



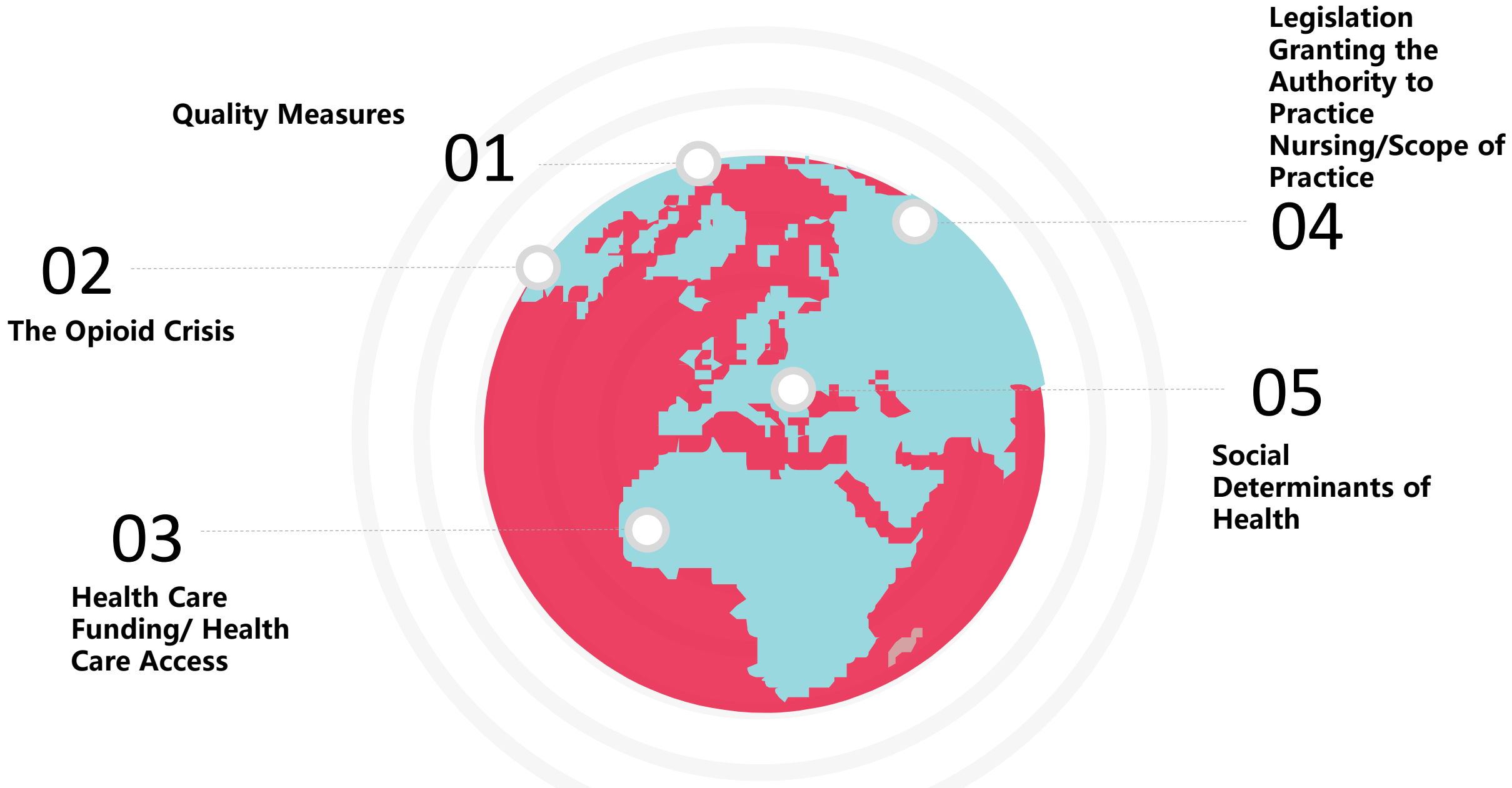
The DNP Project Can Catalyze Nurses to Become Health Policy Leaders

Charlotte Swint, DNP, MPH, FNP-BC

Associate Professor

**Frontier Nursing
University**

What Is in the News About Health Care?





