



Doctor of Nursing Practice Progress and Opportunities for the Future

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Transformation and Change: The Education Mandate

- The nursing profession is the critical link in the delivery of high quality, safe, effective, and patient-centered health care.
- Healthcare delivery is changing rapidly and old ideas about how to educate nurses must be retired.
- What must be done to adequately prepare nurses for practice now and in the future?



Healthcare Challenges

- Growing burden of chronic disease (*cost*)
- Failure to provide appropriate care (*access, quality*)
- Fragmented care, poor coordination (*quality*)
- Unaffordable health insurance (*cost*)
- Inefficient care (*cost*)

**Rethinking Health Care =
Rethinking Nursing Education**



Creating New Models for Education and Practice

- Growing diversity
- Global healthcare system
- Bio-medical advances
- New areas of knowledge, i.e. genetics, environmental health
- Increasing chronicity in pediatric and adult populations

All require nurses with more knowledge.



Changing Perspectives on Doctoral Education in Nursing

- Strong history of growth in research-focused doctoral programs
- History of setting standards for research-focused doctoral programs – ***Indicators of Quality in Research-Focused Doctoral Programs***
- PhD programs are research- focused and develop researchers to create the evidence base for nursing

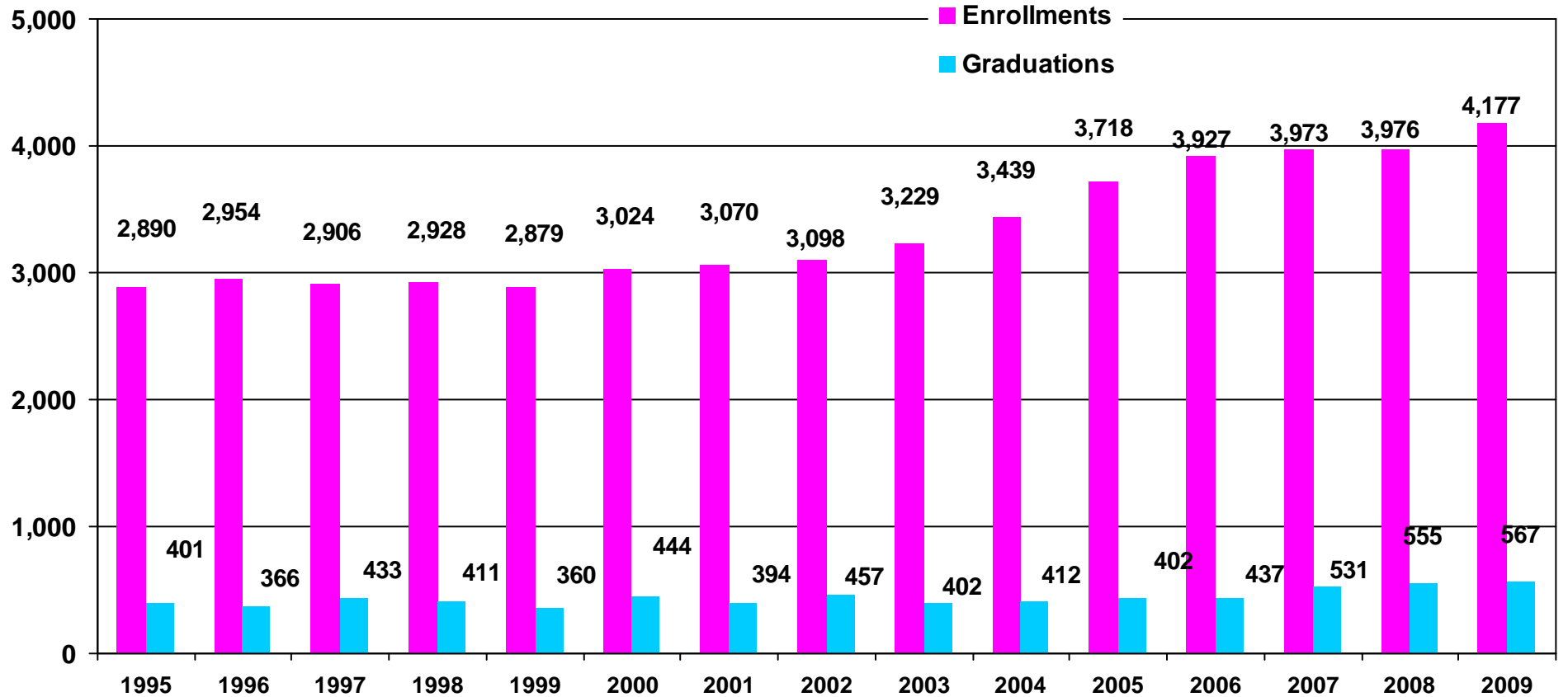


The Research-Focused Doctorate

■ In the United States

- ❖ In 2009, 121 programs available with 8 new programs in the planning stages
- ❖ Many institutions offer significant portions of their programs through distance education options
- ❖ Growing focus on BSN to PhD option – offered in 71 institutions and others being planned (12). Designed to move younger population of students to the research degree

Enrollments and Graduations in Doctoral Nursing Programs (Research-Focused), 1995-2009



N of Programs:	68	70	74	77	79	83	88	93	98	103	113	116	121
Response Rate:	100%	100%	100%	99%	100%	100%	98%	99%	99%	100%	100%	100%	100%



Advancing the Nation's Health Needs – National Academy of Science, 2005

- Changing the trajectory of research training for nursing scientists
- Clear need for doctorally prepared nurse clinicians
- Urging the development of a non-research doctoral option for nursing
- Urging elimination of the master's degree as the entry point to research-focused doctoral education



Advancing the Nation's Health Needs – National Academy of Science, 2005

