

The Many Hats of the DNP Prepared Nurse in Academia and Clinical Practice Aligned with the DNP Essentials



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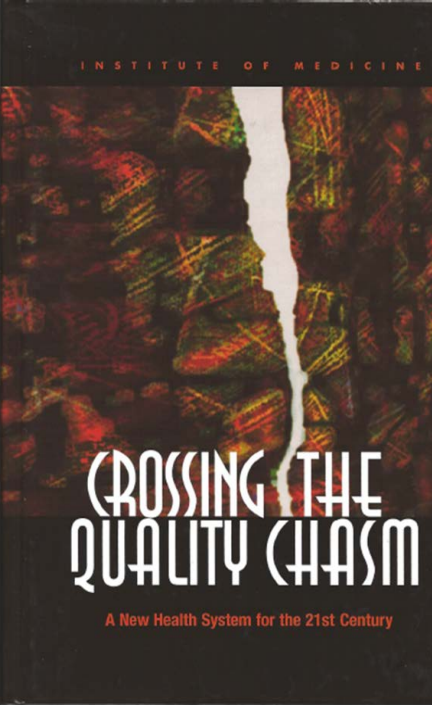
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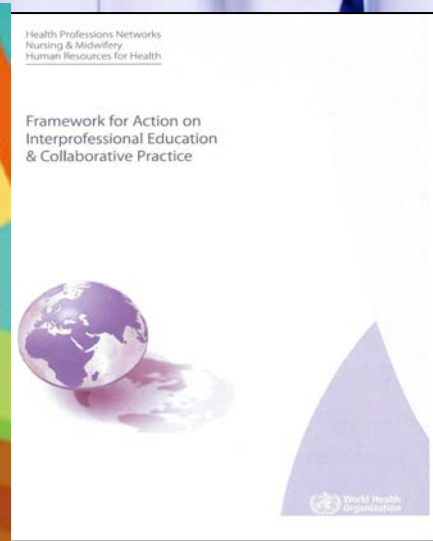
