice** focused scholarship
- Practice Focused Doctorate
  - Generate new knowledge through innovation of practice change
  - Translation of evidence
  - Implementation of QI processes in specific practice settings, systems, or with specific populations to improve health or health outcomes
  -

AACN Task Force Report August 2015

- Emphasizes importance of strong foundational collaborative partnerships between academia and practice

- Affords DNP students opportunity to apply, integrate and synthesize their achievement in an area of advanced nursing practice

In the Beginning

"You gotta do the hours somewhere with somebody, so you go ahead and figure it out."

-- 2011 DNP graduate

In the Beginning….

- 2009
  - Students responsible for identifying their own Practice Immersion Projects and community partners
  - Faculty Advisors
  - Advanced Practice focus
- Limiting factors
  - Lack of visibility regarding DNP
  - Limited access to community organizations & facilities
  - No continuity from one cohort to the next… faculty… students… partners

Transition….

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❑ 2012 → 2013

- Collaborative meetings with university health partners to review potential 'live' QI/PI projects
- UHealth/ UImprove… business school, medical school… formal agreement
- Identified joint projects…
  - Project name
  - Problem statement
  - Key elements
- Joint launch…

2013 -2016
Practice Immersion Evolves….

❖ Expansion of community partners outside of the U… the community and beyond

❖ Develop, strengthen, & leverage partnerships

❖ Evolution of practice projects

  ❖ Project topics

  ❖ Problem statement

  ❖ Key elements

  ❖ Goals, objectives, & deliverables

  ❖ Student, agency contacts, & faculty

  ❖ DNP Essentials

  ❖ Magnet model components

  ❖ Didactic component transition…

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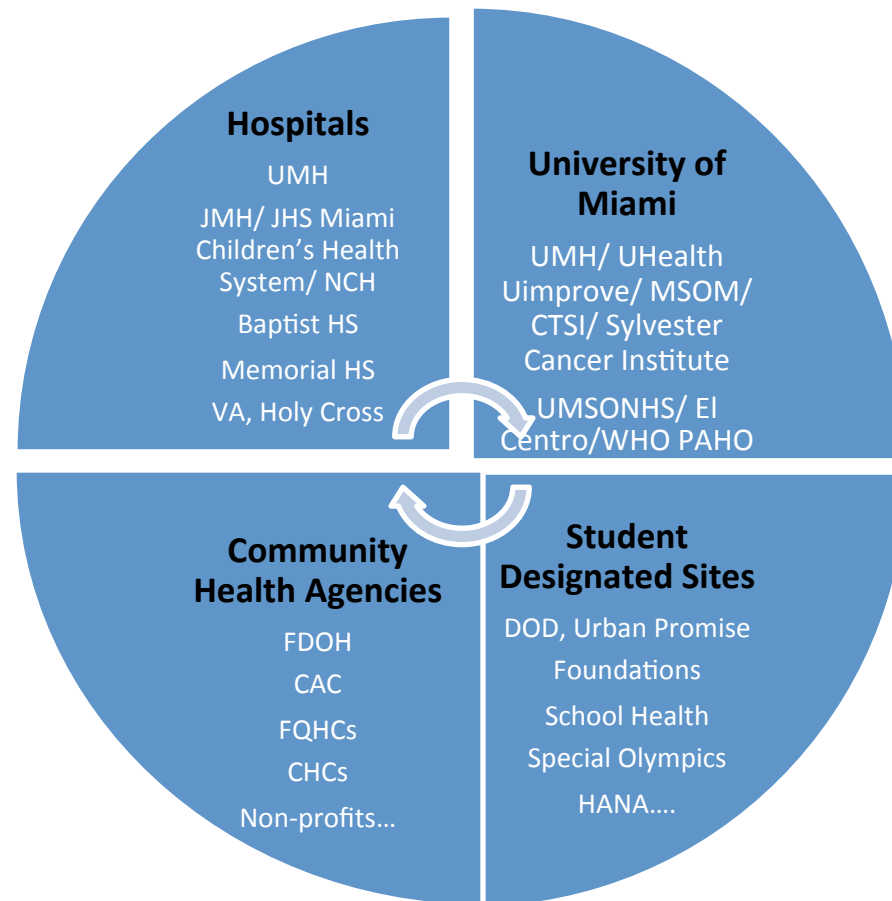
2013 -2016
PI Evolves…. *the student experience*

