

REVISITING THE AACN DNP ESSENTIALS: *RE-ENVISIONING DOCTORAL NURSING EDUCATION*

JOHN MCFADDEN, PHD, CRNA – CHAIR, DNP WORK GROUP
PROFESSOR AND DEAN
BARRY UNIVERSITY COLLEGE OF NURSING AND HEALTH
SCIENCES

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Focus of Presentation

- Historical Reflection
- The Work of the Task Force on AACN's vision for Nursing Education
 - Environmental Scan
 - General Recommendations
- The Essentials Revision Task Force and Work Groups
 - Accomplishments to Date
 - The Process Moving Forward

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CO-ANCHORS THIS AFTERNOON

- » Jean Bartels, PhD, RN, Consultant to the DNP Essentials Work Group
- » Cynthia McCurren, PhD, RN, Grand Valley State University; Chair, Master's Essentials Work Group



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Historical Considerations

- The origins of the practice doctorate
- 1986: AACN Quality Indicators for research doctoral programs
- 2002: AACN Task Force on the Practice Doctorate in Nursing
- 2004: Position statement approved and adopted.
- 2005: AACN Task Force on the Essentials of Nursing Education for the Doctorate of Nursing Practice.
- 2006: The First DNP *Essentials* Document



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Just to add some context . . .



Environmental Scan

Changes in Higher
Education

Changes in Learners

Changes in Learning
and Practice
Technologies

Changing Availability
and Faculty Mix

Changing Health Care
Systems

Changing Nursing
Workforce

Changes in the
Regulation of Nursing
Practice



Environmental Scan: Current State and Trends

Changes in Higher Education

- Funding
- Open access to learning
- New types of credentialing, i.e. micro-credentials, badges
- Move to competency-based education and assessment



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Environmental Scan: Current State and Trends

Changes in Learners

- Learners across the educational spectrum are calling for change
- Today's learners are more diverse in age, learning styles, life-expectations, career goals:
 - Centennials, Gen Z, iGen (born after 1996)
 - Millennials (1977-1995)
 - Gen Xers (1965-1977)
 - Baby Boomers (1946-1964)



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Environmental Scan: Current State and Trends

Changes in Learning and Practice Technologies

- Increasing use of learning technologies and simulations
- Technology explosion
- A growing emphasis for learning involves promoting active learning
- Development of new practice technologies – remote monitoring, telehealth, artificial intelligence.



Environmental Scan: Current State and Trends

Changing Faculty Availability and Mix

- Continued faculty shortages
- Aging faculty workforce
- Projections of retirements
- Proportion of faculty age
- New faculty models – adjunct faculty, preceptor models
- Clinical and research faculty tracks



Environmental Scan: Current State and Trends

Changing Healthcare Systems

- Increasingly diverse patient populations
- Service-based to value-based payments
- Larger and integrated healthcare systems
- Transition of care out of acute care institutions into the community
- Precision health & personalized health care
- Telehealth and Artificial Intelligence

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Environmental Scan: Current State and Trends

Changing Nursing Workforce

- Integrated health systems require transitions and coordination of care and nursing work moving into the community
- Importance of strong Academic-Practice Partnerships
- Nursing workforce demographics changing slowly
- Increasing evidence shows that a more diverse workforce improves access and care quality.

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Environmental Scan: Current State and Trends

Changing Regulation of Nursing Practice

- Next Generation of NCLEX®
- *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education*
 - APRN licensure

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General Recommendations

Nursing workforce

- Accelerating diversity, inclusion, and equity initiatives
- Use holistic admissions review practices

Competency-based education and assessment

- Transition to competency-based education and assessing learning outcomes

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General Recommendations

Transition to Practice

- Offer optional, accredited, post-graduate transition to practice programs for entry and advanced nursing graduates
- Offer short courses/modules on specific areas of practice as needed
- Use of badges, stackable credentials



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2018 ESSENTIALS REVISION TASK FORCE LEADERSHIP TEAM

Baccalaureate Essentials



Jean Giddens,
Virginia Commonwealth University, Chair



Linda Caldwell,
Consultant

Master's Essentials



Cynthia McCurren,
Grand Valley State University, Chair



Nancy DeBasio,
Consultant

DNP Essentials



John McFadden,
Barry University, Chair



Jean Bartels,
Consultant

AACN Board Liaison

AACN Staff Liaisons

- Joan Stanley, AACN Staff Liaison
- Kathy McGuinn, AACN Staff Liaison
- Rick García, AACN Staff Liaison
- Jabari Cooper, AACN Staff
- Shirin Samimi-Farr, AACN Staff



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BACCALAUREATE WORKGROUP



Lori Escallier,
SUNY Downstate



Jacqueline Hill,
Southern University
and A&M



Kristin Lee,
University of
Missouri-Kansas City



Kim Litwack,
University of
Wisconsin-Milwaukee



Mary Morin, VP, Sentara
Medical Group/Sentara
Occupational Health
Services (Practice)



Martha Scheckel,
Viterbo University



Marcella Rutherford,
Nova Southeastern
University



Casey Shillam,
University of Portland



Marge Wiggins,
VP Patient Care,
Maine Medical Center
(Practice)



Danuta Wojnar,
Seattle University



Jean Giddens, Chair
Virginia
Commonwealth
University



Linda Caldwell,
Consultant

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MASTER'S WORKGROUP



Angela Amar,
University of Nevada
Las Vegas



Erica Hooper-Arana,
University of San
Francisco



Carol Buck-Rolland,
University of Vermont



Beverly Havens Foster,
University of North
Carolina - Chapel Hill



Vincent Hall,
Walden University



Connie Miller,
University of Arizona



Jenny Schuessler,
University of West
Georgia



Mary Stachowiak,
Rutgers University



Rachel Start,
Rush Oak Park Hospital
(Practice)



