Voluntary Faculty Conference
03/23/24

Sheila D. Melander, PhD, APRN-BC, FCCM, FAANP, FAAN
Associate Dean for Graduate Programs & Practice
Endowed Professor, William& Elizabeth Morgan Professorship for Professional Nursing Practice

Debra Hampton, PhD, MSN, RN, NEA-BC, CENP, FACHE, FAONL
Assistant Dean for MSN to DNP Programs
Academic Coordinator for Graduate Leadership Programs
Associate Professor

College of Nursing

Session Objectives

At the end of the breakout session, the learner will be able to:

1. Discuss the new Doctor of Nursing Practice (DNP) tracks and the new post-MSN Teaching Certificate

2. Understand the purpose and opportunities involved in the DNP project

3. Understand competency-based education and how it will impact nursing education and practice.

4. Explain the benefits of becoming a UK Voluntary Faculty

College of Nursing

Discuss the new Doctor of Nursing Practice (DNP) tracks and the new post-MSN Teaching Certificate

Post-Masters DNP Programs

- MSN to DNP second specialty, PMHNP, AGACNP, Family, Pediatrics Primary, Pediatrics Acute
- MSN to DNP Clinical Leadership and Executive Leadership
- MSN to DNP No New or Additional APN specialty
- For admission to the No New or Additional specialty program, must have one of the following:
  - American Nurses Credentialing Center (ANCC): Any APRN (CNS or NP) specialty certification, or NEA-BC
  - American Association of Critical Care Nurses Certification Corporation (AACN): ACNPC-AG or ACNPC
  - American Academy of Nurse Practitioner Certification Board (AANPCB): FNP, A-GNP
  - American Organization for Nursing Leadership (AONL): CENP
  - Pediatric Nursing Certification Board (PNCB): CPNP-PC or CPNP-AC certification

College of Nursing

Curriculum Plan: Post MSN-DNP (no new or additional APRN specialty)

	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
Year 1	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 906 - Application of Biostatistics and Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)	3	NUR 914 - Economic & Financial Aspects of Clinical & Population Based Health Care Delivery Systems	3
	NUR 903 – Applied Biostatistics for Outcomes Evaluation (Pre req.: approved graduate statistics)	3	NUR 918 - Protection of Human Subjects (Pre-req.: NUR 909 and approved DNP project proposal)	1	NUR 919 - Quality and Safety in Nursing and Health Care (Pre-req.: NUR 915: EBP)	3
	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	*(Additional NUR 930 clinical hours if identified as a need on GAP analysis)*		NUR 912-- Complex Systems Leadership and Innovation	2
	Clinical Hours	0	**Clinical Hours**	0	**Clinical Hours**	0
	Total Term Credits	6	**Total Term Credits**	4	**Total Term Credits**	8
	Fall	Credits	Spring	Credits	Summer	Credits
Year 2	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre-req.: NUR 918 and NUR 910-1)	2 (0/2)		
	NUR 778 - Proseminar in Contemporary Health and Nursing Policy Issues	3	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)		
	NUR 907 – Population Health Assessment, Planning and Policy	3				
	Clinical Hours	120	**Clinical Hours**	300	*Total Program Indirect Clinical Hours*	240
	Total Term Credits	8 (6/2)	**Total Term Credits**	5 (0/5)	*Total Program Direct or Indirect Care (NUR 930) Clinical Hours*	180
					Total Clinical Hours	420
					Total Credits Required	31

College of Nursing

Certificate in Teaching Nursing

- Designed for nurses who want to enhance teaching/pedagogical skills
- Learn how to design courses to meet specific learning outcomes and create assignments that are effective methods for course evaluation and assessment of student competencies.
- All courses fully online
- To be admitted, must be post- MSN, DNP or PhD in Nursing or currently be enrolled in an MSN, DNP or PhD program in nursing.
- Program objectives:
  1. Apply selected learning theories and teaching strategies in academic and clinical practice settings.
  2. Understand and apply various teaching methodologies and pedagogical approaches.
  3. Demonstrate knowledge of curriculum planning, design, and evaluation.
  4. Utilize various technology platforms and software programs in the course design and teaching process.
  5. Understand the legal and ethical responsibilities of educators.
  6. Design processes/assignments to evaluate student knowledge, skills and competencies.

