

An Innovative DNP Academic Advising Model: Meeting Students Needs and Streamlining Faculty Efforts

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Doctoral Students Need Advice

Plan their curriculum

Manage school-life-work
balance

Develop the DNP project

Meet the DNP Essentials
competencies

Transition into the role of a
nurse-leader

Purpose

Design a **DNP-specific academic advising model** to assist DNP faculty to meet student needs and streamline faculty effort.





Background

Disconnect between established advising and the needs of **DNP students and programs** contribute to dissatisfaction among faculty and program directors (Dols, Hernandez, & Miles, 2016)



Background

National survey of DNP program directors found high rates of **faculty dissatisfaction with the process** surrounding the project and student advising (Dols, Hernandez, & Miles, 2016)





Background

DNP faculty survey demonstrated a need for a new advising model to **preserve faculty time and foster student satisfaction and achievement** (VUSN, August 2016)



Background

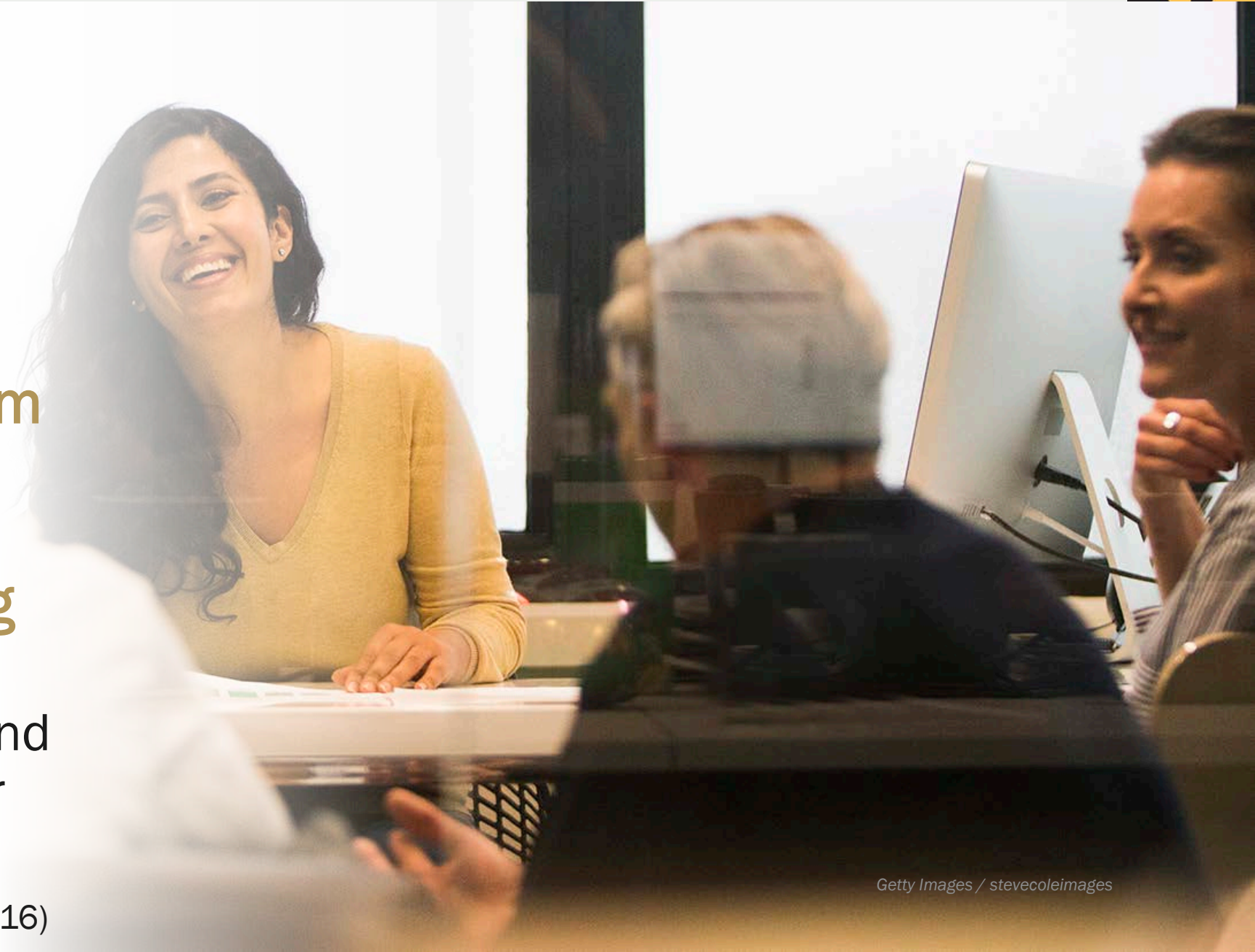
Guidance can take many forms. AACN does not stipulate or recommend a single model of advising (AACN, 2015).