Health Policy

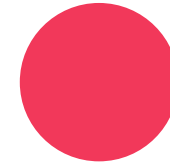
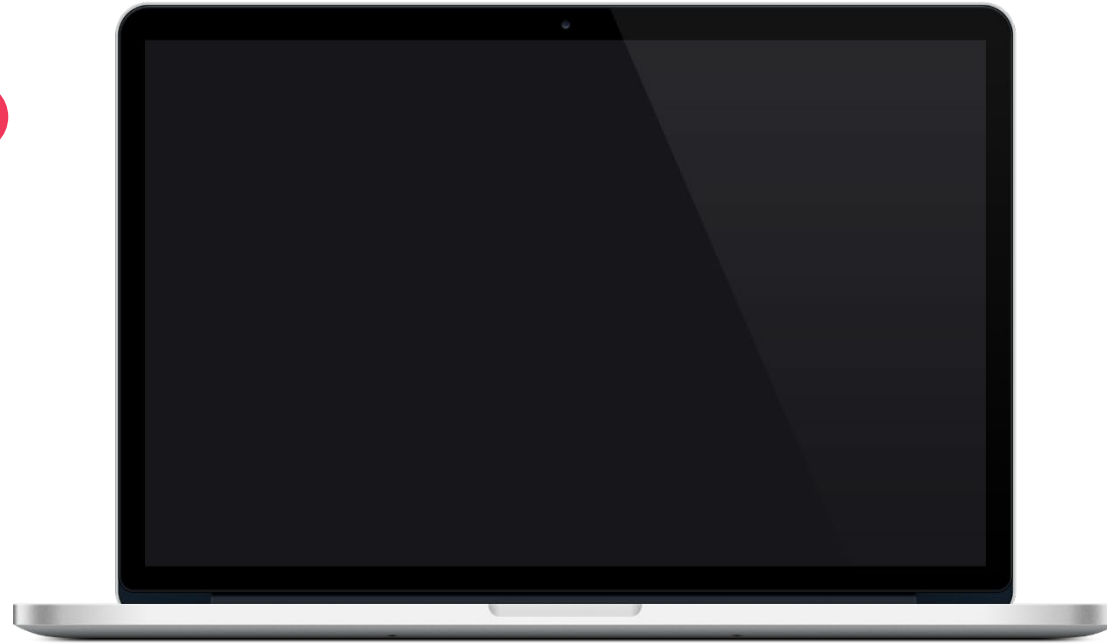
“Health policy refers to decisions, plans, and actions that are undertaken to achieve specific health care goals within a society. An explicit health policy can achieve several things: it defines a vision for the future which in turn helps to establish targets and points of reference for the short and medium term. It outlines priorities and the expected roles of different groups; and it builds consensus and informs people” (World Health Organization, n.d., para. 1).



<https://www.ncsbn.org/index.htm>

A Call to Action for Nurses in the United States

- “Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. State legislatures delegate many enforcement activities to state administrative agencies. In the case of the nursing profession that delegation is to boards of nursing. The charge from the state to the board of nursing is to protect the public.”
- “The practice of nursing is a right granted by a state to protect those who need nursing care. The guidelines of the NPA [sic Nurse Practice Act] and its rules provide safe parameters within which to work, as well as protect patients from unprofessional and unsafe nursing practice. The act is a dynamic document that evolves and is updated or amended as changes in scope of practice occur.”
- “The laws of the nursing profession can only function properly if nurses know the current laws governing practice in their state. Ignorance of the law is never an excuse!”
(National Council of State Boards of Nursing, n.d.)



DNP-prepared
nurses are perfectly
positioned to be
health policy
leaders.

How Can Faculty in DNP Programs Encourage Students Engagement in Health Policy?



- Teach students in DNP programs that successful policy advocacy depends on having the power, will, time, energy, and the political skills needed to “play the game” in the legislative arena (Abood, 2007).
- Give students the option of choosing a health policy project for their DNP project.



**American Association
of Colleges of Nursing**

<https://www.aacnnursing.org/>

AACN's Statements Regarding DNP Projects

- Focus on a change that impacts healthcare outcomes either through direct or indirect care
- Have a systems or population focus
- Demonstrate implementation in the appropriate area of practice
- Include a plan for sustainability
- Include an evaluation of process and/or outcomes
- Provide a foundation for future practice scholarship
- Could be group/team projects when project aims are consistent with program focus (AACN, 2015)

NONPF's Statements Regarding DNP Projects

Scientific Foundation Competencies

Critically analyzes data and evidence for improving advanced nursing practice.

Integrates knowledge from the humanities and sciences within the context of nursing science.

Translates research and other forms of knowledge to improve practice processes and outcomes.

Develops new practice approaches based on the integration of research, theory, and practice knowledge.

Leadership Competencies

Assumes complex and advanced leadership roles to initiate and guide change.

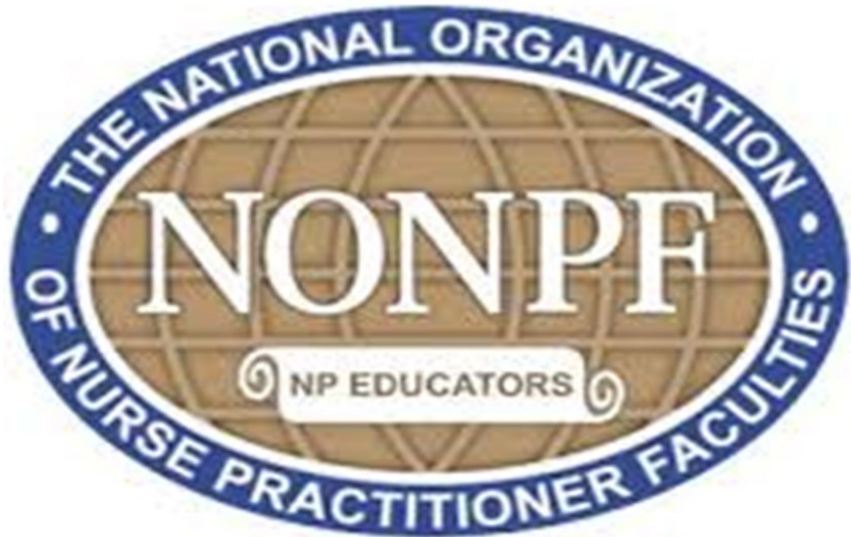
Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.

Demonstrates leadership that uses critical and reflective thinking.

Advocates for improved access, quality and cost effective health care.

Advances practice through the development and implementation of innovations incorporating principles of change.

Communicates practice knowledge effectively both orally and in writing.