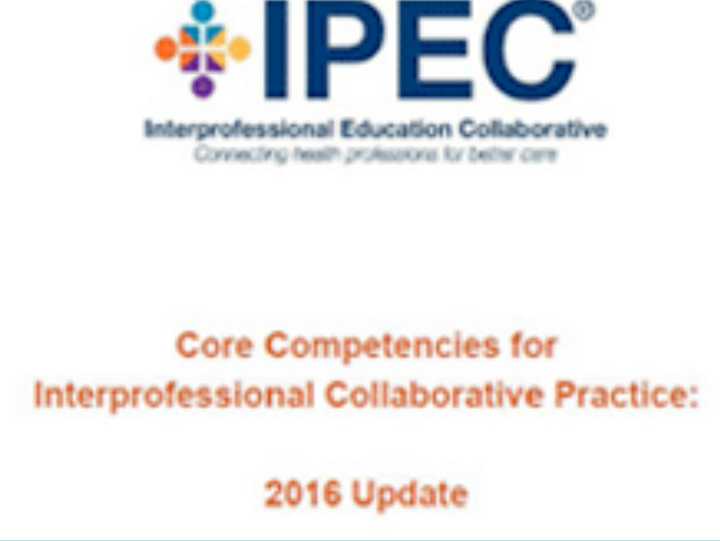
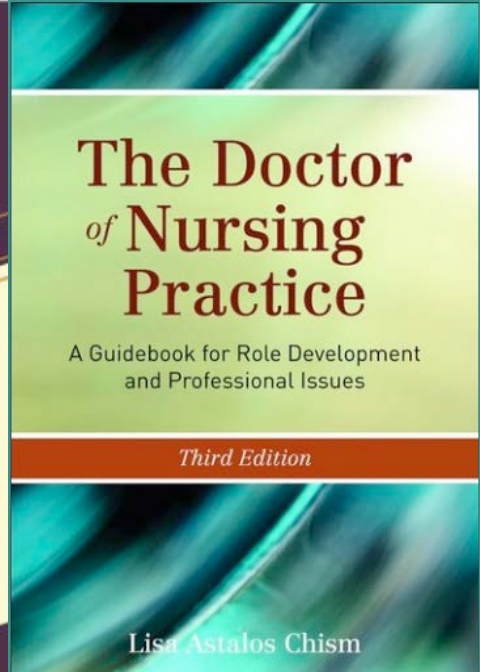
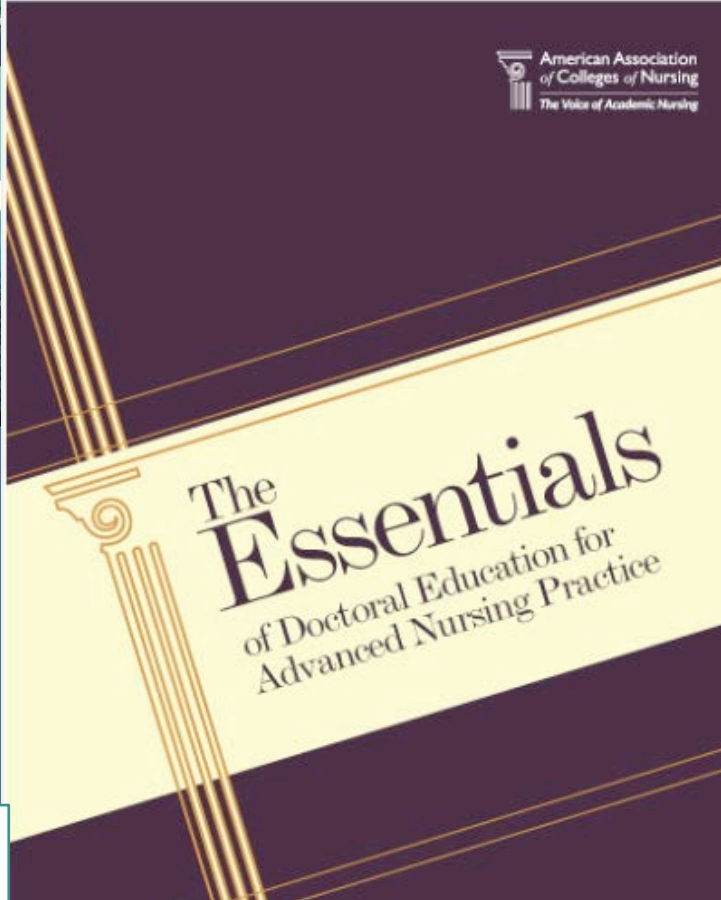
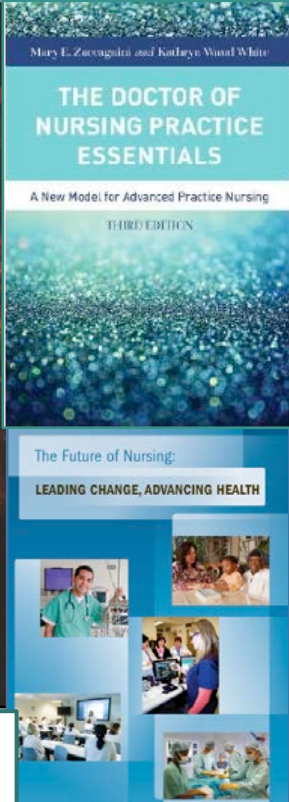
Drexel University, College of Nursing & Health Professions

