


UNIVERSITY OF MASSACHUSETTS BOSTON
College of Nursing and Health Sciences

Implementing DNP Essentials in Post Master's DNP Curriculum

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Learning Objectives

This presentation will focus on the process and substance of an innovative, integrated post Master's DNP internship curriculum implemented for students to develop the competencies outlined in the Essentials for the Doctor of Nursing Practice

American Association of Colleges of Nursing (AACN), 2006



University of Massachusetts Boston, College of Nursing and Health Sciences

- **Mission:** To improve the health of diverse urban populations through the integration of teaching, targeted research, service, practice, and health policy in partnership with others.




UMass Boston on Dorchester Bay





Goals of the Post Master's DNP program

1. Assure supply, diversity, and distribution of APRN's to meet emerging health care system needs in the Commonwealth and Boston urban and suburban community.
2. Develop APRN's with competence in health systems leadership, policy development, and interdisciplinary collaboration to improve health care quality and increase health care access for all populations.
3. Prepare graduates with transformational leadership skills in policy change in order to overcome disparities in health care for those population groups bearing a disproportionate share of disease and disability.




What are the AACN Essentials?

- **Essential I:** Scientific Underpinnings for Practice
- **Essential II:** Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- **Essential III:** Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- **Essential IV:** Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care




What are the AACN Essentials? (cont'd)

- **Essential V:** Health Care Policy for Advocacy in Health Care
- **Essential VI:** Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- **Essential VII:** Clinical Prevention and Population Health for Improving the Nation's Health
- **Essential VIII:** Advanced Nursing Practice

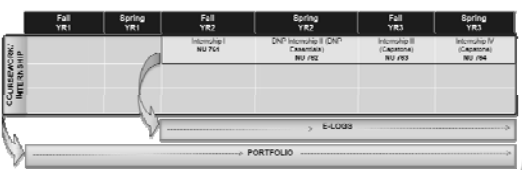


39 Credit Post Master's DNP

	Semester	Course #	Course Name	# Credits
Year 1	Fall S1	NUXXX	Health Informatics*	3
		NU 760	Biotics I or Elective *	3
		NU 616	Evidence Based Practice I *	4
	Spr S2	NU 797	Principles of Epidemiology *	3
		NUXXX	Intermediate Biostatistics*	3
		Sum1	Summer courses TBA*	4
Year 2	Fall S3	NU 722	Health Care Systems and Quality *	3
		NU 761	DNP Internship I *	1
		NU 716	Evidence Based Practice II *	3
	Spr S4	NU 704	Seminar in Health Care Financing*	3
		NU 762	DNP Internship II*	3
		NU 637	Psychosocial Mental Health *	3
Sum 2	Summer courses TBA*	4		
Year 3	Fall S5	NU 763	DNP Internship III*	1
		MBA 650	Organizational Analysis/ Skills*	4
	Spr S6	NU 765	Leadership/Management in Health Care*	3
		NU 764	Capstone Seminar & Internship IV*	3
Total				39