<https://www.nonpf.org/Login.aspx#>

NONPF's Statements Regarding DNP Projects

Quality Competencies

Uses best available evidence to continuously improve quality of clinical practice.

Evaluates the relationships among access, cost, quality, and safety and their influence on health care.

Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.

Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

Practice Inquiry Competencies

Provides leadership in the translation of new knowledge into practice.

Generates knowledge from clinical practice to improve practice and patient outcomes.

Applies clinical investigative skills to improve health outcomes.

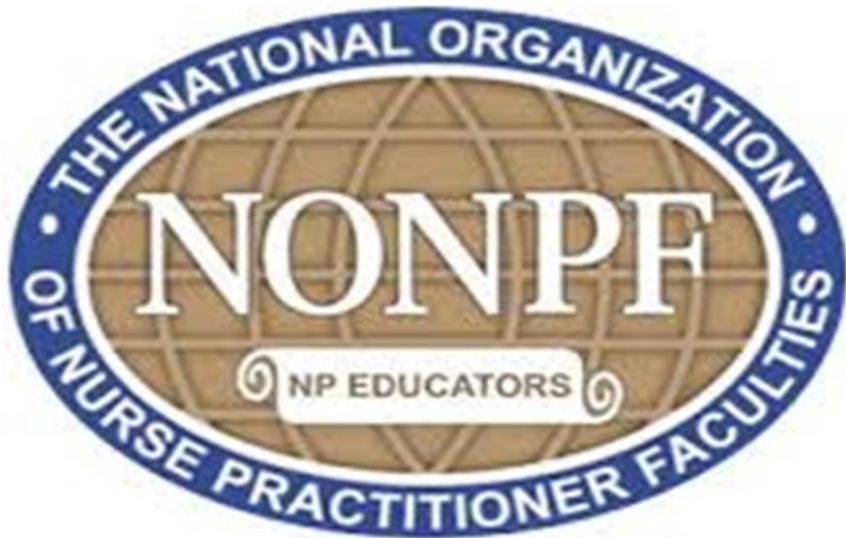
Leads practice inquiry, individually or in partnership with others.

Disseminates evidence from inquiry to diverse audiences using multiple modalities.

Analyzes clinical guidelines for individualized application into practice

Policy Competencies

Demonstrates an understanding of the interdependence of policy and practice.



<https://www.nonpf.org/Login.aspx#>

NONPF's Statements Regarding DNP Projects

Health Delivery System

Applies knowledge of organizational practices and complex systems to improve health care delivery.

Effects health care change using broad based skills including negotiating, consensus-building, and partnering.

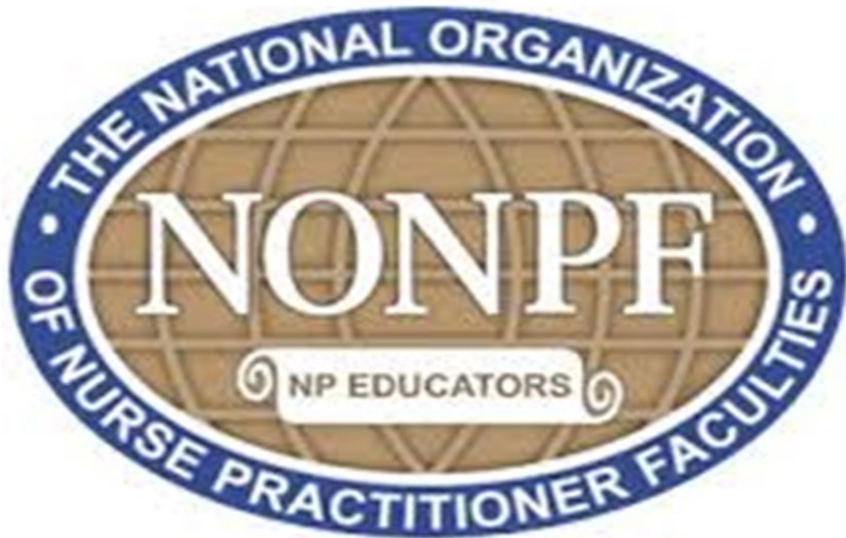
Minimizes risk to patients and providers at the individual and systems level.

Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.

Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.

