



Journey to the Highest Level of Nursing Practice: An Educational Paradigm Case

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Background

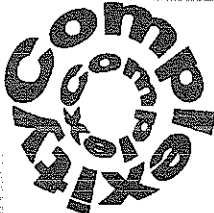
- Who we are
- What caught our attention in this case
- Value of educational case studies

Overview

- The problem and educational context
- Method of analysis
- Tracey's story/educational journey
- Interpret Tracey's story within the *Essentials* and NONPF core competencies
- Explore educational implications for DNP curricula
- Reaffirm value of reflective practice for expertise development of NP educators

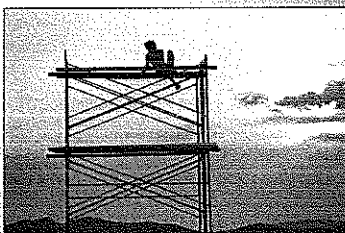
Problem Statement and Educational Context

- Multiple levels of learners in NP programs
 - Post BSN to MSN
 - Post MSN to DNP
 - Post BSN to DNP



Problem Statement and Educational Context


- Single set of NP Core Competencies built upon both Master's and Doctoral Essentials (AACN, 2011; 2006)



Problem Statement and Educational Context

In educational practice, differences do come into focus for educators as they work to develop NP learners.

The differences came into focus as we worked with this particular Post-MSN DNP learner.



Method of Analysis

- Single case study- in-depth exploration of a **single student's educational journey from MSN to DNP**
- Examine **growth over time- 3 years**
- Detail **present state, past experiences, and situational factors** related to the problem

Yin, 2003

Method of Analysis- cont'd

- Single case can be theory-testing, extreme or unique, typical, **revelatory, or longitudinal**
- Data can include interviews, **observations, documents, records, and artifacts**

Yin, 2003

Tracey's Story/Educational Journey

- DNP Recruitment Event – winter 2010
- Accepted in to Post MSN – DNP program – May 2010
- She was a certified ANP and completed a Post-MSN certificate as an FNP
- Area of practice: Infectious Disease
- Completed a Master's Thesis in 1999 *Promoting Compliance with Dietary Change in Cardiac Patients*

Tracey's Story/Educational Journey

- Her admission goal statement included:
 - to advance her knowledge of research in her current practice;
 - antibiotic stewardship topic focus;
 - individualizing patient treatment plans;
 - better knowledge base for applying research to current practice area;
 - publish a research article related to ID;
 - interested in teaching;
 - apply theory to practice;
 - increase knowledge base and confidence in practice

Tracey's Story/Educational Journey

- "I am looking forward to taking my practice to a higher level of understanding and role development."




Tracey's Story/Educational Journey

- Following completion of four DNP foundational courses, Tracey was admitted to the Acute Care NP Post-MSN certificate to fulfill her DNP elective credits.
- She entered the MSN clinical cohort for ACNP





Tracey's Story/Educational Journey

- Master's practicum included:
 - Acute Care Clinical 1: Patient centered care
 - Acute Care Clinical 2: Academic Service Learning assignment – assesses a focal problem for the organization
 - Acute Care Clinical 3: Capstone Project
- Spring 2012 – Completes Post MSN Certificate & Certifies as an ACNP



Tracey's Story/Educational Journey

- Doctoral Practicum activities included developing:
 - a business case for implementing a practice change to reduce hospital acquired infection
 - also plan to reduce and sustain a reduction in blood culture contamination rates

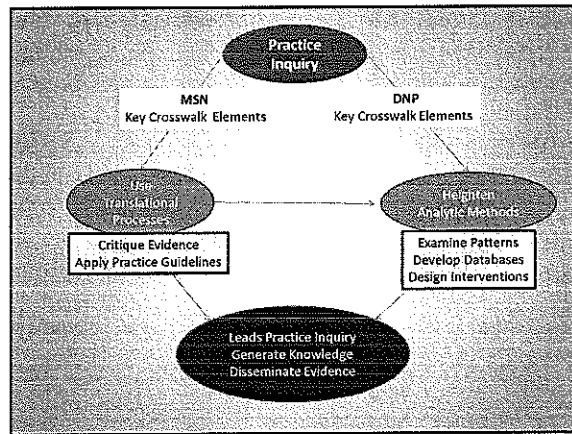
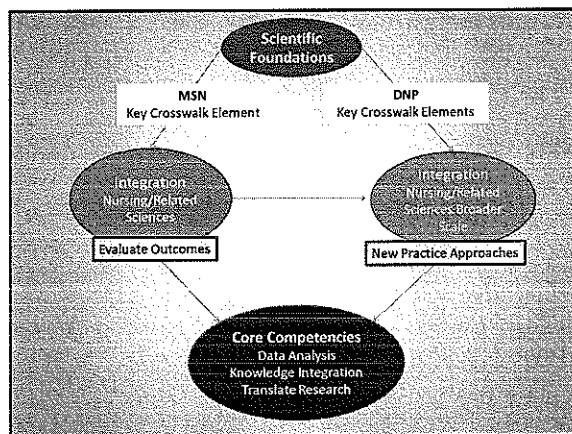
Tracey's Story/Educational Journey

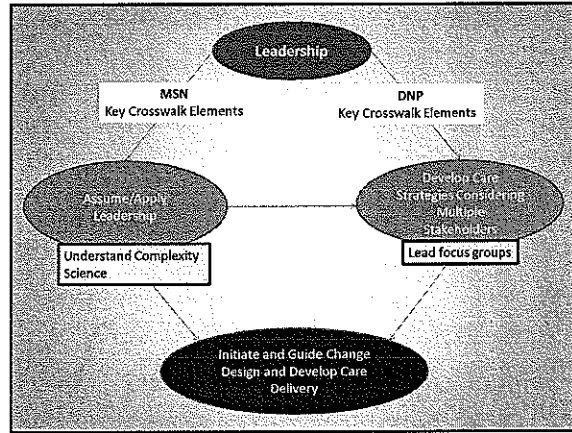
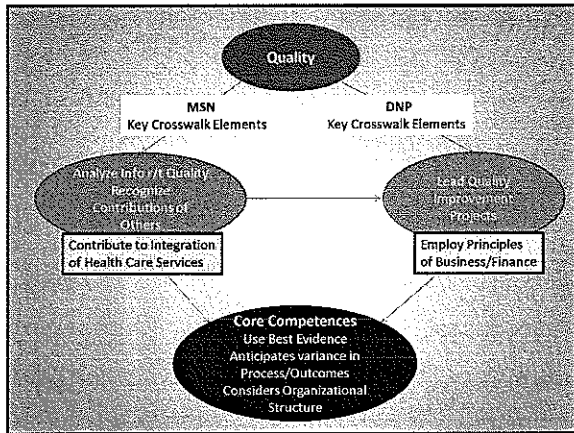
- DNP Capstone Project:
- Credit 1: spring/summer 2012,
- Credit 2: fall 2012,
- Credit 3-4: winter 2013 project completed, manuscript submitted; graduates May 2013



Nuances of differentiated practice at MSN and DNP levels

- Emerged through course based assignments in four DNP Essentials:
 - Scientific Foundation
 - Practice Inquiry
 - Leadership
 - Quality





Educational Implications for DNP Curricula

- Scaffolding of curricula demonstrating nuances of differentiated practice
- Differential pathways to achieve *Essential* outcomes and core competencies
- Affirming the value of reflection for NP educational practice

Questions

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