Post-Masters Doctor of Nursing Practice Current Curriculum




Internship: 100 hours per semester

Total: 400 hours




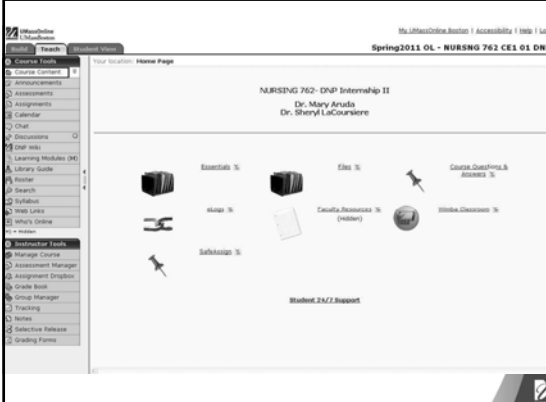

NU 761- DNP Internship I 1 Credit Experience in Healthcare Organization

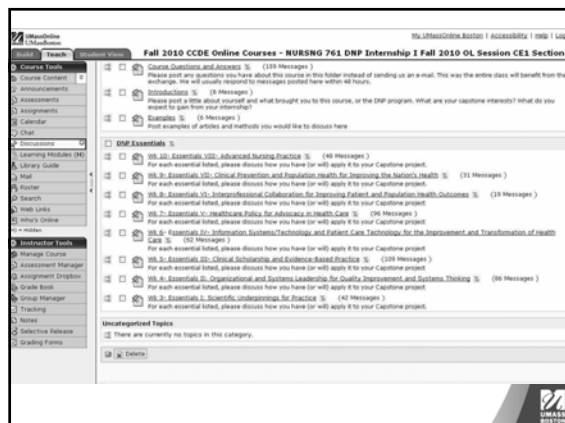
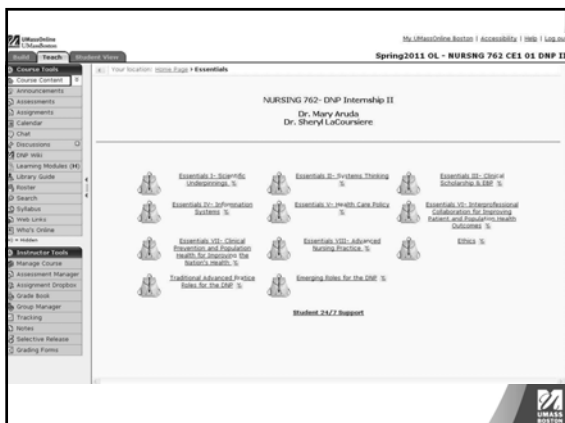
- Theory and evidenced based research are applied with the goal of improving health care outcomes. In supervised clinical experiences, students integrate the role of the DNP into the clinical practice context that includes leadership, consultation, advocacy, and interdisciplinary collaboration.
- Clinical learning is directed at discovering the history, and contextual evidence, and current strategies related to problems affecting patient safety and the quality of health care services for populations at risk.



NU 761- DNP Internship I 1 Credit Experience in Healthcare Organization

- Emphasis is placed on translating research into practice as a means to improve the delivery of health care.
- Students investigate clinical problems, and refine the in-depth review of the literature started in Evidenced Based Practice I and further refine the capstone project proposal work commenced in Evidenced Based Practice II.
- Prerequisites are: NURSNG 616, 760 and PBHLTH Informatics ; Co-requisite is: NURSNG 716



Essential I: Scientific Underpinnings for Practice

- **Subject: 1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice**
- **Date: September 27, 2010 2:09 PM**
"Through the integration of scientific knowledge gained from my nursing practice, science and nursing-based theories, concepts learned during the DNP course work and from evidenced based research, I will evaluate, design and implement a protocol to evaluate risk factors responsible for postoperative delirium in the elderly general surgical patient. From these findings, I plan to build on my MSN preparation as a family nurse practitioner, and incorporate a multidisciplinary approach to identifying and implementing a protocol for care and treatment to the elderly patients undergoing general surgery at my facility."

Essential I, DNP I continued

- **2a. Use science-based theories and concepts to: Determine the nature and significance of health and healthcare delivery phenomena**
- **Date: September 28, 2010 11:51 AM**
"Through a systematic review of the literature I was able to find support for oral care as a means of oral decolonization and prevention of aspiration pneumonia in ventilated patients. I was also able to identify gaps in the literature for oral care of non-ventilated swallowing impaired patients. I hope to provide the support needed to begin to bridge this gap with my capstone QI project."

Essential I, DNP I continued

- **2b. Use science-based theories and concepts to: Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate**
- **Date: September 28, 2010 8:23 PM**
"I will use electronic data obtained through a search on pub med, cinahl, and medline as well as a hand search regarding HPV, Pap smears and current guidelines that have been developed with retrospective, prospective, longitudinal, random clinical trials, and cohort studies. This information will be evaluated for supporting evidence for the current 2009 guideline for pap smear. This information will be used to support guideline changes for women receiving health care at the university setting."

