

# OUTCOMES

THE E-NEWSLETTER OF  
DOCTORS OF NURSING PRACTICE, INC.



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**Editor**

David G. Campbell-O'Dell  
DNP, ARNP, FNP-BC, FAANP

NOVEMBER



## 2018 DNP Palm Springs Conference Issue



2019 12th National Conference Washington, DC

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# 2018 DNP Conference Palm Springs

### Stress Manifestations in Patients and Families after Critical Illness

**Purpose**  
The purpose of this study was to determine the prevalence of stress manifestations in patients and families after critical illness and to identify factors associated with stress.

**Methods**  
A descriptive study was conducted in a tertiary care hospital. Data were collected from 100 patients and their family members who were discharged from the intensive care unit (ICU) after a critical illness. The study was conducted over a 6-month period.

**Results**  
The prevalence of stress manifestations in patients and families was 75%. The most common stressor was the patient's condition (65%). Other stressors included the patient's length of stay (55%), the patient's discharge (45%), and the patient's financial situation (40%).

**Conclusions**  
The study found that stress manifestations are common in patients and families after critical illness. The most common stressor was the patient's condition. Other stressors included the patient's length of stay, the patient's discharge, and the patient's financial situation.



### ACADEMIA MENTEE & ALL THAT JAZZ: SUSTAINING THE NEXT GENERATION

**Significance**  
In the United States over 50,000 potential nursing school applicants are trained every year. Higher education is a significant barrier to entry into the profession. The purpose of this study was to determine the prevalence of stress manifestations in students and faculty members who are involved in mentoring programs.

**Findings**  
The study found that mentoring programs are effective in reducing stress and increasing the success of new nursing faculty. The most common stressor was the lack of support from the institution (60%). Other stressors included the lack of time (50%), the lack of resources (45%), and the lack of recognition (40%).

**Recommendations**  
Mentoring programs should be implemented in all nursing schools. Resources and time must be available for the development of mentoring programs. Clear goals should be established for both the mentee and the mentor. Increased opportunities for Masters of Education and Certification should be provided. Encouragement within the academic organization is essential. Generational differences must be embraced for productive relationships. Through active participation and observation, the mentee will assume the role of mentor to novice faculty.



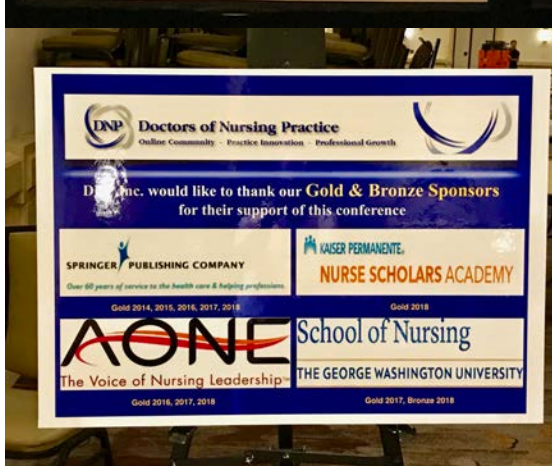
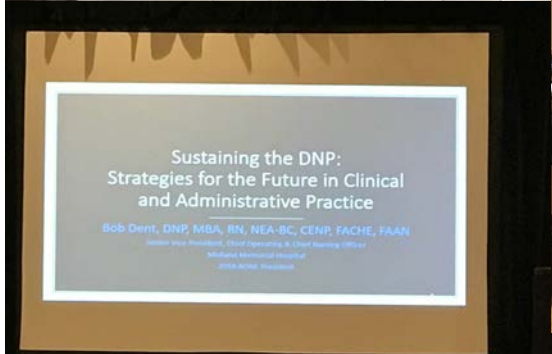
### Problem Based Learning and Wiki Tools Support DNP Students Achieving Collaboration Across Disciplines in Order to Improve Health Care Outcomes