Calls for a distinction between “the educational needs and goals of nursing as a practice profession that require practitioners with clinical expertise from nursing as an academic discipline and science that requires independent researchers and scientists to build the body of knowledge” (p.74)



Strengthening the Research-Focused Doctorate

- Essential to produce larger numbers of nurses with research-focused doctoral degrees
 - ❖ Development of evidence for practice
 - ❖ Translational research to test and model ways new evidence affects care outcomes
 - ❖ Research on practice models
 - ❖ Comparative Effectiveness modeling



AACN Task Force on the Research-Focused Doctorate

- In 2008, AACN established task force to look at the future of the research-focused doctorate in nursing and academic careers as nursing scientists.
- Charged to develop a vision for the research-focused doctoral degree and program graduates.
- Final report adopted by the membership in October 2010.



Differentiating the Terminal Degree

- Creating a natural partner for the researcher
- Understanding the complexity of care requires new knowledge and skills
- Hearing from the consumers
 - ❖ Employers
 - ❖ Policy Makers
 - ❖ Potential Students



Advancing the Nation's Health Needs – National Academy of Science, 2005

“The need for doctorally prepared practitioners and clinical faculty would be met if nursing could develop a new non-research clinical doctorate, similar to the MD and PharmD in medicine and pharmacy, respectively.”



AACN Position Statement on the Practice Doctorate in Nursing

- Position identified the DNP as the appropriate degree for advanced nursing practice
- Approved by AACN membership October 2004
- Goal is to transition APRN programs from the master's to DNP by 2015



AACN Position Statement on the Practice Doctorate in Nursing

- 54% of schools with APRN programs have begun to transition; 72% are in some stage of transition
- AACN is providing guidance and resources to schools in transition
- Position developed through dialogue with array of stakeholders and opportunities for comment



The Doctor of Nursing Practice

Why? Perceived benefits –

- Development of needed advanced competencies for increasingly complex clinical and leadership roles- global health care, genetics, biomedical advances
- Better match of program requirements and credits/time with credential earned
- Terminal degree and advanced educational credential for those who do not need/want a research-focused degree