Learning Objectives

- By the end of this presentation the participant will be able to identify the various roles DNP leaders hold parallel to the *DNP Essentials* blending academia and clinical practice.
- By the end of this presentation the participant will be able to recognize the importance of DNP faculty roles in clinical practice to strengthen and positively impacting health outcomes, mitigate health disparities, and add value to teaching.
- By the end of this presentation the participant will be able to list innovative and inclusive strategies DNP-prepared faculty educators demonstrate leadership, embrace best practices, and infuse technology into delivery of education.



DOCTOR OF NURSING PRACTICE



Past Decade: DNP Movement

- Turbulent times in healthcare; radical changes.
 - Health reform/transformation, paradigm shift, emphasis on evidence-based care and outcomes.
 - Uncharted territory – Doctorate of Nursing Practice (DNP) role is a response to the need.
- DNP - significant nursing movement impacting Advance Practice Nursing in the past decade.
 - Practice Doctorate - DNP movement provides opportunities to continue defining, shaping, and strengthening health care.
- DNP Essentials defines curricular elements and foundational competencies core to all advance nursing practice roles.
 - Roadmap for DNP prepared professionals to chart pathway.
 - DNPs wear "many hats" - leadership at the systems and organization level.

DNP Essentials

- ***Essential I:*** *Scientific Underpinnings for Practice*
- ***Essential II:*** Organizational & Systems Leadership for Quality Improvement & Systems Thinking
- ***Essential III:*** Clinical Scholarship & Analytical Methods for Evidence-Based Practice
- ***Essential IV:*** Information Systems/Technology & Patient Care Technology for Improvement & Transformation of Health Care
- ***Essential V:*** Health Care Policy for Advocacy in Health Care
- ***Essential VI:*** Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- ***Essential VII:*** Clinical Prevention and Population Health for Improving the Nation's Health
- ***Essential VIII:*** Advanced Nursing Practice

Dr. Brenda Douglass

DNP Program Director
Assistant Clinical Professor



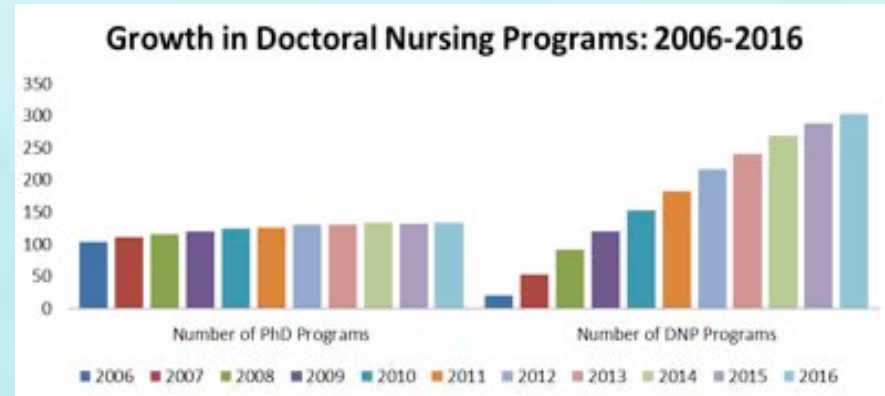
The DNP degree is designed specifically to prepare individuals for specialized nursing practice, and the *Essentials of Doctoral Education for Advanced Nursing Practice* articulates the competencies for all nurses practicing at this level."

(AACN, 2006)



Administration: DNP Program Director

- Role development, DNP program transition
 - Alignment in response to DNP momentum
 - Increased evidence on incorporation of DNP-prepared nurses in schools of nursing
- Transformational leadership
 - DNP Leadership & Transition team; collaborative endeavors
- Create synergies between DNP & PhD programs
 - Integrate doctoral faculty from other discipline



Essentials: I-VIII

AACN, (2006); AACN, (2017); Agger, Oermann, & Lynn, (2014); Papham & Austin-Ketch, (2015);

Administration: DNP Program Director

- *DNP Essentials* – Foundation DNP Program
 - Expectation for standards of quality.
 - Accreditation - CCNE
- The DNP Project - Culmination Student's Final Scholarly Work
 - Accelerated growth of DNP programs; crucial to clarify & ensure consistency across academia and the profession.
 - Alignment of framework, processes, and project titling.
- DNP Project Chair/Advisement
 - Expertise of DNP-prepared faculty is highly valuable in guiding students on DNP Project.