College of Nursing

Certificate in Teaching Nursing Courses

The certificate program consists of the following 3 courses for a total of 9 credit hours:

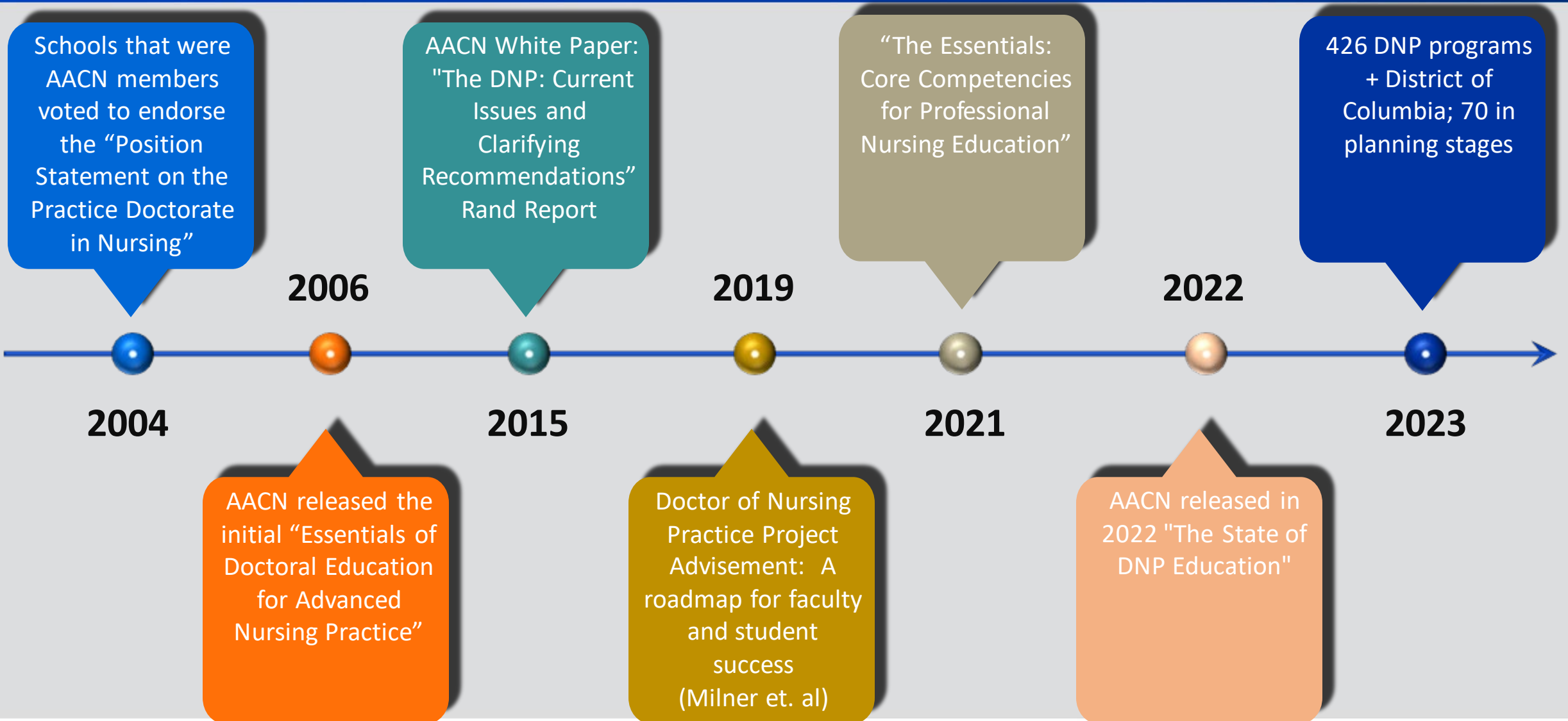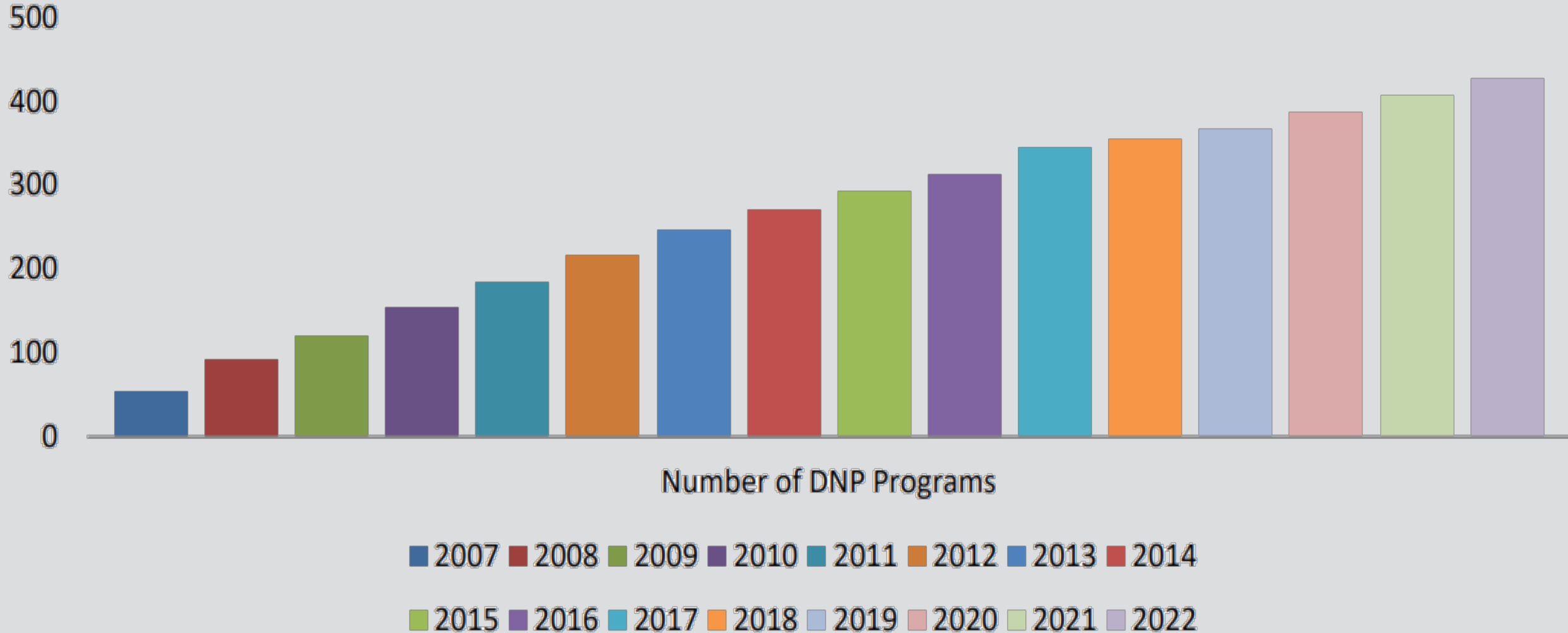| Course #	Course Title	Credits
NUR 640	Best Practices in Nursing Education: Art and Science of Teaching	3
NUR 642	Best Practices in Nursing Instruction: Curriculum Design and Outcome Evaluation	3
NUR 641	Best Practices in Clinical Teaching: Teaching Nursing Practicums	3

