

**Title:**

Multi-faculty Participation in Redesign of a Doctor of Nursing Practice Curriculum

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**Session Title:**

Redeveloping a DNP Program to Meet Local to Global Healthcare Needs

**Slot:**

G 10: Monday, 30 October 2017: 1:15 PM-2:30 PM

**Scheduled Time:**

1:55 PM

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**Keywords:**

DNP curriculum, Multi-faculty contribution and online course format

**References:**

American Association of Colleges of Nursing. (August, 2015). *The doctor of nursing practice: Current issues and clarifying recommendations, report from the task forces on the implementation of the DNP*. Retrieved from: <http://www.aacn.nche.edu/news/articles/2015/dnp-white-paper>

American Association of Colleges of Nursing. (October, 2006). *The essentials of doctoral education for advanced nursing practice*. Retrieved from: <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>

Frantz, R. A. (2013). Resource requirements for a quality doctor of nursing practice program. *Journal of Nursing Education* 52(8), 449-452. doi: 10.3928/01484834-20130713-01

Ketefan, S., & Redman, R. W. (2015). A critical examination of developments in nursing doctoral education in the United States. *Rev. Latino-Am. Enfermagem*. 23(3), 363-371. doi: 10.1590/0104/1169.0797.2566

Kirkpatrick, J. M. & Weaver, T. (2013). The doctor of nursing practice capstone project: Consensus or confusion? *Journal of Nursing Education*, 52(8), 435-441. doi: 10.3928/01484834-20130722-01

**Abstract Summary:**

The use of multi-faculty participation in the design of an online DNP curriculum that aligns with a campus-based program will be discussed. The process for development will analyze visualization of a DNP graduate and the availability of educational technology as a method to channel course creation.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to evaluate the significance of multi-faculty involvement in curriculum redesign.	Value of Multi-faculty involvement: 1) understand the course fit; 2) not overlap other courses; 3) cover course objectives; 4) contribute and provide feedback in creation of assignments that have direct application to the DNP role and evaluate the student's knowledge level; 5) agree on mutual textbooks; 6) develop a clear outline of expectations for the practicum and project
The learner will be able to compare visualization of a DNP graduate and current educational technology to transform campus-based curriculum to an online learning format	Faculty's concept of a DNP graduate: 1) the DNP must be able to lead at the healthcare organizational level, whether local, state, national, or global; 2) vulnerable populations is a major area the DNP needs to improve health care outcomes; and 3) the DNP has the underpinnings to implement evidence-based practice using translational science. Educational Technology utilized: 1) web-based learning software system, 2) use of social presence connectivity, such as discussion boards, chat rooms, immediate web-based conferencing rooms, 3) utilizing an e-Portfolio for assessing student progress in the program and that can be employed as a website for profession forum after graduation

**Abstract Text:**

The Doctorate of Nursing Practice (DNP) degree was created in 2004 for Advanced Practice Registered Nurses and has experienced changes over the past several years (Ketefan & Redman, 2015). One facet of change is technology that offers the opportunity for a DNP Program faculty to redesign a curriculum to teach in both the campus-based program and a new online program. The College of Nursing's DNP program has DNP faculty with both strong educational and practice backgrounds, as well as PhD faculty who are Advanced Practice Registered Nurses (AACN, 2015). Multi-faculty contributions are valued due to their individual faculty experiences in practice, as well as their teaching in a campus-based hybrid format (Franz, 2013). The redesign

development was conducted over a one-year period with a process of vision to course actualization.

The initial process focused on faculty mapping of the *DNP Essentials* (AACN, 2006) to the program objectives. The mapping process also included a discussion on program priorities and the faculty's concept of a DNP graduate. Themes emerged: 1) the DNP must be able to lead at the healthcare organizational level, whether local, state, national, or global; 2) vulnerable populations are a major area the DNP needs to improve health care outcomes; and 3) the DNP has the underpinnings to implement evidence-based practice using translational science. Once mapping commenced, course objectives were reviewed and revised by all the DNP program faculty. Next the process of individual course development occurred.

Individual courses were developed by the faculty with expertise in that course area. Courses were mapped by the faculty designated to teach, then shared at weekly faculty meetings. The goals of course restructuring were to: 1) understand the course fit; 2) not overlap other courses; 3) cover course objectives; 4) create assignments that have direct application to the DNP role and evaluate the student's knowledge level; 5) agree on mutual textbooks; 6) develop a clear outline of expectations for the practicum and project (Kirkpatrick & Weaver, 2013); and 7) use creativity with current educational technology in course presentation and assignments (AACN, 2015).

The contributions of faculty produced an online format consisting of eight didactic courses that build on each other, supports the DNP leadership role, and underpins the two practicum courses. An online learning system incorporates technology that can expand course presentation beyond the traditional classroom. Connectivity to websites and links to the latest journals and knowledge is one benefit. Another is the use of an e-portfolio format that not only reflects the student's progress in the program, but can be engaged after graduation as an educational format for patients or a forum for their area of interest. Social presence of the faculty went into the design with lectures, learning activities, and opportunities for asynchronous classroom discussion. The same curriculum design was applied to the on-campus hybrid program. At the completion of the first group of cohorts of both programs, outcomes of the DNP students' performance will be compared in relation to their skill in translational science and their DNP projects.