DNP Education and Practice: A Facilitated Conversation Embracing the Essentials

Presenters:

Brenda Douglass, DNP, APRN, FNP-C, CDCES, CTTS

Jeannie Scruggs Corey, DNP, RN, NEA-BC

Guest:

Joan Stanley, PhD, NP, FAAN, FAANP
Chief Academic Officer
American Association of Colleges of Nursing (AACN)

Objectives

Discuss — Discuss the evolution of Doctor of Nursing (DNP) education and practice as it relates to the recently published American Association of Colleges of Nursing (AACN) document - The Essentials: Core Competencies for Professional Nursing Education.

Identify — Identify strategies supporting transition to competency-based education that prepares a highly qualified nursing workforce, while highlighting DNP's essential role as a catalyst to improve healthcare quality.

Apply — Apply outcomes from this facilitated conversation to the journey of developing and achieving best practices in academia and practice.

Purpose

- Provide a platform for information dissemination, sharing, and facilitated conversations related to the evolution and transformation of DNP education and practice.

- Use the newly published AACN (2021) document, *The Essentials: Core Competencies for Professional Nursing Education,* as the impetus for an engaging, interactive dialogue.

- Offer an opportunity for sharing among participants regarding strategies and ideas supporting transition to a new educational model and framework in preparing the future nursing workforce.

What is your current role related to DNP?

1. Academia/Education
2. Clinical Practice
3. Practice & Academia/Education
4. Other

DNP: Education & Practice

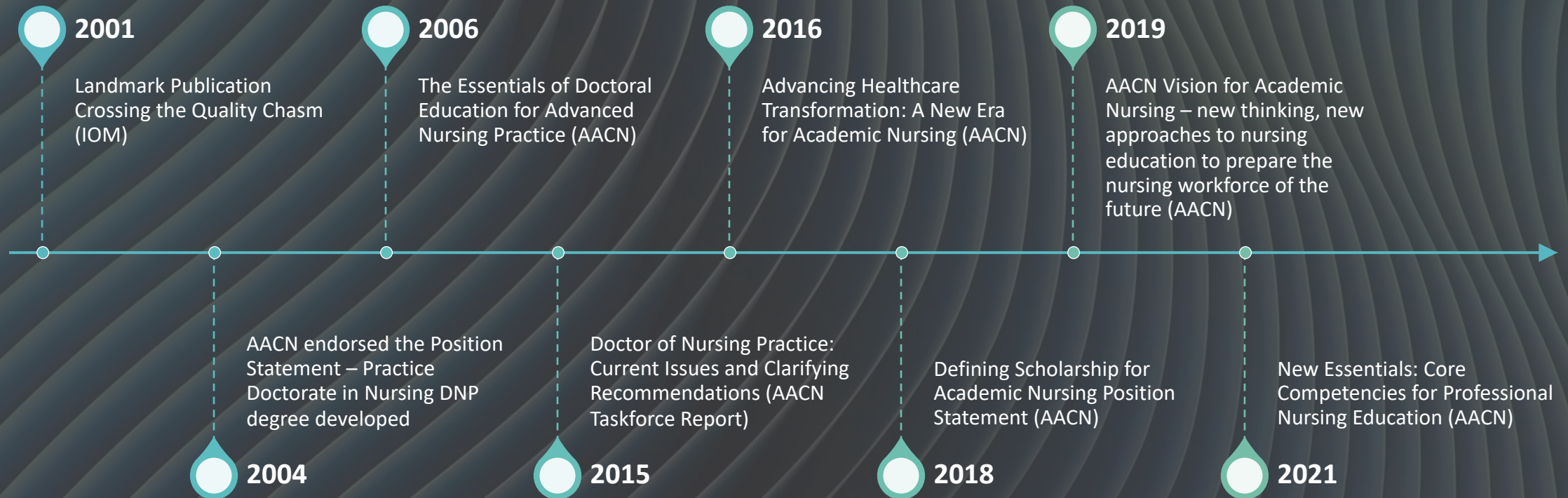| Evolution & Transformation	Acceleration – Rapid Pace	Global Pandemic Impact
Healthcare Disruption & Innovation	Nursing in the Spotlight	New Vision for Nursing – DNP

(AACN, 2021)

DNP Timeline

2001
Landmark Publication Crossing the Quality Chasm (IOM)

2006
The Essentials of Doctoral Education for Advanced Nursing Practice (AACN)

2016
Advancing Healthcare Transformation: A New Era for Academic Nursing (AACN)

2019
AACN Vision for Academic Nursing – new thinking, new approaches to nursing education to prepare the nursing workforce of the future (AACN)

AACN endorsed the Position Statement – Practice Doctorate in Nursing DNP degree developed
2004

Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (AACN Taskforce Report)
2015

