

OPINVITED: ID# 101326

Title:

Development of Integrated Distance Learning Baccalaureate-to-Doctor of Nursing Practice (BSN-DNP) Curriculum

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ACCEPTED

Session Title:

Emerging Educational Administrator Institute (EEAI)

Slot:

EEAI: Sunday, 17 November 2019: 11:45 AM-12:15 PM

Applicable Category:

Academic

Keywords:

Academia, BSN-DNP Curriculum and Nursing education

References:

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Abstract Summary:

The purpose of the project was to develop an entry-level educational pathway for a distance learning Baccalaureate-to-Doctor of Nursing Practice (BSN-DNP) pathway at a university, converting the existing nurse practitioner (NP) Master of Science in Nursing (MSN) curriculum (8-specialty tracks) to a BSN-DNP curriculum sustaining and enhancing academic excellence.

Content Outline:

Column One - Objectives - there must be at least two

1. Describe project strategies in the development of a distance learning Baccalaureate-to-Doctor of Nursing Practice (BSN-DNP) curriculum.
2. Identify the applicability of a framework utilized as a measurement tool and roadmap culminating in project outcomes.
3. Discuss opportunities for leadership and implications for the academic institution.

Column Two - Expanded Content Outline - explain how you are going to meet the objective

1. The poster presentation will include project activities to describe the strategies employed for successful project outcomes.
2. The Logic Model utilized as the project framework will be included.

3. A section will be included on leadership and implications to the University, the College and the Department of Advanced Practice Nursing will be included.

Topic Selection:

Emerging Educational Administrator Institute (EEAI) (25197)

Abstract Text:

Background

To align to nationally recognized recommendations and standards in preparing nursing graduates with a clinical doctorate degree, the College of Nursing and Health Professions (CNHP) at Drexel University in Philadelphia, Pennsylvania proposed the program development of an entry-level educational pathway for a Bachelor of Science in Nursing to Doctor of Nursing Practice degree (BSN-DNP). Drexel University does not offer a BSN-DNP program and to remain highly competitive in the academic market, BSN-DNP for nursing education is essential.

Purpose

The purpose of the project was to develop an entry-level educational pathway for an online distance learning BSN-to-DNP degree at Drexel University in the College of Nursing & Health Professions based on accreditation and regulatory standards; professional nursing standards; foundational competencies; and in congruence with the University, College, and Department mission, goals, and priorities. Project objectives were to convert the existing nurse practitioner (NP) distance learning Master of Science in Nursing (MSN) curriculum (8-specialty tracks) to a BSN-DNP curriculum sustaining and enhancing academic excellence.

Methods: Project Activities

Initial project activities began in 2018 researching program demands, standards, and benchmark academic institutions. An introductory faculty retreat to envision a BSN-DNP resulted in the start of an action plan. Moving into action by September 2018, a faculty Curriculum Chair to lead curricular endeavors was selected and a work approach was identified.

The Curriculum Chair developed workgroup/committee structures, coordinated meetings, lead the curricular design and development. The Steering/Planning Committee comprised of key individuals (n= 12 Administrators, Track Directors, Faculty) was the foundational participatory workgroup for curricular program development and work resulting from the group was disseminated to a larger faculty audience for feedback, refinement, and consensus building. The role for the project scholar included collaborative discussions with the Curriculum Chair, active participation on the Steering/Planning Committee, and project lead for parallel processes to facilitate curriculum integration for NP track revisions.

Measures: Project Activities

Application of the Logic Model was utilized as a graphic depiction (a road map) of the shared relationship among project resources, activities, outputs, and outcomes/impacts (Appendix A). As an

active project in progress, Program Activities were identified, which intended to result in Short-Term Outcomes (1-3 years) and subsequently result in intermediate outcomes (2-6 years).

Measures: Project Outcomes

The primary project outcome was an integrated BSN-DNP curriculum, converting a distance learning MSN to a BSN-DNP curriculum across 8-specialty tracks. It is anticipated the curriculum will serve as a model of academic excellence in preparing advanced practice nursing leaders at the doctorate level to translate evidence in to practice, promote innovative health care, prioritize a culture of safety and quality.

The project was a leadership journey where professional growth occurred. A strength of a leader includes when to delegate. Developing a new graduate program curriculum inclusive of 8-specialty tracks describes an area of professional growth and development. In collaboration with the department Chair, selection of a highly qualified Curriculum Chair to lead and oversee the development of the curriculum development and processes was of significant benefit. Containment of the work within small groups; effective communication and leading meetings, and the value of mentorship received through the Sigma mentorship model describes a sampling of the leadership journey.

Discussion

The BSN-DNP curriculum project has implications to the University, the College and the Department of Advanced Practice Nursing. The BSN-DNP project contributes to the parent strategic initiatives by expanding program growth, market competitiveness, and aligning to trends for nursing education. Additional program and faculty resources will be required to execute the final BSN-DNP project. Track specific changes, integrating the new core competencies (MSN and DNP *Essentials*), and re-mapping of the competencies are among implications. Concurrently, the next steps will be for alignment and adaptation of the Post-Master DNP Program Curriculum.