



Translating DNP Policy into Practice: A QI Pilot Initiative in Academia

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Objectives:

Identify unique and innovative avenues to provide students transformative opportunities to learn and operationalize health policy concepts and translate them into clinical global practice.

Methodology

A pilot curriculum change by adding clinical hours to the DNP Health Care Policy course. This descriptive-analytical study was conducted on 15 students through convenience sampling.

Data were collected by a valid reliable questionnaire, student course evaluations and anecdotal commentaries analyzed by SRIS, anecdotal, and national benchmarking.

Benchmarking

N= 40 Programs Intensive review of course POS and course description

Random and convenience

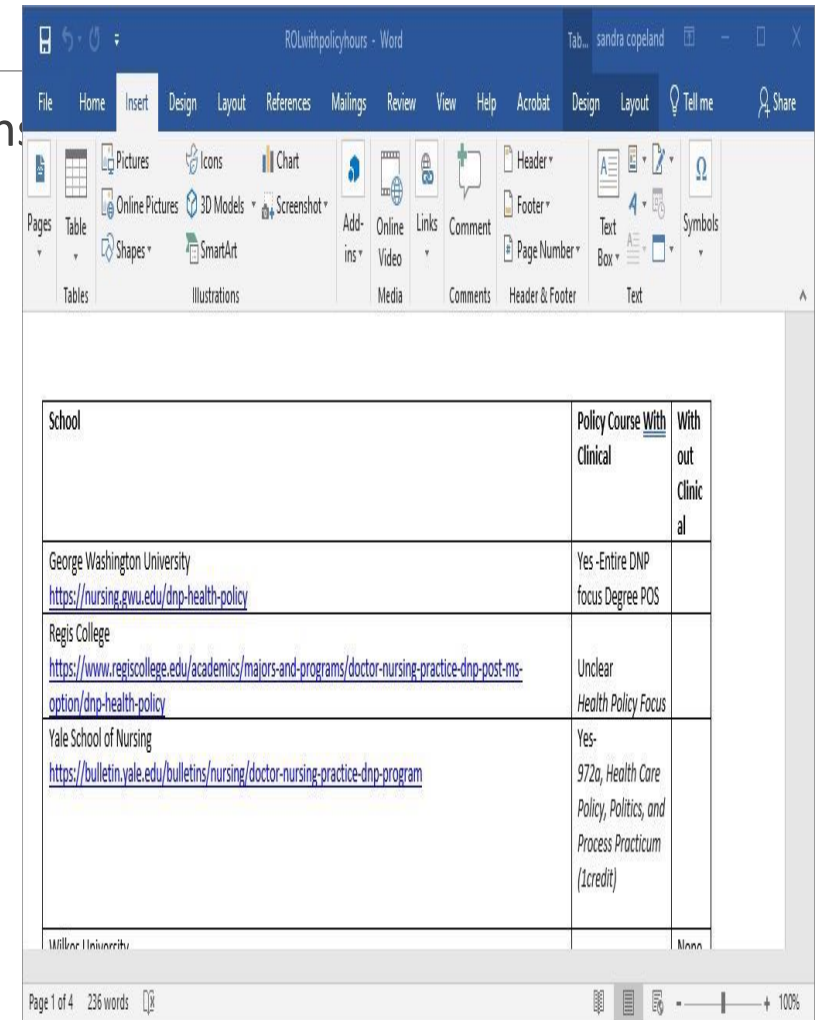
Online, Hybrid and Traditional

All 4 main geographic subgroups of U.S., no International

Three included Policy hours with policy course but as sub track

Clinical credit hours ranging from 1-3

Description varied



The screenshot shows a Microsoft Word document with a table. The table has three columns: 'School', 'Policy Course', and 'With/Without Clinical'. The rows contain data for George Washington University, Regis College, and Yale School of Nursing. The status bar at the bottom indicates 'Page 1 of 4' and '236 words'.

School	Policy Course	With/Without Clinical
George Washington University https://nursing.gwu.edu/dnp-health-policy	Yes - Entire DNP focus Degree POS	
Regis College https://www.regiscollege.edu/academics/majors-and-programs/doctor-nursing-practice-dnp-post-ms-option/dnp-health-policy	Unclear	Health Policy Focus
Yale School of Nursing https://bulletin.yale.edu/bulletins/nursing/doctor-nursing-practice-dnp-program	Yes- 972a, Health Care Policy, Politics, and Process Practicum (1credit)	
Millers University		None

Results

2016 course evaluations, 4.0 (3.6 adjusted) overall faculty and course objectives improved post intervention to 4.8 (4.2) and 2019 almost a full percentage point.

A modified engagement and political voice pre and post survey was used in the course to evaluate the clinical time added to the didactic template of the course. The student's responses increased from 0 to 50-60% increase in political engagement.

For example, "I contacted/visit public officials sometimes/never/always" was answered at 100% "never" on the pre-survey prior to clinical hours and 56.25% "sometimes" and 18.75% "always" after the clinical experience.

Engagement & Political Voice Survey

Never.

Sometimes.

Always.

Question 12

I contacted/visit public officials.

Never.

Sometimes.

Always.

Question 13

newspaper
ne.

“I contact/visit public officials”

PRE 2016

70% Never

30% Sometimes

POST 2019

10% Never

60% Sometimes

30% Always

Compared to pre 2016 and pre semester 2019

“I buy something to support the values of a company”

2016

11% Never

67% Sometimes

22% Always

2019

0% Never

25% Sometimes

75% Always

Incidental finding : no difference between men and women and men answering

Discussion

A web browser search of 40 DNP programs, determined that except for a few programs, only 1-2 offer clinical hours with their policy course.

This offering allows students to become active earlier, earn hours earlier in the program, and identify problems and back ground data such as social determinants prior to later in project development.

Conclusions

The findings indicate not only a student and faculty success in the curriculum change but a trend setting and benchmark for the DNP community.

The 2019 DNP national conference on health policy anecdotal respond was enthusiastic and online research on the topic shows the prospect to be innovative and groundbreaking.

Funding Sources/Bias

Georgia College & State University was used as the site of the research and the faculty and presenters are paid by this entity.

References

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Questions?
