

**Title:**

An Innovative DNP Academic Advising Model: Meeting Student Needs and Streamlining Faculty Efforts

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**Session Title:**

DNP Program Strategies

**Slot:**

E 07: Sunday, 29 October 2017: 4:15 PM-5:00 PM

**Scheduled Time:**

4:35 PM

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**Keywords:**

Appreciative advising, Doctor of Nursing Practice and student advising

**References:**

1. American Academy of Nurse Practitioners. AACN position statement on the practice doctorate in nursing. 2004; <http://www.aacn.nche.edu/publications/position/DNPpositionstatement.pdf>. Accessed September 27, 2016.
2. American Association of Colleges of Nursing. *The doctor of nursing practice: Current issues and clarifying recommendations. Report from the Task Force on the Implementation of the DNP*. 2015; <http://www.aacn.nche.edu/aacn-publications/white-papers/DNP-Implementation-TF-Report-8-15.pdf>. Accessed September 27, 2016.
3. Hande K, Beuscher L, Allison T, Phillippi JC. Navigating DNP student needs: Faculty advising competencies and effective strategies for development and support. *Nurse Educ*. In Press.
4. Dols JD, Hernández C, Miles H. The DNP Project: Quandaries for Nursing Scholars. *Nurs Outlook*. 2016; doi. 10.1016/j.outlook.2016.07.009.
5. Read A, Hicks J, Christenbery T. Appreciative Advising in Nursing Education. *Nurse Educ*. 2016;doi:10.1097/NNE.0000000000000304
6. Bloom JL, Hutson BL, He Y. *The Appreciative Advising Revolution*. Champaign, IL: Stipes; 2008.

**Abstract Summary:**

DNP students require instruction and guidance, especially as they develop and implement the DNP Project. An innovative, evidence-based DNP advising model, founded on the principles of the Appreciative Advising model, empowers students to maximize their educational experiences, and enrich professional and personal goals throughout their careers.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe the rationale for the development of a DNP-specific academic advising model.	Both a national and university survey of DNP program directors and faculty found high rates of faculty dissatisfaction with the surrounding the project and student advising. Current

	advising models are not specific to guiding the DNP student to meet the DNP Essentials.
The learner will be able to explain the four major components of the DNP advising model.	Advising process aligned with the six stages of Appreciative Advising (Disarm, Discover, Dream, Design, Deliver, and Don't Settle); individual advising sessions; group advising sessions; faculty selection and preparation.
The learner will be able to understand how to implement the advising model in their DNP program.	Detailed faculty guides explain each step of the advising process. Student questionnaires capture DNP students' strengths and challenges. Implementation of the guides and questionnaires.

#### **Abstract Text:**

Doctor of Nursing Practice (DNP) educational programs are designed from the Essentials to support students in developing the knowledge, skills, and abilities needed by leaders of advanced nursing practice.<sup>1</sup> Students need coaching and assistance, especially as they develop and implement the DNP Project to meet these competencies.<sup>2</sup> The AACN does not specify or recommend a model of advising.<sup>2</sup> Doctoral students require instruction to organize their curriculum, cope with school-life-work balance, design the DNP project, confirm completion of all Essentials, and evolve into the role of a nurse-leader.<sup>3</sup> The purpose of this presentation is to describe a DNP-specific academic advising model to assist other DNP programs in meeting student needs and streamlining faculty effort.

The needs of DNP students are not being met by current advising methods which has contributed to dissatisfaction among faculty and program directors. Results of a recent survey of DNP program directors throughout the United States indicated high rates of faculty dissatisfaction with student advising and the project process. Eighty-seven percent of faculty were dissatisfied or somewhat dissatisfied with the final project; only 2% were satisfied.<sup>4</sup> The results of an internal DNP faculty survey in August 2016 confirmed a need for a new advising model to conserve faculty time and promote student satisfaction and achievement. Common models of DNP advising are outdated or ineffective. A new team-based model created on existing models of nursing advising may modernize the approach to guide students through doctoral education and enhance preparation for the nurse-leader role<sup>5</sup>.

In response to the need for a DNP advising model, the faculty at a school of nursing created an evidence-based, student-centered approach to advise students throughout their doctoral education. The DNP advising model is an innovative process to empower students to capitalize on their educational experiences, and enhance professional and personal aspirations throughout their careers. Founded on the principles of the Appreciative Advising (AA) model, the DNP advising model highlights the faculty-student relationship by empowering students' strengths. The model assumes each student has talents and skills and can achieve their goals. The DNP-specific model contains four major components: advising process aligned with the six stages of AA (Disarm, Discover, Dream, Design, Deliver, and Don't Settle)<sup>6</sup>; individual advising; group meetings; and faculty selection, preparation, and workload. To ensure engagement and model fidelity, regular student questionnaires and detailed faculty guides are included. Future research is needed to evaluate the effects of the DNP advising model.