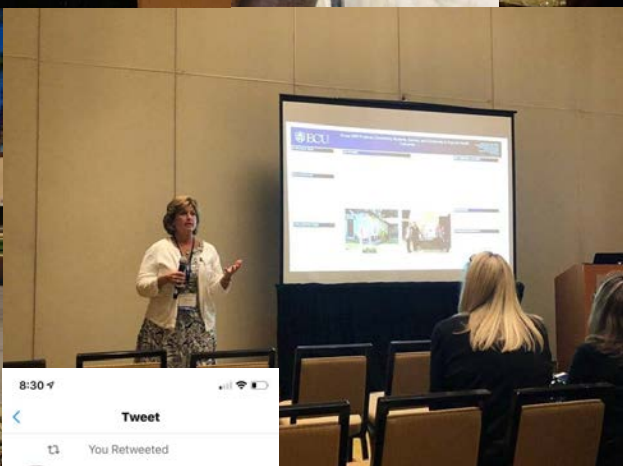
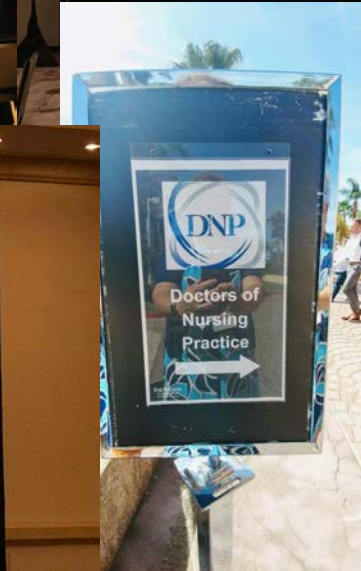
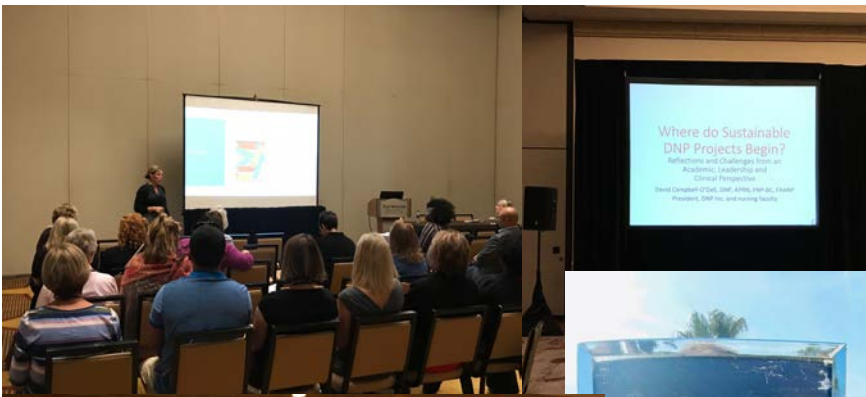
**Objectives**  
The purpose of this study was to determine the effectiveness of problem-based learning (PBL) and Wiki tools in supporting DNP students in achieving collaboration across disciplines in order to improve health care outcomes.

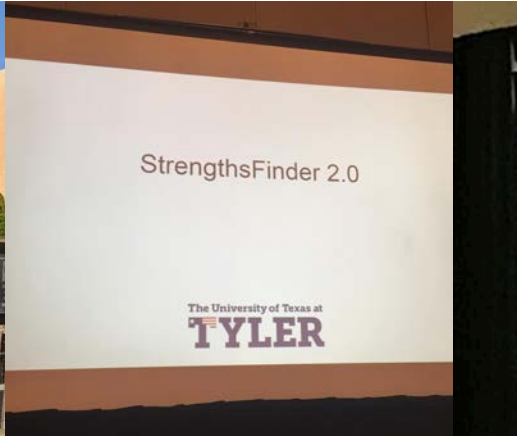
**Methods**  
A descriptive study was conducted in a tertiary care hospital. Data were collected from 100 DNP students who were enrolled in a PBL program. The study was conducted over a 6-month period.

**Results**  
The study found that PBL and Wiki tools were effective in supporting DNP students in achieving collaboration across disciplines in order to improve health care outcomes. The most common benefit was the increased use of interdisciplinary collaboration (80%). Other benefits included the increased use of technology (70%), the increased use of evidence-based practice (60%), and the increased use of patient-centered care (50%).