Background

Common models of DNP advising are antiquated or inefficient. **New team based models based on existing models of advising** may streamline doctoral education and boost preparation for nurse-leader roles.

(Read, Hicks, & Christenbery, 2016)



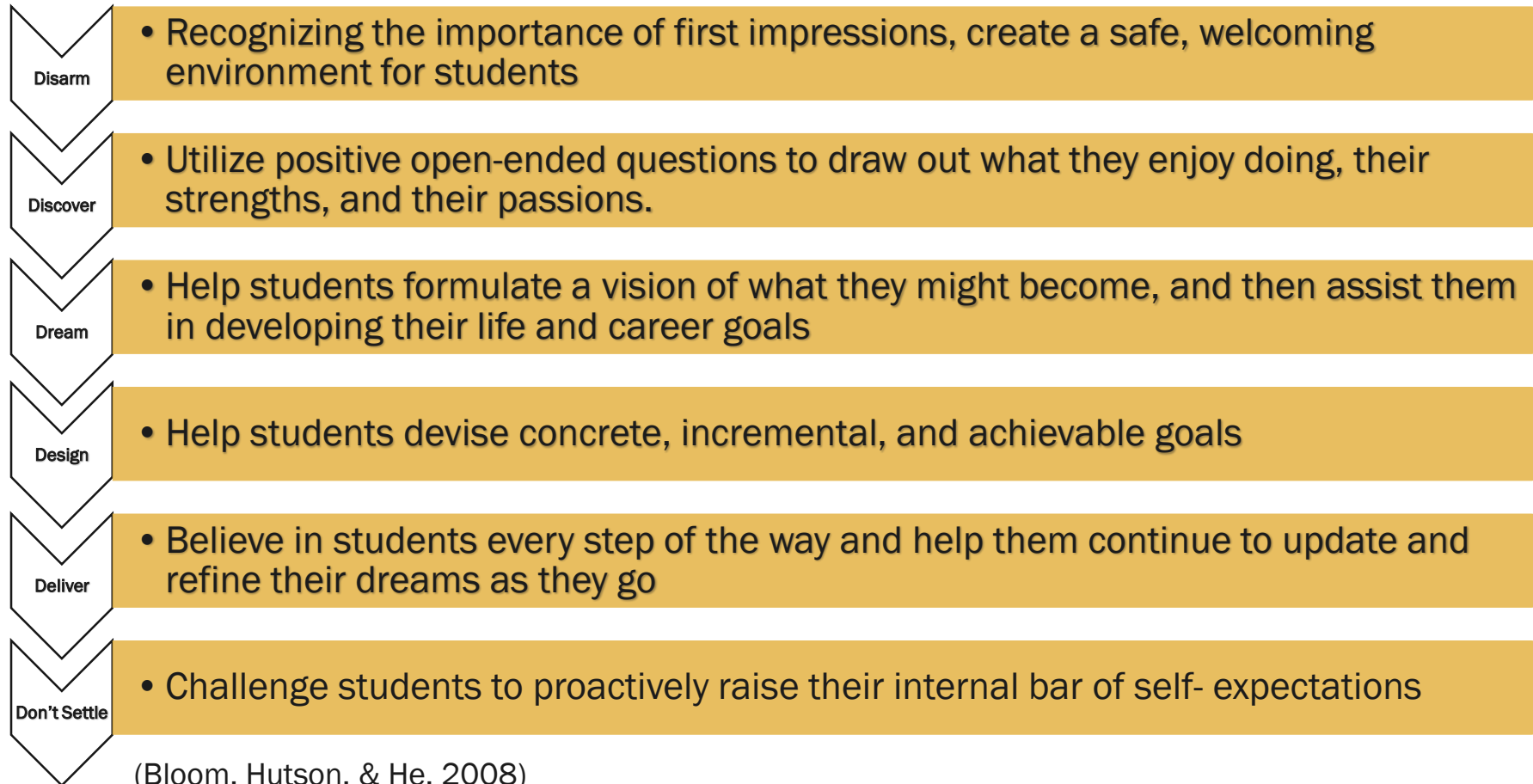
Appreciative Advising Defined

“Intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

(Bloom, Hutson, & He, 2008)



