DNP Role: Educator

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Objectives

- Discuss the background and vision for the DNP role
- Identify the competencies of the nurse educator
- Discuss the “Essentials of Doctoral Education for Advanced Nursing practice” specifically related to the DNP as an educator
- Describe the DNP role in education in the health care organization and in academia
Background

- Changing demands of the national healthcare environment requires the highest level of scientific knowledge and practice expertise to assure quality patient outcomes
- The American Association of Colleges of Nursing (AACN) position statement on the Practice Doctorate in Nursing recommended that advanced nursing practice education be at the doctoral level (AACN, 2004)
- Advanced nursing practice is defined as any nursing intervention that influences healthcare outcomes for individuals, or populations…directly or indirectly (AACN, 2015)
- Advanced practice nurse include certified: nurse anesthetists, nurse practitioners, clinical nurse specialists, nurse midwives
Why the DNP?

- Institute of Medicine (IOM), The Joint Commission (TJC), Robert Wood Johnson Foundation (RWJF)—called for educational programs to prepare today’s health professionals
  - Rapid expansion of knowledge underlying practice
  - Increased complexity of patient care
  - National focus on quality of care and patient safety
  - Shortages of nursing personnel—leaders must be prepared for designing and assessing care
  - Shortages of doctorally prepared nursing faculty
  - Increasing educational expectations for preparations of other disciplines in healthcare (pharmacy, dentistry, physical therapy)

- National Academy of Sciences called for nursing to develop a non-research clinical doctorate—prepare expert clinicians who can serve as clinical faculty

(AACN, 2014)
Benefits of practice focused doctoral programs...

- Development of needed advanced competencies for increasingly complex practice, faculty, leadership roles
- Enhanced knowledge to improve nursing practice and patient outcomes
- Enhanced leadership skills to strengthen practice and health care delivery
- Better match of program requirements, credits and time with credential earned
- Provision of advanced educational credential for those who require advanced practice knowledge but do not want strong research focus: practice faculty
- Enhance ability to attract individuals to nursing from non-nursing background
- Increased supply of faculty for practice

(AACN, 2006)
Current DNP Program Stats

www.aacn.nche.edu (2014)
Role vs. Degree

The DNP is not a role…it is a degree!

(AACN, 2006; www.utc.edu)
DNP Essentials…

- Scientific underpinnings for practice
- Organizational and systems leadership for quality improvement and systems thinking
- Clinical scholarship and analytical methods for evidence-based practice
- Information systems/technology and patient care technology for the improvement and transformation of health care
- Health care policy for advocacy in health care
- Interprofessional collaboration for improving patient and population health outcomes
- Clinical prevention and population health for improving the nation’s health

(AACN, 2006)
“Yes but can they teach?”
Nurse Educator defined…

- Professionals who work in the classroom and practice setting
- Combine clinical expertise and passion for teaching
- Responsible for academic and continuing education for nurses—formal and more informal programs
- Prepared at master’s or doctoral levels
- Practice as faculty in colleges, universities, hospital based schools of nursing
- Practice as staff development educators in health care organizations

(www.nursesource.org)
Nurse Educator responsibilities:

- Design curricula
- Develop courses and programs of study
- Teach and guide learners
- Evaluate learning
- Document educational outcomes
- Help students identify learning needs, strengths, limitations

(www.nursesourse.org/nurse_educator.html)
Additional responsibilities:

- Advise students
- Engage in scholarly work (research)
- Participate in professional organizations
- Speak or present at nursing conferences
- Contribute to the academic community through leadership roles
- Engage in peer review
- Maintain clinical competence
- Participate in grant writing

(www.nursesource.org/nurse_educator.html)
Qualifications:

- Excellent communication skills
- Creative, flexible, and innovative
- Clinical experience and knowledge base in area of instruction
- Critical thinking skills
- Knowledge base re: theories of teaching, learning and evaluation
- Knowledge of curriculum design
- Anticipate changes and expectations (clinical setting and academic setting)
- Advising and counseling skills
- Research and scholarly skills

(www.nursesource.org/nurse_educator.html)
Nurse Educators as Leaders

- Leadership is an essential element in the nurse educator role
- Organizational success depends on the competency of its leaders
- American Organization for Nurse Executives (AONE) and National League for Nursing (NLN) have identified competencies specific for nurse executives and nurse educators
- NLN’s Excellence in Nursing Education Model (NLN, 2006)
  - 8 core elements in nursing education needed to achieve excellence

(Patterson & Krouse, 2015)
NLN’s Excellence in Nursing Education Model (NLN, 2006)
How will DNP graduates be prepared to assume the nurse educator role?