**2018 Volunteers**

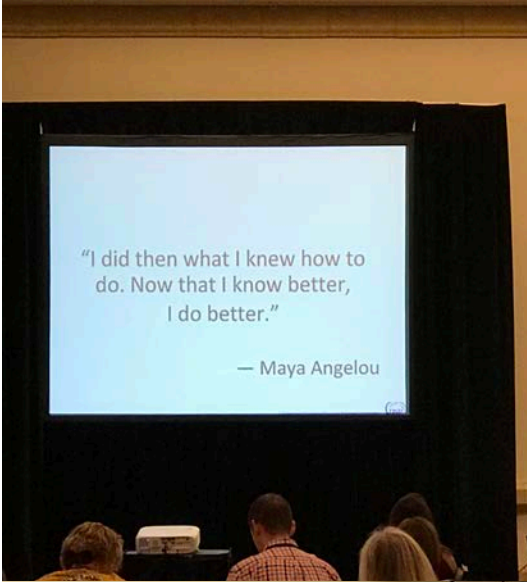
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**2018 Keynote Speaker**

Thursday September 27, 2018 4:30PM

**Sustaining the DNP:  
 Strategies for the Future in Clinical and Administrative Practice**

Bob Dent, DNP, MBA, RN, NEA-BC, CENP, FACHE, FAAN  
 2018 President, American Organization of Nurse Executives



## Creating Harmony Between Nursing Education and DNP Scholars

Nursing education has been called to transform curricula to guide students through contextual learning experiences and engage them in critical conversations, all essential in nursing education today (Forneris, 2016). The use of high-quality simulation and debriefing methods is necessary if we are to enhance student learning and impact patient care outcomes. Advantages of simulated learning is that it gives opportunity for the students to visually experience a crisis before it happens in a clinical setting. It gives opportunity for the students to reflect on their performance in a non-threatening environment, gives scope for creating scenario's that are rare and of high risk in nature. Simulation scenario provides opportunity to develop the nursing student's ability to make decisions applying the principles of critical thinking. But, we need increased cooperation between nursing education and DNP scholars in simulation.

The National League of Nursing (NLN) supports nurse educators who prepare the next generation of caregivers. The NLN has been a driving force in the development of simulation as a core learning methodology for nurses and have partnered with Laerdal in this goal. Together, they provide continuous support along the journey to high quality simulation by having The Simulation Education Solutions for Nursing (SESN) and NLN workshops designed to assist school of nursing to enhance their curricula. Go to <http://www.nln.org/centers-for-nursing-education/nln-center-for-innovation-in-simulation-and-technology2> to learn more.

Of important note, the NLN distinguishes that there is a difference in the skill set and preparation of nurse educators v nurses obtaining the Doctor of Nursing Practice (DNP) degree. Having the DNP degree does not guarantee nursing education skills. However, the two sets of knowledge can enhance one another. For example, I have identified a problem that new nurses may not have critical thinking skills to make them successful as new graduates. I can use my DNP skills to guide the process for improvement. Since I am a trained nurse educator, I can couple the DNP skill with my simulation skills to help bridge this gap that can impact patients. What is the impact of high-fidelity simulation on the critical thinking skills of new graduates? Does improving critical thinking skills, via simulation, improve their retention and satisfaction in the work setting? To answer these questions, I must be BOTH a nurse educator and a DNP scholar.

Until recently there were no common standards for best practice in simulation as a learning tool in the healthcare disciplines. Newly published standards by the International Nursing Association for Clinical Simulation and Learning (INACSL) address this deficit (Chee, 2014). Organizational and Systems Leadership for Quality Improvement and Systems Thinking is a DNP essential I'm particularly focusing on in for my DNP project. The project will work with Director of Quality Improvement and examine the current curriculum of nurse education in simulation practice. The project will assist with simulation standards, simulation design, do's and don'ts, professional integrity and debriefing objectives outlines per INACSL. I'm encouraged by faculties openness to incorporate change. The findings from this project could then be used to improve the quality of my organizations overall use and implementation of simulation practice. There is harmony between nursing education and DNP scholarship.

