

# The Doctoral Pathway into Advanced Practice

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## Disclosure presenter



✓	No (potential) conflict of interests	
✗	1. Relations that could be relevant for the meeting	<company names>
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# Objectives

- Describe two important national documents that helped to shape nursing education.
- Understand the impact of national recommendations from AACN, IOM, and ANA regarding nursing education
- Identify opportunities for a seamless transition to doctoral practice.

# National Impetus for Change

- National Academy of Medicine (formerly Institute of Medicine)
  - Strong external voice to support education reform
- National movement in nursing education
  - Provided nursing with professional support to push boundaries

# National Academy of Medicine (IOM) Future of Nursing (2010)

- Interdisciplinary visionary document
- Evidence based recommendations and key messages:
  - Nurses practice to the full extent of their education
  - Nurses achieve higher levels of education
  - Nurses should be full partners with physicians and other health professionals, in designing health care in the US

# Paradigm Shift in Nursing Education

- Promulgated by national nursing organizations
- American Association of Colleges of Nursing (AACN)
  - Endorsed the DNP degree as terminal degree in nursing practice (2005)
  - Recommended that all APN programs be DNP by 2015 (2005)
  - Endorsed DNP Essentials as curricular standards (2006)
- National Organization of NP Faculty (NONPF)
  - Established Core Competencies and Content (2017)
  - Recommended that entry level NP education move to DNP degree by 2025 (2018)
  - Endorsed the requirement of clinical practice for faculty who teach in NP programs (2017)

# Call for Action

- The Essentials of Doctoral Education for Advanced Nursing Practice (2006)
  - <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>
- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (2008)
  - <http://www.aacn.nche.edu/education-resources/APRNReport.pdf>
- Nurse Practitioner Core Competencies and Content (2017)
  - [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/2017\\_NPCoreComps\\_with\\_Curric.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/2017_NPCoreComps_with_Curric.pdf)
- Criteria for Evaluation of NP Programs (2016)
  - <http://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Criteria-Evaluation-NP-2016.pdf?ver=2017-05-17-105947-533>
- The Future of Nursing: Leading Change and Advancing Health (IOM, 2010)
  - <http://www.thefutureofnursing.org/IOM-Report>
- Commitment to Nurse Practitioner Faculty Practice (2017)
  - [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/20170909\\_final\\_commitment\\_to.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/20170909_final_commitment_to.pdf)
- The Doctor of Nursing Practice Degree: Entry to Nurse Practitioner Practice by 2025 (2018)
  - [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/dnp/v3\\_05.2018\\_NONPF\\_DNP\\_Stateme.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/dnp/v3_05.2018_NONPF_DNP_Stateme.pdf)

# New Horizons for Nursing Education

- National movement of the DNP
  - Shift toward doctoral education for practice
  - 2017
    - 303 DNP programs enrolling students
    - 124 new programs in planning stages
  - 2016
    - Over 25,000 students are enrolled in DNP
    - Over 4800 graduated with DNP degree
- New reality in nursing education and practice
  - Practice doctorate becomes the norm in service and in academia
  - Roles of APNs are evolving
  - Practice models are growing



# Shaping Academic Programs at CUSON

- Strong history and expertise in clinical education
- Universal faculty/practice model since 1986
  - Ideal faculty composition for clinical education programs
- CAP study (JAMA, 2000)
  - Provided the evidence that when biomedical outcomes are measured and NP and MD practice to the fullest, care is equitable.
  - Provided the vision for academic innovation
- Strong external voice to support education reform
- National movement in nursing

# A Look to the Future

- APNs with DNP degree are prepared to practice at the fullest extent of their education in the provision of comprehensive care and are well positioned to be an active player in the health care system

# CUSON Strategic Plan Recommendations

- Eliminate the Master of Science degree programs for advanced practice nursing and offer the Doctor of Nursing Practice degree for entry to advanced practice nursing.
- Upon completion of the DNP, graduates are eligible for APN specialty licensure and certification.

