Nuts and Bolts of the DNP Scholarly Project Journey

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Welcome Clinical Scholars!

• Agenda

• Core dimensions of Clinical Scholarship
  – Linking to the Curriculum
  – Linking to the DNP Scholarly Project
  – Linking to Program Outcomes
  – Linking to DNP Degree!
The DNP Clinical Scholar

• Near universe recognition of the clinical scholar skill set inherent in the DNP Degree
  – Evidence generators for improvement
  – Translation specialists
  – Evaluator (for sustainability)
  – Dissemination
  – Business acumen
  – Leader
Translational Model (Khoury)

\[ T_1 \] A period of research & discovery.

\[ T_2 \] Application and transformation of best evidence to practice.

\[ T_3 \] A period of dissemination.

\[ T_4 \] Population health research.

**Critical recognition:** Phases are bidirectional, iterative, overlapping
DNP students must be comfortable:

- Bi-directional: the fluid ability to move between phases.

Not all eggs laid are golden eggs; sometimes you get an omelet.
Khoury’s Iteration

- Iteration: To redo; expand upon
  - DNP students will encounter opportunities for building and redoing – the iterative cycle.
  - Feedback
  - Rapid cycle success as well as failure

- Reflect on the growth

- Become comfortable with feedback!
Scholar & Scholarship

• Clinical Scholar
• A practice-based clinician that is educated to navigate the complex health care system.

• Clinical Scholarship
• ...an approach to clinical practice that integrates intellectual curiosity and scholarly inquiry....

• Source: NONPF
Scholarship

• …a primary underpinning of the DNP project, because the project emphasizes learning.

• Faculty assist DNP scholars through teaching, mentoring, and guiding.

  • Reavy, 2016
Scholarly Writing

- Scholars present detail ideas in a manner of clarity so that the reader fully understands.

- Scholarly writing is accomplished through precision, clarity, and objectivity.
Scholarship

• Follows the Boyer Model

Discovery
Integration
Application
Teaching
Building Scholarship through The DNP Tool Kit

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The DNP Tool Kit

- Various tools
- 1. The Essentials
- 2. The curriculum
- 3. A scholarly project
- 4. A DNP handbook
- 5. DNP program outcomes
AACN’s DNP Essentials

I. Scientific underpinnings for practice
II. Systems leadership for quality
III. Evidence-based practice
IV. Informatics
V. Health care policy
VI. Interprofessional collaboration
VII. Population health
VIII. Advanced nursing practice

Source: AACN (abbreviated language)
The DNP Curriculum*

Each course links to an Essential

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>CGN 5306 (Biostats)</td>
<td>CGN 8070 (Vuln. Pop)</td>
<td>CGN 8020 (Leader Quality)</td>
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<tr>
<td>CGN 8030 (EBP)</td>
<td>CGN 8010 (Philosophy)</td>
<td>CGN 8080 (Care Deliv)</td>
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<td>CGN 8040 (Informatics)</td>
<td>CGN 8050 (Policy)</td>
<td>CGN 8090 (Project)</td>
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<td>CGN 8060 (Collaboration)</td>
<td>If NLFP</td>
<td>CGN 8002 (Educ # 2)</td>
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<td>CGN 8090 (Project)</td>
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<td>CGN 8001 (Ed 1)</td>
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Each course contributes to the Scholarly Project

*Titles are abbreviated in this slide
Fall Year 1

• Courses
  – CGN 5306 (Biostats)
  – CGN 8030 (EBP)

• Tools
  – Stats Concepts
  – Stats Software
  – AORN Evidence Tool
  – Reflection

Phases:
A discovery of science and evidence
The beginning of collaboration
The beginning of written scholarship
Milestones: Fall Year 1

- Recognize breadth of the *Essentials*
- Understand data
- Recognizes EBP cycle
- Master literature retrieval & appraisal
- Begin mentor/Project Chair partnership
- Begin Prospectus
Spring Year 1