Essentials: I-VIII

AACN, (2006); AACN, (2015); AACN, (2017); Burson, Moran, Conrad, (2016).

Administration:

Coordinator of Clinical Faculty

- Leadership Role
 - Central hub; Dual-role blending scholarship, teaching
 - In response to exponential growth of NP program
- Interprofessional collaboration
- Preceptorship; mentorship
- Hiring; orientation
- Professional development
- Clinical oversight and evaluation
- Relationship based
- Value added - DNPs in academic nursing programs

Essentials: I-VIII

AACN, (2006); Agger, Oermann, & Lynn, (2014);
Burson, Moran, & Conrad, (2016);
Dennison & Farrell, 2012; Sebastian & Delaney, (2013).

Teaching: Faculty Educator

- "Practice-focused doctorates are designed to prepare experts in nursing practice." (AACN, 2006, p. 20)
 - Serve as faculty in the Nurse Practitioner programs & DNP
- Shift from 'brick/mortar' classrooms to distance learning modalities
 - Vehicle - Information systems/technology
 - Nursing leaders today need to be adaptable and flexible; complex health care arena
 - Provide leadership within health care systems and/or academic settings
- Value of Mentorship

Essentials: I-VIII

AACN, (2006); Agger, Oermann, & Lynn, (2014);
Burson, Moran, & Conrad, (2016);
Dennison & Farrell, 2012; Sebastian & Delaney, (2013).

Practice

- 'Practice what we teach'
 - "Faculty practice should be an essential and integrated component of the faculty role." (AACN, 2006, p. 21)
- "DNP prepared clinicians are experts in advanced nursing practice, implementation science, and leaders in translating and applying research to improve practice in the clinical, academic, and administrative settings." (AACN, 2006, p. 18)
- Leadership
 - Preceptorship; mentorship
 - Interprofessional collaboration

Essentials: I-VIII

AACN, (2006); Montgomery, (2011); Paplham & Austin-Ketch, (2015); Paul, F. (2015).

Practice

- "The DNP graduate prepared for an APN role must demonstrate practice expertise, specialized knowledge, and expanded responsibility and accountability in the care and management of individuals and families." AACN, (2006, p. 16)
- Clinician
 - Population Health
 - Family Practice, Chronic disease management, holistic care
- Gap: Fracture Liaison & Osteoporosis Service (FLOS)
- Clinical experts; DNPs are role models
 - Prepare contemporary leaders for complex practice environments; interdisciplinary teams, care coordination
- Evidence-based practices; avoid 'steeped in tradition' care delivery

Essentials: I-VIII

AACN, (2006); Montgomery, (2011); Paplham & Austin-Ketch, (2015); Paul, F. (2015).

Scholarship

- "Scholarship and research are hallmarks of doctoral education." (AACN, 2006, p. 11)
 - Discovery of new phenomena
 - Scholarship of application
 - Dissemination of evidence-based findings
- DNP graduates have a "unique skillset as a result of advanced knowledge gained in practice-focused doctoral education." (Burson, Moran, & Conrad, (2016, p. 152)
- Impact of practice doctorate on the nursing profession and in health care is emerging; importance of publishing
 - Evaluating BS-DNP curricular pathway graduate accomplishments

AACN, (2006); Burson, Moran, & Conrad, (2016);
Stoeckel & Kruschke, (2013).

Leadership

- "With unique skillsets, DNPs are prepared to lead and develop innovative advance practice roles." (AACN, 2006)
 - DNPs are expected to provide visionary leadership in nursing practice
 - Leadership for Evidence based practices
- Clinical Practice:
 - Innovative, Chronic Disease Model
 - Certified Diabetes Educator
 - Certified Tobacco Treatment Specialist



Essentials: II, VI

Health Policy & Service

- Engagement in health care policy processes is central to creating a health care system that meets the needs of constituents.
- Political activism
 - Broad leadership role for the nursing profession and public advocacy
 - DNPs prepared to influence, analyze, design, implement and advocate
- Academic service
- Service to the community

Essential: V



AACN, (2006); Manning & Grosso, (2011).

