Part 3: Navigating the DNP Project in Clinical Settings

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DNP Project Roadmap: It Starts with the Evidence

Five Phases:

• Phase 1: Problem identification and evidence review
• Phase 2: Planning
• Phase 3: Implementation
• Phase 4: Evaluation
• Phase 5: Dissemination
Stakeholders

• Healthcare Organization Leaders

• DNP Students

• Faculty/University Leaders
Healthcare Organizations

- Leaders
- Clinical Associates/staff
- Interdisciplinary team
- Research or Scholarly Project
- Oversight Office
Role of Healthcare Organization Leaders

- Develop personal competency with EB/QI
- Be aware of the organization’s processes, committees and/or personnel responsible for oversight of scholarly work
- Ensure clinical staff and mid-level managers are aware of the processes and policies in your organization
- Communicate project ideas that DNP students might take part in
- Create an EB/QI culture at your organization
Role of Healthcare Organization Leaders

Reward good work

• Provide an organizational structure to lateralize good projects across your system
• Provide time for clinical staff to complete EB/QI projects
• Support clinical staff to present their projects at local and national conferences
• Develop organizational leaders in EB/QI methods, and change management so that they can act as on-site mentors for DNP students
Faculty Role

- Plan ahead- get to know the people responsible for overseeing student DNP projects at the clinical agencies you frequent
- Find out if your school has a clinical affiliation agreement with the healthcare agency
- Be a learner
- Review proposals carefully to ensure students do not confuse research with EB/QI
Faculty Role (cont.’)

- Require that students seek your approval before submitting their project proposals to the healthcare organization
- Remember mentoring students in their project is your responsibility
- Guide students to develop skills in influence and leadership that are essential to successful implementation of practice change
- Make sure students are competent in change management- change management is critical when translating evidence to practice
- Encourage students to consider the system, structure, processes needed to sustain the change.
Student Role

- Plan ahead - connect early and find out what approvals are needed before you implement a practice change
  - Be prepared the organization may request that you revise your project
- Find out if your school has a clinical affiliation agreement with the healthcare agency
- Understand that rules and resources may differ for associates of the healthcare organization and non-associates
Student Role (cont.’)

• Remember that, even if you are employed at the healthcare organization, as a student you are a “guest” of the organization
• Assess the healthcare organization/unit’s needs is essential
  • Is your project needed here?
• Talk with your clinical mentor and consider the systems, structure and process that are needed to sustain the change once you’ve graduated.
• Communicate clearly with the healthcare organization’s leaders
  • SBAR format is a good method- be succinct and focused
• Get buy-in from clinical staff, nurse leaders and physicians
Student Role (cont’)

• Know the language and metrics important to the healthcare organization’s leaders and clinical associates (NDNQI, scorecards, and other benchmarks)
• Be aware of the healthcare organization’s rules regarding dissemination of your project
• Remember presentations must adhere to HIPAA requirements even if you are only sharing the results with your school for grading purposes
• Remember, evidence based practice is not a project you do for school; EBP is how leaders practice everyday


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