

## Making a Difference in the Magnet Environment: DNP Contributions

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### Background:

- Magnet hospital as **"gold standard"** of excellence in provision of patient care
- DNP : leaders in developing mechanisms to improve patient outcomes
- Specific contributions of DNPs not well described

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### Purpose:

- Describe formal and informal outcomes resulting from the development of a **"critical mass"** of DNP-prepared leaders in a magnet environment

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### OBJECTIVES:

- Describe opportunities for inter-departmental collaboration between DNP graduates
- Identify ways in which DNP graduates contribute to excellence in nursing care in a magnet environment

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### BACKGROUND: DNP COHORTS

- First practice doctorate in nursing at FPB—1979 (ND)
- Became post-masters program in 1994; name of degree changed from ND to DNP in 2005
- Identified need to support MSN graduates working full time to return to school

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**DNP DOCTOR OF NURSING PRACTICE Post-master's Curriculum Plan**  
36 Total Credits

**FL EXCELLENCE IN CONVENIENT COURSES**  
All courses will last 28 to 30 consecutive calendar days, where a three-semester hour course meets on campus for 8 hrs & 8 to 9 hrs, for an intensive stay. The courses are offered on campus three times throughout the year.

**Core Courses:**

- NURS 500** (4 credits)
- NURS 501** (2 credits)
- NURS 502** (2 credits)
- NURS 503** (3 credits)
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**Choose an elective sequence:**

- Education Electives:** NURS 506 (2 credits), NURS 507 (2 credits), NURS 508 (2 credits), NURS 509 (2 credits)
- Practice Electives:** NURS 510 (2 credits), NURS 511 (2 credits), NURS 512 (2 credits), NURS 513 (2 credits), NURS 514 (2 credits), NURS 515 (2 credits), NURS 516 (2 credits), NURS 517 (2 credits), NURS 518 (2 credits), NURS 519 (2 credits), NURS 520 (2 credits), NURS 521 (2 credits), NURS 522 (2 credits), NURS 523 (2 credits), NURS 524 (2 credits), NURS 525 (2 credits), NURS 526 (2 credits), NURS 527 (2 credits), NURS 528 (2 credits), NURS 529 (2 credits), NURS 530 (2 credits), NURS 531 (2 credits), NURS 532 (2 credits), NURS 533 (2 credits), NURS 534 (2 credits), NURS 535 (2 credits), NURS 536 (2 credits), NURS 537 (2 credits), NURS 538 (2 credits), NURS 539 (2 credits), NURS 540 (2 credits), NURS 541 (2 credits), NURS 542 (2 credits), NURS 543 (2 credits), NURS 544 (2 credits), NURS 545 (2 credits), NURS 546 (2 credits), NURS 547 (2 credits), NURS 548 (2 credits), NURS 549 (2 credits), NURS 550 (2 credits), NURS 551 (2 credits), NURS 552 (2 credits), NURS 553 (2 credits), NURS 554 (2 credits), NURS 555 (2 credits), NURS 556 (2 credits), NURS 557 (2 credits), NURS 558 (2 credits), NURS 559 (2 credits), NURS 560 (2 credits)

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**Making return to school feasible:**

- **1<sup>st</sup> step: Intensive sessions 3X/year**
  - ❖ January, May & August
  - ❖ All courses taught each intensive session
  - ❖ Three credit hour class → 5 days
  - ❖ Online sessions during following semester
  - ❖ Papers due 6-8 weeks after didactic sessions

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**2<sup>nd</sup> step: cohorts of students in specific geographical location**

- ❖ ≥ 10 students
- ❖ 4 core courses ( 1 per semester) taught at site by FPB faculty
- ❖ Class timing determined by cohort members/program director (two 3-day weekends)

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- **Facilitated by:**
  - ❖ Entry into program 3 X/year
  - ❖ Flexible curriculum
- **Cohort membership:**
  - ❖ Individual student → snowball effect
  - ❖ Within organizations



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**DETAILS.....**

- STATE APPROVAL
  
- SITE CONTRACT

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**Cohorts to date:**

- Hawaii
- Connecticut
- New Jersey
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- Virginia
- Arizona
- California
- Florida



