Health care delivery systems complexity has increased in recent decades. Authors of recent Institute of Medicine Report; the Future of Nursing, among other authors, have challenged nurse educators to revisit how we prepare our future nurses to engage in policy advocacy and development. Through the comprehensive systematic written evaluation plan, the Doctorate of Nursing Practice (DNP) curriculum was examined for opportunities to thread further student engagement in evidenced based policy action. The faculty noted through reflective educational practice a lack of depth of policy prepared members on the current faculty. The faculty focused and honed in closer attention to health policy along with the required skill sets in the faculty recruitment process. Newly hired faculty developed and presented the concept of health policy to provide insight and common language among participants. Students were required to participate in state nurses association lobby days at the state capitol during legislative session. The next step was to embark on embedding three DNP pillars: DNP as educator, DNP as practitioner, and DNP as change agent/policy activist within course assignments to guide graduate students on the importance of moving beyond conceptualization to transformational practice.

Building upon Bennerâ€™s Model of Skill Acquisition second year DNP students who had completed a policy course were paired with policy-experienced faculty who accompanied them to lobby days at the
state capitol. This shift from educational content acquisition to lived experience sets the stage for students as agents of change.

Faculty served as active role models by leading curricular change by designing a workshop and tailoring activities to supplement nurses association agenda and strengthened assignments for first year policy course. Faculty debriefed students and peers to assess student performance during appointments and their dialogue with elected officials. Policy advocacy embedded as a common thread across the curriculum assignments to strengthen the student’s role of change agent continues to be addressed.

This session will analyze the lessons learned by DNP faculty in empowering students in their roles of political catalyst for change through thoughtful refined planning and synthesis of data, knowledge and information beyond their experience at the state capitol during lobby days.

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Key achievements during his tenure at the FBON included automating the nursing licensure process for both licensure by examination and endorsement. He implemented and coordinated the application for licensure of Clinical Nurse Specialists (CNS) and associated development of rules in Florida Administrative Code 64B9.

Rick has served in faculty positions at The Catholic University of America, School of Nursing in Washington, D.C., and George Mason University, College of Nursing and Health Sciences in Fairfax, Virginia, as well as manager of clinical operations at Walter Reed Army Medical Center in Washington, D.C. He was also a registered nurse member of the Washington, D.C., Board of Nursing, serving as chair of the Education Committee.

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**Second Author BIO:** Karla Schmitt, PhD, MPH, ARNP joined the Florida State University, College of Nursing faculty in 2010. She teaches courses on health policy, health care economics and health systems leadership practicums. Prior to joining the College of Nursing, she served as Chief, Bureau of Sexually Transmitted Diseases (STD) Prevention and Control, Florida Department of Health.

Key recent policy achievements and major initiatives: 1) directed development of replacement case management and surveillance system PRISMA©™ the first web-based system in the country; 2) directed developed of STD Prevention CertificationÂ©™ the first program in the country for STD
prevention and intervention professionals; 3) lead comprehensive rewrite of Florida Administrative Code 64D-3 control of communicable diseases and conditions which may significantly affect public health; 4) served as department wide liaison to review all surveillance and case reporting systems to assess options for improved efficiency and utilization of electronic laboratory enhancement; and 5) managed the statewide Sexually Transmitted Disease Prevention and Control Program.

Karla’s funded areas of research interest include chlamydia and gonorrhea on-line testing accompanied with tailored messaging.

Other Author BIO:

**Question 1:** 1 â€“ DNP graduates are prepared to design, influence, and implement health care policies that frame health care financing, practice regulation, access, safety, quality, and efficacy? Answer: This is detailed in DNP Essential, V.

**Question 2:** 2 â€“ DNP faculty should assist DNP students in the acquisition of the capacity to...? Answer: â€¢ Engage proactively in the development and implementation of health policy at all levels, including institutional, local, state, regional, federal, and inter...

**Question 3:** 3 â€“ What role does DNP faculty play in facilitating the development of policy skills set in DNP graduates? Answer: DNP faculty will delineate through modeling how DNP leadership in policy formation can transform advanced nursing provisions, research, e...

**Question 4:** 4 â€“ The Doctor of Nursing (ND) degree was the precursor, which has lead to the transition to the new degree? Answer: The Doctorate of Nursing Practice (DNP)

**Question 5:** 5 â€“ Engagement in the policy process should prepare DNP graduates to...? Answer: Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholder