


Organizing Chaos: A Work in Progress

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Excellence in Action

<https://thelibrallife.com/wp-content/uploads/2018/10/organized-chaos.jpg>

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Highlights

Learning Objective

- At the completion of the program, the participant will identify at least one new innovative strategy to enhance BS to DNP education.

Presentation Overview

- School of Nursing: Students and Programs
- The Challenges
- The Interventions
- The Ongoing Challenges



https://www.gstatic.com/kpui/social/twitter_32x32.png

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BS to DNP Programs



Excellence in Action

- 839 Currently-enrolled students
- 749 Active students
- 688 BS to DNP Students

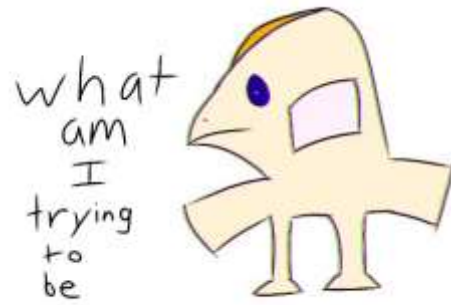
- Adult-Gerontology Acute Care Nurse Practitioner*
- Adult-Gerontology Primary Care Nurse Practitioner*
- Family Nurse Practitioner*
- Family Nurse Practitioner in Emergency Care*
- Pediatric Nurse Practitioner*
- Psychiatric-Mental Health Nurse Practitioner
- Leadership
- Nurse Anesthesia
- Nurse Midwifery*
- Women's Health Nurse Practitioner
- Dual Women's Health Nurse Practitioner/Nurse Midwifery

* Post-graduate certificate programs

The Challenges

<https://pepworldwide.co.nz/your-challenges-our-solutions-essential-advice-for-managers-part-three/>

What is a DNP project?



<https://i.imgur.com/SQkhlts.jpg>

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How do we corral the many ideas and different ideas of faculty?



<https://sh.chronicle.com/advice-teaching/assets/zAtzuN06RA/hesselberth-main-animh.gif>

6

Is there a place for group projects?
If so, what are the parameters?



<http://www.middleweb.com/wp-content/uploads/2019/11/academic-conversation-3.png>

7

How can we better integrate systematic reviews?
How do we address the “implementation gap”?



<https://us.123rf.com/450wm/veronawinner/veronawinner1806/veronawinner180600051/103822175-stock-vector-light-bulb-with-gear-and-circulating-arrows-icon.jpg?ver=6>

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What is “rigor”?

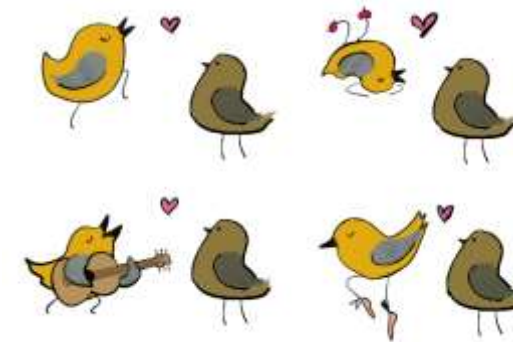
How is rigor applied, enforced, and maintained?

RIGOR	
Is...	Is Not...
<ul style="list-style-type: none"> • Students deeply understanding complex ideas • Solving problems • Applying learning to new situations • Complex thinking • Constructing meaning • For everyone • Providing support • Quality • Relevant • Challenging • Messy and Free Ranging 	<ul style="list-style-type: none"> • Quantity • Work energy • AP or Honors courses • A more complex text • More work • More homework • One more thing to do • Standards • Verbs • Algorithmic and Scripted • Only after mastery • Difficulty

<https://www.youtube.com/watch?v=dNrkI6Bec>

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How do we ensure DNP core and clinical courses aren't taught in isolation?



https://d20khd7ddk5ls.cloudfront.net/untitled_artwork_9.png

10

How do we address faculty who are not...
Threading content...



<https://www.papiton.de/Bilder/Detail/aba-faedelspiele-1970.jpg>

11

...understanding the purpose of the...



https://illinoisreviewtypepad.com/_a/6a00d834515c5469e20224df382200200b-500wi

12

...building concepts upon one another...

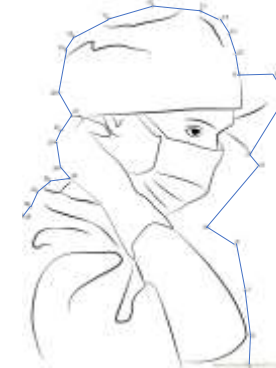


<https://webstockreviewnet/images/clipart-baby-building-block-4.png>

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...or connecting the dots and/or
helping students connect the dots?

DNP CORE



CLINICAL CORE

http://www.connectthedots101.com/dot-to-dot/Nurse/Nurse_with_Covered_Mouth_connect_dots.png

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How do we clone faculty?



<https://www.ourkidsseries.org/upload/img/ck/thumb/0/0308-a-lot-of-kids1.png>

15

How do we address students who are...
Underprepared...



