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



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Editor

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

AUGUST



Join us in the desert!
The 11th National Doctors of Nursing Practice Conference Palm Springs
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September 27-29, 2018



2018 FACULTY

Ways to Improve Stress While Working on Your DNP Project

There are many things that bring stress to our lives. However, as an DNP student, the biggest stress that adds to our busy lives is the dreaded and feared DNP project. From figuring out what topic you want to focus on to getting approval from the IRB, it is a very stressful time in our lives. While working on my project that focuses on managing diabetes distress and using psychosocial interventions to improve diabetes distress, I found many tips that can be used for daily use for people especially DNP students.

Step 1: Find a place where you leave all your worries behind. My favorite places were the day spa and the nail salon. I can spend hours in a day spa relaxing while also taking some time to update my schedule for the week. At the nail salon, I can close my eyes and dream of anything. My advice for you is to find your mini getaway. It can be the gym, the movies, eating out with friends, going to museums, and etc. Always create time for this, you need it. It keeps you sane in the project planning process.

Step 2: Know your DNP cohort. I noticed the DNP cohort is another group of friends and colleagues that understand your struggles. Their presence alone can motivate you to continue and finish your project. I have phone numbers of several DNP students. When you feel like crying your heart out, call one of them. I call them “The Crew”, you always need one. They help you stay on tract and motivate you to finish the semester strong.

Step 3: Create a “me” time. This can relate to step 1. My “me time” includes drawing, painting, and listening to hip hop music. Do this at least once week or more. This allows you to remove the worries and replace it with motivation towards each step of the DNP project.

Step 4: Find your “go to” person. For me, I will go to a counselor, talk about my week and go over techniques to have an effective progress towards my goals. Stop worrying about things you can’t change such as time to get IRB approval. Use this time to get other work done, such as working on 500 hours for implementation. Contact your chair and co-chair of your project, they are helpful and are there to provide guidance and mentorship throughout the DNP project process.

Step 5: Create a plan. Take the time and create a plan to start and finish the project. DO NOT procrastinate, I repeat DO NOT procrastinate. Day by day work on an aspect of your project for an hour or 2. Do not wait till the last minute, you will drown. Every week update the plan. Use a calendar to know deadlines. Be on top of your work. Always plan to have several people proofread your work

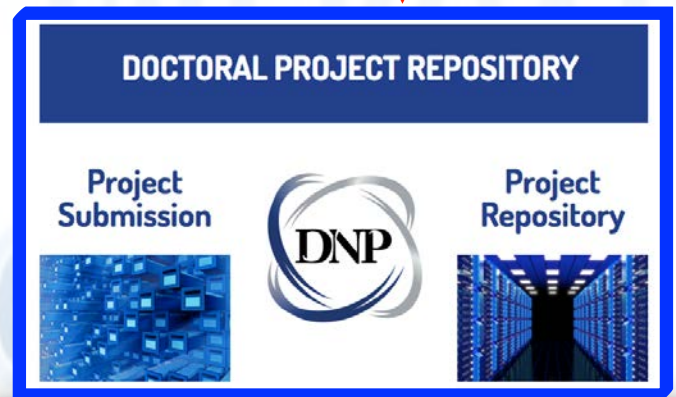
These were some tips that keep me sane through this process. I hope this will help you on your journey to starting and completing your project.



Madeleine Eugene
Rutgers University, Adult-Gerontology
Primary Care Nurse Practitioner
DNP Program Student



**NEW FOR 2018
FROM *DNP, INC.***



- *Showcase DNP practice projects to share outcomes with colleagues and consumers.*
- *Educate patients, organizations and health care systems on the contributions of the DNP prepared nursing professional.*
- *Support DNP educational programs and practice partners to demonstrate the influence of the DNP prepared nurse.*
- *One time charge per student listing of \$30 to defray cost of repository development and maintenance.*



**CLICK *HERE*
FOR MORE
INFORMATION**

Julie Ann McAfooes

Another Colleague Leaves Us

Perhaps you did not know Julie McAfooes. She was an unassuming yet dedicated nursing professional that contributed to nursing education efforts nationally and more specifically to Chamberlain University. She was a National League of Nursing Fellow and a major contributor to simulation for nursing students at all levels.

