

FOURTH EDITION

The Doctor *of* Nursing Practice

A Guidebook for Role Development
and Professional Issues

Lisa Astalos Chism DNP, APRN, NCMP, FAANP

Clinical Director, Women's Wellness Clinic

Nurse Practitioner

Certified Menopause Practitioner

Sexual Health Counselor and Educator

Karmanos Cancer Institute

Detroit, Michigan



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World Headquarters

Jones & Bartlett Learning
5 Wall Street
Burlington, MA 01803
978-443-5000
info@jblearning.com
www.jblearning.com

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Dedication

This book is dedicated to my father, Paul Astalos, and my mother, Judy Astalos.

You were both my inspiration and my cheerleaders. Mom and Dad, you continue to guide me in spirit, and I know you are smiling down on us all. This book is also dedicated to my husband, Bruce, and my daughter, Isabel. Thank you for your enduring love, support, and friendship. You mean more than you will ever know.

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Preface

I had recently graduated from a doctor of nursing practice (DNP) program in 2007 when I woke up in the middle of the night and thought, Now what? I had just spent the past 3 years researching, finding, applying, and finally completing a DNP program. I realized at 2:00 a.m. that day, 2 months after graduation, that I wasn't sure how to integrate my new degree into my professional life. I felt that if I wasn't sure how to integrate my new knowledge and skills into my advanced-practice role or roles, my colleagues probably had the same concerns, questions, and issues.

Since that time, I have received wonderful feedback from colleagues and nursing faculty members that this was indeed true. The previous editions of this book have served as resources for everyone, from prospective and current students to those who have completed their DNP degree. I am very pleased that this book has been helpful for so many. Writing and editing the fourth edition was just as rewarding as the previous editions. From my first query letter to the development of the current edition, this book has been a wonderful adventure.

The American Association of Colleges of Nursing (AACN) continues to recommend that the DNP degree be the terminal degree for advanced nursing practice. With the growth of this innovative degree comes the challenge for students and graduates to be able to synthesize the new knowledge and skills they develop in a DNP program and become DNP-prepared nurses. What does this mean? That is the question I have attempted to answer in this book. I have also tried to share valuable insights pertinent to DNP students, graduates, nurses, and other healthcare professionals who are affected by the development of this degree.

This book is organized in two parts. Part I reviews the DNP degree and the various roles that DNP graduates may assume and integrate. DNP graduates may find themselves developing roles in leadership, clinical practice, research, healthcare policy and advocacy, education, ethics, and information technology. No doubt many nurses who return to school for a DNP degree already possess expertise in these roles. Therefore, the challenge lies in the integration of new knowledge and skills obtained through a DNP program with the intent to improve healthcare delivery in the 21st century.

Part II describes the unique issues that DNP graduates may face, such as deciding whether to return to graduate school for a DNP degree, the challenges and recommendations related to the BSN-to-DNP degree path, the use of the title *doctor*, educating others about the degree, and marketing oneself as a DNP graduate. In addition, new chapters provide insights regarding writing for publication; integrating the AACN *Essentials of Doctoral Education for Advanced Nursing Practice* into one's practice; certification; and past, current, and future trends related to the DNP degree. Case scenarios are used throughout the book to illustrate unique situations that DNP

graduates may encounter. New interviews have been added, and others have been updated, to weave real-life experiences throughout the text. Suggested group activities have been added to help students demonstrate a deeper understanding of the material discussed in each chapter.

Healthcare delivery and nursing education are evolving, and nursing has responded with the development of the DNP degree. We are practice professionals, and we now have a practice doctorate that is reflective of our heritage. The knowledge and expertise developed through a DNP program equip DNP graduates with the skills and perspective necessary to continue to provide high-quality healthcare and to advocate proactively for patients and the nursing profession. DNP graduates will continue to contribute to healthcare and nursing in the 21st century through leadership, use of evidence-based practice, expertise in information technologies, involvement in healthcare policy, and mentoring and educating future generations of nurses and healthcare professionals. Whether you are deciding if this degree is right for you, assimilating into your new role as a DNP graduate, or simply seeking information about this innovative degree, it is my hope that this book will prove to be a valuable resource.