<https://thevisionmsms.org/wp-content/uploads/2016/02/Heavy-Backpacks-final-.jpg>

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...lacking advanced clinical experience and expertise to identify problems/potential projects...



https://1.bp.blogspot.com/-t0xCKQFp8oU/WZoy3FHyUj/AAAAAAAAADE/8KAImrzGub81nLNnDGUat2_vCqunjV2gCpBGAYCw/s1600/levels-of-expertise.png
<http://absn.northeastern.edu/wp-content/uploads/advanced-practice-nurse-how-to-become.jpg>

...feeling stressed and anxious...



https://cdn.uconnectlabs.com/wp-content/themes/uConnect_UConn/favicon.ico?v=4.703.1.363

...and overwhelmed by data and data analysis?

What is it? What is it not? When do you need it?

How and from whom can you get help?



<https://informed.s3.amazonaws.com/informed/wp-content/uploads/2015/01/information-overload.jpg>

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How do we address faculty who are...

Overworked and overwhelmed...



<https://clipground.com/images/overwhelmed-teacher-clipart-4.jpg>

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...feeling un- and under-appreciated...

what are other words for underappreciated?

thankless, ungrateful, unappreciated, uncredited, underrated, undervalued, unnoticed, unrecognized



Thesaurus.plus

<https://thesaurus.plus/img/synonyms/282/underappreciated.png>

...and drowning in papers?



https://pbs.twimg.com/media/BIGJa_r1YAATmC.jpg

How do we bridge the writing gap?



<https://us.123rf.com/450wm/samuraitop/samuraitop1402/samuraitop140200134/26069047-businessman-in-front-of-a-gap-and-looking-into-the-empty-space-underneath.jpg?ver=6>

23

How do we handle external and internal IRBs, volume, and timelines?



<https://www.uakron.edu/dotAsset/c46283e1-cd66-4819-9573-a3054878b9a4.jpg>

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How do we convince the IRB, students, and faculty that QI is not research?

How do we make sure DNP Proposals are written as QI and not research?



<https://www.healthvermont.gov/alcohol-drugs/professionals/quality-improvement>

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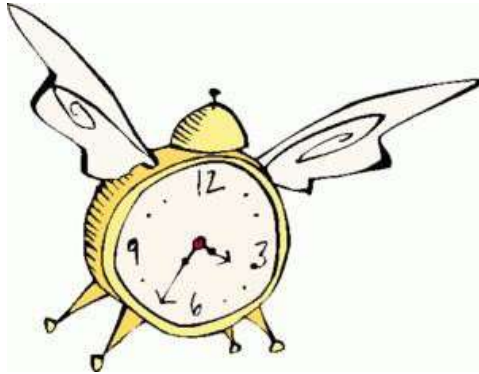
How do students meet IRB demands at multiple levels?



<https://ilustoon.com/photo/thum/4532.png>
https://media.istockphoto.com/vectors/smiling-students-standing-with-notebooks-back-to-school-vector-vector-id675481642?k=6&m=675481642&s=612x612&w=0&h=-mPD0SioXzYDIAEtooyTOw3--bQeEG_aYOlwWDDyn5g=
<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GCSAaJ3oIaYFvzQmHUU78NKVLeHmjllNcpqbOuC-aitkk9Uuwt&s>

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How do we address overall time constraints?



<http://www.clipart.com/clipart-394307.html>

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How do we minimize students feeling lost, unable to finish?

How do we encourage "lost" students to return?



<https://westchasedistrictfarmersmarket.com/wp-content/uploads/Confusion-1030x883.jpg>

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How do we balance the competing demands of clinical education/training/expertise and scholarship?



<https://www.sgu.edu/blog/medical/wp-content/uploads/sites/2/2018/11/From-Nurse-to-Doctor-Square.jpg>

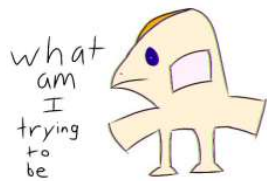
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The Interventions

<https://images.theconversation.com/files/84990/original/image-20150615-9553-1bxyc31.jpg?ixlib=rb-1.1.0&q=45&auto=format&w=926&fit=clip>

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What is a DNP Project?



- How do we corral the many ideas and different ideas of faculty?
- Is there a place for group projects?
- How can we better integrate systematic reviews?

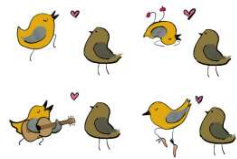
- Revised DNP Project Toolkit
- Unified messaging and brainstorming
- Implemented DNP Project course faculty meetings
- Developed large group class meetings
- Facilitated “Boot Camps” for students
- Implemented more collaboration/oversight by DNP Project Specialty Director (student/project/faculty)
 - Group projects **MUST** be large, each student must write separate paper and merge at the end
 - Systematic Reviews **MUST** have an implementation piece

What is “rigor”?