Essential I, DNP I continued

- **2c. Use science-based theories and concepts to: Evaluate outcomes**
- **Date: September 28, 2010 8:35 PM**
"I am not able to say for sure what I would use as I am still working through the process. It is a guideline that I am working on so I have been considering the plan, do, study, act Model of Improvement. Rogers theory on change may be appropriate in this setting as some people accept change readily, others find it difficult to change, these may gradually accept the change when they have enough evidence, and others continue to hold back. I do know that not everyone is going to readily accept this new guideline and I will need to be ready to evaluate the next step. I will do chart reviews to determine how frequently the change has been implemented. There will be further evaluation after this."

Essential I, DNP I continued

- 3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines

Date: September 27, 2010 5:05 PM

"Thus far during my literature review, I have been able to draw evidence from other disciplines, specialty journals, etc. An integrated wellness approach during pregnancy and the early postpartum period involves several aspects of a patient's health and well-being. Psychologists, medical and nursing practitioners, social workers and nutritionists are several of the professionals who have contributed to the pool of evidence on health and wellness during pregnancy."



Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- Analyze emerging clinical patterns and problems within a practice setting, health care organization, or community (sample topic)

Date: October 5, 2010 5:26 PM

"Through evaluation of demographic data, I identified that the greatest number of patients admitted to the general surgical service was in the 71 to 80 year age range. The second oldest group of patients admitted to the service was between the ages of 81 and 90. Coupled with the fact that postoperative delirium is one of the most common adverse outcomes of hospital admissions for elderly patients undergoing surgery, I investigated whether there was a protocol in place at our facility for early identification and interventions for elderly patients at risk for postoperative delirium."



Essentials III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- Evaluate practice patterns against national benchmarks to determine variances in clinical outcomes and population trends (sample topic)

Date: October 28, 2010 11:36 AM

"The national benchmarks of quality patient education at discharge, readmission rates and patient safety are three areas that I am evaluating in my current practice."



Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care.

- Use information systems technology in the design, selection, use and evaluation of programs to evaluate/monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems (sample topic)

Date: October 19, 2010 8:20 PM

"Through concepts learned during the DNP coursework, I will utilize the information technology resources at my place of employment to translate research findings into evidence-based practice both at the individual and health care systems level. I hope to be an integral part of setting up the new Siemens computer program over the next year that our facility has purchased. I hope to incorporate the protocol for postoperative delirium into nursing assessments as we develop the new information technology program."



Essential V: Health Care Policy for Advocacy in Health Care

- Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in the policy and public forums considering issues related to global health (sample topic)

Date: October 26, 2010 5:03 PM

Comment posted on next slide



Essential V: Health Care Policy for Advocacy in Health Care (continued)

Date: October 26, 2010 5:03 PM

"As part of my responsibilities as a nurse practitioner on the surgical team, I have been a member of the Surgical Care Improvement Project (SCIP) for the last five years. SCIP is a national quality partnership of organizations which focus on improving surgical care by reducing surgical complications. This program was initiated in 2003 by the Centers for Medicare and Medicaid Services and the Centers for Disease Control and Prevention. SCIP targets areas where the incidence and cost of surgical complications are high and is driven by evidence based recommendations. The team critically analyzes health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in the policy related to surgical care."



Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

■ Employ effective communication and collaborative skills in the development and implementation of clinical practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products (sample topic)

■ Date: November 1, 2010 11:48 AM

"As part of my responsibilities as a nurse practitioner on the surgical team as well as a provider in the emergency department, I have needed to employ effective communication skills to patients, nurses, other staff members and attending physicians. It has required extensive collaborative skills with teams of providers as well. With the development of new evidence based treatments, effective communication and collaborative skills are necessary to deploy this information and is part of our responsibility as practitioners."



Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health

■ Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing and evaluating interventions to address health promotion/disease prevention efforts (sample topic)

■ Date: November 9, 2010 2:07 PM

"In my current practice as a cardiac surgery nurse practitioner we care for a variety of culturally diverse individuals who undergo cardiac surgery. As a provider I must be mindful of the cultural and ethnic influences that affect care of the patients and compliance with regimens that are necessary in the post operative period for health promotion and disease prevention- especially issues around diet, exercise and smoking cessation."