❖ Integrate DNP essentials

❖ Faculty assess student learning needs & design practice experiences that allow students to attain & demonstrate DNP essentials

❖ Integrate and allow for student to synthesize DNP essentials into practice

❖ Students responsible for id & negotiating key elements, student specific learning objectives

❖ Develop practice initiatives as fusion of course, student and community partner objectives

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Community Partners

University of Miami School of Nursing & Health Studies

Hospitals
- UMH
- JMH/ JHS Miami Children's Health System/ NCH
- Baptist HS
- Memorial HS
- VA, Holy Cross

University of Miami
- UMH/ UHealth Uimprove/ MSOM/ CTSI/ Sylvester Cancer Institute
- UMSONHS/ El Centro/WHO PAHO

Community Health Agencies
- FDOH
- CAC
- FQHCs
- CHCs
- Non-profits….

Student Designated Sites
- DOD, Urban Promise Foundations
- School Health
- Special Olympics
- HANA….

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2013 | 5 practice immersion partners | 30 total immersion opportunities

2014 | 4 practice immersion partners | 32 total immersion opportunities

2015 | 8 practice immersion partners | 36 total immersion opportunities

2016 | 12 practice immersion partners | 45 total immersion opportunities

DNP Essentials

I. Scientific Underpinnings for Practice

II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

V. Health Care Policy for Advocacy in Health Care

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VII. Clinical Prevention and Population Health for Improving the Nation's Health

VIII. Advanced Nursing Practice

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PI Examples & DNP Essentials

Project Name	Project Purpose	Key Elements	DNP Students	SCCC Contact	UMSONHS Faculty Advisor	DNP Essentials	Magnet Model Components
Patient Safety/ CLABSI Project Sylvester Comprehensive Cancer Center	Identification and implementation of strategies and process improvement for sustained reduction of CLABSI rates within SCCC	• Coordinate and work with nursing leadership and established CLABSI taskforce to review current strategies • Review published best practices and evidence-based literature on CLABSI rate reduction. • Review PI data from previous quarters, to identify potential trends and contributing factors. • Review current policies and observe current clinical practice on central line access and maintenance to identify potential contributing factors. • Develop and submit report with recommendations and suggested strategies based on findings.				I,II, III, IV, V, VI, VIII	TL, SE, EPP, NKI, EO

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PI Examples & DNP Essentials

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Project Name	Project Purpose	Key Elements	DNP Student	MCH Contact	UMSONHS Faculty Advisor	DNP Essentials	Magnet Model Components
Review of nursing website and opportunities for professional publication/ presentation	This team will review nursing services within the organization and also as viewed externally. They will also identify publication/presentation opportunities that are potential	• Review of literature • Best practices for showcasing nursing and transformation/ innovation • Understand and identify opportunities for nursing demonstration by MCH team as part of the Magnet model of dissemination of knowledge and transformation				I, II, III, IV	6, 7, 8, 11, 14
Nursing Care Delivery Model for an Inpatient Pediatric Psychiatric unit	Purpose is to research and develop an updated care delivery model based on evidence based practice within the pediatric setting.	• Cost effective strategy for 1-to-1's • Expanded role of the RN in psych for high quality safe care • Efficient use of BHT's (behavioral health techs) as well as evaluation of effectiveness for inpatient 1:1's • Review of cost implications				I, II, III	5, 6, 7, 8, 12

