

Everything you wanted to know about being a program director but were afraid to ask!

Kristine Anne Scordo, PhD, RN, ACNP-BC, FAANP
 Professor and Director, AG-ACNP Program Wright State University

Kathy Magic DNP, RN, ACNP-BC, FAANP
 Director AG-ACNP Program, Pittsburgh University

Joan King, PhD, RN, ACNP-BC, FAANP
 Professor and Director, AG-ACNP Program, Vanderbilt University

Julie A. Stanik-Hutt, PhD, ACNP/CNP-BC, CNS, FAAN, FAANP
 Director AG-ACNP Program, Hopkins University

Leading Quality NP Programs
 A Guide for Program Directors

Topics

- I. Overview of the Role
 - a. Job descriptions b. Workload issues c. Administrative reporting & support
- II. Qualifications Pros and Cons
 - a. Clinical experience b. Academic experience c. Leadership experience
- III. Expectations of the Role
 - a. Insuring integrity of the curriculum b. Student admissions, advisement & progressions c. Clinical instruction, preceptors & placements d. Faculty teaching assignments, development & mentoring e. Student and program evaluation f. Day to day leadership issues
- IV. Accreditation and Other Requirements
 - a. National Task Force Criteria for Evaluation of Nurse Practitioner Programs (NTF) b. Commission on Collegiate Nursing Education (CCNE) c. State Boards of Nursing d. Certifying bodies e. Clinical agencies

Overview of the Role...or what did I get myself into?

Wright State University, College of Nursing and Health

Position Description

DIRECTOR OF GRADUATE CONCENTRATION

Directors are responsible for the leadership and the overall quality of the various concentrations within the master's degree program at the CCNE. Associate Directors are appointed by their Deans upon recommendation of the Assistant Deans for Graduate Programs. This position description specifies the qualifications, duties and compensation of the Associate Directors.

- I. **Qualifications**
 - A. Terminal degree preferred
 - a. Doctoral degree preferred
 - b. Master's in Nursing
 - c. Certification in the concentration specialty
 - d. RN degree
 - B. Experience in the clinical role
 - C. Prefer previous leadership and/or teaching experience in area of concentration
- II. **Reports to:** Assistant Dean for Graduate Programs
- III. **Responsibilities**
 - A. **Administration Management**
 - a. Admissions
 - 1. Reviews potential candidate applications and identifies those for interviews
 - 2. Interviews appropriate candidates
 - 3. Completes the initial POC program of study
 - 4. Makes recommendations for admission to respective administrative committee
 - 5. Works in concert with the graduate secretary to insure that acceptance letters are completed.
 - b. **Advising/Progression/Retention**
 - 1. Orient's student to the Code and the concentration
 - 2. Advises students on course selections, course sequencing and clinical placement
 - 3. Serves as a mentor to students within the concentration
 - 4. Counsel students in jeopardy of dismissal from the program.
 - 5. Based on information provided by student affairs, provide oversight for serious quality dismissal letters for the concentration.
 - B. **Research**
 - 1. Reviews reports from the Office of Student and Alumni Affairs and identifies at risk students
 - 2. Contacts and advises students who obtain lower than a 3.0 GPA
 - 3. Work in concert with the Office of Student and Alumni Affairs to develop a retention plan.
 - C. **Recruitment**
 - 1. Works in concert with the Office of Communications and Marketing for the intent to implement the marketing plan
 - D. **Clinical Placement**
 - 1. Provides oversight for the work of the graduate clinical placement coordinator to ensure appropriate clinical placements
 - 2. Sign off on all preceptor assignments for each semester
 - 3. As necessary, assists the graduate clinical placement coordinator in identifying new preceptors
 - E. **Adjunct Faculty Administration Management**
 - 1. As appropriate, holds team meetings, completes yearly evaluations of adjunct faculty. (See clinical faculty evaluation form.)
 - 2. Provide orientation specific to the concentration for new faculty assigned to the concentration
 - 3. As needed, works in concert with the Assistant Dean for Graduate Programs to obtain adjunct faculty
 - F. **Curriculum**
 - a. Insures that content related to the specific concentration is current, meets national accrediting association and national standards
 - b. Reviews program specific content annually
 - c. Attends graduate curriculum meetings
 - d. Provides the graduate curriculum committee with report advice related to the concentration
 - e. Determines the need for additional changes to the concentration curriculum
 - f. Responsible for quality management of the respective concentration
 - g. Work in concert with the Assistant Dean for Graduate Programs on teaching assignments within the concentration
 - G. **Reporting**
 - a. Maintains student database - i.e., cohort of clinical groups, reasons for withdrawal, employment, etc.
 - b. Completes yearly concentration report, to include, but not limited to enrollment, retention, progression, student outcomes, clinical placement, etc. (See Associate Graduate Director's handbook.)
 - H. **Miscellaneous**
 - a. Represents the Code at the respective national specialty organizations