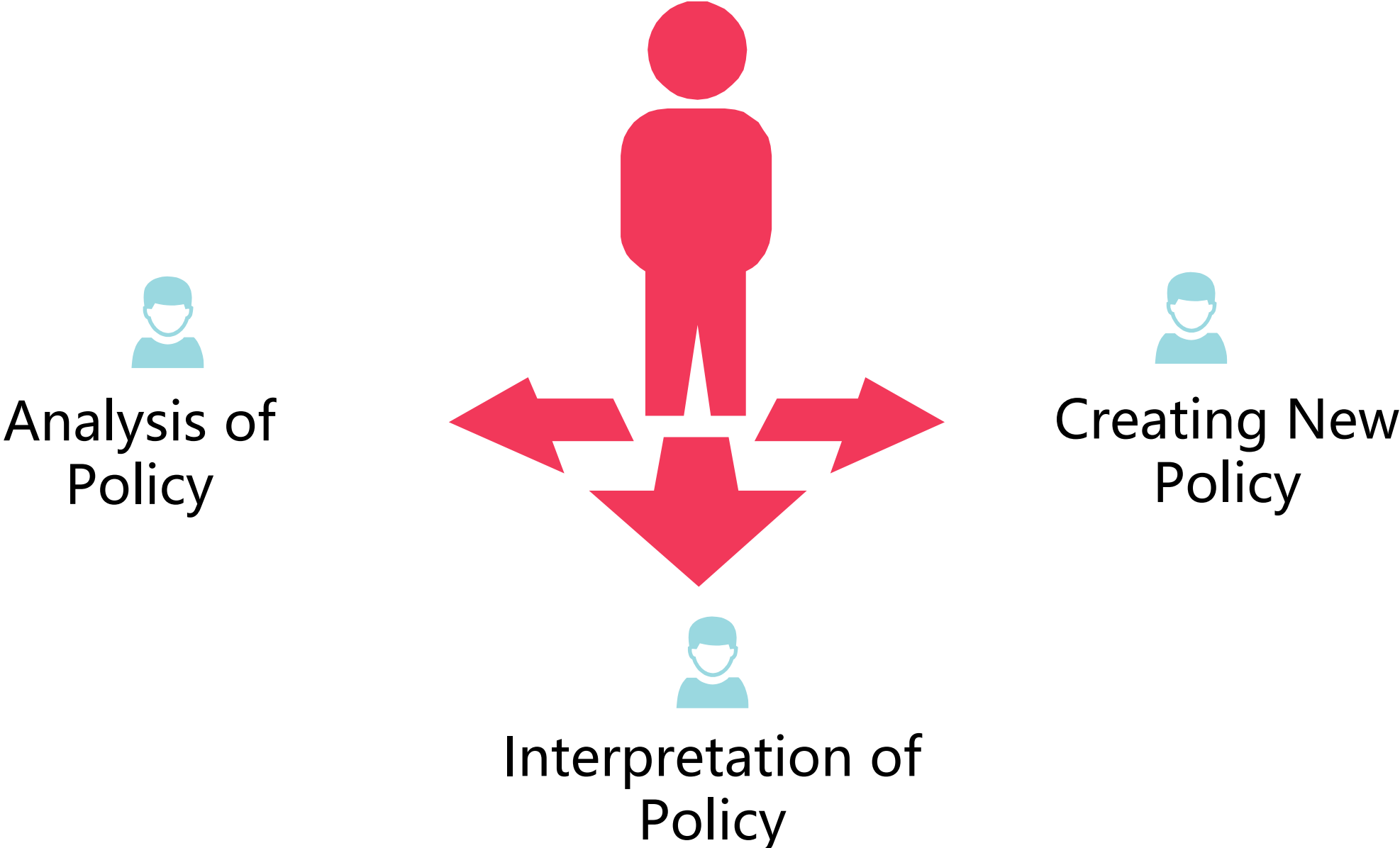
Analyzes organizational structure, functions and resources to improve the delivery of care.

(NONPF, 2013)



<https://www.nonpf.org/Login.aspx#>

What Could be the Focus of a DNP Health Policy Project?

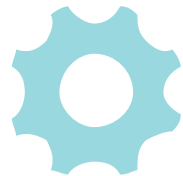




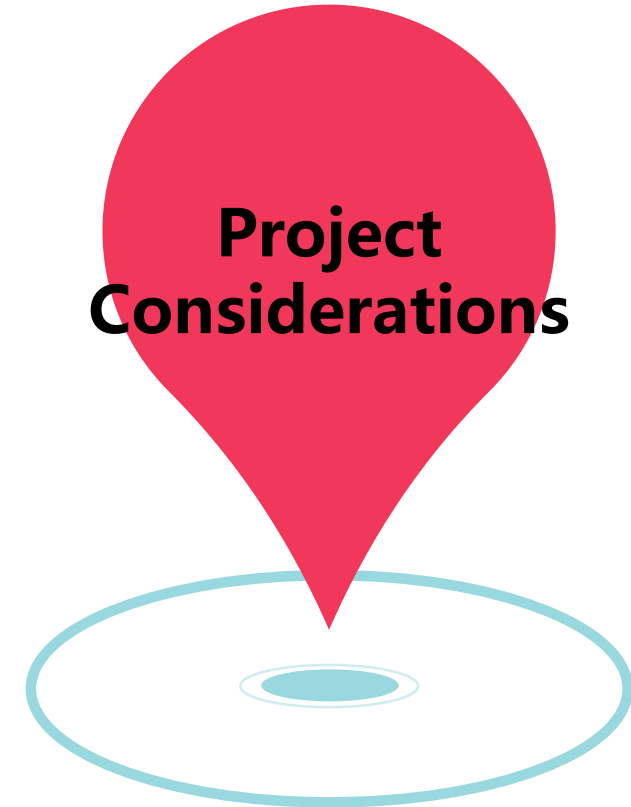
Could be individual or team projects with potential interprofessional education collaboration