- **Courses**
  - CGN 8070 (Vuln Pop)
  - CGN 8010 (Philosophy)

- **Tools**
  - Vulnerability Assessments
  - Theory, Frameworks

**Phases:**
- An appreciation of theory
- Continuing collaboration/mentorship
Milestones: Spring Year 1

• Continue linkages to
  – Prospectus
  – Program outcomes

• Build upon mentor/Project Chair partnership
  – Clinical immersion with mentor
Summer Year 1

- **Courses**
  - CGN 8020 (Quality)
  - CGN 8080 (Care Deliv)

- **Tools**
  - Improvement
  - Measuring
  - Leadership

**Phases**
Tangible tools for improvement
Leadership awareness
Systems thinking
Continuing collaboration with mentor
Milestones: Summer Year 1

• Improvement tools
• Continue linkages to
  – Prospectus
  – Program outcomes
• Build upon mentor/Project Chair partnership
  – Clinical immersion with mentor
• Project life cycle with mentor
Fall Year 2

• Courses
  – CGN 8040 (Info)
  – CGN 8060 (Collabor)

• Tools
  – Large Data Set
  – Interprofessional recognition

Phases
Moving to independence
  Tangible work products
  Building other scholarly works
Continuing collaboration
Milestones: Fall Year 2

- Finalize Prospectus (as needed)
- Launch Independent Project
- Build upon mentor/Project Chair partnership
  - Clinical immersion with mentors continues
Spring Year 2

- **Courses**
  - CGN 8050 (Policy)
  - CGN 8090 (Project I)

- **Tools**
  - Advocacy

Phases
Ownership
  - Tangible work products
Translation Evidence to practice
Continuing collaboration
Milestones: Spring Year 2

• Finalize Prospectus (as needed)
• Independent Project continues
• Build upon mentor/Project Chair partnership
  – Clinical immersion with mentor continues
• Celebrate with families and friends at Commencement exercises
Summer Year 2

- Courses
  - CGN 8090 (Practice)

- Tools
  - Testing the skills
  - Presentations

Phase
Dissemination!
  Scholarly works
Closure
Launching Life long learning
Milestones: Summer Year 2

• Wrap up!
  – A scholarly project
  – A synthesis of the practice hours

• Celebrate
The DNP Scholarly Project

- A synthesis of the student’s work
- Mastery of the DNP Essentials
- Scholarship
- Expertise in the care of vulnerable populations
- DNP Program outcomes

The Student is the Driver of the Process.
Details

• CGN operationalizes the *DNP Project* as

  – A project that **emerges from clinical practice** based on the broad paradigm of **scholarship** that narrows the evidence to practice gap.

  – One that targets a practice problem for improvement.....
Components: The Package

- Introduction (Prospectus)
- The Project
- The Evaluation
- The Dissemination
- Reflection Journals
- Front Matter and attachments
- WesternU Repository
Prospectus

• The Prospectus describes and justifies the importance of the DNP Scholarly Project – An iterative document that follows the project lifecycle.

• Handbook contains a detailed description of prospectus.
The Project

• An investigation/demonstration of scholarship and critical judgment in the theoretical and methodological approaches to the translation of nursing knowledge for practice impacting the care of vulnerable populations.

• For DNPs, no two journeys will be the same.
Project

• Literature review
  – Structured review of appraised literature

• Project plan
  – What is being proposed

• Implementation plan
  – How is it being proposed
Project Evaluations

• Project Evaluations
  – Sustainability
  – Financial performance review
  – Lessons learned
  – Formative information
  – Summative evaluation
Formative Evaluations

• Formative
  – The ongoing evaluation throughout implementation
  – Helps strengthen decision making
  – CGN Utilizes reflective journals as part
Summative Evaluation

• Summative
  – Occurs at the end of the project
  – Used to assess overall effectiveness
  – Is outcomes focused
Dissemination

• DNP students SHOULD explore all potential opportunities for dissemination
  – WU Summer Research Program
  – Sigma Theta Tau
  – Manuscripts/SQUIRE II
  – Poster/Podium local/regional conferences
Reflection Journals