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Workload Issues



Table 1: Private vs Public Universities Workload by Credit Hours

Number of Credit Hours	Public University	Private University
15 credit hours	2	1
12 credit hours	29	23
10 credit hours	4	5
9 credit hours	12	13
6 credit hours	4	3
Formula	10	5
Union controlled	7	4
Quarter hours	2	2
No written policy	4	3
Other: other credit hour or quarter hour allocations	10	1
Total	84	60

Note: Includes designation of different workloads by tenure status or level of teaching. All of those workloads are included.

Ellis, R. A. (2013). A Comparison of Policies on Nurse Faculty Workload in the United States. *Nursing Education Perspectives*, 34(5), 303-309.

E-mails (n=617) with links to an electronic survey to administrators of colleges of nursing. One hundred sixty (26%) administrators responded.

The most common full-time workload allocation was 12 credits (29 schools; 18%) or 9 credits (23 schools; 14%). Only 4 (2%) schools specifically reported no workload formula.

Great variability exists among schools of nursing in the United States for the amount of workload given for supervision of graduate student research and practice.

► Lobo, M. L., & Liesveld, J. A. (2013). GRADUATE NURSING FACULTY WORKLOAD IN THE UNITED STATES. *Journal of Professional Nursing*, 28(5), 276-281. doi:10.1016/j.profnurs.2012.10.006

Workload—some of the many issues

- Needs to be designed to achieve excellence in teaching, clinical practice and research
- Credit or % for being program director
- ?PD responsibility in core program courses
- ?who makes out clinical assignments-?clinical coordinator
- Clinical practice
 - Built in to teaching assignment with or without monetary compensation
 - Separate—whereby faculty receive no workload credit, but keep compensation
- AAUP at WSU (MOU Memorandum of understanding)
 - 20 units per year (maximum of 3 courses per semester) plus participation in routine curricular, assessment, and student mentoring activities
 - Dean gives 3 credits/semester for PD

Reports

- Numbers
- Retention
- Recruitment
- Curriculum changes
- Clinical sites issues
- Adjunct faculty issues
- National certification pass rates
- Data on student employment/employee satisfaction
- Student success stories



Our new program director just lost her mind and had to be dragged away flailing and screaming.
I'd like you to take over the NP program she was directing.

Kathy Magic DNP, RN, ACNP-BC, FAANP
 Director AG-ACNP Program, Pittsburgh University



EXPECTATIONS OF THE ROLE

JOAN KING, PhD, ACNP-BC, ANP-BC, FAANP
 PROGRAM DIRECTOR FOR THE AG-ACNP PROGRAM
 VANDERBILT UNIVERSITY SCHOOL OF NURSING

Curriculum Issues: NONPF Competencies and AG-ACNP Competencies

- ▶ Oversee the development and refinement of current and new courses.
- ▶ Faculty may develop or change course format or objectives.
 - ▶ Before it goes to Curriculum Committee ...review in terms of
 - ▶ How the objectives were developed OR have changed
 - ▶ How the objectives match or parallel the NONPF Competencies and your specialty's competencies
- ▶ Yearly retreat with your faculty...
 - ▶ What worked well??
 - ▶ What were the students' evaluations of the course?
 - ▶ What changes need to be made?
 - ▶ How do the changes impact the other courses?

Student Admissions

- ▶ Admission Process... "Admissions Committee" has final "say"...but....
 - ▶ Application Review Process: Options
 - ▶ Program Director
 - ▶ Multiple Reviewers
 - ▶ Delegate to another faculty member
 - ▶ Each Application Review
 - ▶ Does the applicant meet admission criteria? GRE... GPA...
 - ▶ Is their goal statement congruent with the goals of your program?
 - ▶ Do the references support admission? Red Flags????
 - ▶ Strengths and Weaknesses
 - ▶ Program Director: Admit
 - ▶ YES
 - ▶ NO

application goes to committee

Student Admissions

- ▶ **DATABASE # 1...** a must
 - ▶ For each applicant: Your decision & the Admission Committee's decision
 - ▶ Internal Scoring Mechanism... GRE, GPA, Goal, References
 - ▶ Area of interest... Trauma, CV, Intensivist
 - ▶ Local or distance
 - ▶ Full time or Part time
 - ▶ As the admission process unfolds, track "the numbers"
 - ▶ Track whether a student changes to full time or part time
- ▶ What percentage will you "over admit"? ... Vanderbilt 20-30%
 - ▶ History... now many decline the offer for admission?
 - ▶ Cap admission based on faculty and potential preceptor availability
 - ▶ Information needs to be shared with the Admissions Committee
- ▶ When do you want a waitlist to be started?
 - ▶ Do you want to rank the waitlist or do it by date of application