# Doctor of Nursing Practice

Post BSN

Post MSN

Post APN

# Doctor of Nursing Practice Clinical Doctorate

- The DNP is a doctoral degree that prepares nurses with the knowledge and competencies for fully accountable care across and between settings and over time.
- The DNP degree represents the highest academic preparation for nurse clinicians.
- The degree is conferred in any advanced practice nursing specialty.

# DNP Competencies in Comprehensive Care (2011)

- Domain 1: Comprehensive Clinical Care
- Domain 2: Interdisciplinary and Patient-Centered Communication
- Domain 3: Systems and Context of Care
- Domain 4: Building and Using Evidence for Best Clinical Practice
  - <http://nursing.columbia.edu/academics/academic-programs/doctoral-programs/doctor-nursing-practice/competencies>

# Doctor of Nursing Practice Clinical Doctorate

- Competencies and content were mapped against and/or are consistent with
  - AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006).
  - NONPF Core Competencies and Content (2002-2017)
  - Consensus Model for APN Education (2008)
  - Criteria for Evaluation of NP Programs (2012, 2016)

# Transition from MS to DNP for Advanced Practice Nursing

- Sequence the APN education within the DNP degree in 8 semesters (about 3 years)
- Final curricula merges the APN specialty course modules—didactic, clinical and seminar—with the support master's doctoral core courses.
- Curricular revisions were made to strengthen the courses and to reduce content redundancy
- Important new cornerstone modules in comprehensive care were added to the curriculum



# Clinical Core Focus

- Care across the continuum of settings and time
- Expansion of clinical knowledge
- Complex, comorbid, chronic conditions
- In depth clinical decision-making
- Translation of evidence to practice
- Building evidence from practice
- Emphasis on quality, evidence-based patient care
- Interdisciplinary case-based teaching method
- Synthesis of all curricular components

# Post BS DNP Curriculum

## MS and DNP Core Course

- Advanced Physio/Pathophysio
- Advanced Clinical Assessment
- Advanced Pharmacology
- Health and Social Policy
- Evidence-based Practice
- Health Promotion/Disease Prevention
- Translating and Synthesizing Evidence for Practice
- Health Policy and Advocacy
- Informatics for Practice
- Clinical Ethics
- Genomics for Advanced Practice
- Epidemiology and Environmental Factors

## APN Specialty Course/Practica

- Fundamentals of Comprehensive Care
- Seminar in Comprehensive Care
- Diagnosis and Management of Illness I, II, III and IV
- Practica I, II, III and IV
- Clinical >600 hours
- Seminars I, II, III and IV
- Residency (immersion)

# Teaching Methods

- Cohort model
- Full time
- Interdisciplinary faculty
- Teaching methodology
  - Face to face classes
  - Lecture and presentations
  - Case study method
  - Seminar
  - Simulation
  - Field experience
- Integrative residency\*\*\*
- Self study and evaluation
- Portfolio building\*\*\*

# DNP Clinical Residency: An Academic Immersion Practicum

- Integrative practicum
  - In the final year of the program
  - Coordinated by Course Director
  - Monitored by DNP faculty/adviser
  - Mentored on site by designated clinical mentor
- Guided by the CUSON DNP Competencies
- Synergy of clinical experience, scholarly activities and seminars
- Applies a model of comprehensive and continuous care
- DNP E-Portfolio documents competency-based outcomes achieved in the residency