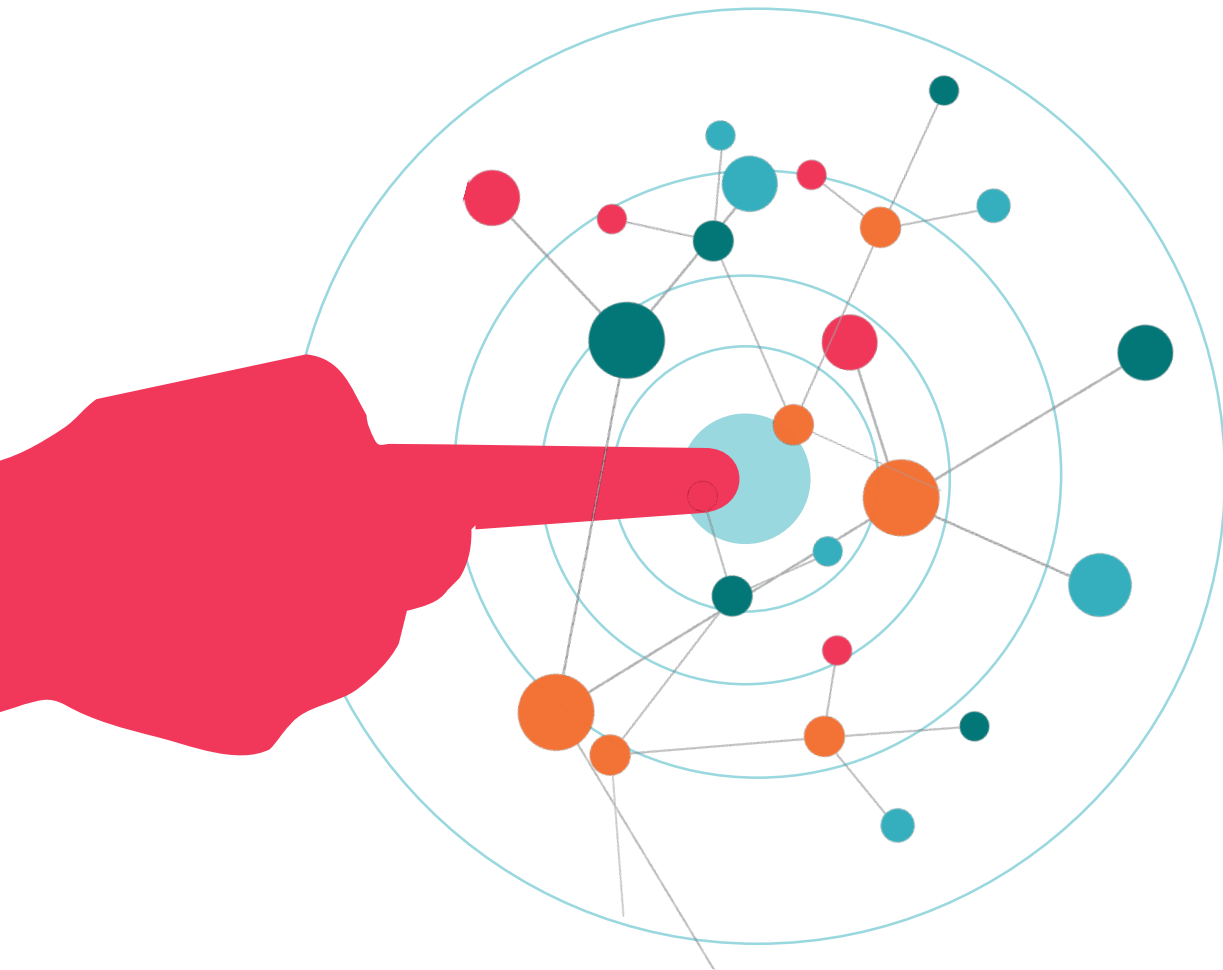


Can promote interprofessional collaboration.



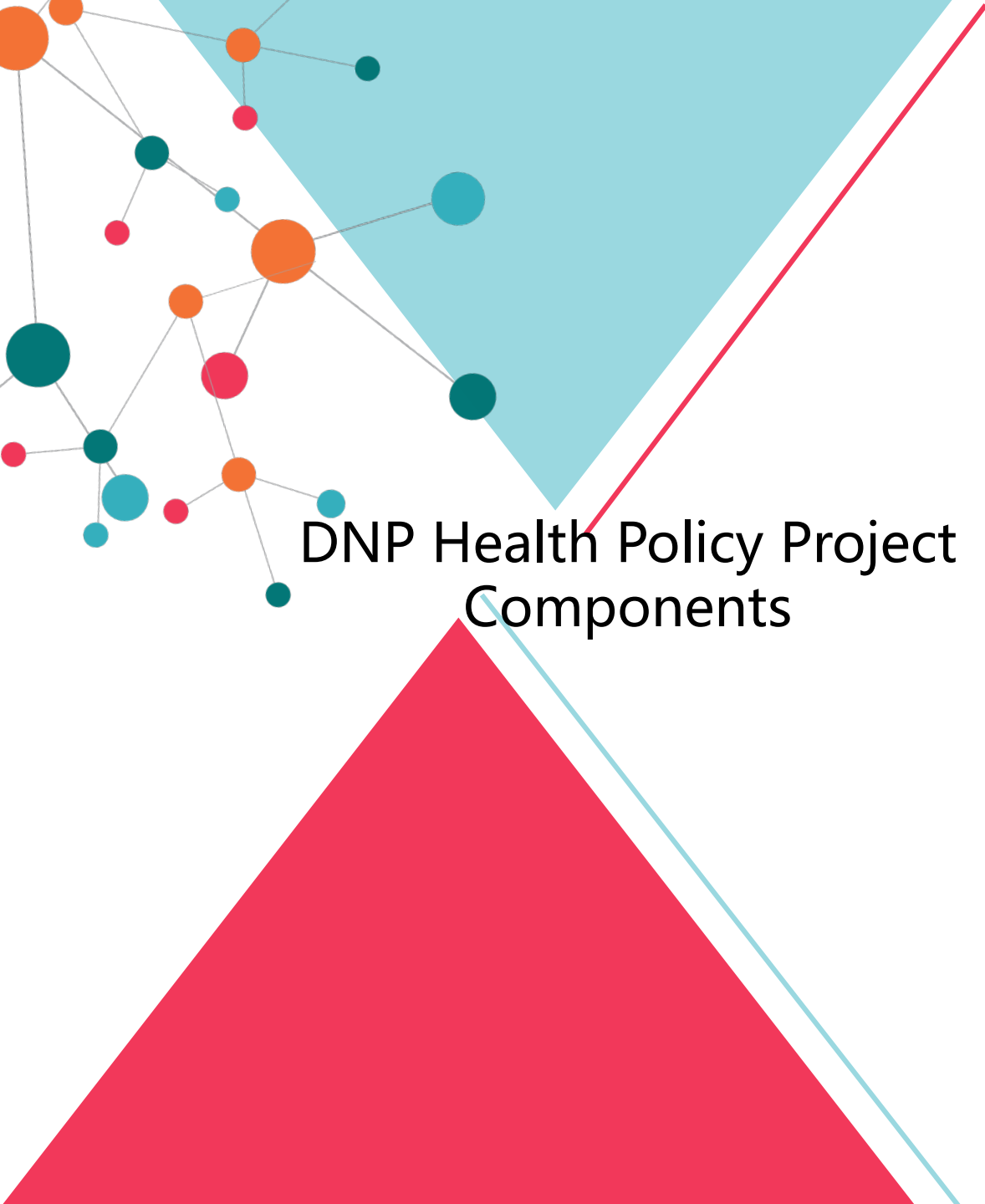
Sample topics could include: Shared Decision Making in Patients with Osteoarthritis of the Hip and Knee, Data “Dashboard” to Track the Future of Nursing, Registered Nursing Workforce Surveys and Analysis, Nurse Demand Survey and Study, Functional Outcomes After Major Surgery in Nursing Home Residents, Oncology Advocacy Project and Pediatric Screening for Behavioral Health Problems (Center for Health Law and Policy Innovation, n.d., The Philip R. Lee Institute for Health Policy Studies, n.d.)