Student Admissions

- ▶ Student-Faculty Advisement
 - ▶ Match the student's area of interest to appropriate faculty advisor
 - ▶ As the semesters unfold change advisor assignments if needed
 - ▶ School specific or program specific
 - ▶ First year students may get a different advisor for "specialty year"
- ▶ Program of Study: Develop a format for course progression
 - ▶ Full Time
 - ▶ Part Time
 - ▶ Provides the basis for determining faculty needs per each course
 - ▶ Facilitates student advisement process

Student Progression

- ▶ With Admissions Office: Format for tracking each student to validate the proposed date of graduation
 - ▶ Issue: Have they met the required credit hours and course requirements?
 - ▶ Worse case...ready to graduate but "never took Nurs 6XXX".
- ▶ Database for Current Students (**Database #2**)
 - ▶ When will they start the clinical sequence?
 - ▶ Can be a moving target
 - ▶ Do students need your permission to change from full time to part time??
 - ▶ This changes faculty needs and workload

Clinical Placement and Preceptors

- ▶ START BEFORE THEY ARRIVE ON CAMPUS
 - ▶ Preceptor they are suggesting and the Hospital
 - ▶ Speak in terms of "scope of practice"
 - ▶ Counsel student if they are spreading themselves too thin
 - ▶ HIV/AIDS and SICU???
 - ▶ Help them narrow the focus
 - ▶ Typically takes 3 months to secure contracts for students going to a hospital or clinic outside your school's affiliation
 - ▶ Know any individual state restrictions
- ▶ These become ongoing conversations:
 - ▶ Scope of Practice
 - ▶ Area of interest
 - ▶ Survey students each semester

Clinical Placement and Preceptors

- ▶ Database for Clinical Placement (**Database #3**)
 - ▶ Student & area of interest
 - ▶ Student's level of expertise (new grad, prespecialty, experienced RN?)
 - ▶ Does the student's request match the specialty's scope of practice
 - ▶ Map out each semester ...Fall, Spring and Summer
 - ▶ Preceptor and their certification
 - ▶ Data needed: license, CV, documentation of certification
 - ▶ New preceptor?...need mentoring??
 - ▶ Hospital or Clinic: encourage same hospital
 - ▶ Data needed for contracting process

Faculty Teaching Assignments: Workload!!

- ▶ Develop a core workflow
 - ▶ Summer before Fall semester: estimate student enrollment
 - ▶ Summer before they arrive: do you have the faculty you need for clinical, clinical conferences, and labs or simulations?
 - ▶ Know what each course within your specialty requires in terms of faculty numbers
 - ▶ Using your school or university's workload formula
 - ▶ Each faculty does the workload formula =90-100%
 - ▶ Faculty Workload: **Database #4**
 - ▶ Track each faculty's assignments
 - ▶ Track what each course needs

Faculty Teaching Assignments: Workload!!

- ▶ As faculty change or take on different responsibilities
 - ▶ Impact on the courses they were assigned to teach
 - ▶ Is there a replacement or another faculty who has that same expertise?
 - ▶ Does the faculty's wishes for a change match the program?
 - ▶ Does the student enrollment match the faculty assigned
 - ▶ Too many students, too few faculty OR
 - ▶ Too few students for a course and too many faculty assigned

New Faculty ...Mentoring ...Team effort

- ▶ What are their needs... assess their current level of expertise
 - ▶ What is the administrative structure?
 - ▶ Where do they fit in terms of the program of study?
 - ▶ Orient them to the Program of Study (full time and part time sequence)
 - ▶ Where do they fit in terms of the program of study?
- ▶ Input...what do they need help with to navigate the system
 - ▶ Distance Presentations and Conferencing ... your system
 - ▶ How do they reserve virtual classroom time
 - ▶ Voice-Over-Powerpoint??
 - ▶ What technical support does your school offer and what are expected deadlines
 - ▶ AV or IT support
 - ▶ On-line testing or using IMC for student testing

New Faculty ...Mentoring ...Team effort

- ▶ Obtaining prepared slides and desk copies of textbooks
- ▶ Ordering textbooks or selecting textbooks
- ▶ Room reservations
- ▶ Expectations related to secretarial support
- ▶ What will the workload be and how might it change semester to semester
- ▶ Where will they be assigned clinically
- ▶ How labs and simulations times assigned...
- ▶ Who makes the final call?

Julie A. Stanik-Hutt, PhD, ACNP/GNP-BC, CCNS, FAAN, FAANP
 Director AG-ACNP Program, Hopkins University