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**MAGNET DESIGNATION**

- Started in 1983 to address workforce issues → nursing shortage
- 14 standards "Forces of Magnetism"
  - > Quality of nursing leadership
  - > Organizational structure
  - > Management style
  - > Personnel policies & programs
  - > Professional models of care
  - > Quality of care
  - > Quality improvement
  - > Consultation & resources
  - > Autonomy
  - > Community & the hospital
  - > Nurses as teachers
  - > Image of nursing
  - > Interdisciplinary relationships
  - > Professional development

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### Magnet Domains:

- Transformational Leadership
- Structural Empowerment
- Exemplary Professional Practice
- New knowledge, Innovations & Improvements
- Empirical Quality Outcomes

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### DNP Essentials

- Scientific Underpinnings
- Organizational systems/leadership
- Clinical scholarship
- Information systems
- Health care policy
- Inter-professional partnerships
- Clinical prevention

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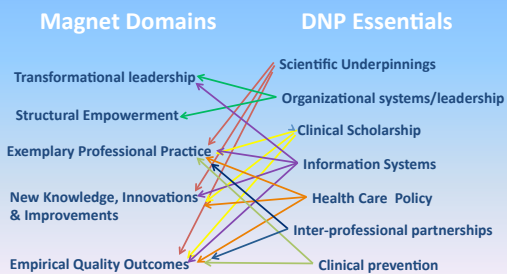
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### How Do These Relate?



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### Consequently....

- ❖ Health care organizations seeking to provide excellence in nursing would benefit from the competencies of DNP graduates
- ❖ No studies found that described specific contributions of DNP graduates to healthcare organizations
- ❖ Examples from two cohorts, one in Southwest and one in Northeast



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### Cohort # 1: Changes (after three classes)

- While students were working on literature reviews for **research methods class** senior management became aware that:
  - there was an increased knowledge base being developed
  - that the organization would benefit from the projects that were being developed
  - → one DNP student assigned as chair of integration committee

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“We are working to better integrate out-patient settings with inpatient settings”.

- ❖ “Through cohort membership the director of hospital case management, home health services & community health have created a conceptual model to describe the relationships & communication flow....**learned in Nursing Theory**”

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- “..became aware of need to disseminate communication about health care reform and the impact of quality indicators and finance impact at all levels”
  - ❖ presented to staff nurses who are now working on change projects to increase efficiency
  - ❖ “Working with (local college) to pilot & define new care model using NPs in out-patient helping patients navigate through our system -learned in **Nursing Theory & Health Policy**”

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- “Two members were in a lift team meeting. Along with guiding members in the process of finding ‘valid studies’ we were able to assist the group in identifying an outcome that was truly measurable--learned in **Research Methods**”

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**Cohort 2: AFTER GRADUATION**  
**Impact of Scholarly Projects in One Organization**

“Health Literacy: Knowledge & Experience of Senior Year Baccalaureate Nursing Students” (Terri Parnell, DNP, RN)

- ❖ All nurses have responsibility to assess literacy skills of patients
- ❖ Participants had minimal health literacy knowledge
- ❖ Findings used to inform health literacy strategic plan
- ❖ Promoted to Corporate Director Health Literacy for Health System ( 14 hospitals)
- ❖ Presented findings at 4 professional meetings

**Exemplary Professional Practice**

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**“Rapid Response Team for the Violation of the Code of Professionalism (COP)”** (Monica Latayan, DNP, RN)

- ❖ Disruptive behavior by healthcare professionals impacts communication & can → adverse events
- ❖ Purpose: describe content of administrative reports used to implement COP
- ❖ After implementation of COP Rapid Response Team staff retention increased & vacancy rate dropped
- ❖ RRT in each hospital in system
- ❖ Member of Professionalism Design Team at Medical School

Exemplary Professional Practice  
New knowledge, Innovations & Improvements

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• **“Crisis Resource Management Education & Teamwork Behaviors: The Effects in a High-Fidelity Simulation Environment”** Barbara DeVoe, DNP, FNP-BC

- ❖ Purpose: examine effect of a Crisis Resource Management educational intervention on teamwork behaviors of health care teams
- ❖ Included health care professionals (MD, RN, NP, RT) from across the system
- ❖ Director of Clinical Educational Programs & The Patient Safety Institute
- ❖ Presented study at 3 professional meetings

New knowledge, Innovations & Improvements  
Exemplary Professional Practice

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**“Specialized New Graduate RN Critical Care Orientation: Retention & Financial Impact”** (M. Isabel Friedman, DNP, MPA, RN)