Jill Case-Wirth, Senior
Vice President and CNO,
WellStar Health System
(Practice)



Cynthia McCurren, Chair
Grand Valley State
University



Nancy DeBasio,
Consultant

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DOCTOR OF NURSING PRACTICE WORKGROUP



Jacklyn Barber,
Morningside College



Eileen Fry-Bowers,
University of San Diego



Susan Mullaney,
United Health Group
(Practice)



Susan Ruppert,
University of Texas
Health Science Center



Allison Squires,
New York University



Susan Swider,
Rush University



Anne Thomas,
Michigan State
University



Tracy Williams,
Norton Health (Practice)



Marissa Wilson,
University of Alabama-
Birmingham



Geraldine Young,
Kentucky State
University



John McFadden, Chair
Barry University



Jean Bartels, Consultant

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The “Charge” of the Task Force:

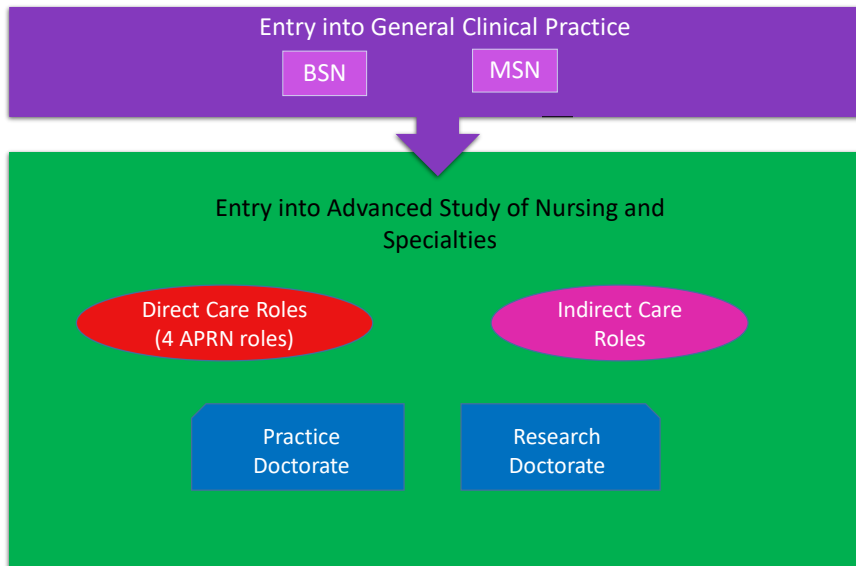
- Identify trends that will influence nursing’s roles and practice
- Create a framework for each level of education and curriculum
- Develop a finite set of measurable competencies for each level of education and align them
- Address the use of simulation in the curricula
- DNP Workgroup: Consider content and/or courses to be included in a doctoral nursing core that would be expected of all doctoral nursing students

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Future Nursing Education Pathways

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Entry into General Clinical Practice

- BSN is adopted as minimum preparation for RN licensure.
- BSN degree programs offered in universities and/or in partnership with community colleges or other 4-year colleges. RN to BSN programs continue.
- Some Program may offer an entry-level MSN



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Advanced Nursing Study

- Core Content completed by all students in advanced nursing study
- Core Content facilitates dual degrees and transitions between degrees.
- Core incorporates advanced systems and design thinking, and other key concepts such as ethics, leadership, informatics, health policy, global health, etc.
- DNP continues to be the terminal practice degree
- PhD continues to be the terminal research degree



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What About Current Master's Programs?

- Pathways for master's programs will evolve over time.
- Post-bachelor master degree programs with emphasis on masters competencies prepare graduates for practice at the point of care.
- All advanced practice master's programs (direct care and indirect care) will continue to evolve to the doctoral level.

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PROGRESS TO DATE

- » **September – December 2018**
Conference Calls, membership confirmed, discussed the timeline. Virtual webinars on Global Health, Social Determinants of Health, Competency-Based Education.
- » **January 2019**
Three day meeting of Leadership Team and Task Force members; brainstorming sessions and process defined; assignments created. Adopted definitions of competency, domains, etc., and adopted the Eight Domains as a foundation.
- » **January – May 2019**
Begin seeking stakeholder feedback (Doctoral and Master's Conferences), work on entry level "Essentials" for the BSN, followed by Graduate "Essentials."
- » **Beyond May:**
 - Regional Meetings; feedback incorporated into revisions

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BROAD DOMAINS OF COMPETENCE*

- » Patient Care
- » Knowledge of Practice
- » Practice-Based Learning and Improvement
- » Interpersonal and Communication Skills
- » Professionalism
- » Systems-Based Practice
- » Interprofessional Collaboration
- » Personal and Professional Development



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READINGS

- » Englander, R, et al (2013). Towards a Common Taxonomy Competency Domain for the Health Professions and Competencies for Physicians. *Academic Medicine*, 88(8)1088-1094.
- » AACN Common Advanced Practice Registered Nurse Doctoral-Level Competencies, October 2017.



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OPPORTUNITIES FOR STAKEHOLDER INPUT

- » Upcoming AACN Conferences
 - Baccalaureate Education Conference
 - New Orleans, LA – November 2018
 - Doctoral Education Conference
 - San Diego, CA – January 2019
 - Master’s Education Conference
 - Tampa, FL – February 2019
- » AACN Spring Deans Meeting and Fall ANLC 2019
- » Three Regional Meetings (tentatively Spring-Summer 2019)
- » Three Essentials Webinars (tentatively Fall 2019)



QUESTIONS