Our friend Julie McAfooes passed away on July 7, 2018. Family, friends, and professional colleagues will miss her. Those that may not have known her will have the honor of benefiting from her enduring contributions to our profession. Rest in peace, Julie.

Julie was a long time nurse educator, achieving her Masters Degree in Nursing from Ohio State University. Julie was a long time employee of Chamberlain College of Nursing, leading the RNBSN program. She was a pioneer in many things, particularly in the world of informatics, innovation and simulation. Most recently leading the way by co authoring a first of its kind book on simulation in nursing education with several Chamberlain colleagues. She contributed and authored many books presented at various conferences and published numerous articles throughout her gifted career in nursing. Julie was highly accomplished as a Fellow of the American Academy of Nursing (FAAN) and a Fellow in the Academy of Nursing Education (ANEF). She also served as a steering committee member for the Ohio Action Coalition via the Ohio League for Nursing.

[For more information please click into this link.](#)



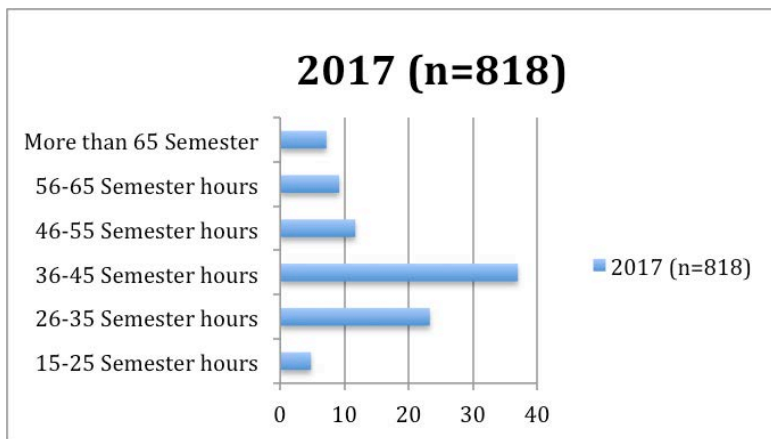
The Rigor of Earning the DNP Degree

Recently I viewed a post on Facebook by a colleague requesting the help of others to identify DNP academic programs that met certain criteria. In essence the writer was looking for BSN to DNP programs that could be completed in 3 years, and MSN programs that are no more than 1 year long. The premise was that the DNP degree is not equivalent to a PhD and should not have the rigor or time commitment to complete the process of earning this degree.

While we are all entitled to our thoughts and choices, I was somewhat surprised that the writer did not see that if the DNP degree is to be considered the terminal practice degree of nursing that it should parallel the rigor of other disciplines. If other professions, such as medicine, law, pharmacy, physical therapy and social work have demands of rigor regarding the educational process of a terminal practice degree, how do we benefit from an abbreviated or truncated program? If though these other disciplines have their own directives and expectations, do we as professional nurses harm ourselves to insist on the minimum number of hours to complete a terminal degree? Time will tell, and all efforts contribute to the conversation and efforts to build the discipline and improve outcomes.

Still, the challenge supports a reason for introspection of our educational processes. What is the average number of credit hours reflecting DNP programs? The 2017 DNP Outcomes survey revealed that 40% of DNP programs require between 36-45 Semester hours (or up to 67.5 Quarter hours) of credit to complete an MSN to DNP program. Programs that require between 26-35 Semester hours (or up to 52.5 Quarter hours) of MSN to DNP credit hour requirements reflect about 23%. Programs that require between 15-25 Semester hours reflect about 5% of the programs in the United States. On the opposite end of this spectrum approximately 26% of programs require more than 46 credit hours to earn a DNP with an MSN entry into the program.

This raises the question, do we want it cheap, fast, or high quality: Pick two, as all three are impossible. Students and future DNP graduate indeed have options. Our choices now will impact the caliber of our contributions in the future.



In future articles we will explore how respondents to the DNP national outcomes survey responded regarding their perception of how the Eight Essentials of DNP Education were successfully met in their respective DNP programs, and will also explore the number of DNP prepared faculty teaching in DNP programs. These numbers may surprise you.