Foreword

The fourth edition of *The Doctor of Nursing Practice: A Guidebook for Role Development and Professional Issues* is a timely addition to the resources needed by students and graduates alike. The first edition, published in 2010, reflected the goals of DNP involvement in healthcare when the DNP degree was a newborn. The comments in the foreword by Carolyn A. Williams, PhD, RN, FAAN, Dean Emeritus and Professor at the University of Kentucky, were timely and reflected the vision of the DNP degree at that time.

Joan M. Stanley, PhD, RN, CRNP, FAAN, FAANP, Senior Director of Education Policy at the American Association of Colleges of Nursing, contributed savvy comments about the second edition, which was published in 2013. In the 3 short years since the first edition, the nursing profession and the DNP degree matured to a healthy child tasked with learning how to be self-sufficient and productive. Stanley's closing sentence is a springboard for all of nursing: "The DNP degree provides the credential, but the knowledge and skills that graduates bring to the table and practice arena will be the real reason that nursing will have a significant impact on the future of health care." Those who have earned the DNP degree, along with those who are in the process of earning this degree, are challenged to make an impact on healthcare outcomes.

The foreword to the third edition was provided by Lucy N. Marion, PhD, RN, FAAN, FAANP. A well-respected scholar and proponent of the DNP degree, Marion has lived through and contributed to the evolution of the DNP degree, and she highlights the talents and contributions of Dr. Lisa Chism in her foreword. I am honored to follow in the footsteps of Drs. Williams, Stanley, and Marion to provide the foreword to this fourth edition of Dr. Chism's textbook as the DNP grows from infancy to maturity and enhances our discipline.

In 2017, the development of the DNP degree can be seen as the equivalent of a preteen. We are not yet young adults, but we are no longer innocent children. The challenges of healthcare delivery needs have mandated that the profession pick up the pace and level of sophistication to meet current needs. Those interested in the growth and development of the DNP degree are stepping up to challenges today that were not anticipated back in 2010. The growth of the degree is accelerating, as evidenced by the increasing number of DNP programs and the increasing number of graduates influencing the delivery of healthcare services. DNP-prepared nursing professionals are affecting patient outcomes both within and outside the typical healthcare delivery environments by having an impact on administration, policy, informatics, and education. The need for a solid foundation of preparation has always been important, and the future challenges of healthcare delivery make this mandate even more important.

The fourth edition of this textbook provides this needed foundation of understanding to prepare the DNP student with the opportunity to think deeply and grow into a professional status that will alter outcomes. The DNP degree is an academic degree and not a singular role, but the direction and tone of the expectation of this degree are articulated along with information to help the novice DNP student understand the history and evolution for future practice. Curriculum standards and leadership expectations are discussed, with exemplars of how the DNP-prepared nursing professional may influence others both within and outside the nursing discipline. As students, faculty members, and graduates explore the meaning and impact of this degree, this textbook provides information to support the rationale for the title of the degree. For example, a chapter on writing as a graduate is timely and needed. Dr. Butler provides an update on the DNP certification effort. Dr. Chism provides an especially thoughtful chapter that addresses the past, current, and future trends as well outcomes related to the DNP degree.

No discipline grows and matures without a healthy discourse on how future professionals should be taught. The DNP-prepared faculty member contributes to this discussion and will continue to be part of the growth of the discipline. How the DNP-prepared nurse participates in academia and how colleges and universities embrace the contributions of colleagues with this terminal practice degree will have an impact on future graduates. This text begins to address these issues. It also discusses the need for incorporating ethical decision making into practice. The process of preparation for doctoral practice is complex and challenging. This textbook provides support for a foundation of understanding in this regard.