Defining Scholarship for Academic Nursing Position Statement (AACN)
2018

New Essentials: Core Competencies for Professional Nursing Education (AACN)
2021

(AACN, 2021, 2019, 2018, 2016, 2015, 2006, 2004, 2001; Institute of Medicine (IOM, 2001)

Growth in Practice- and Research-Focused Doctoral Programs: 2007-2019
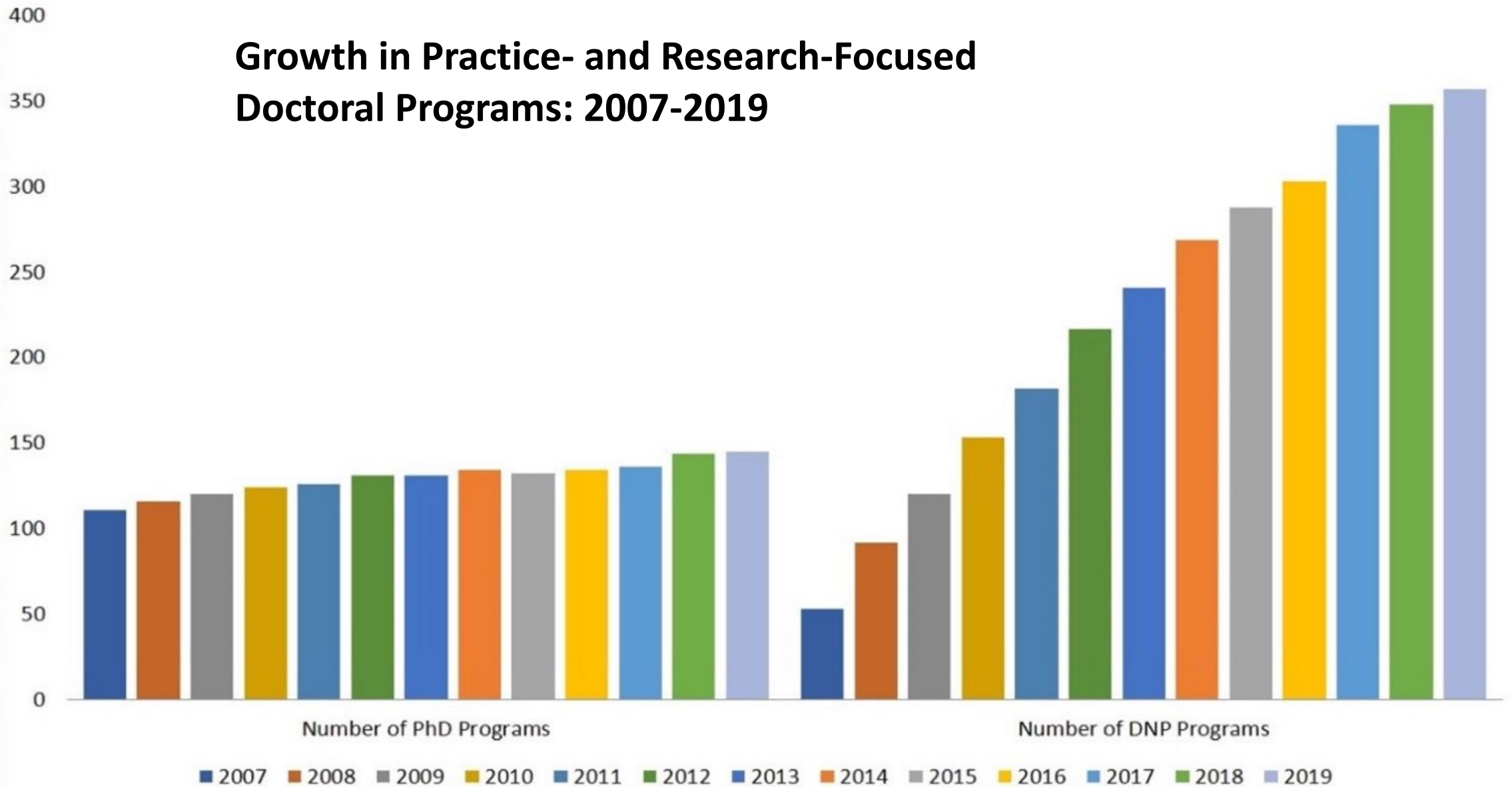
The Evolution Continues...