Examples of Settings for DNP Practice and Potentially for Policy Projects

Organizational Systems Leadership
Population Health
Policy Projects
Long-Term Care Facilities
Urgent Care
Prison Systems
School Systems
Community-based Care Network
Rural Native American Reservation
Public Health Department
Non-governmental Organizations and
Community Health Organizations
Corporations
(AACN, 2015)



Abstract



Introduction of the Policy Issue



Purpose of the Project



Review of the Literature



Recommendations for policy creation or change



Plan for advocating for policy creation or change



Results/Outcomes



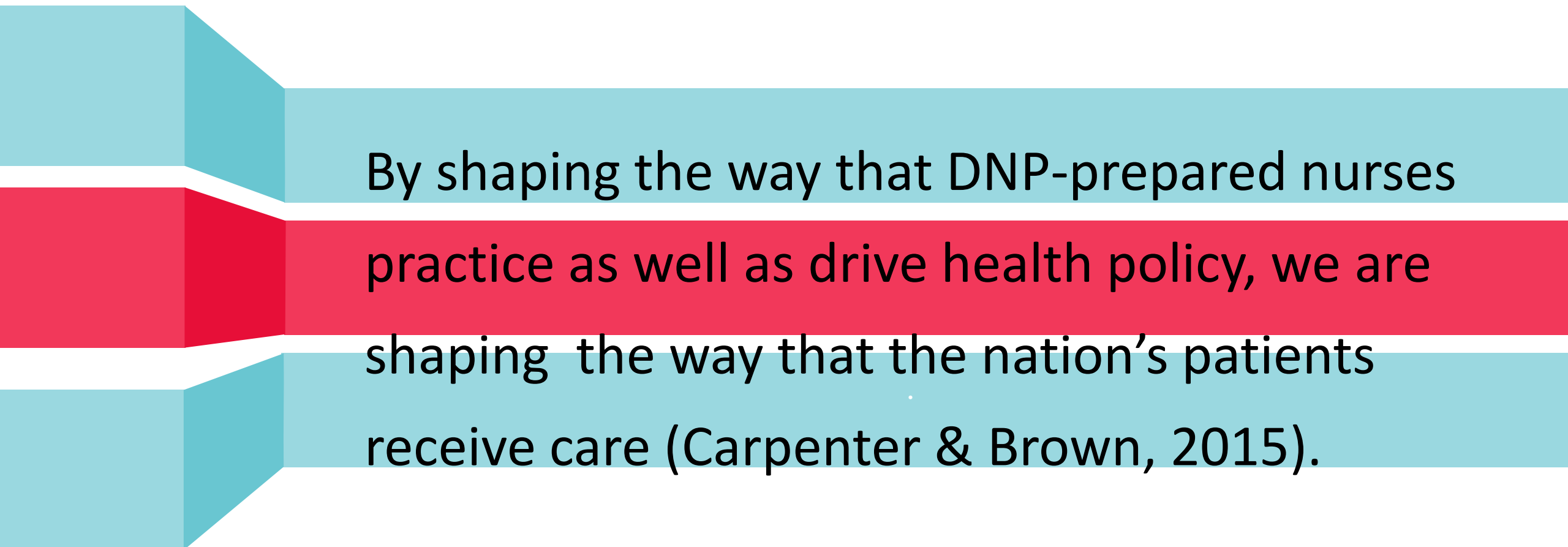
Discussion/Conclusions/Limitations/Implications



Dissemination Plan



References



By shaping the way that DNP-prepared nurses practice as well as drive health policy, we are shaping the way that the nation's patients receive care (Carpenter & Brown, 2015).