College of Nursing

Understand the purpose and opportunities involved in the DNP project

Growth in DNP Nursing Programs: 2007 - 2022

Number of DNP Programs

2007 2008 2009 2010 2011 2012 2013 2014

2015 2016 2017 2018 2019 2020 2021 2022

College of Nursing

AACN Essentials--2021

THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

American Association of Colleges of Nursing
The Voice of Academic Nursing

- https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf

AACN DNP Essentials

ORIGINAL 2004 (8)
1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship & Analytical Methods for Evidence-Based Practice
4. Information Systems/Technology and Patient Care Technology for the Improvement/Transformation of HC
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient & Population Health Outcomes
7. Clinical Prevention & Population Health for Improving the Nation's Health
8. Advanced Nursing Practice

REVISED 2021 (10)
1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for the Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional and Leadership Development

College of Nursing

A New Model for Nursing Education

Level 1

AACN Essentials

Entry-Level Professional Nursing Education Sub-Competencies

Used by programs preparing a nurse for an initial professional nursing degree

Level 2

AACN Essentials

Advanced-Level Nursing Education Sub-Competencies
-- and --
specialty/role requirements/ competencies

Used by programs preparing a nurse for an advanced nursing practice specialty or advanced nursing practice role.

College of Nursing

Example: Domain 1- Knowledge for Nursing Practice

Descriptor: Integration, translation and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Contextual Statement: Knowledge for Nursing Practice provides the context for understanding nursing as a scientific discipline. The lens of nursing, informed by nursing history, knowledge, and science, reflects nursing's desire to incorporate multiple perspectives into nursing practice, leading to nursing's unique way of knowing and caring.

Preparation in both liberal arts and sciences and professional nursing coursework provides graduates with the essential abilities to function as independent, intellectually curious, socially responsible, competent practitioners (Tobbell, 2018). A liberal education creates the foundation for the development of intellectual and practical abilities within the context of nursing. Further, liberal education is the key to understanding self and others; contributes to safe, quality care; and informs the development of clinical judgment.

Entry-Level Professional Nursing Education	Advanced-Level Nursing Education
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.	
1.1a Identify concepts, derived from theories from nursing and other disciplines, which distinguish the practice of nursing.	1.1e Translate evidence from nursing science as well as other sciences into practice.
1.1b Apply knowledge of nursing science that develops a foundation for nursing practice	1.1f Demonstrate the application of nursing science to practice.
1.1c Understand the historical foundation of nursing as the relationship developed between the individual and nurse.	1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.
1.1d Articulate nursing's distinct perspective to practice.	
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities and other sciences.	
1.2a Apply or employ knowledge from nursing science as well as the natural, physical and social sciences to build an understanding of the human experience and nursing practice.	1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice and research.

UK College of Nursing

DNP Program Growth in the US

2004
Schools that were AACN members voted to endorse the "Position Statement on the Practice Doctorate in Nursing"

2006
The AACN released the initial "Essentials of Doctoral Education for Advanced Nursing Practice"

2015
AACN White Paper on "The DNP: Current Issues and Clarifying Recommendations" (Scholarship, DNP Project & Curriculum Considerations)

2021
New Essentials, "The Essentials: Core Competencies for Professional Nursing Education" (AACN, 2021)

2023
426 DNP programs + 70 in planning stages (AACN Fact Sheet: DNP)

- DNP programs exist in all 50 states and the District of Columbia.
- Some states have ten or more DNP programs.