### References

Chee, J. (2014). Clinical simulation using deliberate practice in nursing education: A Wilsonian concept analysis. *Nurse Education In Practice, 14*(3), 247-252.

Desrosiers, S., Parker, L., Baylon, C., Kruger, R., & Ford, A. (2016). Pushing the Boundaries of Critical Care Nursing Education: The Experience of Operationalizing a Complex High-Fidelity Simulation...Dynamics of Critical Care 2016 in Charlottetown, PE, September 25-27, 2016. *Canadian Journal Of Critical Care Nursing, 27*(2), 18.

Forneris, S. G. (2016). Simulation Education Solutions for Nursing. *Nursing Education Perspectives (National League For Nursing), 37*(2), 122.



**Veronica Eubank**  
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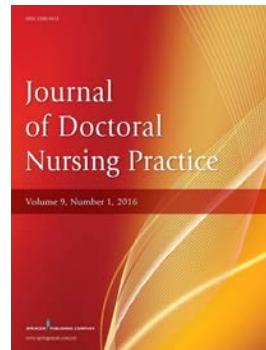
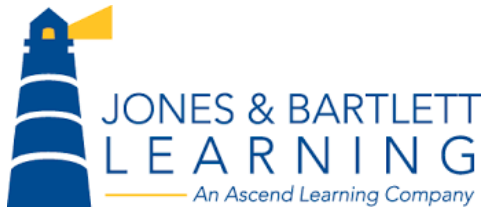


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# CONVERSATIONS OVERHEARD IN THE DNP ONLINE COMMUNITY

## Conversations Overheard in the DNP Online Community

[Feedback Requested-Share your Mentoring Story](#) by Lisa Wallace.

[FNPs needed for a Research Study to help our profession!](#) By Katelyn Anhut.

[Mentorship and Collaboration](#) by Michelle Macdonald.

[Non-clinical DNP in Public Health Nursing](#) by Vivianne S. Jakobs.

[Imposter Syndrome](#) by Margaret Baker.

[DNP Essentials](#) – a Question by Marilyn Elaine Sims Whitening.

[Please Call Me Doctor](#) – an article by a colleague in the Scientific American Blog Network

### DNP Groups of Interest: (the latest activity in the Online Community)

[Gonzaga University DNP alumni and students](#)

[Purdue University Global-DNP](#)

[American Sentinel University - DNP](#)

[Comprehensive Complex Care DNP](#)

[DNP of Color - DOCs](#)

### Events of Interest to DNP Students and Graduates

[AACN: Fall Executive Development Series, Faculty Development Conference, and Baccalaureate Education Conference](#), November 14-17, 2018

[National Organization of Nurse Practitioner Faculty Special Topics Conference](#), December 6-7, 2018

[AACN: Faculty Practice Pre-Conference, Research Leadership Network Program, Doctoral Education Conference](#), January 16-19, 2019

If you know of an event that supports the growth and development of nursing colleagues, please post it to the EVENTS page. It's free, and reaches thousands every month. Click the ADD button on [this page](#) to post an event.

## ADVERTISE IN OUTCOMES



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## OCTOBER 2018 DNP, INC SURVEY RESULTS

October 2018 Survey explored of the interest the DNP graduate may have in earning another degree. The results are revealing. See what you think.

Question 1: I have thought about going back to school to augment my degree by earning a post-graduate certificate.

27% very much to absolutely, 73% somewhat to not at all

Question 2: If there was a post-doctorate fellowship for the DNP prepared professional, I would consider this option.

34% very much to absolutely, 66% somewhat to not at all

Question 3: Earning the PhD is a professional and career goal that I am considering.

7% very much to absolutely, 93% somewhat to not at all

Question 4: Additional education is likely to enhance my current career options.

27% very much to absolutely, 73% somewhat to not at all

Question 5: The option for growth in a career in academia requires an additional degree, such as the PhD degree.

