

## **Saint Mary's College**

The concepts of social entrepreneurship and data analytics are typically used in curricula in business schools across the country. At Saint Mary's College, we consider these concepts to be essential for DNP roles of the future, and have utilized them as underpinnings of our overall curricular model that emphasizes the tools of change, social responsibility, justice, and leadership. The model "*Social Entrepreneurship, Entrepreneurship, and Data Analytics: BSN to DNP Educational Integration for Social Change*" provided on the title page of this application illustrates this relationship. We believe that our program meets the criteria for consideration for the Innovation in Professional Nursing education Award in the small school category, and we provide a review and discussion of these components of the DNP curriculum as exemplars.

### ***Introduction and Background***

Florence Nightingale was a social entrepreneurial pioneer in the nursing profession who identified a social problem that threatened the lives of soldiers, and who developed problem solving strategies to improve hospital conditions and decrease morbidity and mortality. Since Ms. Nightingale's transformational nursing work and writing, nurses have continued to look for solutions to problems that contribute to patient suffering. Our curriculum pushes the DNP prepared nurse to own nursing's social entrepreneurial history and give voice to the creativity, courage, and ability to deliver sustainable project outcomes that have a positive impact on the health of populations, individuals, families and health care systems. The urgency and complexity of problems embedded in the social/political fabric of our health care system also requires that the DNP prepared nurse understand the intersection between social entrepreneurship and business entrepreneurship to enhance sustainability of healthcare system change. Finally our curriculum supports the social/business entrepreneurial intersection with a foundation in the use big and small data sets to support DNP proposed solutions to identified social and health needs. We consider the conceptual underpinnings of our curriculum as essential for leadership in leading social change to improve health care outcomes.

Saint Mary's College, a Catholic women's liberal arts college, meets the AACN criteria for a small school; we currently have an upper division enrollment of 88 undergraduate students. Our hybrid, on-line BSN to DNP program (began fall 2015) is innovative, exciting and grounded in the College mission, the history of the nursing profession, and the need for leaders who read the signs of the times in order to be future focused in health care. The program is delivered using asynchronous and synchronous classes combined with an intensive on-campus immersion every semester. At this time, we have 15 BSN to DNP students and are admitting students for our third cohort of FNP students. Two new tracks, Adult Gerontology-Primary Care NP and Adult Gerontology-Acute Care NP will admit students in fall 2017. The program has had a successful initial CCNE program review and the faculty expect to hear final confirmation of accreditation very soon. Our program is 12 semesters in length including summers.

### ***Catalyst for change within DNP curriculum and the College educational mission***

The faculty in the Department of Nursing Science met the College wide challenge to develop a graduate program by creating a BSN to DNP program rather than a MSN program. The result is

that our BSN to DNP program is the sole provider of doctoral education offered at Saint Mary's College. As a catalyst for change in the way the College can continue to develop graduate programs, the BSN to DNP program and curriculum represents *a creative and beneficial cultural shift within the College that is consistent with mission.*

### ***Highlights of curricular innovation***

The curriculum reflects the innovative heritage of the Sisters of the Holy Cross, and is grounded in the ***concepts of social entrepreneurship and data analytics*** in order to prepare the DNP graduate for collaborative leadership roles in a continuously evolving health care ecosystem. Although this submission focuses only on social entrepreneurship and data analytics, additional innovative core course offerings for **all** NP tracks comprise the curriculum and include: Communication and Relationship Centered Leadership; and Advanced Clinical Studies in Population-based Mental Health Care across the Lifespan. Finally, the traditional DNP project is titled: A Practice Innovation Project rather than Capstone and evolves from foundational courses in the first two years to completion over the final six semesters of the program. Through their DNP practice innovation courses, students utilize the principles of social entrepreneurship, the nursing process with design thinking, analytics, and existing evidence and standards to demonstrate collaboration and leadership in a scholarly translational project. The project is focused on social justice through change, sustainability, and impact in the improvement of health outcomes.

### ***Course Innovations***

A description of the two highlighted innovative DNP courses is provided for this submission and includes examples of selected student deliverables and the use of inter-professional faculty to create the course learning community.

### **NURS 612 Social Entrepreneurship and the Business of Health Care (3 credits).**

*This course is co-taught by a PhD prepared nurse faculty member and a business entrepreneur with additional contributions from local nurse social and business entrepreneurs. Students are challenged to identify their personal values and passions as a prelude to embracing social entrepreneurship as a fundamental component of the DNP leadership and nursing practice roles. The course is structured to merge the principles of a social entrepreneur with the traditional fiscal-driven principles of a business entrepreneur. Each student applies cost effective business principles to the development of a plan to meet an identified social health need and is attentive to the use of social capital and networking, vital components for success. Students share their personal vision and values as the fundamental support for their course project which is presented to all members of the learning community. The relationship between design thinking, change theory, and the nursing process is explored as students identify leadership skills necessary to promote innovation and acceptance of their ideas for change. The course emphasizes the emerging role of the DNP as a recognized social entrepreneur in health care and is an essential prerequisite for all students for their scholarly practice innovation project.*

### **NURS 670 Data Analytics and Outcomes Improvement (3 credits).**

*This course is taught by a PhD prepared nurse faculty member with expertise in data analytics and by PhD prepared data scientists from the Press Ganey Corporation. As we know, healthcare outcomes that arise from changes in healthcare delivery systems will be driven by insights from existing large data sets that optimize clinical, financial, operational, and behavioral perspectives. An advanced understanding of a data-driven process of change to meet health care needs is essential for the current and future DNP practitioner. Our DNP students examine the process by which insight from big data and the role of analytics in supporting a data-driven healthcare system is a vital component of healthcare change. Our students explore the application of data to socially driven and value-based innovation projects that maximize the use of data for quality improvement, cost effectiveness, and sustainable change in healthcare delivery systems.*

Students in this course are partnered with a PhD prepared member of the Press-Ganey team. We are so pleased to have developed this academic/business practice partnership to support student learning in this important area of professional practice. A data set, provided through the Press Ganey Corporation, is blinded from patient-identifying data and presented to each student for analysis and formulation of a plan for outcomes improvement. Each student receives a unique data set. Throughout the semester, the Press Ganey mentor and each student maintain contact over the phone or online to discuss their data set and avenues that the project might take them. The mentors have given the students ideas about how the data can be both analyzed and presented for their course project which is presented during the final spring synchronous class.

### ***Discussion***

The foundational concepts of social entrepreneurship, business entrepreneurship, and data analytics represent the history and the future of our nursing profession, and are therefore at the core of our curricular model and the basis for this submission. The inclusion of distinctive course work in the areas of social entrepreneurship, business entrepreneurship and data analytics within a BSN to DNP curriculum are congruent with *The Essentials of Doctoral Education for Advanced Nursing Practice (2006)* (2, 3, 4, 5, 6, 7, 8) and with the *National Organization of Nurse Practitioner Faculties (2013)* competency areas of: scientific foundation, leadership, quality, practice inquiry, technology and information literacy, health delivery system and ethics competencies. We have confidence that the DNP graduates from our program will not only demonstrate competency in an area of specialized advanced nursing practice but will also demonstrate the ability to provide innovative leadership that uses the intersect between social and business entrepreneurial principles and the immense collaborative power of data analytics to: invent and disseminate new cost effective approaches to care, and advance sustainable solutions that create social value and health for small and large scale populations and healthcare systems. Strategic partnerships with businesses such as Press-Ganey and nurse social/business entrepreneurs will enhance the impact of the theoretical course work with the positive affirmation of the possibilities of innovation in the rapidly evolving world of health care work of our DNP graduates.