- ❖ Purpose: examine effect of the Critical Program on retention and cost of new graduate RNs as compared to standard orientation
- ❖ Significant improvement in retention at 3, 9 & 12 months and a decrease in cost & potential annual savings related to decreased turnover
- ❖ Clinical Education Specialist, Patient Safety Institute

Transformational Leadership  
New Knowledge, Innovations & Improvements

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**“Evaluation of a Pressure Ulcer Prevention Program’s Effectiveness in Reducing the incidence of Hospital-Acquired Pressure Ulcers in the Adult Patient”** Renee

Liberty, DNP, RN, BC

- ❖ Compared rates of hospital-acquired pressure ulcer before & after implementation of multi-faceted Pressure Ulcer Prevention Program for staff
- ❖ Overall decrease in rate of 15.6% after implementation
- ❖ Poster presentation
- ❖ Director, Nursing Performance Improvement

Empirical Quality Outcomes  
Exemplary Professional Practice

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**“Exercise-Beliefs, Behaviors and Health Promotion”** Eileen M. Esposito, RN-BC, DNP, CPHQ

- ❖ Nurses should be role models in healthy behaviors (exercise)
- ❖ Found positive relationships between exercise benefits, physical activity and patient counseling
- ❖ → educational programs to influence nurses’ recommendation of exercise to patients
- ❖ Would also result in a healthier nursing staff

Exemplary Professional Practice  
Transformational Leadership

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**“Shared Governance and Empowerment in Registered Nurses”** Agnes M. Barden, DNP, RN

- ❖ Professional practice models inclusive of shared governance proposed to → improved quality patient care, contained cost & staff retention.
- ❖ Found significant relationship between perceptions of shared governance and empowerment (n = 348).
- ❖ Senior Administrative Director of Patient & Family Centered Care
- ❖ Coordinates shared governance structures—36 councils in each department and unit

Transformational Leadership

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**One DNP student can also make a difference!**

- Current position as CNO at a hospital in Idaho
- **Nursing Theory**—“I created an educational program for our oncology nurses using Kolcaba’s Comfort Theory as a lens to examine patient needs & design comforting interventions...”
- **Approaches to Practice Focused Research**— “I developed a model nursing peer review program and methodology to engage stakeholders...”
- **Practicum**— “I have been working with ANCC to identify tactics aligned with the Magnet Recognition Program strategic plan...and plan to implement a new national CNO network at the magnet Conference CNO luncheon”

New Knowledge, Innovations & Improvements  
 Exemplary Professional Practice  
 Transformational Leadership

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**Mechanisms:**

- How does DNP education promote improvements when students enter the program as experienced professionals already in leadership positions?

- ❖ “My thinking has changed”
- ❖ “Excitement & sense of camaraderie we have experienced... the group (cohort) represents nursing leaders from different levels of authority and representing many different care settings”

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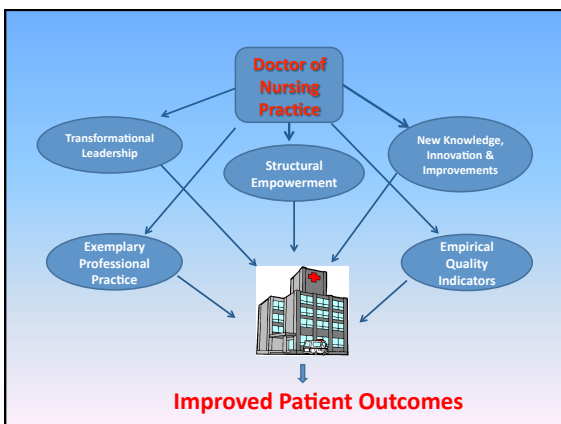
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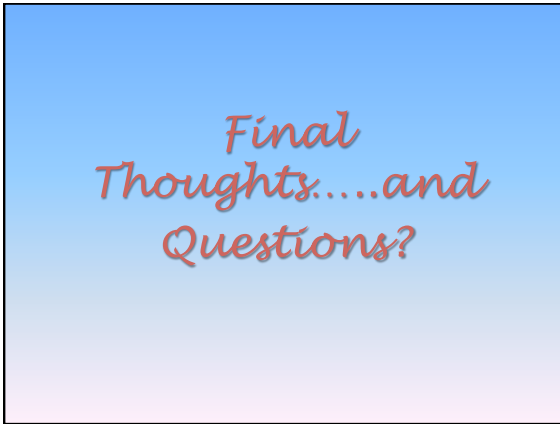
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