• As discussed earlier
Front Matter

• Traditional approach
  – Title
  – Approval
  – Abstract
  – Table of contents
  – Acknowledgments
Attachments

• Supplemental Information (examples)
  – Approvals
  – Data collection forms, tools
  – Work products created
A Structured Approach

• Project Management
  – Initializing
  – Planning
  – Executing
  – Monitoring and Continuing
  – Closing

• CGN Approach
  – Problem identification
  – Identification of Evidence
  – Implementation of Evidence
  – Evaluation of Improvement
  – Dissemination
  – Reflection
DNP Project Team

• The DNP Student
• The DNP Scholarly Project Chair
• The DNP Mentor
DNP Scholarly Project Chair
DNP Practice Mentor

- A practice-based individual that has expertise with the population and setting.
Utilize the Mentor
DNP Project Hours
Practice Hours

- AACN standards indicate that a minimum of 1,000 hours is needed for DNP completion
  - All courses have opportunities for practice

- A minimum of 500 hours is achieved post masters
Practice Hours

- Use practice hours to develop expertise in a topic under the mentor’s guidance.

- Document practice hours in accordance with CGN practices (more details later).
Practice Hours

- No student has ever failed to reach the minimum.
DNP Program Outcomes

• The College of Graduate Nursing has adopted 9 DNP program outcomes (July 2016). These outcomes represent achievable measures that CGN Faculty members believe DNP students should obtain prior to completion of the degree.

• Page 5 of DNP handbook
Outcomes 1

- Develop, integrate, and evaluate effective strategies, specialized knowledge, and models of care from nursing theories, nursing research, and related disciplines into and across all domains of scholarship.

- Emphasis: The translational scholar
Outcomes 2

• Apply and implement leadership skills through decision-making in high quality health care delivery using complex principles in the design, delivery, and evaluation of health care at the macrosystems level.

• Emphasis: The leader
Outcomes 3

• Design, develop, and evaluate quality initiatives that integrate the best available evidence that improves and sustains optimal health care quality and safety at the population level.

• Emphasis: Quality & Safety
Outcomes 4

- Design, implement, and evaluate processes across care delivery systems to direct changes in practice outcomes and trends in population health.

- Emphasis: Outcomes
Outcomes 5

- Translate relevant theories and research to improve practice and practice environments.

- Emphasis: Theory
Outcomes 6

• Develop and execute strategies to extract data from information systems including databases that optimize healthcare models and improve health outcomes.

• Emphasis: Large data set/informatic tools
Outcomes 7

• Apply and engage in multi-level political, social, and ethical factors associated with nursing practice and health care delivery systems to demonstrate advocacy for vulnerable populations.

• Emphasis: Policy
Outcomes 8

• Lead interprofessional collaborative teams throughout multi-level healthcare delivery systems.

• Emphasis: Leading teams collaboratively
Outcomes 9

• Engage as a change agent to lead population-based care throughout all levels of healthcare delivery.

• Managing Change
Forms

• Scholarly Project Topic & Committee
  – What is the topic? Who is on the committee?
• IRB approval/Exemption
• Dissemination Verification
• Request for Diploma Release

All Forms are in the CGN Student Center
The Best Project.....

• ....Is a DONE project.

– Yours will be among the BEST
Upon Completion

• At completion, you will have:
  – A DNP Scholarly Project
  – Practice hours/documentation that reflect activities that support the Essentials
  – An abstract
  – A paper trail
  – A direction for life long scholarship
Suggested Pre Reading

- Helps create the **DNP Identity**
- Provides a deep dive into each of the essentials.
- Utilize often in your writings.
Suggested Pre Reading

- Provides the foundation for DNP projects.
- A full circle approach to translational science.

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• Just breathe
• Plan accordingly
• Small stuff sometimes doesn’t matter
• Have fun!
• It ain’t rocket science
Group Questions