27% very much to absolutely, 73% somewhat to not at all

Do these findings reflect your point of view?

Click [HERE](#) to take the November 2018 Survey



# ORGANIZATIONAL UPDATE

Sharing steps of growth is exciting. We are in the process of updating the appearance of the DNP Inc. website with added features and increase speed. It's also exciting to share that partnerships with continuing education companies and services, along with a collaboration with the Journal of Doctoral Nursing Practice are being developed. Stay tuned for changes and expansions in these areas.

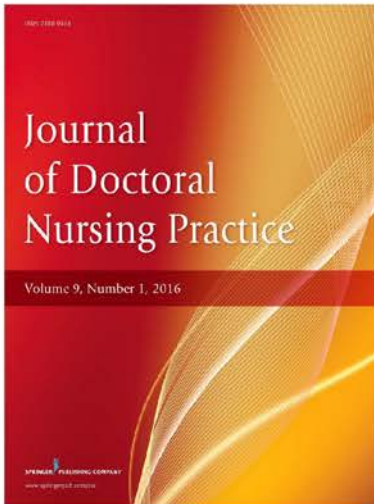
The 2018 National Doctors of Nursing Practice Conference has provided plenty of opportunity for growth and development of content for the 2019 event and beyond. The demographics of the 11<sup>th</sup> National DNP Conference in Palm Springs shows us that 57% of attendees were nurse practitioners, 34% were RNs, and 16% other. 79% of attendees had an earned doctoral degree. 52% worked in a university or academic setting while 34% worked in a hospital, and 24% worked in a clinic environment. 72% attended the conference for the educational and content information, while 33% attended for networking opportunities.

Comments and recommendations for future conferences pointed to administrative practice, policy, future trends in technology, and ongoing techniques of applying evidence to practice to improve outcomes. These suggestions will indeed be incorporated into future conference and organizational activities.

Mark your calendar for the 12<sup>th</sup> National DNP National Conference to take place August 7-9, 2019 at the Fairmont Washington, DC Georgetown. We look forward to seeing you there!

## Useful Links

[DNP PROGRAM LIST](#)[FACULTY RESOURCES](#)[INDIVIDUAL BLOGS](#)[VALUABLE LINKS](#)[CAREER LISTINGS](#)[GROUP PAGES](#)[DNP PROJECT REPOSITORY](#)[MULTIPLE FORUM TOPICS](#)[GRANTS AND SCHOLARSHIPS](#)[ADVERTISING OPTIONS](#)