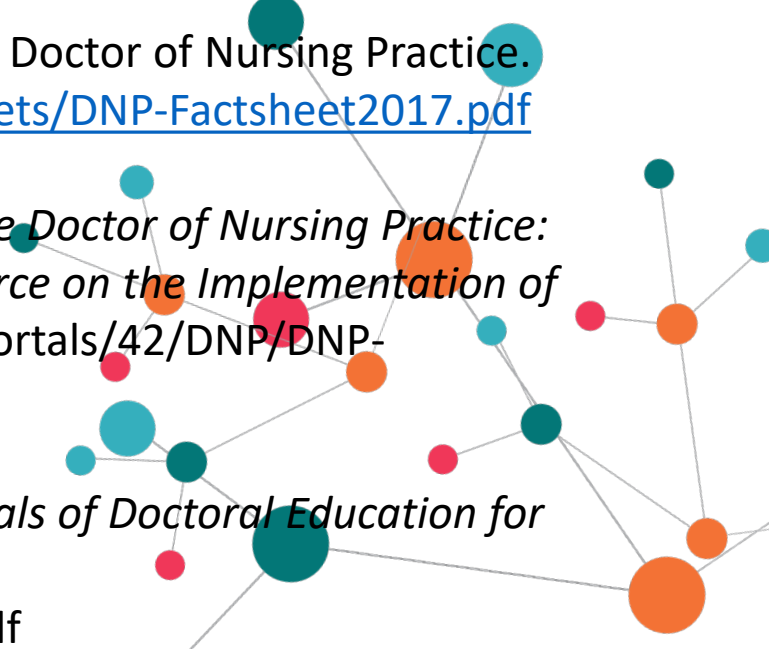
References

Abood, S. (January 31, 2007). Influencing health care in the legislative arena. *OJIN: The Online Journal of Issues in Nursing*, 12(1), Retrieved from http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume122007/No1Jan07/tpc32_216091.html?css=print
DOI: 10.3912/OJIN.Vol12No01Man02

American Association of Colleges of Nursing (AACN) (2017). Fact sheet: Doctor of Nursing Practice. Retrieved from <http://www.aacnursing.org/Portals/42/News/Factsheets/DNP-Factsheet2017.pdf>

American Association of Colleges of Nursing (AACN) (2015, August). *The Doctor of Nursing Practice: Current issues and clarifying recommendations report from the Task Force on the Implementation of the DNP* [White paper]. Retrieved from <http://www.aacnursing.org/Portals/42/DNP/DNP-Implementation.pdf?ver=2017-08-01-105830-517>

American Association of Colleges of Nursing (AACN)(2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Retrieved from <http://www.aacnursing.org/Portals/42/Publications/DNPEssentials.pdf>





References

American Association of Nurse Practitioners (AANP) Government Affairs Team (2018, March 5). Government affairs update. Retrieved from <https://www.aanp.org/images/documents/health-policy-e-newsletter/PolicyUpdate%20030518.html>

American College of Nurse Midwives (ACNM). (2012). *Midwifery education and the Doctor of Nursing Practice (DNP)* [Position Statement]. Retrieved from <http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000079/Midwifery%20Ed%20and%20DNP%20Position%20Statement%20June%202012.pdf>

Carpenter, E. & Brown, L. B.(2015). Nursing health policy. *The Tennessee Nurse* 78(3), 10.

Center for Health Law and Policy Innovation (n.d.). Past projects. Retrieved from <https://www.chlpi.org/health-law-and-policy/past-projects/>





References

Cleary, B., Hofler, L., & Seamon, J. (2005). North Carolina Center for Nursing Policy: A strategy for developing nursing leaders for the future. *Policy, Politics, and Nursing Practice*, 6(4), 327- 330. DOI: 10.1177/1527154405283766

Dols, J. D., Hernandez, C, Miles, Heather (2017). The DNP project: Quandaries for nursing scholars. *Nursing Outlook*, 65, 84-93. <https://doi.org/10.1016/j.outlook.2016.07.009>

Erickson, J. I (2013). *Innovation in care delivery: The patient journey/Innovation Unit Massachusetts General Hospital* [PowerPoint Slides].

Retrieved from <https://www.slideshare.net/janekchiang/innovation-in-care-delivery-the-patient-journey>

Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*.

Retrieved from <https://www.nap.edu/read/12956/chapter/1>

Koloroutis, M. K. (Ed.) (2004). *Relationship-based care: A model for transforming practice*. Creative Health Care Management, Minneapolis, MN.



