

Background

- The Doctor of Nursing Practice (DNP) Family Nurse Practitioner (FNP) curriculum was developed to incorporate learning outcomes and experiential opportunities for students to attain the core FNP knowledge for doctoral education.
- Challenges related to developing clinical skills in blended/online programs has been problematic.
- The appeal of online FNP education has challenged educators to develop new ways to provide students opportunities to experience hands-on clinical skills within the subspecialties of the DNP, FNP role.
- With limited clinical sites, and now with more clinical access constraints imposed by the COVID-19 pandemic, it is imperative that new models of instruction provide students opportunities for skills training.

Purpose

The purpose of this activity was to enable the faculty to implement a scaffolding methodology to design student skills using a synchronous online platform during Doctor of Nursing Practice intensives.

Aim

The aim of this activity was to enable the faculty to develop an effective clinical skills rotation plan during the Doctor of Nursing Practice intensives.

Methods

- Students and faculty identified the types of practice skills and procedures needing improvement.
- An intensive task force was organized to evaluate curricular elements and mapped to analyze gaps.
- Skills activities were organized using macro-educational transition techniques.
- The first step included aligning advanced practice nursing skills sessions in each intensive with the related clinical courses.

Methods cont

- Then, students were organized into an intensive skills rotation plan based on their date of admission and place within their program of study.
- The intensive skills rotation plan ensured students received instruction applying essential skills by the completion of the program.
- Modifications required by COVID-19 on-ground restrictions necessitated re-thinking intensive skills sessions.

Intensive Schedule Example

NEW STUDENTS (1 st year)	RETURNING STUDENTS (2 nd year)
FALL SEMESTER 1 (FNP & PSYCH) 1st Intensive Lab interpretation 12 lead ECG interpretation	Content already received
SPRING SEMESTER 1 (FNP & PSYCH) 2nd Intensive Psych eval and mental status exam (2hours) Heart murmurs and adventitious lung sounds using simulation with <u>ventriloscopes</u> (FNP only)	Content already received
SUMMER SEMESTER 1st Intensive 12 lead ECG interpretation Lab interpretation Chest X-Ray interpretation	SUMMER SEMESTER 3rd Intensive Women's health skills (IUD, Nexplanon) Guidelines for pap smears and mammograms.
FALL SEMESTER 1 (FNP & PSYCH) 1st Intensive Lab interpretation 12 lead ECG interpretation	FALL SEMESTER 4th Intensive Adults with chronic illness PFT's, HF management, HTN guidelines Case studies
SPRING SEMESTER 1 (FNP & PSYCH) 2nd Intensive Psych eval and mental status exam (2hours) Heart murmurs and adventitious lung sounds using simulation with <u>ventriloscopes</u> (FNP only)	SPRING SEMESTER 5th Intensive Suicide assessment Childhood bullying Simulation?
SUMMER SEMESTER 1st Intensive 12 lead ECG interpretation Lab interpretation CXR	SUMMER SEMESTER 6th Intensive Complete any missing skills that are offered (women's health) or offer DNP related skills as they begin residency

Results

- Student satisfaction scores significantly improved after the intensive sessions were restructured.
- Faculty continue to seek feedback from the students to provide beneficial practice opportunities during the DNP intensives.

Conclusion

Intensive skills will continue to be offered and modified based on student, faculty, and clinical site feedback.

References

- American Association of Colleges of Nursing. (2006). The essentials of doctoral education for advanced nursing practice. Retrieved from <http://www.aacn.nche.edu/dnp/Essentials.pdf>.
- American Association of Colleges of Nursing. (2012). Graduate-level QSEN competencies knowledge, skills and attitudes. <http://www.aacn.nche.edu/faculty/qsen/competencies.pdf>.
- AACN The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations Report from the Task Force on the Implementation of the DNP August 2015
- National Task Force, (2016). The National Task Force on Quality Nurse Practitioner Education, Criteria for Evaluation of Nurse Practitioner Programs, 5th Edition. Washington, DC. <https://www.nonpf.org>
- National Organization for Nurse Practitioner Faculties. (2018). The Doctor of Nursing Practice Degree: Entry to Nurse Practitioner Practice by 2025. Retrieved from https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/dnp/v3_05.2018_NONPF_DNP_Stateme.pdf
- National Organization of Nurse Practitioner Faculties: Population-Focused Competencies Task Force. (2013). Population-focused nurse practitioner competencies. Retrieved from <http://www.aacn.nche.edu/education-resources/PopulationFocusNPComps2013.pdf>.
- National Task Force on Quality Nurse Practitioner Programs. (2012). Criteria for the evaluation of nurse practitioner programs. <http://www.aacn.nche.edu/education-resources/evalcriteria2012.pdf>.
- NONPF Statement Regarding Nurse Practitioner Students and Direct Care Clinical Hours Released March 23, 2020. <https://www.nonpf.org>