DNP Essential III-Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The American Association of Colleges of Nursing (AACN) third foundational competency for Doctorate of Nursing Practice (DNP) is one that we are probably most familiar with as DNP students (AACN, 2006). We have enrolled in the DNP program in order to pursue clinical scholarship and advance our analytical methods for evidence based practice. According to the AACN, the third essential involves translational research for evidence based practice as well as dissemination/integration of new knowledge (2006). Whether we are educators, clinicians, or researchers, all DNP students/graduates recognize essential III as a foundation for in our advanced practice roles.

Zagnini & White clearly outlined the role of the DNP in clinical scholarship:

1) Critically analyze existing literature and other evidence related to practice.
2) Lead the evaluation of evidence to determine/implement best evidence based practice.
3) Design/implement processes to evaluate practice and systems of care outcomes.
4) Design/direct/evaluate QI initiatives to promote safe, timely, effective, efficient, equitable, and patient-centered care.
5) Evaluate practice patterns against national benchmarks to determine variance in clinical outcomes and population trends.
6) Apply relevant findings to develop clinical guidelines and improve practice as well as practice environments.
7) Inform/guide the design of databases that generate meaningful evidence for practice.
8) Use IT and research methods to collect/analyze data to design evidence based interventions, predict/analyze outcomes, examine patterns of behavior, and identify gaps in practice evidence.
9) Function as a practice specialist/consultant in collaborative knowledge generating research.

10) Disseminate findings from EBP to improve healthcare outcomes (2011).

There were also some great tips in chapter 3 on translating research into practice, quality improvement (QI) and practice change projects, preparing journal and research publications, developing effective power point presentations, journal clubs, and communicating with media. Chapter 9 provided some great historical information on advanced practice roles and leaders (Zaccagnini & White, 2011).

Each week, I have been writing about past, present, and future practice experience in order to make meaning of each essential as part of my DNP portfolio. This week, number 10 of the DNP scholarship roles for Essential III has been a focus. In reviewing the literature for my project, I am very impressed by recent nursing studies and publications. The more we publish/disseminate knowledge, the more we help the growth of our profession and future APRN research and practice.

In my 20 years as an advanced practice MSN nurse, I have been fortunate to be involved in many writing and publications projects to disseminate knowledge. I was an associate editor for the Clinical Journal of Oncology nursing for three years. I was chosen to attend a 2002 APRN retreat that generated knowledge on which to build the Oncology Nursing Society (ONS) “Putting Evidence Into Practice” program. I was a writing mentor for a 30 year oncology nurse who had never written for publication before. I am part of the ONS psychosocial team and co-wrote the Psychosocial web course for oncology nurses. I continue to be a manuscript reviewer for the Clinical Journal of Oncology Nursing (CJON) and the Oncology Nursing Forum (ONF). A revised version of my DNP Health Policy paper was recently published in CJON and I am
working on a publication for ONF on pilot studies I did with breast cancer survivors/participants in the Casting for Recovery program. I have also enjoyed local, regional, and national presentations on my area of expertise-psychosocial issues in cancer survivors. I am proud of my achievements in publication and dissemination of knowledge thus far. My DNP education is helping me to expand my Essential II roles and activities. I look forward to reading publications from my NKU DNP colleagues who have/will disseminate knowledge about their clinical practice and educational projects.

References