College of Nursing

DNP Projects

DNP projects have existed since the first DNP program (UKCON, 2022)

The Effect of Nurse Dose on Breastfeeding Exclusivity - A Patient Level Analysis
Author: Gwen Moreland
Publication: *DNP Projects*
⬇ Download
Date: 01/2016

The Effects of a Mentor Program on Burnout, Resilience, Work Engagement, and Turnover Intentions of New Nurse Managers
Author: Jennifer Thomas
Publication: *DNP Projects*
⬇ Download
Date: 01/2018

The Effects of a Nurse Manager System Collaborative Council on Job Satisfaction, Intent to Leave, & Resilience
Author: Heather Oliver
Publication: *DNP Projects*
⬇ Download
Date: 01/2018

Evaluation of an Educational Intervention to Improve Nurse Managers' Understanding of and Self-Assessed Competence with Personnel Budgeting
Author: Sue J. McFarlan
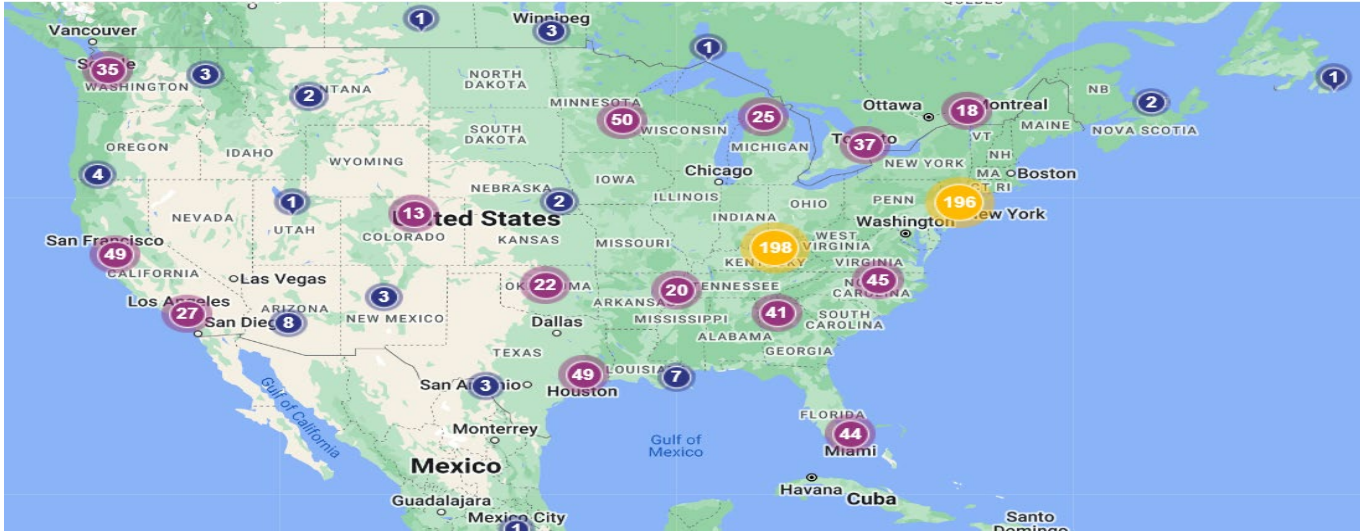Publication: *DNP Projects*
⬇ Download
Date: 01/2015

Scheduling Practices of Acute Care RN's and Nurse Fatigue: Assessment and Development of an Educational Program for Nurse Managers
Author: Miranda Adkins

December 2023 Readership Snapshot

DNP Projects → 1,665 full-text downloads. The most popular papers were:

1. *Modified Early Warning Scoring (MEWS) versus Epic Deterioration Index (EDI): Battle royale for which has the best patient outcomes in the inpatient setting* (62 downloads): https://uknowledge.uky.edu/dnp_etds/417

2. *Use of a Nurse-led Daily Goals Checklist to Improve Multidisciplinary Rounds in the ICU* (48 downloads): https://uknowledge.uky.edu/dnp_etds/435

3. *Nurse Manager Span of Control and the Impact on Employee Engagement* (47 downloads): https://uknowledge.uky.edu/dnp_etds/185

UK College of Nursing

DNP Projects (what our graduates say about their work)