Please share this information with colleagues.

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CONVERSATIONS OVERHEARD IN THE DNP ONLINE COMMUNITY

[DNP Project Long Term Success Survey](#) is an important study initiated by our colleague Dr. Colleen Manzetti.

You are invited to learn about a research study examining the capacity of a DNP Project to maintain its programming and benefits overtime, known as **sustainability**. Your participation can help identify strengths and barriers to sustaining these projects after the DNP student moves on. This information may better position future DNP projects for long term success. The survey will take approximately 15-20 minutes to complete. To learn more about the study click on the following link which will bring you to the Invitation to participate in the Study.

[Ethics Survey of Nursing Leaders](#) is a study sponsored by faculty colleagues at Old Dominion University and Paracelsus Medical University in Salzburg, Austria.

What keeps you up at night? Are their experiences in your practice as a DNP nurse leader (Nurse Executive/Leader or an Advanced Practice Nurse) that give you 'pause' and create that feeling of unease as you unwind and debrief from your day? Are there patient and family stories that stick with you long after they should? Are there systems-level issues that create angst in your role as a leader? Thinking about how DNP prepared nurse leaders answer this question of "What keeps you up at night?" is important. As educators of the next generation of DNP prepared nurse leaders, we are interested in exploring the ethical landscape in order to better prepare our graduates to fully function as ethical leaders.

We invite you to formally participate in the conversation by completing an anonymous survey.

[Stop what you are Doing: The very first thing to do when faced with a problem](#). This inspiring blog by a long-time contributor and colleagues, Eileen O'Grady, may be the best message you read all week.

[Tennessee NP Participation Needed](#) for a study that evaluates political astuteness. Traci Herrell creates the study. If you live in the great state of Tennessee, please participate in this survey. The purpose of this research is part of a Doctor of Nursing Practice project with the following objectives:

- To measure a baseline political astuteness in TN NPs
- To identify demographic strengths and weaknesses from baseline astuteness
- To develop recommendations to promote improved political astuteness in TN NPs
- To explain how political astuteness can promote political activity
- To inform NPs how political astuteness and activity can lead to policy recommendations for increased scope of practice in restrictive settings

[DNP Role Study](#) is the work of our colleague, Karen Mary Roush at the University of Massachusetts at Dartmouth. The goal of the study is to examine how the DNP degree has influenced the nursing career, roles or clinical practice. Please support the expansion of knowledge.

If you are a nurse practitioner who returned to school to obtain a post-Masters DNP degree and graduated within the last 5 years please consider participating in this study. You can participate in an interview via Zoom, an online video conferencing platform, or you can complete the questionnaire online at the link below. Participation should take about 30 minutes.

DNP Groups of Interest:

- [Southeastern DNP Geriatric Specialization](#)
- [Dermatology Advanced Practice Groups](#)
- [Executive Leader DNP](#)
- [Executive Leadership DNP](#)
- [Midwest DNP Clinical Scholars](#)

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

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JULY 2018 DNP, INC SURVEY RESULTS

July 2018 Survey Results: Operationalizing the skills of DNP graduates

The July 2018 survey requested feedback and perceptions of the intensity of DNP education. The results are a little surprising.

Question 1: As a DNP prepared graduate I am able to implement the tenets of this degree in my place of work.

47% very much to absolutely, 53% somewhat to not at all

Question 2: I am able to operationalize my education into my current work environment.

47% very much to absolutely, 53% somewhat to not at all

Question 3: The foundations of DNP education coincide with the needs of my career trajectory.

81% very much to absolutely, 19% somewhat to not at all

Question 4: The skills gained as a result of my DNP educational efforts have enhanced my ability to improve health care outcomes.

76% very much to absolutely, 24% somewhat to not at all

Question 5: I am frustrated with my position after earning the DNP degree as it has not altered or improved my ability to expand my career opportunities.

35% very much to absolutely, 65% somewhat to not at all

The results of this survey are very suggest that DNP prepared graduates consider the degree as valuable in a career trajectory, but are not able to fully implement the skills learned while earning the degree.