For those of us who are old enough to remember a world without computers, the notion of informatics is a new concept. Today, computers and electronic information are ubiquitous. Are we prepared as DNP graduates to make the most of what technology has to offer? Experts in this area are also experts with the DNP degree. Information specialists who practice with the DNP degree are contributing processes and skills that are changing the very structure of healthcare delivery. This textbook provides a foundation of understanding about informatics and how we all can benefit from the services provided by information specialists.

Life after graduation is challenging, and the entry into practice is complex. Dr. Chism begins to address the numerous challenges of practice, including how we title and market ourselves. Dr. Taylor addresses the important topic of writing for publication as a DNP graduate. The debate about the value and contributions of the DNP degree has sometimes been contentious, but it is important that we engage and debate the value and contributions of our individual and collective efforts. This textbook supports all readers by providing a better understanding of these issues as we look to the future of the DNP degree.

An addition to this year's edition is a chapter on storytelling as a mechanism to allow colleagues to make the most of the art and science of translating the essentials of doctoral education into practice. No matter how we approach our educational preparation, the proof of the pudding is how we practice as a result of this education. The fourth edition of this textbook captures these elements and processes. This textbook also offers suggested group activities at the end of each chapter. These activities build a sense of community and enhance communication skills that support DNP-prepared practice.

xii Foreword

Earning the DNP degree is a complex process of exposure to and synthesis of diverse elements of thought, along with the application of processes to practice. The successful graduate will earn a degree, but this is only the beginning of the process of practice. What happens after graduation is where the efforts of earning the degree pay off. Learn from this textbook, and apply concepts and experiences to practice. That is the reason for the profession of nursing and forms the foundation of the DNP degree.

*David G. Campbell-O'Dell, DNP, ARNP, FNP-BC, FAANP
President
Doctors of Nursing Practice, Inc.*

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Contributors

Karen McBroom Butler, DNP, RN

Associate Professor
Assistant Dean of Academic
Operations
University of Kentucky College of
Nursing
Lexington, Kentucky

Morris A. Magnan, PhD, RN

Clinical Nurse Specialist
Karmanos Cancer Institute
Detroit, Michigan

**Donna Behler McArthur, PhD, APRN,
FNP-BC, FAANP, FNAP**

Clinical Professor, University of
Arizona College of Nursing &
Department of Neurology, College
of Medicine
Tucson, Arizona

Marlene H. Mullin, DNP, APRN, BC

Chair, Legislative Committee
Metro Detroit Chapter, Michigan
Council of Nurse Practitioners

Catherine Nichols, DNP, APRN, BC

Associate Professor
Madonna University
College of Nursing and Health
Livonia, Michigan

**Mary Ellen E. Roberts, DNP, RN, APN,C,
FAANP, FAAN**

Assistant Professor, Graduate
Department
Director, Doctor of Nursing Practice
Program
Director, Acute Care Nurse
Practitioner Program
College of Nursing
Seton Hall University
South Orange, New Jersey

Elizabeth Johnston Taylor, PhD, RN

Professor, School of Nursing
Loma Linda University
Loma Linda, California

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I also wish to acknowledge my first mentor, Dr. Morris Magnan. I never had a mentor prior to returning to graduate school for my DNP degree. I initially met Dr. Magnan during my interview for the DNP program. Needless to say, my initial intimidation has grown to true admiration. He is a nursing scholar who impresses me with his level of clinical expertise and overall commitment to the profession of nursing. Through his mentorship, I have developed a much broader understanding of nursing as a discipline, science, and profession. Dr. Magnan has inspired me to grow as a nurse, and he has taught me what a true mentor is and should be. I am so thankful to call him a mentor and a friend. It was an honor to have Dr. Magnan contribute the chapter about DNP graduates' expectations for theory, research, and scholarship. He clearly understands the benefit of DNP–PhD partnerships and has supported the need for a practice doctorate in nursing.