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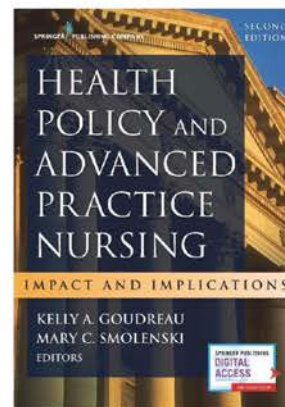
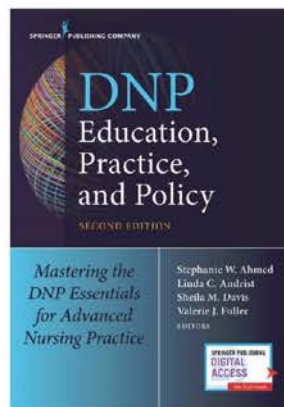
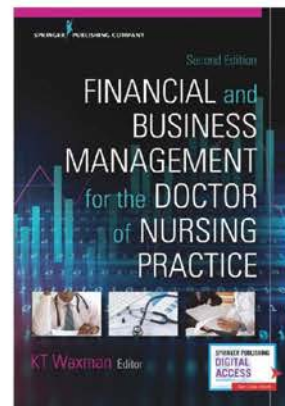
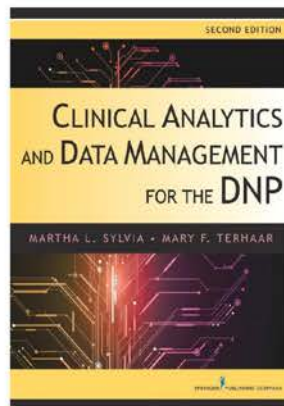
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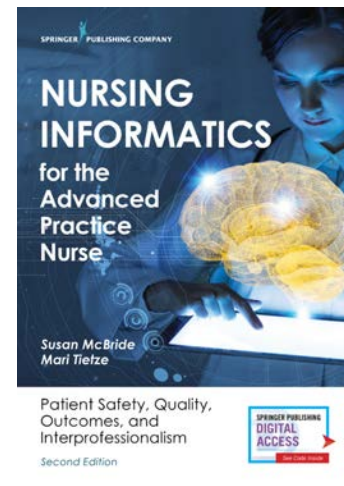
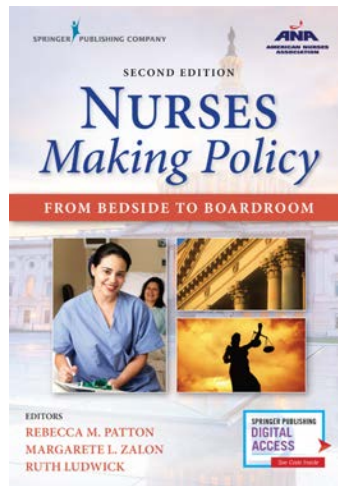
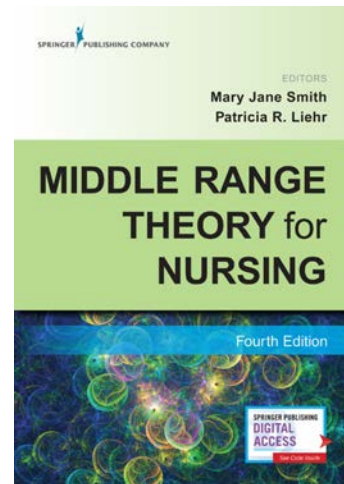
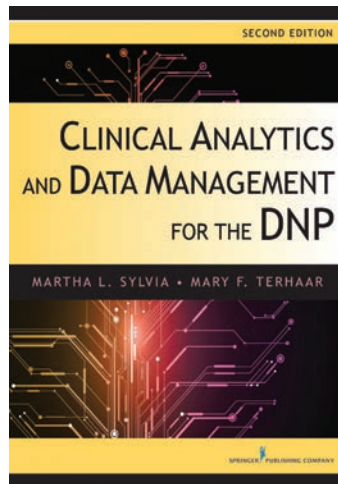
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# DNP, INC. REPOSITORY FEATURED PROJECTS

## DOCTORAL PROJECT REPOSITORY

### Project Submission



### Project Repository



The contributions and posting of doctoral projects in the DNP repository continues to reflect the skills and talents of DNP prepared colleagues. Here's a sample of what can be found in the [DNP Doctoral Project Repository](#):

[Creating Pathways of Care: A Multidisciplinary Approach to Increasing Screening and Treatment of Postpartum Depression within a Rural Health Clinic](#) by Dr. Holly T. Kralj, a graduate of the University of Hawaii Manoa.

[Educate to Vaccinate](#), by Dr. Kayla Lynn Madison, a graduate of Bradley University.

[A Mobile Phone HIV Medication Adherence Intervention: Care4Today Mobile Health Manager](#) by Dr. C. Andrew Martin, a graduate of Carlow University.

[DKA Protocols and the Relationship between Nurse-Reported Autonomy and Decision-Making](#) by Dr. Kari J. Morris, a graduate of Chamberlain University.

[Quality Improvement-Translation of Clinical Practice Guidelines for Childhood Obesity by Primary Care Providers](#) by Dr. Nirandorn Neville, a graduate of Touro University Nevada.

**The Doctoral Project Repository is an archive of curated documents. This archive is not peer-reviewed and does not replace or presume any publication effort. Each listing is owned by the individual that uploads the completed academic scholarly practice project. This service allows you to share ideas and work products into both the scholarly and consumer communities.**

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