What do you think? Do these findings reflect your point of view?

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



ORGANIZATIONAL UPDATE

No man is an island,
Entire of itself,
Every man is a piece of the continent,
A part of the main,
If a clod be washed away by the sea,
Europe is the less.
As well as if a promontory were.
As well as if a manor of they friend's
Or of thine own were:
Any man's death diminishes me,
Because I am involved in mankind,
And therefore never send to know for whom the bell tolls;
It tolls for thee.

John Donne, 1624

This classic poem underscores our interconnection as communities, nations, and humanity. What we witness in the current news and throughout history points to the holism of who we are as a species. This can be translated to our efforts to build the profession of nursing through the DNP degree. When a colleague makes comments that detract from the collective efforts of the discipline, we are all harmed. When one individual lifts up another, we all benefit.

The efforts of Doctors of Nursing Practice, Inc. aim to assist in building connectivity and collaboration among all that are interested in how the nursing profession can improve outcomes. This includes a wide range of skills and talents. We do not function in isolation. Our efforts do indeed make an impact and our wish is that all will continue to contribute, encourage, and promote colleagues as we press forward together.

Useful Links

[DNP PROGRAM LIST](#)

[FACULTY
RESOURCES](#)

[INDIVIDUAL BLOGS](#)

[VALUABLE LINKS](#)

[CAREER LISTINGS](#)

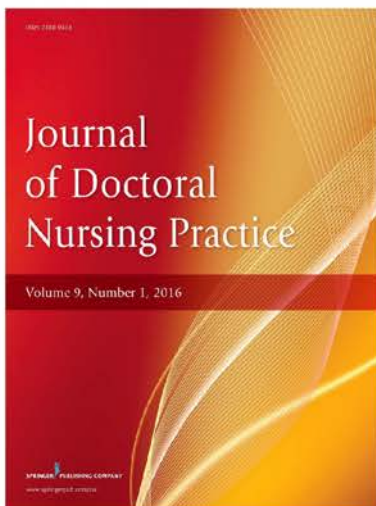
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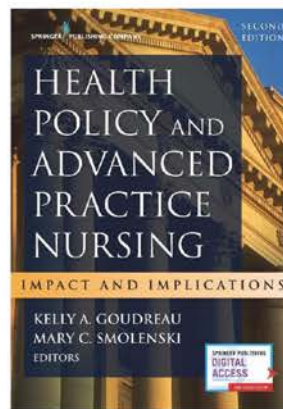
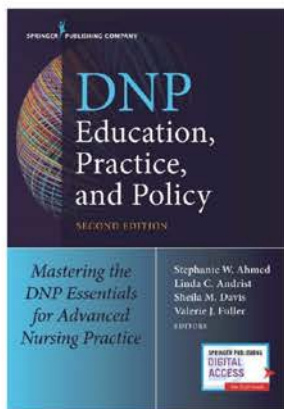
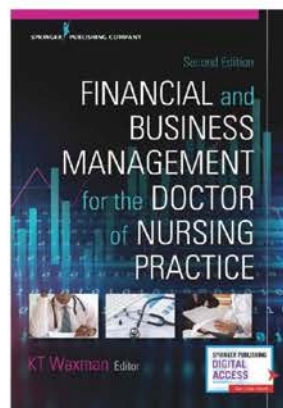
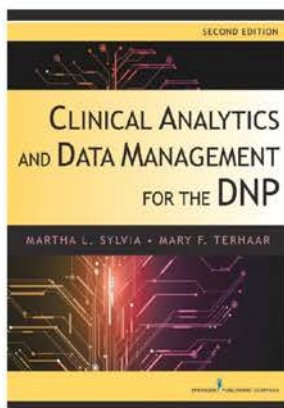
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[CLICK HERE FOR MORE INFORMATION ABOUT THE UMSON DNP PROGRAM](#)

