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

Purpose:

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

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
Making return to school feasible:

1st 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

2nd 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)

Facilitated by:
- Entry into program 3 X/year
- Flexible curriculum

Cohort membership:
- Individual student → snowball effect
- Within organizations
DETAILS.

- STATE APPROVAL
- SITE CONTRACT

Cohorts to date:
- Hawaii
- Connecticut
- New Jersey
- New Hampshire
- Virginia
- Arizona
- California
- Florida

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
Magnet Domains:

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

DNP Essentials

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

How Do These Relate?
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

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

“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”
“..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”

“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”

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
“Rapid Response Team for the Violation of the Code of Professionalism (COP)” (Monica Latayan, DNP, RN)
- Disruptive behavior by healthcare professionals impacts communication & can lead to 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
- Member of Professionalism Design Team at Medical School
  Exemplary Professional Practice
  New knowledge, Innovations & Improvements

“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

“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
“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

“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

“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
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”

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”

New Knowledge, Innovations & Improvements
Exemplary Professional Practice
Transformational Leadership

Improved Patient Outcomes
Final Thoughts...and Questions?