PI Examples & DNP Essentials

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Project Name	Project Purpose	Key Elements	DNP Student	CTSI Contact	UMSONHS Faculty Advisor	DNP Essentials	Magnet Model Components
Developing a System-wide Program to Strengthen Clinical Trial Recruitment and Retention	Work with a team of nurse researchers and research personnel to develop a data-driven CTSA (Clinical and Translational Science Award) strategy/program to improve recruitment and retention in clinical studies across the University of Miami.	• Working with a team to plan and develop system-wide research practice process improvements • Literature searches • Developing evidence-based problem statements • In-depth interviews • Focused survey tool development Planning institutional transformation strategies				I, II, III, VI, VIII	6, 8, 10, 11, 12, 13, 14
Identifying and developing strategies for the culturally sensitive recruitment of minorities into clinical trials	The student(s) will work with the Miami CTSI Community Engagement and Cultural Diversity Program and other stakeholders to identify key issues in the recruitment/ retention of minorities in clinical trials at the University of Miami, as well as develop strategies to overcome challenges & optimize recruitment in an environment of cultural sensitivity.	• Develop an understanding of challenges to minority recruitment into clinical trials • Develop system-wide research practices and processes • Literature searches • In-depth interviews and focus groups • Develop institutional strategies				I, II, III, VI, VIII	6, 8, 10, 11, 12, 13, 14

PI Examples & DNP Essentials

Project Name	Problem Statement	Key Elements	DNP Student	UHealth Uchart UMH Contact	UMSONHS Faculty Advisor	DNP Essentials	Magnet Model Components
Clinical Optimization of Epic/ UChart – UM EHR	This project involves the clinical optimization from a nurse perspective in 3 domains: 1) Use of UChart by Nursing Staff, 2) Clinical Content (Evidence Based) in the EHR, and 3) Workflow Optimization and Standardization	Information Technology, Health Care Informatics		Vanessa I Lora Rossello		I, II, III, IV, VI, VIII	6,7,8, 11, 12, 13

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EMPOWERING NURSES IN LATIN AMERICA & THE CARIBBEAN VIA ONLINE NURSING LEADERSHIP COURSE
Ortega, J., Hooshmand, M., Padron, M., Cassiani, S. & Peragallo, N.

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- Development of leadership capacities in nursing workforce of the Americas is essential to achieving Universal Health in the region
  - Eight DNP students in coordination with UMSONHS nursing faculty and WHO/ PAHO leadership
  - Online self-learning nursing leadership course
  - Each participant required to complete a diagnostic pre and post-test assessing knowledge of course content as well as a post-course evaluation module
- Results
  - 58 participants from 24 countries enrolled in course
    - 83% completed the course
    - 95% "strongly agreed" or "agreed" that course material was relevant to their professional development
  - Demand exceeded course enrolment capacity
  - Knowledge increased post-course completion

PAHO Nursing Leadership Project Topical Areas

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INTRODUCTION ▶	Background
MODULE 1 ▶	Evolution of Management and Leadership Theories Applied to Nursing
MODULE 2 ▶	Ethics and the Role of Nurse as Advocate
MODULE 3 ▶	Leadership of the Future
MODULE 4 ▶	Workforce
MODULE 5 ▶	Quality Improvement and Culture of Safety
MODULE 6 ▶	Evidence-Based Research
MODULE 7 ▶	Intra and Interprofessional Collaboration: Full Partners
MODULE 8 ▶	Financial Management and Cost Analysis

# PAHO Nursing Leadership Project

- **Results**
  - 58 participants from 24 countries enrolled in course
    - 83% completed the course
    - 95% "strongly agreed" or "agreed" that course material was relevant to their professional development
  - Demand exceeded course enrolment capacity
  - Knowledge increased post-course completion
  - Evaluations demonstrate positive satisfaction overall

- **Implication**
  - Need for continued collaboration with Caribbean region and beyond to expand availability and address further educational needs of the healthcare workforce

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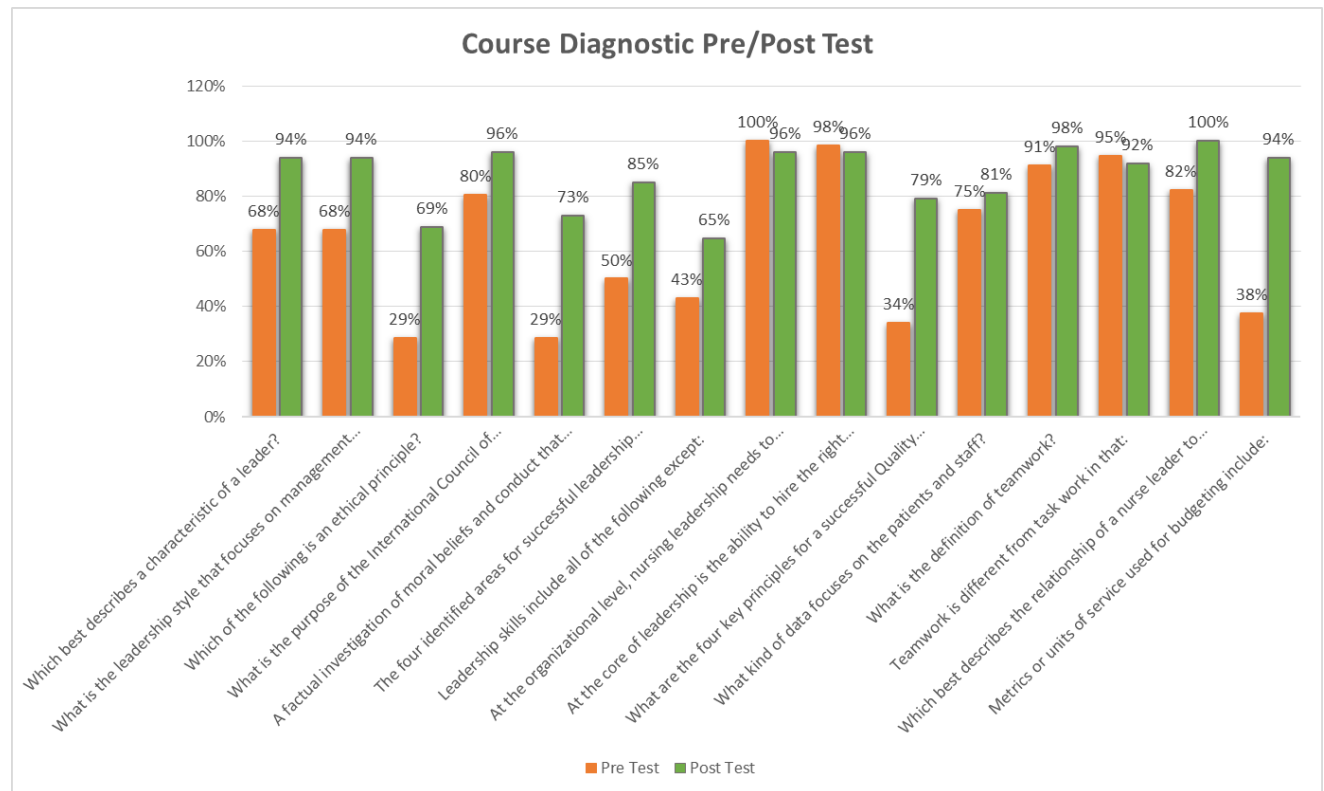
PI as Transformational Experience

✓ Increasingly diverse array of educational experiences with broad range of healthcare partners

✓ Expand leadership opportunities & skills… 'go live' projects with key partners

✓ Part of impactful change within health systems

✓ Ongoing coaching and mentorships

✓ Continuing to build academic-practice collaborative partnerships

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Moving Forward…

- Strengthen current & build new partnerships…South Florida and beyond
- Further integrate partners into didactic components
- Leverage alumni networks
- Coaching sessions & mentoring
- Ongoing program evaluation and development
- Sustain & build on current network… expand interprofessional and system focus

Today ….
✓Multiple community partners….
✓Collaboration
✓Interprofessional
✓Preconceived, real-life practice improvement projects across health care systems addressing mutually agreed upon practice issues in communities

Lessons Learned

– Ensuring PI opportunities requires strong bonds with community provider networks

– Need to continue to build networks particularly across communities… non-traditional partners

– Relationship building… negotiation skills essential

– Value Chain is critical as projects must be of value to all

– Support PI with didactic materials

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