Leadership: Change Agent



"The DNP can and will be able to have a remarkable impact in nursing education."

"DNP nurse leaders are prepared to lead innovation, translate evidence, and make meaningful changes."

AACN, (2006); Montgomery, (2011);
Carter & Moore, (2015).

Dr. Barbara Osborne, DNP, CRNP, WHNP-BC

Director, Women's Health Nurse Practitioner
Track

MSN Program

Assistant Clinical Professor

Women's Health Nurse Practitioner



Role of the DNP Nurse as Administrator Aligned to the DNP Essentials

Director of Women's Health Nurse Practitioner Track (WHNP),
MSN program

- Admission, coordination of education, and leader of WHNP track education
- Increasing qualified nurses access to graduate education to serve local patient populations
 - Working to eradicate health disparities and improve national patient outcomes with increases in advanced practice nurses in varying geographic locations and diverse backgrounds

Essentials: I-VII

AACN, (2006); Agger, Oermann, & Lynn, (2014).

The DNP Nurse as Faculty Educator

Then...

- Perceived as most suited for the community college level of nursing education
- Viewed as not possessing the skill set to develop curriculum or employ effective teaching strategies
- Clinical experts with limited role in academics

Essentials: I-VII

Now...

- Administrators and educators at all levels of nursing education including graduate and doctoral programs
- Utilize skills as change innovators and nurse educators
- Unique ability to bridge nursing theory and practice

AACN, (2006); Agger, Oermann, & Lynn, (2014), Gatti-Petito et al, (2013).

Faculty Educator

- DNP prepared nurses are clinical experts prepared at the highest level to disseminate current clinical standards to advance practice education
- Current evidence based guidelines foundation of APN education
 - quality care, improving health outcomes and patient safety
- Hallmark of the DNP is “translating research into practice”

Essentials: I-VIII

Faculty Educator: Technology

- DNP nurses are differentiated by their ability to utilize technology/information systems to improve both patient and academic outcomes.
 - Online classroom/distance learning
 - Ability to reach students where they are
 - Increase advance practice nurses in areas of low resource
 - Simulation lab
 - State of the art simulation lab

Essentials: IV

Faculty Educator

- Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- The ability to teach within a interprofessional education (IPE) model is critical to achieving the DNP essentials.
- IPE Education at Drexel:
 - Once an academic quarter WHNP students participate in transdisciplinary simulation experience
 - Simulated patient experiences
 - Side-by-side learning
 - Interprofessional Debriefing
 - Team STEPPS

Essentials: I-VIII

AACN, (2006)

High-Fidelity Simulation Lab

Student simulated patient experiences



Faculty ability to monitor sessions and provide feedback



High-Fidelity Simulation Lab



Technology and Simulation

Standardized Patient

- Professional “patient” actors
- Prepped by faculty
 - Case scenario
 - Reactions
 - Challenge questions
 - Feedback/Debrief



IPE Experience

- Working as a team to deliver 'bad news'
- Working as a team to interview patient/ counsel patient
- Navigating the awkwardness of working as a team
- APRNs as leaders

AACN, (2006)

The DNP APRN in the Role of Clinician Parkway Health and Wellness



“Practice affiliations should be designed to benefit jointly
the school and the practice sites.”

AACN, (2006, p. 22).