Essentials VIII- Advanced Nursing Practice

□ Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences (sample topic)

■ Date: November 18, 2010 1:47 PM

"As an NP I investigate and evaluate therapeutic interventions for my patients that are based on evidence in the literature. My capstone project is based on the latest 2009 ACOG cervical cancer screenings and implementation of a competency based computer learning module to guide providers in their practice of cervical screening."



Essential I: Now into Internship 2, DNP II

■ Date: February 3, 2011 5:11 PM

- 1) I have chosen a Capstone committee. I am in the process of discussing with my committee faculty who will be the chair.(Essential 8: Consultation with Expert)
- 2) I am working on revising my Literature Review to fit the author guidelines for the journal titled: "Patient Education and Counseling".(Essential 1: Refine literature matrix; Essential III: Manuscript preparation)
- 3) I am starting the process of the IRB application. (Essential III: Construction of IRB Proposal)
- 4) I am in the very beginning stages of starting some exploratory data collection (which I learned from the IRB folks does not require approval)! (Essential III: Participation in data collection).



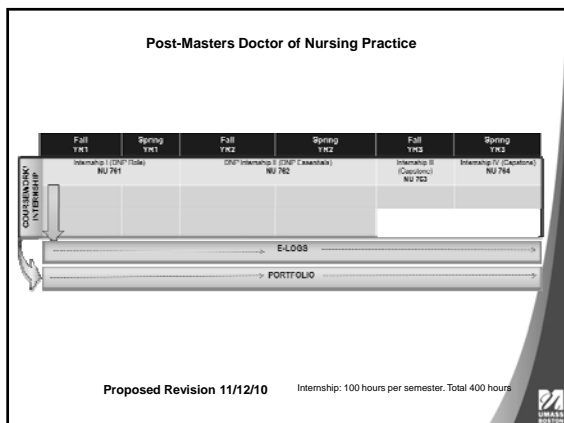
DNP Log Report	
DNP Logs between 6/1/2010 and 2/15/2011 (Hours: 6:00:00)	
Course Faculty Advisors	
Course Dates	NU '10 DNP Internship I Andis, Mary
Course Length	NU '10 DNP Internship II Andis, Mary
Essentials and Activities	
Essential I: Scientific Underpinnings for Practice	
Attend EBP conference/workshop	22.00 hrs
Construct/revise literature matrix	12.75 hrs
Construct/revise PICO question	7.33 hrs
Presentative preparing PICO question	4.00 hrs
Reconstruction of EBP material (e.g., web, post)	18.50 hrs
Synthesis of literature (Review)	21.00 hrs
Essential II: Organizational and Process Leadership for Quality	
Attend quality meeting	2.50 hrs
Identify need for rapid cycle improvement project	2.00 hrs
Essential III: Client of Scholarship and Analytical Methods	
Data collection, participation	3.00 hrs
DNP Project Proposal development	8.00 hrs
IRB proposal, construction of	0.75 hrs
Manuscript preparation	4.00 hrs
Essential IV: Information Systems Technology and Patient Care Technology	
Data extraction activities from large data sets	1.50 hrs
Essential V: Health Care Policy for Advocacy in Health Care	
Analyze health policy proposal	2.00 hrs
Meet with elected official for review of health policy	1.00 hrs



Lessons Learned

- First cohorts of DNP students eager to start on projects therefore moved up internship courses.
- Importance of ongoing feedback from students and faculty to avoid overlap in course content.
- DNP is doctoral study, time intensive for faculty, therefore workload/resource allocation very important.
- Development of tracking mechanisms, electronic logs and portfolios.
- Importance of communication between program directors, internship faculty, and core coursework faculty





Acknowledgements

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 Karen Dick, PhD, GNP-BC, FAANP, Committee Chair
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References

- *Essentials of Doctoral Education for Advanced Practice Nursing (AACN, 2006)*
- Zaccagnini, M. E., & White, K. W. (2010) *The Doctor of Nursing Practice Essentials: A New Model for Advanced Practice Nursing*. Sudbury, MA: Jones & Bartlett