- DNP Project related
  - **48 of 90** students validated that their DNP project helped to influence or contribute to practice as an advanced practice nurse and one stated their project "changed policy"
  - 57% stated their DNP project influenced/informed their contributions to practice
  - Project focus:
    - QI, 19%;
    - clinical practice improvement, 42%;
    - care delivery project, 11%;
    - pre-post assessment following education intervention, 27%;
    - pre-post assessment following noneducational intervention, 21%;
    - evidence-based, 42%;
    - health delivery system, 12%
- One student said, "Since my project, I am much more focused on evidence-based practice, the importance of stakeholder involvement and the necessity of always evaluating outcomes."
- **19% published** an article as an outcome of their DNP project work

College of Nursing

Requirements for DNP Projects per New AACN Essentials

- A scholarly work that aims to improve clinical practice is required of students completing a practice doctorate in nursing.
- Faculty should consider how the development of the scholarly work is integrated throughout the curriculum, allowing for dissemination of the results prior to program completion
- Collaboration with practice partners will maximize the impact of the student experience.
- Key elements of the scholarly work include:
  - problem identification;
  - a search, analysis and synthesis of the literature and evidence;
  - translating evidence to construct a strategy or method to address a problem;
  - designing a plan for implementation and actual implementation when possible and
  - an evaluation of the outcomes, process and/or experience.
- Dissemination is expected

UK College of Nursing

Open Discussion RE: DNP Project

- How can we make projects more value added for the clinical site
- Integration of planned pilot projects into DNP projects
- How can we ensure that student's projects address clinical strategic priorities
- Tiering of previous work
- Upcoming changes to DNP project focus/process

College of Nursing

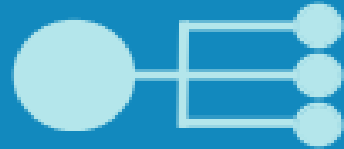Understand competency-based education and how it will impact nursing education and practice.

College of Nursing

AACN Competency-Based Education Model

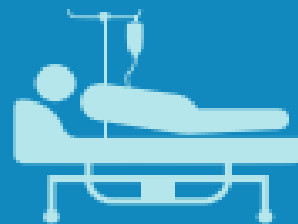|		
Competencies		For professional nursing practice which include knowledge, skills, values, and attitudes that cross all professional nursing practice.
Sub-Competencies		Encompass the behaviors or behavioral representations of an important aspect of a competency. Learner attainment of competency at the entry- or advanced-level is documented by demonstration and observation of the sub-competencies.
Progression Indicators		Defined as descriptive behaviors that show progression to competency and attainment of each sub-competency. Progression indicators describe specific behaviors that an assessor would expect to observe and provide markers of sub-competency development along the trajectory from developing competency to competent.
Nursing Practice Scenarios		Learning experiences which include clusters of related competencies and sub-competencies for both formative and summative assessment of competency achievement.

UK College of Nursing

Competency-Based Education

- **AACN Definition:** "a system of instruction, assessment, feedback, self-reflection and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions and skills expected of them as they progress through their education."

- **US Dept of Education Definition:** "organizes academic content according to competencies—what a student knows and can do—rather than following a more traditional scheme, such as by course."

Competency-Based Education

- **What CBE is not**
  - Checklist of tasks
  - A one and done demonstration of expertise
  - Demonstrated solely on an exam or Knows source

- **Principles of CBE**
  - Shifts the primary focus to desired outcomes rather than the structure and process of how something is taught
  - Demonstrate what learners can do with what they know
  - Applies all spheres of care and in multiple contexts
  - Clear expectations are made explicit
  - A result of determined (planned and repeated) practice
  - Demonstrated and assessed over time by multiple methods and multiple assessors
  - Focus on continued formative assessments and summative assessments at applicable points

Competency-Based Education

What is Competency-Based Education? | Conversations on Competency-Based Education

Used to define quality in nursing education, the AACN Essentials outline the necessary curriculum content and expected competencies of graduates from baccalaureate, master's, and Doctor of Nursing Practice programs. With the endorsement of the new AACN Essentials by the membership in April 2021, academic nursing is moving toward a new model and framework for nursing education using a competency-based approach.