Early Academic Adopters	DNP curriculum and requirements similar to PhD	DNP Project & Form highly variable
Early Practice Adopters	Degree benefit	Lacked Role Clarity
Morphing Perspectives	Purpose of DNP project clarified with AACN 2015 Clarifying Recommendations	Clinical and administrative roles/jobs requiring the DNP degree

(AACN, 2015; Beeber, 2020; Dols, et al., 2016; Hinch, et al., 2020; Howard & Williamson, 2020; McCauley et al., 2020; Terhaar, 2016; Turkson-Ocran, et al., (2020)
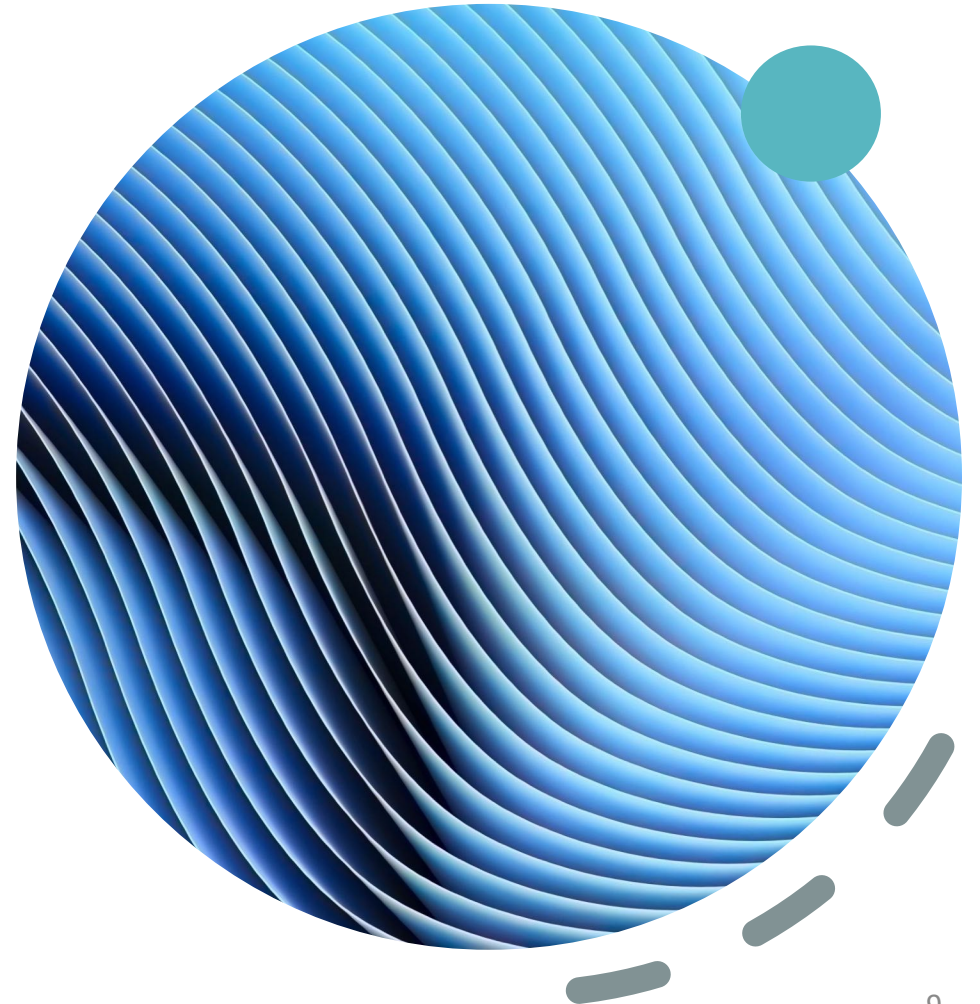
AACN adopts New model and framework
The Essentials: Core Competencies for Professional Nursing Education
2021 April

THE ESSENTIALS:
CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

American Association of Colleges of Nursing
The Voice of Academic Nursing

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Competency-Based Education

Definition of CBE: Competency-based education refers to a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self perceptions, and skills expected of them as they progress through their education.

(AACN, 2021)

Competency-Based Education

Learning experiences in CBE must be:

Integrative and experiential
Self-aware and reflective
Active and interactive
Developmental
Transferable

What it is:

- A set of expectations which, when taken collectively, demonstrate what learners can do with what they know.

- Demonstrated across all spheres of care and in multiple contexts.

- Clear expectations made explicit to learners, employers, and public.

- A result of determined (planned and repeated) practice. Visibly demonstrated and assessed over time.

What it is *not*:

- A checklist of tasks

- A one and done experience or demonstration

- Isolated in one sphere of care or context

- Demonstrated solely on an objective test

(AACN, 2021)

Essentials
Implementation Timeline

To Facilitate the Transition
AACN Resources

- Series of Webinars and Informational Video's

- AACN Conference Sessions

- Engagement Opportunities

- Essentials Marketplace

- Essentials Toolkit

(AACN, 2021)

As we embrace the new standards together, what strategies are being considered and/or initiated supporting transition to competency-based education?

Share specific examples highlighting the DNP's essential role as a catalyst to improve healthcare quality.

Identify ways to best strengthen academic/practice connections in order to impact patient and organizational outcomes.