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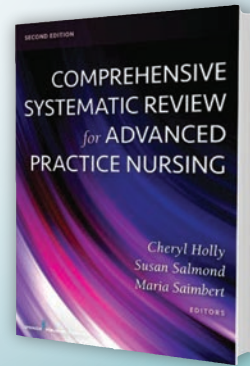
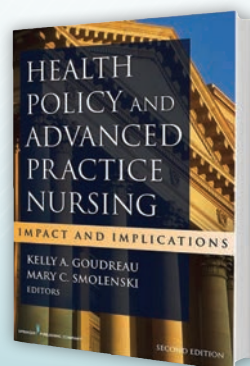
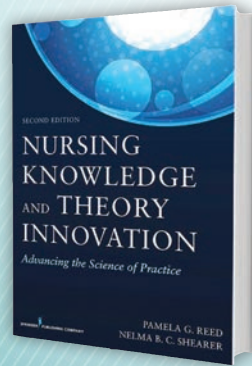
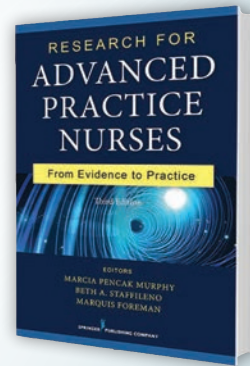
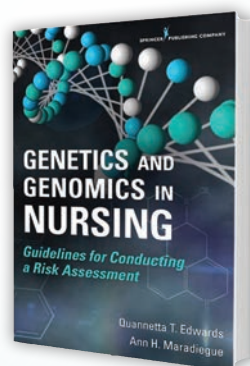
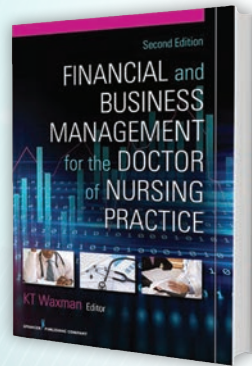
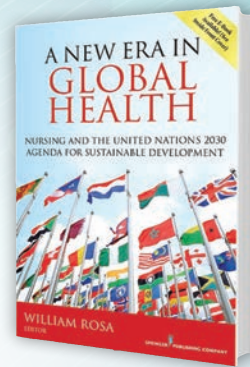
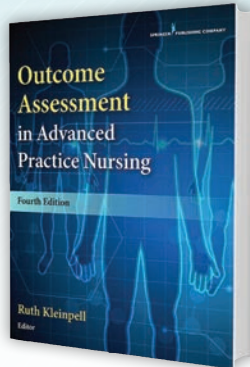
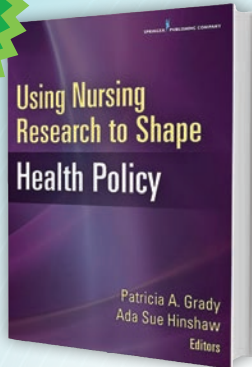
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2018 Conference Objectives

1. Identify at least one potential change in practice,
2. Explore strategies to sustain projects beyond implementation,
3. Examine opportunities to collaborate across disciplines to improve health care outcomes, and
4. Recommend strategies to apply evidence to practice

CONFERENCE HOMEPAGE

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DNP, INC. REPOSITORY FEATURED PROJECTS

DOCTORAL PROJECT REPOSITORY

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**Project
Repository**



Have you see the talent and contributions of DNP prepared colleagues? Here's a sample of what can be found in the [DNP Doctoral Project Repository](#):

[Sublingual Immunotherapy](#) by Dr. Melissa L. Ferrell, a graduate of the University of Arizona.

[Spina Bifida Association NEO Educational Summit: Building Collaborative Ties to Create Seamless Access from Pediatric to Adult Services](#) by Dr. Suzanne Marie Fortuna, a graduate of Ursuline College.

[Innovative Approach to Diabetes Prevention: Utilization of a Multimedia Based Diabetes Prevention Program to Encourage Adherence to Lifestyle Modifications in Prediabetic Adults for prevention of Type 2 Diabetes Mellitus](#) by Dr. Ebony Nicole Funches, a graduate of Brandman University.

[Nursing Incivility and the Culture of Safety in an Acute Care Facility](#) by Dr. Gina M. Galosi, a graduate of Touro University Nevada.

Is your doctoral project in the repository? Are your colleagues and graduates of your university listed? [Click here](#) to learn more and to upload your project.