Transforming DNP Practice Partnerships through Meaningful Student Initiatives and Structured Collaborations

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Background

2009 - 2012
- Students responsible for identifying their own Practice Immersion (PI) Projects and community partners
- Faculty Advisors/ Workload/ Ratio
- Advanced Practice focus

Limiting Factors
- Lack of visibility regarding DNP
- Limited access to community organizations & facilities
- No continuity from one cohort to next… faculty… students… partners
- Faculty and community partner workload

Objectives

- Discuss the impact of collaborative partnerships involving the DNP prepared nurse with intra and interprofessional colleagues to transform healthcare
- Identify methods to maximize professional organization partnerships that improve healthcare
- Explore the cultivation of partnerships between academia and practice

Methods

Transition Phase: 2012 - 2013
- Collaborative meetings with university health partners to review potential ‘live’ QI/PI projects
- UHealth/UImprove… business school, medical school… formal agreement
- Identified joint projects… integrate DNP Essentials and Magnet Criteria

Practice Immersion (PI) Evolves: 2013 - 2017
- Reverse the PI model
- Integrate DNP Essentials, Magnet Criteria
- Develop, strengthen, expand & leverage partnerships… the community and beyond
- Develop practice initiatives as fusion of course, student, & community partner objectives
- Evolution of practice projects
  - Project topics
  - Problem statement
  - Key elements
  - Goals, objectives, & deliverables
  - Student, agency contacts, & faculty
  - Students identify learning needs & preferred practice experiences from menu of PI options
  - Didactic component transition

Results

- PI as Transformational Experience
- Increasingly diverse array of educational PI experiences with broad range of healthcare partners
- Expanded leadership opportunities & skills… ‘go live’ projects with key partners
- Continuing to build academic-practice collaborative partnerships
- Part of impactful changes within health care systems
- Integrate and allow for students to synthesize DNP essentials into practice
- Ongoing coaching, mentorships, and program evaluation

Implications

- DNP students are being prepared to take the helm as nurse leaders.
- Need to continually strengthen & build networks particularly across communities…
  - Non-traditional partners, alumni networks, interprofessional
- Further integrate partners into didactic components
- Faculty development
- Value chain is critical as projects must be of value to all
- Expand beyond local to systems focus with projects