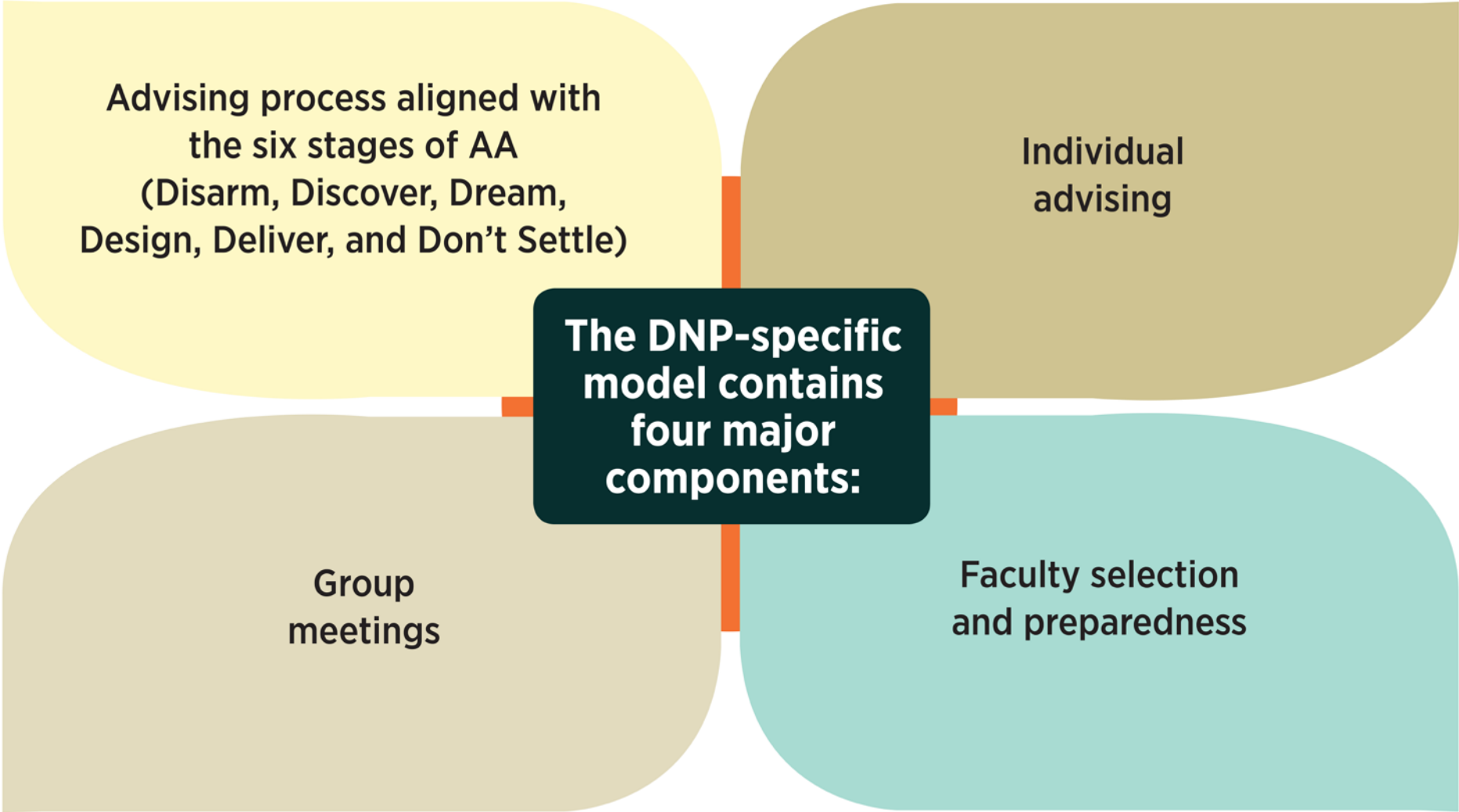
Six Stages of Appreciative Advising



Nursing faculty convened a task force to adapt the Appreciative Advising model to the DNP program

- ▶ Streamline the advising process
- ▶ Create supportive communities of scholars
- ▶ Increase faculty consistency during project process
- ▶ Provide opportunities for students to observe faculty/nurse-leaders model effective mentoring and advising
- ▶ Develop students' advanced competencies for increasingly complex practice, faculty, and leadership roles





The diagram illustrates the four major components of the DNP-specific model, arranged in a circular fashion around a central hub. The central hub is a dark teal rounded rectangle containing the text 'The DNP-specific model contains four major components:'. Four rounded rectangular boxes are connected to this central hub by small orange lines. The top-left box is yellow and contains text about the six stages of AA. The top-right box is olive green and contains the text 'Individual advising'. The bottom-right box is light teal and contains the text 'Faculty selection and preparedness'. The bottom-left box is tan and contains the text 'Group meetings'.