In this video, Dr. Jacquelyn McMillan-Boeher of the Duke University School of Nursing shares six elements that distinguish competency-based education (CBE) from traditional educational models.

https://www.youtube.com/watch?v=N9v5jxDgN3k

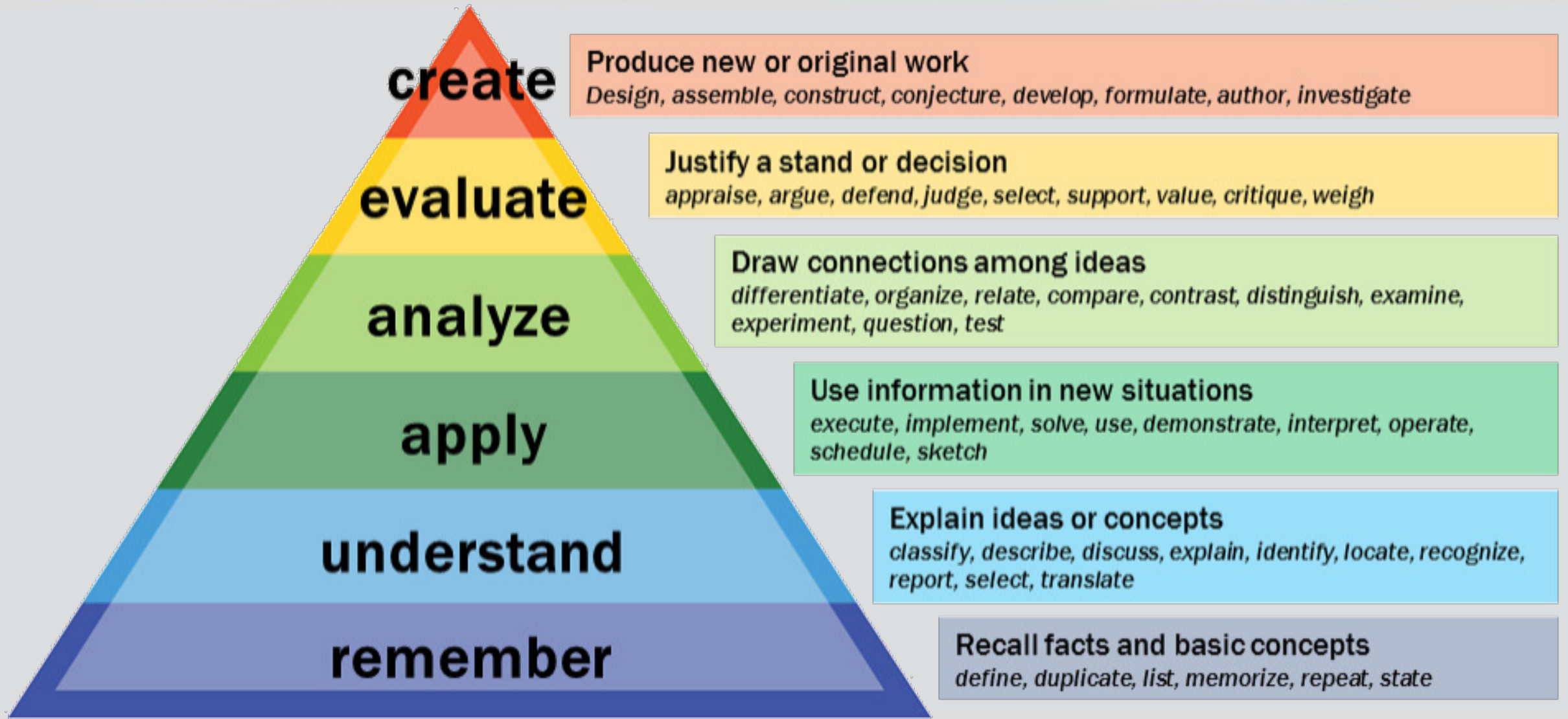College of Nursing

Miller's Pyramid of Clinical Competence

Miller's Pyramid of Clinical Competence

Miller's pyramid divides the development of clinical competence into four, hierarchical processes:

1. KNOWS: 'knowledge', tested by written exams and traditional multiple-choice questions (MCQ)
2. KNOWS HOW: stands for 'application of knowledge', assessed by essays, clinical problem-solving exercises and extended MCQs
3. DEMONSTRATION: clinical skills competency, assessed by standardized patient exercises, simulations and clinical exams.
4. DOES: clinical performance, assessed by direct observation in real clinical settings.

Bloom's Taxonomy

create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Center for Teaching Vanderbilt University

UK College of Nursing

AACN Competency-Based Education Guiding Principles

Competencies are sequenced progressively & drive curriculum design. Effective sequencing means:

- Gradually increasing complexity of expectations
- Progressively building on foundational competencies
- Employing a systematic approach to map educational opportunities and assessments for each competency across the curriculum

Learner takes on authentic roles of graduates to attain & demonstrate competencies with some flexibility for enrichment.

- Teaching and assessment strategies are tailored to competencies and to the individual learner:
- Faculty tailor learning experiences to competencies, Learners actively guide their own learning,
- Faculty ensure that each learner is an active participant in the assessment process, including formative and summative assessments.
- Faculty clearly delineate expectations of the learner, so the learner knows the competencies they need to achieve and the behaviors expected.
- Learners engage in gathering and reviewing performance evidence, including how to self-assess and collaborate with faculty in generating their individualized learning plans to attain competency.

Faculty are intentional about minimizing bias.

College of Nursing

AACN Competency-Based Education Guiding Principles

- Should be multiple assessment points
- Focus on active learner engagement
- Competency validation methods match the level of competency
- Direct observation of competency expected for applicable competencies
- Formative feedback is critical
  - Formative assessment intended to enhance learning without consequences or to inform progression decisions.
- Collective summative assessments are required
  - Summative assessment intended for making a decision regarding attainment of the competency or a key step towards competency demonstration, ability to perform the competency without or limited supervision, or pass/fail.
- Use a rubric for guiding learner competency validation
- Ensure equity and bias mitigation

College of Nursing

Validation of Clinical Competencies for NP Students

Time 1: **Knows & Know How** - Following the completion of the 3 P's course, Pathophysiology, Pharmacology and Advanced Assessment.

Time 2: **Knows Through Shows** - Following the completion of the first clinical/specialty course (didactic and practicum).

Time 3: **Shows** - Following the completion of the second clinical/specialty course (didactic and practicum).

Time 4: **Shows & Does** - At the end of the program, after completion of National Task Force required immersive experience, and final program clinical/specialty courses.

EVALUATION ASSIGNMENTS BY TIME

Time 1	Time 2	Time 3	Time 4
Introduction to DNP Course	**First Specialty Course**	**Second Specialty Course**	**Final Clinical Including 240 Hour Immersive**
Assignments: Introduction to DNP Project, Showcasing a DNP Expert, Professional Development	Complex application question multiple choice tests, Evolving case studies, demonstrations of basic skills	Various simulations, including some with IPE team members; OSCEs focused on diagnosis & treatment planning	240 hours, within 12 weeks, intensive clinical experience with preceptor incorporating competency validation followed by final competency assessment

College of Nursing

Explain the benefits of becoming a UK Voluntary Faculty

Voluntary Faculty Opportunities

- Voluntary Faculty Process

- Networking Opportunities

- Introduction to Academia

- Current Benefits
  - Access to UK HealthCare CE Central
    - Professional development activities that increase knowledge, competence and performance levels
  - Access to uky email account
  - Access to the UK Medical Center Library electronic resources
    - Textbooks, journal articles, databases and systematic reviews

UK College of Nursing

Questions & Discussion