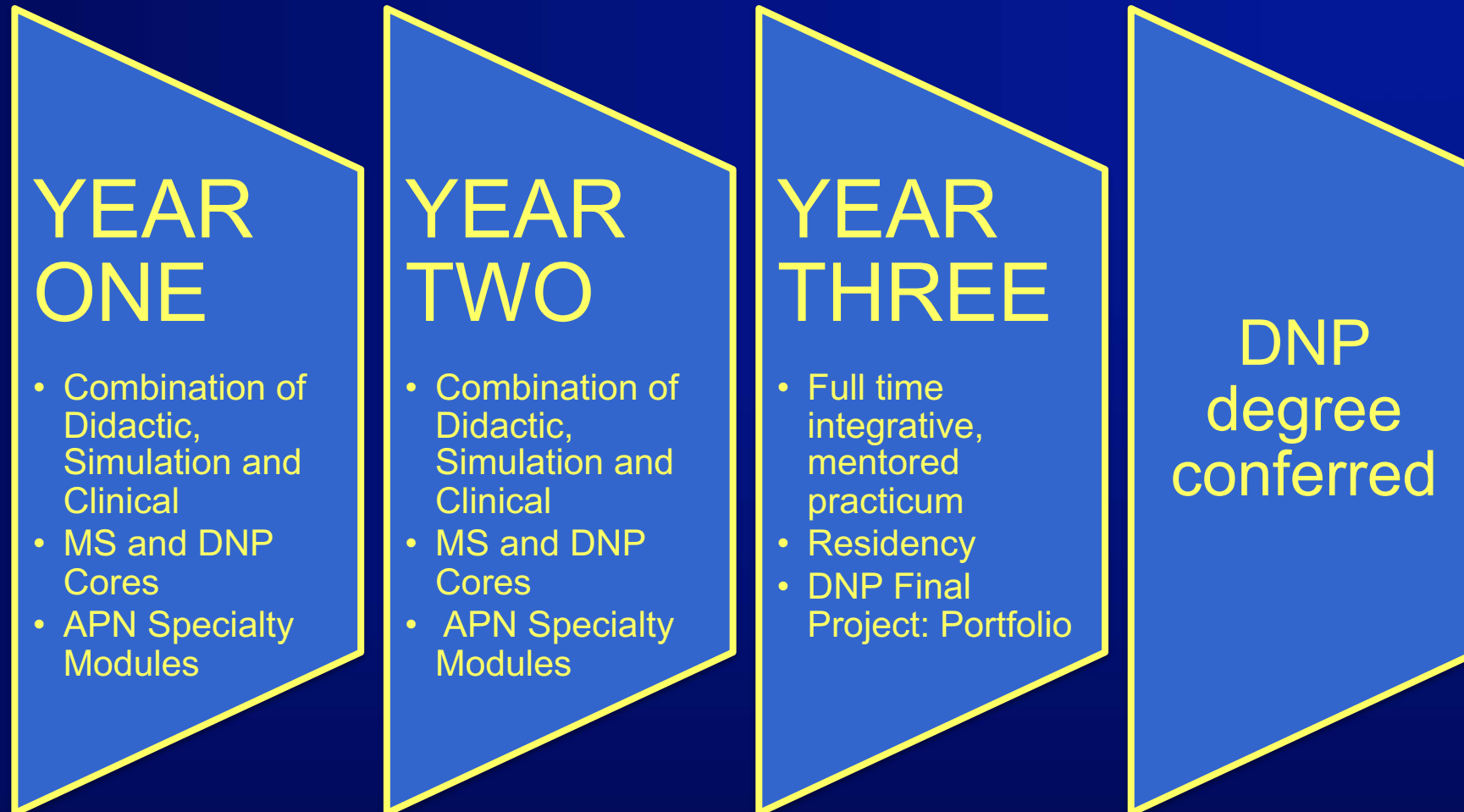
# Scholarly Project DNP E-Portfolio

- Measure of competency-based outcomes
- Case Narratives\*\*
  - In depth evidence-based studies
- Electronic log of patient encounters
- Scholarly papers and reports
- Systems oriented project
- Plan for self evaluation and continued learning
- First authored, peer reviewed publication, oral and/or poster presentation
- Curriculum Vitae

# DNP Clinical Residency: An Academic Practicum

- Preparation of APN in direct care who:
  - Has knowledge and skills for fully accountable, evidence-based care for patients across clinical sites over time
  - Has knowledge about individuals' health care needs across the lifespan
  - Analyzes and interprets evidence as the basis for health care choices
  - Engages the patient in a collaborative relationship in the provision of continuous, coordinated services that include health promotion, disease prevention, and definitive disease management.

# DNP Timeline



# References

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