- Discipline of education—separate body of knowledge and competence (AACN, 2004)

- Recommendation 12: AACN Position Statement on the Practice Doctorate in Nursing:
  - Practice doctorate programs, as in research focused doctoral programs are encouraged to offer additional coursework and practica that would prepare graduates to fill the role of nurse educator (AACN, 2004)

- Leadership education to develop leaders in health care—developing experts in nursing practice (Falk et al, 2015)
Benefits of DNP educator in Academia

(online.nursing.georgetown.edu)
Benefits

- Expertise and competence in clinical setting
- Theoretical, practical knowledge
- Experience with evidence based practice
  - Search for evidence
  - Evaluate evidence
  - Translate evidence
  - Disseminate evidence
- Nursing leaders: leadership experience as advanced practice nurse; leadership education in DNP program (Falk et al., 2015)
- Excellent resource: translators and mediators between nursing education and nursing practice
  - DNP faculty add dimension and breadth to the theoretical fundamentals and clinical experiences within core nursing education programs
- Role model for future nurses

( Danzey et al, 2011; Gatti-Petito et al., 2013 Penz & Bassendowski, 2006)
Article Discussion # 1

- Clinical scholarship and adult learning theory: A role for the DNP in nursing education
  - Gatti-Petito et al., 2013

Main points:
- The importance of theory
  - Knowles
  - Gagné
    - 5 major types of learning levels
  - Keller
    - ARCS model of motivational design
- Case examples—provide examples of so students can connect to previous knowledge
- DNP offers a “broad lens to teach new nurses dynamic concepts of care to meet complex care issues…” (p. 275)
Article Discussion # 2:

- The doctor of nursing practice and nursing education: Highlights, potential, and promise
  - Danzey et al., 2011

Main points:

- The faculty shortage
- DNP and nursing education
- DNP and scholarship
  - Boyer’s model of scholarship:
    - Scholarship of discovery (generation of new knowledge)
    - Scholarship of teaching
    - Scholarship of practice-**Scholarship of application
    - Scholarship of integration (interdisciplinary)
Benefits of DNP prepared educator in the health care organization

(www.nursinglicensemap.com)
Benefits

- Expertise in EBP
  - Higher quality and reliability in health care
  - Improved population health
  - Reduced costs—triple aim

- Help to overcome barriers of translation of evidence into practice, specifically the barriers of inadequate knowledge and skills in EBP by clinicians, lack of EBP mentors and facilitators

- DNP prepared APN is fully prepared to engage in organizational evaluation and change

- DNP prepared APN’s understanding of organizational and health systems facilitates capacity to be a change agent

(Danzey et al., 2011; Melnyk et al., 2016)
Case example and Article # 3

WellSpan Research and Innovation Council

- Used Melnyk’s Organizational Culture and Readiness for System-Wide Integration of EBP
- Survey to all WellSpan nurses and nurse leaders, support disciplines such as respiratory therapy and rehabilitation medicine
- Currently evaluating the results and getting action plan together to address the opportunities found:
  - Leadership support
  - Process for EBP in a large organization
  - Return on investment for time and $$ spent: improved outcomes for nursing sensitive indicators, population management outcomes, and patient experience

(Melnyk et al., 2016)
In Summary...Ponder this...

- https://youtu.be/_kCKcnuUx8E
Once you earn your DNP degree, how will you fulfill the educator role in your work as an APN?

Who are the EBP mentors to other nursing staff in your workplace?

How do you foresee your DNP degree helping you influentially educate nursing leaders and colleagues—what aspects of your DNP program do you think will be most helpful?
References


References


References

- Patterson, B. J., & Krouse, A. M. (2015). Competencies for leaders in nursing education. *Nursing Education Perspectives, 36*, 76-82. doi:10.5480/13-1300