RIGOR	
Is	is Not
• Student ability understanding	• Ability
• Complex data	• Data mining
• Finding problem	• No or almost no data
• Applying learning to case solutions	• A simple complex task
• Complex thinking	• More simple
• Contributing industry	• More coursework
• The coding system	• The steps being to do
• Four case study	• One case study to do
• Quality	• Quantity
• Evidence	• Repetition and complexity
• Challenge	• Only direct working
• Theory and Practice	• Difficulty

- Discussed by division and agreed upon
- Increased workload credits for DNP Project Specialty Director to provide tighter oversight of students, faculty and projects

How do we ensure DNP core and clinical courses aren't taught in isolation?



Faculty not...

- Threading content
- Understanding the purpose of the DNP Core Courses
- Building concepts upon one another
- Connecting the dots and/or helping students connect the dots

- Moved DNP core courses from on-line to hybrid/face-2-face
- Established lead faculty to ensure consistency across groups
- Identified and assigned lead faculty for DNP core courses based on skill set/areas of expertise
- Integrated project development (brainstorming) in clinical courses, facilitated by Specialty Directors and clinical course leaders

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How do we clone faculty?



- Hired DNP Core faculty
- Limited each DNP Project and Implementation section to 8-10 students

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How do we address students who are...?



- Underprepared
- Lacking advanced clinical experience and expertise to identify problems/potential projects
- Feeling stressed and anxious
- Overwhelmed by data and data analysis

- Require clinical courses prior to DNP Project Planning course
- Provide data refresher during DNP large group sessions
- Provide student guidance early regarding school demands during project courses
- Changed plans of study to address most challenging semester

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How do we address faculty who are...?



- Overworked
- Overwhelmed
- Un- and under-appreciated
- Drowning in papers

- Oriented/Transitioned new DNP course faculty to ensure unified approach
- Changed course faculty structure
 - Faculty follow students across all project classes
 - Faculty serve as chairs when possible (workload to teach course)
- Provided summer workload to faculty to keep students "afloat" so they are ready to progress to Implementation
- Match faculty interests/expertise with student projects (assigned)
- Assign readers when able
- Established electronic repository

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How do we bridge the writing gap?



- Assessed current assignments and worked to level them across DNP core courses
- Referred students to Writing Center

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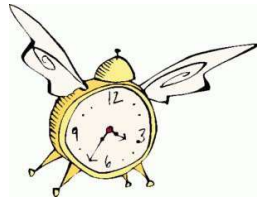
How do we handle external and internal IRBs, volume, and timelines?



- Developed projects that are QI (and clearly stated as such)
- Inform students about site IRB early and often
- Identifying legacy QI projects
- How do we convince the IRB, students, and faculty that QI is not Research?
- How do students meet IRB demands at multiple levels?

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How do we address overall time constraints?



- Established manuscript submission and review expectations and deadlines
- Communicate time demands to students early and often
- Help students develop realistic projects
- Provide tighter DNP Project oversight

- How do we balance the competing demands of clinical education/training/expertise and scholarship?

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How do we minimize students feeling lost, unable to finish?



- Implemented hard stops
- Instituted “wrap around courses” (Implementation) for those unable to meet hard stops
- Established formal project continuation course with course agreements and grades

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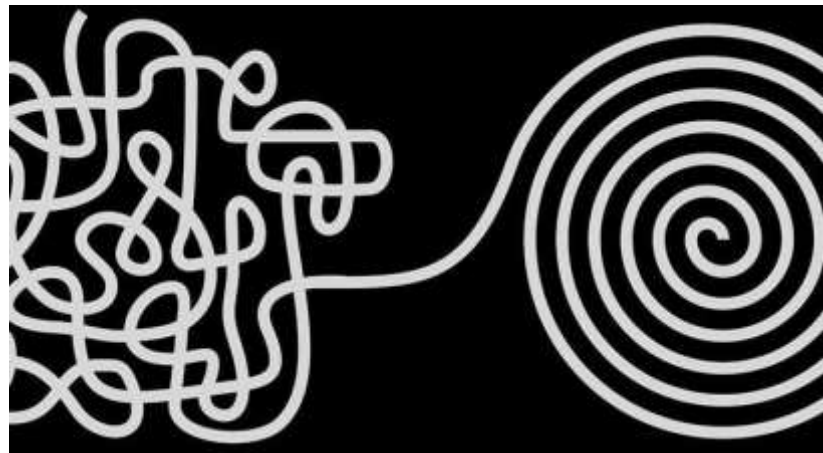


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The Ongoing Challenges

- How do we not detract from clinical experience, education and emerging expertise required for our NP, NM and NA graduates?
- How do we promote rigor and ensure that it's applied consistently?
- How can we better balance faculty workload, course workload, service, and scholarship?
- How can we better "meet" our expectations of what we believe are DNP Essentials/Core Competencies?
- Is the project really the exemplar of the DNP-prepared APN?
- Does our current DNP Project and process really demonstrate the skill acquisition we want for our graduates?

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