

Utility of the DNP as Trauma Program Manager

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Purpose

Illustrate how DNP preparation is uniquely suited to the role, scope, and responsibility of the trauma program manager.

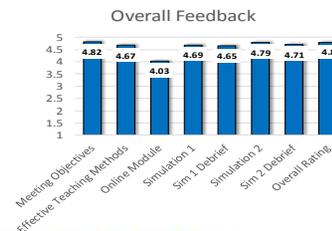
In this role, it is possible to sustain interprofessional trauma-related scholarly projects that are closely related to the essentials of DNP education.

8 Essentials of DNP Preparation

- Scientific Underpinnings for Practice
- Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- Health Care Policy for Advocacy in Health Care
- Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Clinical Prevention and Population Health for Improving the Nation's Health
- Advanced Nursing Practice

Trauma Program Manager

- Imaging Gently Protocols
- Interprofessional QI monitoring for Pediatric Trauma, system QI committees
- Integration of trauma narrator education and manipulation of EPIC data for PI use
- NY STAC, meeting with legislators, outreach events
- Interprofessional simulation, ATLS/ATCN education collaborative
- Outreach: STB, distracted driving, health fairs
- Integrating education for trauma nursing in all areas of care, rounding with PICU



Qualitative Feedback

What do you intend to do with the knowledge and skills learned during this course? (n=38)

- Apply to my practice (32%)
- Faster better communication/team habits (21%)

What factors, if any, are barriers to implementing your new knowledge and skills? (n=28)

- None (25%)
- # of trauma activations in the hospital (21%)

What topic/activity was most useful and why? (n=38)

- Hands on with all team, real situation, high fidelity, couldn't be better (39%)
- Simulation & debriefing – allowed to act and reflect (18%)

What topic/activity was not helpful and why? (n=21)

- The online materials could be improved, the quiz was too easy (38%)
- None at this time (29%)

Results

- Newly established educational program and simulations were well received by the participants
- Findings revealed teams with a strong leader scored positively for both team functioning and clinical performance
- Several areas for continued growth were identified
- Logistical details such as scheduling, equipment set-up/take-down, stakeholder buy-in, and validation for continued program funding were confirmed

Conclusion

- Provided participants with a baseline of education and the opportunity to practice pediatric trauma resuscitation using a simulated scenario that allowed for assessment of team functioning and clinical
- Results reinforce the acceptance of interprofessional education, and identify subject matter for future educational programs.
- DNP education program essentials mirror many job duties for trauma program manager
- Not yet ready to require DNP, but could certainly list as preferred criteria