DNP Education: Faculty Development and Socialization

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Assumptions

- Faculty development is vital to quality DNP education.
- Doctorally prepared (both DNP & PhD) faculty are needed in nursing.
- Both DNP & PhD are prepared to teach in academic programs, especially DNP programs.
- The synergy between both DNP & PhD prepared faculty optimizes the likelihood of translation of research to practice.
- The faculty shortage is challenging all schools.
- Most faculty are new to teaching in DNP programs.
- Some faculty may be newly prepared with the DNP.
- Some faculty may be clinicians or executives who are new to teaching, or researchers with limited recent clinical experience.
- Some faculty may have had limited involvement in the clinical, public health, or policy environment in recent years.
- All faculty should have access to systematic approaches to initial and ongoing development.
Roles of Faculty Are Changing

- Increased emphasis and need for advanced practice and clinical scholarship
- Increased competition for research grants by nurse scientists
- More focus on experiential learning and adult learning theories
- Budgetary pressures in higher education, health systems, and nursing
- Budgetary pressures contribute to faculty workload pressures
- Fewer tenured and tenure track faculty
- In some cases fewer full time faculty with more emphasis on increasing faculty in practice and part time faculty members
- Need for more mentoring by senior faculty
- Older average age of faculty in the U.S.:
  - 60.5 for professors, 57.1
  - 51.5 for assistant professors
    (AACN Nursing Faculty Shortage, 4/1/2012)
- Increasing emphases on clinical competence and regulatory changes, such as APRN Consensus process
Our Plan for Today

Emphasis on dialogue
Faculty roles
Transformational practice
Clinical scholarship and translational science
Faculty socialization
Sharing what our schools are doing
What Characterizes the Academic Role Today?

- “Scholar-citizens” (Nyquist & Wulff, 2000)
- Boyer’s model of scholarship (1990, 1996)
  - Application
  - Discovery
  - Dissemination
  - Integration
  - Engagement
- Conceptualizing nursing faculty roles from the perspective of Boyer’s model of scholarship (Bartels, 2007)
- Many joint appointments
- Increasing need for external funding
Different issues may be present for BSN-DNP and MSN-DNP programs.
Consider This Ideal

- A total faculty complement containing experts in direct and indirect nursing practice and researchers
- Faculty with clinically relevant expertise
- Faculty who have determined what transformational practice & scholarly thinking should look like in their environment
- Faculty with funded clinical projects and faculty with funded research projects – to empower education of students in DNP and PhD programs to collaborate
- A faculty complement that includes both DNP and PhD prepared faculty, and faculty from other disciplines (e.g., medicine, epidemiology, biostatistics, biomedical health informatics, health economics, organizational sciences, engineering and quality control)
- Faculty members who understand and can provide leadership in academic and practice environments
The Goals

- Opportunities for full translational synergy between faculty clinical experts and faculty researchers enabling students to learn to be collaborators and dramatically reducing the time from discovery to utilization and from problem identification to new research findings.

- Opportunities to showcase for students a learning environment with a community of scholars whose scholarship improves practice and is informed by practice at the direct and indirect care levels, T₁ through T₄ research empowerment.

[http://catalyst.harvard.edu/pathfinder/]
[http://aje.oxfordjournals.org/content/172/5/517.full]
Areas for Faculty Development and Socialization

- Teaching strategies and learning theories
- Milieu management / decision-making pace & tempo, time for reflection
- Leadership in curricular and clinical practice design and enabling structures (e.g., curriculum committees, course leadership, mentoring)
- Scholarship
- Time management
- Shared governance
- “Student-teacher relationships” (Steinert et al., 2006, p. 498) – advisee/advisor, protégé/mentor
Opportunities for faculty engagement in clinical practice and governance
Faculty participation on clinical committees
Faculty engagement in clinical, fiscal, productivity, and outcomes policy decisions
Teaching Clinicians

- How do clinicians learn? (Titler, 2008)
- What do we know from implementation science?
  - Just-in-time, need to know
  - Academic detailing
  - Connect with real-world dilemmas with no clear solutions
Capstone Project: Interface With Graduate School

- Explain applied nature of the projects
- Compare with work of other practice doctorates
- Avoid use of the term “dissertation”
“Capstone” Projects
Opportunities With Practicing Faculty

• Faculty practice and engagement in organizational and systems policy initiatives provide a vital, real-world environment for students

• Most of the types of system changes we want students to be able to lead and implement require more time than is available for capstones.

• Taking responsibility for a piece of a faculty project allows students to develop something realistic, learn from faculty as they address challenges and celebrate successes.

• Students in BSN-DNP programs may not yet have access to the kinds of clinical environments where they wish to be employed as APRNs.
“Capstone” Projects Opportunities With Researchers

- DNP students can provide a vital clinical link for research projects, including making recommendations for feasibility, acceptability, and sustainability.

- Capstone projects can build on earlier research findings and yield system-wide evidence-based innovations.

- Capstone projects can lead to generating new research questions, identifying ways to create a “learning healthcare system” (Embi, 2012; IOM, 2007, p. 3).
Interface With Research*

Ocean cover 70% of the earth

Complex biome

Influences global health

How do we understand it

Multiple types of data input
  Sensors
  Video
  Internet

Connecting countries’ computers
  longitudinal data

* Credit: Dr Bonnie Westra
Health IT in the HHS Strategic Plan

HHS’ Strategic Plan

**Goal 1:** Transform Health Care

- **Goal 2:** Advance Scientific Knowledge and Innovation
- **Goal 3:** Advance the Health, Safety, and Well-Being of the American People
- **Goal 4:** Increase Efficiency, Transparency, and Accountability of HHS Programs
- **Goal 5:** Strengthen the Nation’s Health and Human Services Infrastructure and Workforce

*Health IT objective in HHS Plan*
Federal Health IT Strategic Plan: 2011-2015

**Goal I:** Achieve Adoption and Information Exchange through Meaningful Use of Health IT

**Goal II:** Improve Care, Improve Population Health, and Reduce Health Care Costs through the Use of Health IT

**Goal III:** Inspire Confidence and Trust in Health IT

**Goal IV:** Empower Individuals with Health IT to Improve their Health and the Health Care System

**Goal V:** Achieve Rapid Learning and Technological Advancement
Evolution of the Strategic Framework to the Strategic Plan

Strategic Plan

- **Goal I**: Achieve Adoption and Information Exchange through Meaningful Use of Health IT
- **Goal II**: Improve Care, Improve Population Health, and Reduce Health Care Costs through the Use of Health IT
- **Goal III**: Inspire Confidence and Trust in Health IT
- **Goal IV**: Empower Individuals with Health IT to Improve their Health and the Health Care System
- **Goal V**: Achieve Rapid Learning and Technological Advancement
Health & Nursing Clinical Scholarship
Knowledge Discovery & Dissemination
(T1-T4 (Harvard Model))
What is the CTSA*?

- Clinical and Translational Science Award (CTSA) consortium created to accelerate laboratory discoveries into treatments for patients.
- The CTSA program is led by the National Institutes of Health's National Center for Research Resources.
- CIC Schools/Colleges engaged

*https://www.ctsacentral.org/
Infrastructure to Support Scholarship

- Network All Care Sites
  - Tie all Providers into the Health Information Infrastructure
- Link Care Teams
  - All Health Workers plus *Citizens/Patients* as real Partners on the Care Team
- Add Formal Interdisciplinary Informatics Education
  - Academicians
  - Clinicians
  - Citizens & Patients
- Add Multidisciplinary Research & Development
  - Engineering
  - Health Sciences
  - Multidisciplinary Centers, incorporating Informatics
    - Bioinformatics, Applied Clinical Informatics, Public Health Informatics
  - CTSAs

Implications for DNP & PhD preparation?
Faculty Socialization

- Learning the academic culture of decision making
- Culture of collaboration and shared governance
- Pacing and temporal elements of work as an academic versus clinician
- Interfacing with graduate school and other disciplines
- Opportunities for tailored development activities
- Understanding ethical, legal, and regulatory issues
- Academic finance and policy
Teaching*

- Developing courses and curricula
- Writing syllabi
- Coordinating courses
- Mentoring junior faculty members
- Developing and evaluating innovative teaching strategies
- Designing interactive learning strategies in which knowledge evolves
- Writing and managing educational grants
- Adhering to institutional policies
- Contributing to institutional policy development
- Optimizing use of technology (computing, simulations, clinical technology)
- Assessing learning and educational outcomes

Development and growth of programs of research
Use of the products of research in practice and education
Service on research committees such as IRB, DSMBs
Data collection
Liaison between research and clinical environment
Development of research questions
Attendance and active participation in research seminars, colloquia, brown bags, & symposia
Participation in mock reviews, critiquing manuscripts
Participation in journal clubs

Academic Citizenship

- Service on committees
- Mentoring junior colleagues
- Developing innovations for the improvement of the school
Service*

- Committee service
  - School
  - University
  - Professional
- Peer evaluation
- Mentoring

Strategies for Faculty Development

- Formal courses in graduate education
- Graduate assistantships
- Teaching scholar programs
- School-based mentoring programs
- Local, regional, national workshops
- Informal consultation and mentoring
- Faculty practice
- Faculty engagement in clinical environments
- Clinicians as part of research teams
Developing clinician-educators
  - Teaching expert clinicians to teach advanced practice clinicians and executives

Developing scientist-educators to teach
  - Teaching scientists to teach advanced practice clinicians and executives

Teaching both clinician-educators and scientist-educators to collaborate and teach collaboration
• Academic health literature focuses on teaching
  • Introducing clinician-scholars to teaching (teaching clinicians how to teach other clinicians)
  • Engaging students
  • Applying relevant educational theories (Steinert et al., 2012)
    • Adult learning theory
    • Experiential learning theory
    • Instructional design strategies
Examples of Strategies

- Reciprocal peer coaching, journaling, interview-based discussions (Goldman et al., 2012; Jacelon et al., 2003)

- Shared reading & guided reflection (Balmer & Richards, 2012), narrative medicine (Balmer & Richards, 2012), intensive feedback (Steinert et al., 2012, Skeff et al., 1992)

- Comprehensive programs (e.g., Conn et al., 2005)

- Mentoring programs (e.g., Mundt, 2001)

- National programs
  - BAGNC (Franklin et al., 2011)
  - RWJF Nurse Faculty Scholars (http://www.nursefacultysscholars.org/)
  - Jonas Scholars programs (http://www.jonascenter.org/program-areas/scholars)
Role of the Dean

- Creating the context and marshaling the resources for an effective faculty development program
- Focusing attention on faculty socialization
- Leading organizational culture change and resource development for changes prompted by faculty development and learning to occur (Steinert et al., 2012, p. 519)
What Is Your School Doing?

Transformation of health through academic-service engagement:

- Transformational practice
- Clinical scholarship and research
- Faculty socialization
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DNP Program Faculty Development and Socialization

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