Parkway Health and Wellness

CNHP Parkway Health and Wellness:

- Serves as a site for intercollaboration between research and practice
- Enrich student opportunities
- Support translational research

- Physician Assistants
 - Occupational health
- Physical therapy
- Nutrition services
- Behavioral health
- Mother baby Connections
- Nurse Practitioners
 - Primary/convenient care
 - Women's health

Dornsife Community Wellness Center (HUB)



Dornsife Community Wellness Center (HUB)

- “The HUB seeks to **HEAL** the community through preventative care, **UNITE** the community around better health, and **BRIDGE** the community to health services and health education programming, while tackling the social determinants that underlies their health disparities.”
- DNP prepared nurses are armed with:
 - “Current concepts of public health, health promotion, evidence-based practice recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity guide practice of DNP graduates.” (AACN, 2016, p. 15)

Dornsife Community Wellness Center (HUB)

- Partnership between Drexel University and the residents of Mantua and Powelton Village
- Unique model of social justice and collaborative care
- Connect the health needs of the community to the expertise and practice of Drexel University

Essentials: I, II, VI, VII, VIII

- Health education classes and screenings
- Computer courses
- Resume building workshops
- Dance class
- Healthy cooking demonstrations
- Farm fresh produce access
- Mind body workshops
- Creative arts therapy
- Behavioral health counseling
- Free HIV testing and sexual health counseling
- Clinical treatment for uninsured

The Role of the DNP as Advocate Aligned to the DNP Essentials

- Health Care Policy for advocacy in health care
- DNP leaders can utilize knowledge of systems, influence, clinical expertise, skills in adapting/innovating change to advocate for health care policy via political activism
 - NP students and political activism
 - Patient access to health care
 - Nurse Practitioner Independent Authority
 - Women's rights/patients' access to full scope reproductive care

Essential: V

PA Independent NP Authority Bill

- Pennsylvania Coalition of Nurse Practitioners
- Advocacy to modernize PA nursing laws
- Looking to join 22 states and DC in full practice authority
- Over 100 studies demonstrate quality of NP care

(PA Coalition of Nurse Practitioners, 2017)



AACN, (2006); Manning & Grosso, (2011).

**Women's March
Washington D.C.
January 21, 2017**

Drexel University
Women's Health
Nurse Practitioner
Faculty marched on
Washington D.C. to
advocate the
importance of women
and for patient access
to full scope health
care.

Essential: V

Political Activism



AACN, (2006); Manning & Grosso, (2011).

Dr. Alis Panzera



*Associate Clinical Professor of Nursing
Director of Clinical Education, Nurse Practitioner
Programs and DNP program
Trans-disciplinary Colposcopy Course Director
College of Nursing and Health Professions*

Director of Clinical Education

Nurse practitioner and DNP programs

- Liaison between school and preceptors/mentors
- Oversee all students rotations
- Ensures maintenance of CCNE requirements
- GNE grant data management

Essentials: II, III

Innovation: Creating New Technology

- Working with established software company to establish program that meets the needs of our NP and DNP programs.
- Streamline the process for students and preceptors/mentors
- Enable school to meet CCNE requirements
- Allow multiple departments to work independently but communicate more efficiently.

Essentials: II, IV

AACN, (2006)

The screenshot displays the STEPS software interface. On the left is a dark sidebar with a menu containing: Dashboard, Students, Clinical Sites, Placements, Preceptors(Others), Activities, Configuration, Reports, and Help. The main content area is titled 'Dashboard' and includes a 'Please Note!' message about session forms. Below this are four colored cards: a green card for '43 SLOTS FOR OTHER LOCATIONS', a blue card for '525 STUDENTS', a red card for '12 CALL LATER FOR SLOT DETAILS', and a purple card for '1 PENDING SLOTS'. Each card has a link to view details. At the bottom, there is a 'New Features and Updates' section with a 'Hide Me' button. The top right of the dashboard shows the user's name 'Alis Panzera' and a 'Drexel-Nursing-NP' link.

STEPS

Drexel University
College of
Nursing and
Health Professions

Dashboard

Please Note! This page displays your Site Dashboard, Batch/Class Dashboard and Calendar Dashboard. Click labels to open the corresponding dashboard. SESSION DASHBOARD has been moved to the placement form. We have divided the all Session forms, widgets, and reports into SESSION SET UP, PLACEMENT or POST PLACEMENT depending on where they appear in your workflow.