Facilitating the Transition

- Two AACN Task Forces created:
 - ❖ Task Force on the *DNP Essentials*
 - ❖ Task Force on the Roadmap to the DNP
- April 2009, CCNE amended standards to require *DNP Essentials*
- CCNE evaluating and accrediting DNP programs
- CCNE has accredited 50 DNP programs; 47 additional DNP programs are pursuing CCNE accreditation within the next year



Organizational Responses

■ American Association of Nurse Anesthetists

- ❖ Council on Accreditation will not accredit new master's programs for nurse anesthesia after 2015.
- ❖ Mandate that all CRNA programs transition to the practice doctorate by 2022.
- ❖ All new CRNA graduates must hold a practice doctorate by 2025 to be eligible for certification.

■ The Nurse Practitioner Coalition Statement

- ❖ 7 NP organizations (AANP, ACNP, AFPNP, NCGNP, NONPR, NPWH, NPNP): “the DNP degree more accurately reflects current clinical competencies and includes preparation for the changing healthcare system.”



Organizational Responses

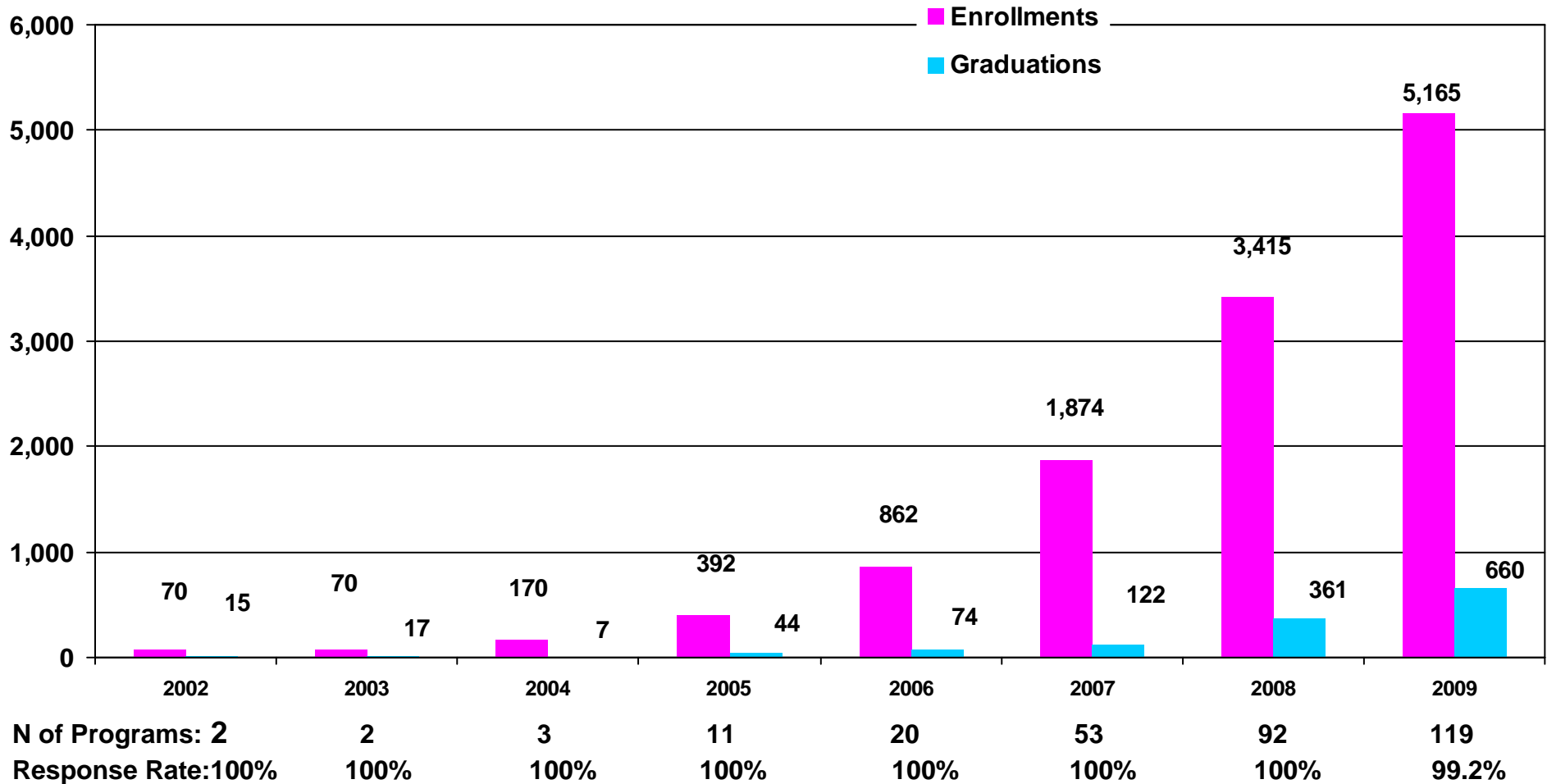
- **National Organization of Nurse Practitioner Faculties**
Endorsed the DNP and developed competencies for NP practice at the doctoral level.
- **National Association of Clinical Nurse Specialists**
Neutral position on the DNP; has developed DNP-level competencies for CNS graduates.
- **American College of Nurse-Midwives**
Recognizes the DNP as an option for some midwifery programs.