Advising process aligned with
the six stages of AA
(Disarm, Discover, Dream,
Design, Deliver, and Don't Settle)

Individual
advising

**The DNP-specific
model contains
four major
components:**

Group
meetings

Faculty selection
and preparedness

Advising Process Alignment with the Six Stages of Appreciative Advising

| 1 Meetings | 2 Session scheduling | 3 Regular Prompts | 4 Collaborative Plan | 5 Face-to-Face or Streamed-Video Sessions |
|--|--|---|---|--|
| Schedule a minimum of 3 meetings per semester, at least 1 for group advising and 2 for individual advising | Correlate with times of increased student inquiries and stress, allowing the adviser to intervene in a timely manner | Assess students' strengths and plan for anticipated struggles | Employ student's noted strengths to reach personal goals and manage possible challenges | Facilitate early identification and referral for struggling students |

Individual Advising

- ▶ Reflective questionnaires
- ▶ Knowing the student as a person
- ▶ Genuine interest in student's growth and development
- ▶ Targeted resources in response to identified needs

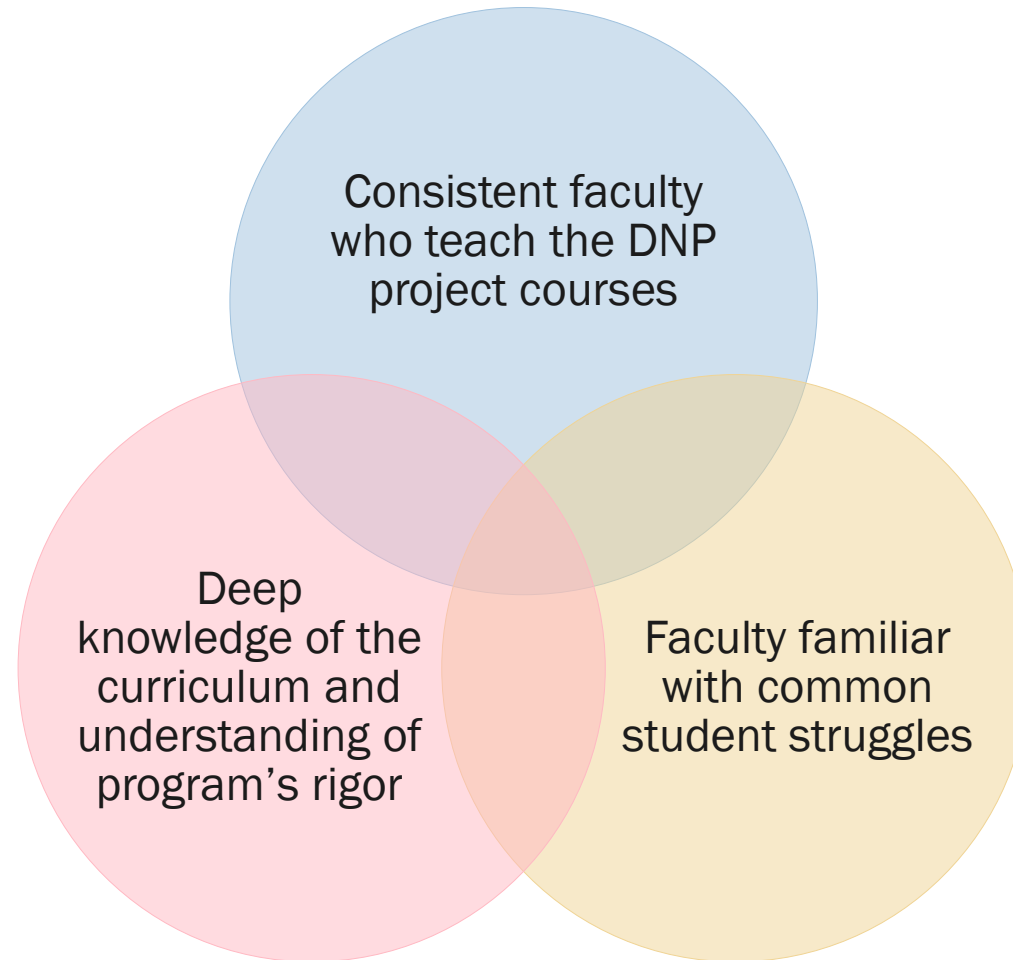


Group Meetings

- ▶ Communication
- ▶ Creation of a scholarly community
- ▶ An opportunity to observe group leadership



Faculty Selection and Preparedness



Implications for Nursing Education

- ▶ Evidence-based, student-centered, innovative approach
- ▶ Versatile and adaptable to meet the students' requirements and expectations
- ▶ Student-sensitive framework that faculty and students can adapt to any student situation
- ▶ Framework for faculty to advise students through the rigors of doctoral education



Future Research

- ▶ Further research is needed to evaluate effects of this innovative model
- ▶ Pilot study
 - August 2016 – December 2017
 - Full-time students
 - Questionnaires for students and faculty



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- ▶ Mary Ann Jessee, PhD, RN
- ▶ Tom Christenbery, PhD, RN

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