Facilitated Conversation

Points to Ponder:

As DNP education and practice transform to impact the future healthcare environment:

- How can I intentionally enhance my knowledge about the New Essentials/competency-based education?

- How can I serve as a catalyst to influence/improve healthcare quality?

- What connections can I make to impact the future of education and practice?

- How will I apply what I learned today to the journey of achieving best practices?
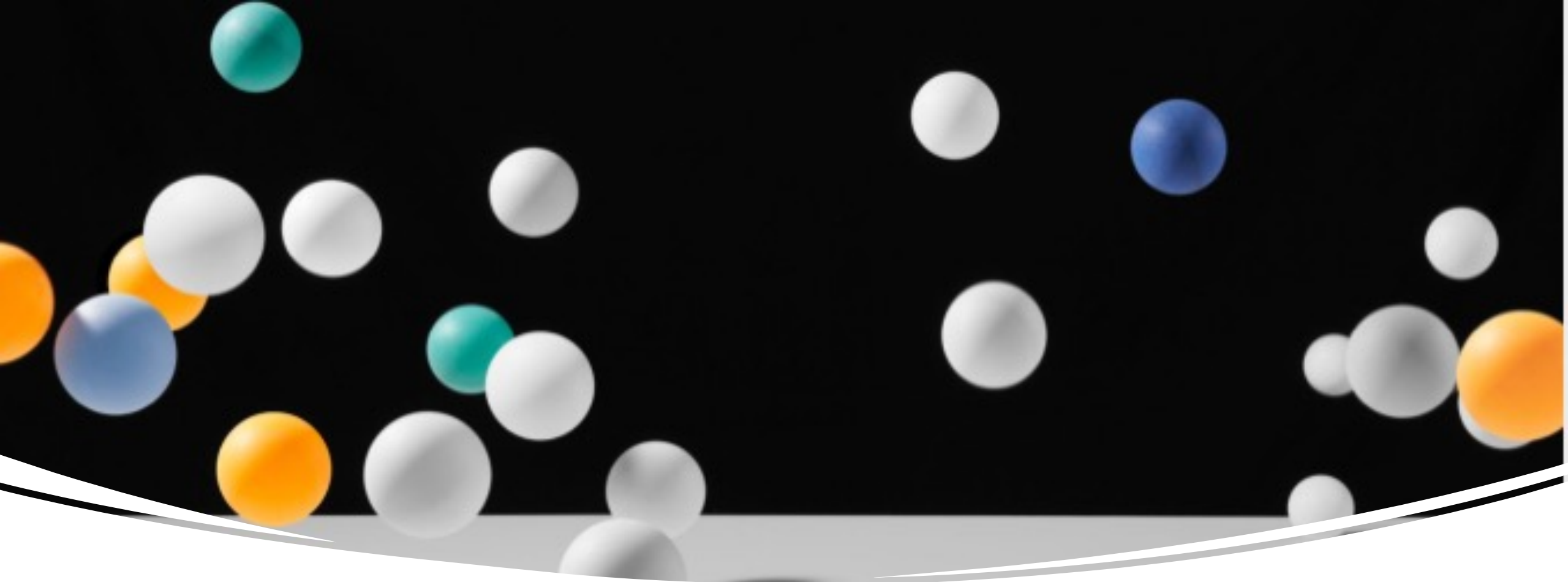
Forging Forward

It is imperative to engage in conversations informing the journey to create the healthcare environment of the future.
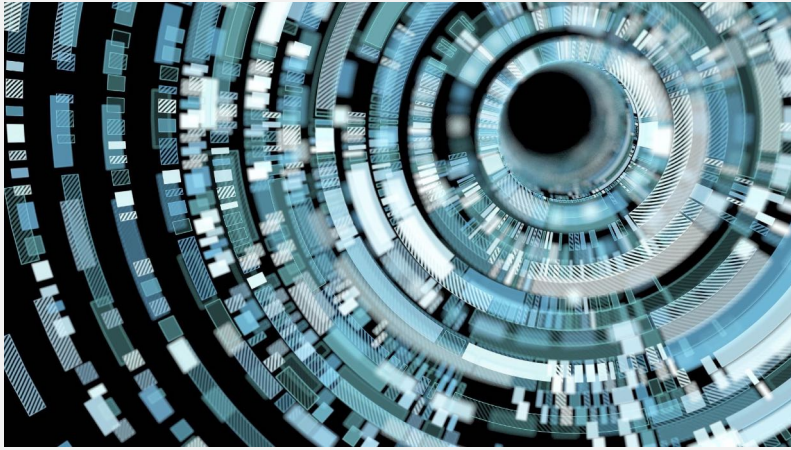
Thank you for Attending!

"Let's Keep the Conversation Going"

Brenda & Jeannie

Brenda Douglass bld46@drexel.edu

Jeannie Scruggs Corey garbe2js@jmu.edu

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