

THE DOCTOR OF NURSING PRACTICE: CURRENT ISSUES AND CLARIFYING RECOMMENDATIONS FROM THE TASK FORCE ON THE IMPLEMENTATION OF THE DNP

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Objectives

- Describe the AACN DNP Task Force Recommendations provided in the white paper.
- Illustrate examples of DNP scholarship, DNP projects, dissemination, DNP practice innovations and academic practice partnerships.
- Answer questions from the membership in order to provide clarification.

Implementation of the DNP Task Force



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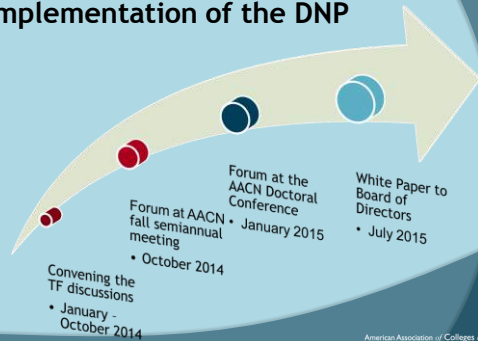
AACN appoints Task Force on Implementation of the DNP

- CHARGE: Develop a White Paper that clarifies the *DNP Essentials* and the purpose of the DNP final scholarly product and the clinical learning practice hour requirements

Process of DNP Task Force work

- Convened in January, 2014
- Consulted with the literature, *DNP Essentials*, and national thought leaders
- Held open forums at AACN meetings seeking membership input
- Consulted with health care disciplines for practice doctorate examples
- Formulated recommendations

Timeline for work of Task Force on Implementation of the DNP



Current State: Variability

- Expectations regarding scholarship
- DNP project
- Program length
- Program curriculum
- Program efficiency
- Practice hours, experiences
- Relationships with practice partners
- Inter-and-intra professional learning

What do we mean by DNP Scholarship?

Recommendations DNP Scholarship



- Both PhD and DNP graduates are capable of generating new knowledge.
- PhD
 - Rigorous research & statistical methods
 - Broadly applicable & generalizable
- DNP
 - Translation of evidence
 - Practice innovation
 - QI
 - Transferrable

Recommendations on DNP Scholarship

Critical need to:

- Develop and evaluate new models of care delivery
- Create and sustain change at the organization and systems levels

Involve a combination of:

- Innovation
- New knowledge
- Application existing knowledge

Recommendations on DNP Scholarship

- The delineations in knowledge generation are not hierarchical
- DNP and PhD graduates have the opportunity to improve health outcomes

What recommendations does the Task Force have regarding DNP projects?

Recommendations on the DNP Project

- Title: DNP Project
- DNP projects include:
 - Focus on change
 - Systems or population focus
 - Implementation
 - Evaluation
 - Plan for sustainability
 - Foundation for future scholarship

What does not constitute a DNP project?

Recommendations

Projects are not:

- Integrative and systematic reviews **alone**, (project implementation and evaluation is needed)
- Portfolios (these are a tool to document learning)

Can group projects be effective for DNP scholarship?

Recommendations

- Group/team projects are acceptable
 - Each member of the group participates in planning, implementation and evaluation
 - Each student has a leadership role in some aspect & has a deliverable.



Are published manuscripts needed to disseminate the outcomes of DNP projects?

Recommendations

- DNP projects disseminated to appropriate audience:
 - Executive summary
 - Business plan
 - Peer-reviewed publication/presentation
 - Non-refereed lay publication
 - Webinars, videos, digital posters
 - Podium and poster presentations
 - Digital repositories

What type of committee structure could facilitate the effective use of resources for scalable DNP programs?

Recommendations

- DNP Project team = student, faculty mentor and practice mentor
- Evaluation of the final DNP Project is the responsibility of the faculty
- Dependent on university/school requirements



How can schools use resources more efficiently to support high quality DNP education?

Schools define resource issues

- Mentorship/oversight
- Faculty workload
- Practice sites, role of clinical expert
- Writing support
- Access to data, data management



Recommendations

Potential curricular efficiencies:

- Project teams
- Courses outside nursing: epidemiology, stats, policy
- Writing course
- Group statistical support
- Enlist expertise of practice partners
- Co-curricular opportunities with PhD



How can we get our faculty ready to support DNP projects?

Recommendations

Faculty Development

- Innovative teaching strategies
- Curricular design
- Quality Improvement processes
- IP education and practice
- Data analytics



Why are nursing education projects not recommended?

- Projects focused on the educational process, the academic curriculum, or on educating nursing students are not defined as advanced nursing practice

Advanced nursing practice:

any form of nursing intervention that influences health care outcomes for individuals or populations, including the provision of direct care or management of care populations, and the provision of indirect care such as nursing administration, executive leadership, health policy, informatics and population manage care for individuals and populations.

American Association of Colleges of Nursing. (2004). AACN position statement on the practice doctorate in nursing. Washington, DC: Author.

How should practice hours be distributed?

DNP Practice Experiences

- Direct and indirect hours
- 1,000 practice hours
- Practice immersion experiences
- Prepare the post-BSN and post-MSN DNP student with the outcomes of all
 - *DNP Essentials*
- Demonstrate synthesis and application of the *DNP Essentials* via mapping



Recommendations: Practice Hours

- Learning objectives over and above job responsibilities
- Faculty supervised practice hours
- Practice hours may be credited to a post-MSN DNP student who holds current national certification
 - In an area of advanced nursing practice, as defined in the *DNP Essentials*; and
 - Holds a minimum of a graduate degree

How can schools partner with practice sites to offer the DNP students the best clinical learning experience?

Recommendations

- Academic-practice partnerships follow the Academic-Practice Partnership Guiding Principles developed by the AACN-AONE Task Force on Academic-Practice Partnerships (2012).
- Consider nontraditional academic-practice partnerships

AACN-AONE Task Force on Academic-Practice Partnerships: Guiding Principles (2012).
Retrieved from <https://www.aacn.nche.edu/leading-initiatives/academic-practicepartnerships/GuidingPrinciples.pdf>



References

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