Academic Partnerships and the Team Approach to DNP Projects

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Learning Objectives

- Explain the five principles guiding the team approach to DNP Projects at NYU College of Nursing.
- Describe the philosophy behind DNP student placement at NYU College of Nursing.
- Describe the relationship between DNP coursework and DNP project components.

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NYU College of Nursing and Its DNP

OUR NEW HOME

DNP PROGRAM OVERVIEW

- History
- NY State Requirements
- Master’s Level NP Programs
- Entry Points
  - Advanced Standing
  - Bridge
  - Post BS to DNP
Five Necessary Components

1. Mimic the real EBP culture of a health care agency.
2. Place students in clinical partner agencies, not their employment sites.
3. Use a team approach to improvement projects.
4. Begin clinical/field work at the beginning!
5. Relate course assignments related to the DNP project.
Mimic the IDEAL EBP Culture

- Administrative support for EBP improvement projects
- Availability of EBP champions and mentors
- Team work
- Inclusiveness
Clinical Partners and Student Placement

NYU Langone Medical Center, Tisch
NYU Langone Medical Center, Hospital for Joint Diseases
NYU Langone Medical Center, Cancer Center
New York Presbyterian Hospital
Maimonides Medical Center
Montefiore Medical Center
VA Hospital System, New York
Visiting Nurse Service of New York
Community Healthcare Network
Village Care
Team Approach

- Two to four students per team
- Faculty Mentor
- Clinical Mentor
- Clinical agency microsystem
DNP Project Components

- Background
  - Organizational assessment and description of local problem
  - Theme for Improvement
  - External background literature

- Conducting the evidence review

- Planning the intervention/project initiative (includes planned methods of evaluation/analysis)

- Refining the proposed project methods and evaluation components for project proposal

- Creating the final product
Begin at the Beginning!

- Start project in first semester of DNP study.
- Place students in clinical agency.
- Create team charter.
- Assign faculty and clinical mentors.
## Courses and Capstone Related Assignment

<table>
<thead>
<tr>
<th>Course</th>
<th>Capstone Related Assignment</th>
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<tbody>
<tr>
<td>Leadership and Organizational Systems</td>
<td>Organizational Assessment/Improvement</td>
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<tr>
<td>Applications of EBP I</td>
<td>Initial Review of Evidence</td>
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<td>Integrative Applications of EBP II</td>
<td>Expansion and Refinement of Evidence</td>
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<tr>
<td>Improving Health Outcomes through Quality</td>
<td>Planning the Intervention and Evaluation</td>
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<tr>
<td>Capstone Seminar I</td>
<td>Refine previous assignments for proposal</td>
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<td>Capstone Seminar II</td>
<td>Write about actual implementation/PDSA</td>
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<td>Capstone Seminar III</td>
<td>Complete Data Analysis/Final Project Presentation</td>
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Evaluation of Team Approach

- Qualitative
- Aggregate group data
- Individual experience
Group Evaluation Themes (N=17)

- **Major Strengths of Team Approach**
  - Helped to share workload
  - Provided support system
  - Learn to work collaboratively
  - Realistic approach to project
  - Understand different perspectives

- **Major Challenges**
  - Coordinating schedules of team members
  - Different work and writing styles
  - Commitment to team
Group Evaluation Themes (cont.)

- **Prepared to be a Team Member?**
  - Most students (N=10) said they were prepared.
  - Recommendations included:
    - More team building activities
    - Incorporate peer evaluation

- **Able to Carry Out Project Independently?**
  - Yes (N=8)
  - No (N=2)
An Individual Student Perspective