The Doctor of Nursing Practice

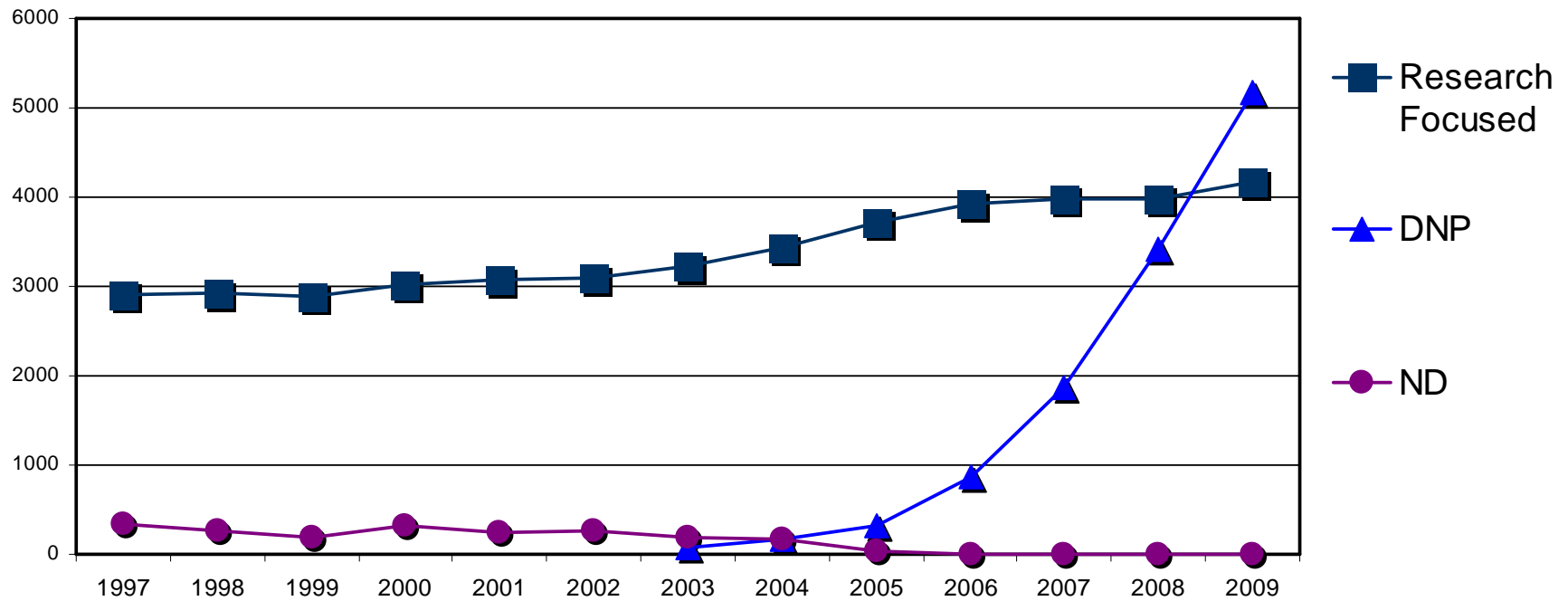
- ❖ In 2009, 120 DNP programs were enrolling students with an additional 161 programs in the planning stages. Programs available in 36 states and District of Columbia.
- ❖ One third of these institutions offer significant portions of the program through distance education options.
- ❖ Growing focus on the BSN to DNP option. 34 schools now offer this option; 42 additional programs are being planned.