43 SLOTS FOR OTHER LOCATIONS
You have slots offered for other locations. Click here to view details.

525 STUDENTS
Click here to See Students who hasn't submitted anything through My Requests

12 CALL LATER FOR SLOT DETAILS
You have sites who have requested to be contacted later for slots. Click here to view details.

1 PENDING SLOTS
You have slots listed as pending. Click here for details.

New Features and Updates

Video Tutorial Help

Drexel-Nursing-NP Alis Panzera

Trans-disciplinary Colposcopy Course

- Advanced skill
- 3 day event held twice a year
- All clinician disciplines
- EBP guidelines within content that builds knowledge gained
- Hands on lab skills

Essentials: I, IV, VI, VII, VIII

AACN, (2006)



Drexel University Partnership for Interprofessional Education (DU-PIE)

- Multi- Fidelity Simulation
- Inter-professional (RN, NP, MD, Residents, PA)



Essentials: I, IV, VI, VII, VIII

AACN, (2006)

Drexel University Partnership for Interprofessional Education (DU-PIE)



Essentials: I, IV, VI, VII, VIII
AACN, (2006)

Add citations

Drexel University Partnership for Interprofessional Education (DU-PIE)



Essentials: I, IV, VI, VII, VIII

AACN, (2006)

International Clinical Experience



DNPs are prepared to: “Engage in leadership to integrate and institutionalize evidence-based clinical prevention and population services for individuals, aggregates, and populations.” (AACN, 2006, p. 15).

Essentials: I, VII, VIII



AACN, (2006)

Service & Remaining Current



Promotion to the Rank of Associate Clinical Professor

- One year long process
- Establish a committee
- Portfolio to demonstrated excellence in (excel in 2)
 - Teaching
 - Service (within the Department, the College/School, the University, and profession)
 - Research
 - Practice

Submission for review by committee and NTT promotions committee and Administration

Essentials: II, III, VI

AACN, (2006); Agger, Oermann, & Lynn, (2014).

The DNP Educator:

See One? Do One? Teach One?

- DNP created to ease faculty shortage?
- APRN-DNP clinicians teach in all levels of nursing education (primarily in NP and DNP programs)
- DNP graduates (30%) take positions in academia
- Nursing accreditation bodies require that the Director of an NP program hold a Doctoral degree
- Educating the Educator: Formal Training as a nurse educator within DNP programs:
 - Education specific curriculum excluded in DNP programs (with exception of electives)
 - DNP nurses utilize outside education preparation programs (Certified Nurse Educator Programs, and Continuing Education Programs)
- Mentorship

AACN, (2006); Minnick, et al, (2013); Lathop, Breanna, & Hodnicki, (2014); Montgomery, (2011); ; Zungolo, (2009)

Juggling the DNP Role



AACN, (2006); Burson, Moran, & Conrad, (2016).

Tips of the Trade: Moving Forward

- Prioritize and Focus
- Time Management/Organization
- Delegation/Empower Others
- Proceed Not Procrastinate
- Allow for Failure/Promote Change
- Challenge Yourself and the Process
- Identify Self Limitations
- Celebrate All Accomplishments
- Network



Challenges: Keeping Up

- Time Protection for commitments
 - Clinical Hours, Scholarship, Grant Writing, Class Prep, etc.
- Education and Professional Development
 - Keeping current in multiple dimensions
- Work – Life Balance
 - Satisfaction from work and play
- Continued Innovation in all arenas

To Be Determined...

- DNP recognized? Nationally, Internationally?
- Creation and Evaluation of Evidenced Based Practice?
- Viewed as equal partners in Interdisciplinary Teams?
- Pay differential?
- DNP mandate for APRN practice?



Thank you for attending

"Be the change you wish to see in the world" (Gandhi)



**"the more
that you read,
the more things
you will know.
the more
that you learn,
the more places
you'll go."**

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