I would also like to acknowledge Dr. Karen McBroom Butler. Dr. Butler was an original reviewer of the proposal for this book. She offered wonderful feedback and also graciously volunteered to assist me with this project. It was an honor that she accepted the task of contributing the chapters about the DNP as educator and the chapter addressing certification. She is a perfect example of the impact that DNP graduates are making in the role of educator. She beautifully articulated the issues and transitions necessary to move nursing education into the 21st century. Her insights into the role of a university faculty member through the eyes of a DNP graduate are invaluable. I am so thankful for her contributions both to the book and to nursing education.

I would also like to acknowledge my good friend and colleague Dr. Marlene Mullin. Dr. Mullin is a champion for the nursing profession. Her commitment to issues such as the homeless crisis and the number of uninsured individuals in this country has motivated her to get involved politically and on a grassroots level by volunteering at a homeless shelter. Her dedication to healthcare and nursing inspires me. I am honored and thankful that she contributed to this project by writing the healthcare policy and advocacy chapter. Dr. Mullin wonderfully describes the rich history of nursing's involvement in policy and political issues. Dr. Mullin exemplifies

the importance of addressing healthcare policy issues and continues to be a strong advocate for nursing and for her patients.

I would like to thank my friends and colleagues Dr. Donna McArthur and Dr. Mary Ellen Roberts for contributing a timely chapter about the challenges and recommendations associated with the BSN-to-DNP path. Their insight and candor from the point of view of DNP educators and program directors proved to be very valuable. I truly appreciate their wonderful contribution to this edition of the text as well as their friendship.

Dr. Nichols, another friend and colleague, contributed a valuable chapter to this edition of the text about the DNP graduate as information specialist. She also agreed to be interviewed about her transition from DNP-prepared clinician to faculty member.

I also wish to acknowledge my wonderful friends and colleagues at Karmanos Cancer Institute, especially Ms. Christine Rymal, MSN, APRN, BC, CLT, and Chidiebere Onyishi, DNP, APRN, BC. You are both incredible examples of exemplary advanced-practice nurses. Your friendship and support are very important to me. I also wish to acknowledge the vice president and chief nursing officer, Ms. Kay Carolin, MSN, RN, for her enduring support and friendship and for making my clinical and leadership aspirations a reality.

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In closing, I would like to acknowledge all the readers of the previous and current editions of the book. This book is for you. My hope is that the practical, real-life tips; case scenarios; interviews; and information provided in this book will inspire you and guide you on your journey.

About the Author



Dr. Lisa Chism is a certified nurse practitioner currently practicing at Karmanos Cancer Institute, Alexander J. Walt Comprehensive Breast Center, Women's Wellness Clinic. Dr. Chism is also the Clinical Director of the Women's Wellness Clinic. She has been a registered nurse for over 27 years and a certified nurse practitioner for 23 years. Dr. Chism is also a North American Menopause Society (NAMS) Certified Menopause Practitioner and an American Association of Sexuality Educators, Counselors, and Therapists (AASECT) certified sexuality counselor.

Dr. Chism has established a Dedicated Menopause and Sexual Health Clinic within her setting to care for the menopausal and sexual health needs of women who have a history of cancer or are at elevated risk for cancer. Dr. Chism completed a doctor of nursing practice degree in December 2007 at Oakland University in Rochester, Michigan. She also serves as adjunct assistant professor at Madonna University School of Nursing and adjunct assistant professor at Wayne State University School of Medicine. She has presented many poster and podium presentations regarding the DNP degree, menopause, and sexual health locally and nationally, as well as guest-lectured at various universities. In June 2011, Dr. Chism was inducted as a Fellow of the American Academy of Nurse Practitioners. She was also selected as Menopause Practitioner of the Year by the North American Menopause Society in September 2011 and currently serves on the board of directors of the North American Menopause Society. In 2012 Dr. Chism was the recipient of a Nightingale Award in the category of distinguished alumni, Oakland University. Her interests include spiritual care and nursing practice, development and promotion of the DNP degree, and caring for women experiencing menopause and sexual health-related health concerns. She lives in Woodhaven, Michigan, with her husband, Bruce; their daughter, Isabel; and their adorable toy poodle, Lucy, and beautiful Devon Rex, Tiffany.