Enrollments and Graduations in Doctor of Nursing Practice Programs, 2002-2009



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Enrollments Increasing in Both DNP & PhD Programs: 1997-2009



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Evolution and Push Back

- *Chronicle of Higher Education* – discussed the issue of degree creep but recognized that practice demands in health professions create need for this evolution
- Competition or meeting real need? The use of the title “Dr.”
- Creating a workforce for the present and future



Questions Raised by Schools of Nursing

- How do I transition my master's level APRN program to the DNP?
- How can we do this by 2015 with insufficient financial resources and faculty?
- Will moving to the DNP reduce the production at my school and in my region?
- Will employees want to hire DNP graduates versus master's prepared APRNs?
- How can my school do this given state regulations?
- What will happen to current MSN-prepared APRNs?



Survey Results

Spring 2010

- When combined with AACN's 2009 annual survey data, the following results were found:
 - ❖ 72% of schools with APRN programs (388 schools) are either offering (120) or planning (161) a DNP program.
 - ❖ 62% of schools either offering or planning a DNP program (281) are planning to offer a post-baccalaureate entry option.



Survey Results

- The survey asked schools to identify their greatest challenges to opening a DNP program. Responses included:
 - ❖ Insufficient faculty
 - ❖ Limited financial resources
 - ❖ State regulations
 - ❖ Lack of faculty support



Survey Results

- Resources needed in planning the transition
 - ❖ Program development guidance; sample curriculum
 - ❖ Examples of capstone projects
 - ❖ Advocacy support at the state level
 - ❖ Faculty development
 - ❖ Partnership models
 - ❖ Referrals to consultants
 - ❖ Advice on managing costs and maintaining enrollments
 - ❖ Planning and program evaluation tools



Education and Practice Congruence

- Nursing clinicians need new and different knowledge/skills for an increasingly complex healthcare system
- Not that we aren't doing a good job! Nursing needs to evolve as the world changes and be proactive in addressing system & patient needs
- Nurse educators play a critical role in meeting this challenge and preparing nurses to thrive in a contemporary practice environment



Creating the Future

- New frame of reference
- Education does make a difference
- Using the varied nursing professionals to create a whole out of diversity



Creating the Future

- This is about producing the most competent nursing clinicians and researchers to assure that healthcare needs are met.
- It's about the patient – not the provider. The mandate for change is evident all around us.
- Healthcare reform will open new opportunities for nurses. We must prepare more nurses to assume leadership roles in this emerging healthcare system.



Creating the Future

We have a responsibility to create the future for our patients, for our profession, and for the health of the public.



Information on Doctoral Programs

www.aacn.nche.edu

- AACN List of Doctoral Programs
- Indicators of Quality in Research-Focused Doctoral Programs in Nursing
- Doctor of Nursing Practice Resource Center
- DNP Roadmap Report
- DNP Tool Kit: Template for the Process of Developing a DNP Program
- DNP FAQs & Talking Points