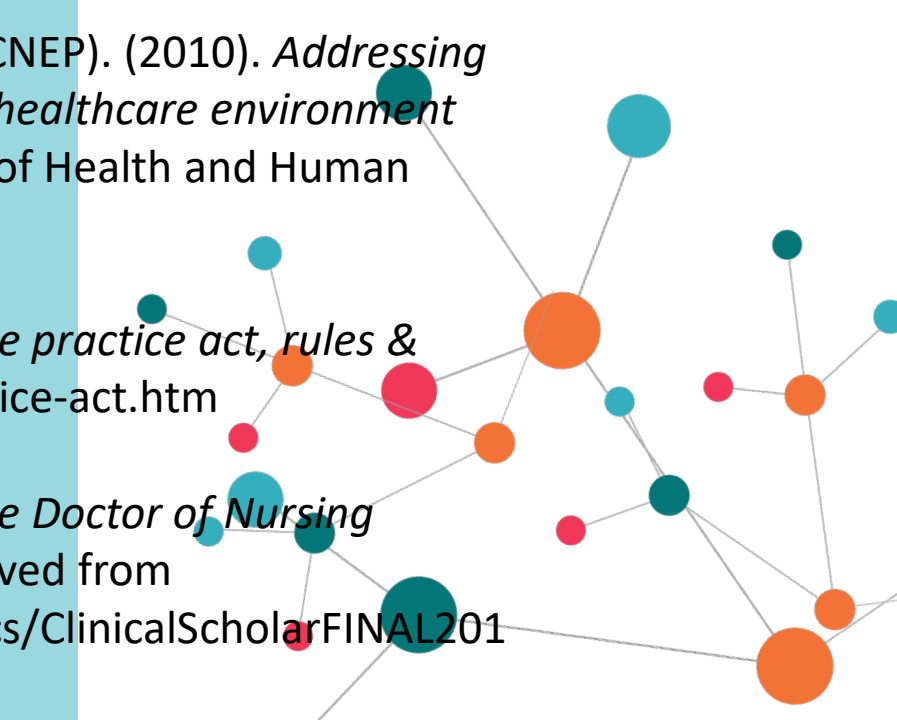
References

Martin, D., Hum, S., Whitehead, C. (2013). Laying the foundation: Teaching policy and advocacy to medical trainees. *Medical Teacher*, 35, 352-358. DOI: [10.3109/01421159X.2013.770453](https://doi.org/10.3109/01421159X.2013.770453)

National Advisory Council on Nurse Education and Practice (NACNEP). (2010). *Addressing new challenges nursing education: Solutions for a transforming healthcare environment* (Eighth Annual Report to the Secretary of the U. S. Department of Health and Human Services and the U. S. Congress). Washington, DC: Author

National Council on State Boards of Nursing (NCSBN) (n.d.) *Nurse practice act, rules & regulations*. Retrieved from <https://www.ncsbn.org/nurse-practice-act.htm>

National Organization of Nurse Practitioner Faculties. (2016). *The Doctor of Nursing Practice nurse practitioner clinical scholar* [White Paper]. Retrieved from <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/docs/ClinicalScholarFINAL2016.pdf>





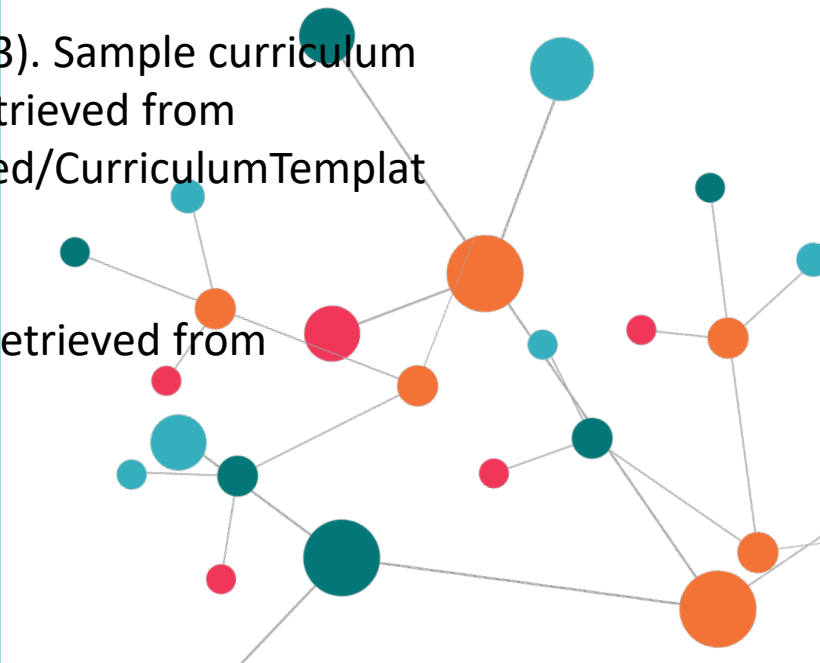
References

National Organization of Nurse Practitioner Faculties (NONPF) (2015). *The Doctorate of Nursing Practice NP preparation: NONPF perspective*. Retrieved from <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/DNP/NONPFDNPStatementSept2015.pdf>

National Organization of Nurse Practitioner Faculties (NONPF). (2013). Sample curriculum templates for Doctorate of Nursing Practice (DNP) NP education. Retrieved from <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/imported/CurriculumTemplates2013Finalpdf>

The Philip R. Lee Institute for Health Policy Studies (n.d.). Projects. Retrieved from <https://healthpolicy.ucsf.edu/projects>

World Health Organization (n.d.). Health policy. Retrieved from http://www.who.int/topics/health_policy/en/



A network diagram background consisting of various colored nodes (orange, teal, pink, light blue) connected by thin grey lines. The nodes are scattered across the page, with a large red circle in the center containing text. The background also features a pattern of thin, parallel grey lines.

Contact Information

Charlotte Swint, DNP, MPH, FNP-BC

Associate Professor

Frontier Nursing University

678.878.9258

Charlotte.swint@frontier.edu