

Fourth Edition

Advanced Practice Nursing

Essential Knowledge for the Profession

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Introduction

Advanced practice nursing education has been rapidly evolving over the past decade, with much attention given to the unique differences between advanced practice nursing and the four traditional advanced practice roles—that is, certified registered nurse anesthetists (CRNAs), certified nurse–midwives (CNMs), clinical specialists (CNSs), and nurse practitioners (NPs)—as direct care providers. The fourth edition of this book was conceived in response to several new national initiatives, including the evolution of the doctor of nursing practice (DNP) degree. The following position papers and task force recommendations were taken into account when selecting new content for this textbook:

- Defining Scholarship for Academic Nursing Task Force Consensus Position Statement (American Association of Colleges of Nursing [AACN], 2018)
- Diversity, Inclusion, & Equity in Academic Nursing AACN Position Statement (AACN, 2017)
- Common Advanced Practice Registered Nurse Doctoral-Level Competencies (AACN, 2017)
- Advancing Healthcare Transformation: A New Era for Academic Nursing (AACN, 2016)
- The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations Report from the Task Force on the Implementation of the DNP (AACN, 2015)
- Re-envisioning the Clinical Education of Advanced Practice Registered Nurses (AACN, 2015)

These initiatives address the rapid changes in the healthcare arena and the need for advanced practice nurses to be responsive to a complex health system with an aging population with complex comorbid health conditions at the core. For example, the new common advanced practice core competencies for doctorally prepared advanced practice registered nurses (APRNs) are not intended to replace the master's and doctoral essentials of education but to provide a framework for contemporary APRN practice across each of the aforementioned APRN roles. As academic and clinical partnerships continue to intensify, so does the intricacy of healthcare services. Advanced practice nurses are expected to engage in a high level of teamwork that is both intra- and interprofessional in nature. This calls for advanced practice nurses to participate in clinical scholarly activities to enhance best clinical practices, influence health policy, and educate the next generation of clinicians, scholars, and leaders.

Content on business planning and economics, quality improvement, and the use of metrics to drive clinical decisions have been incorporated. Advanced practice nurses must have a broad overview of how big data, including cost, healthcare outcomes, and patient and provider satisfaction, facilitates decisions and affects outcomes in all arenas. The impending shortage of primary care providers, new healthcare reform legislation, the focus on patient safety, and cost-effective high-quality care have provided curricular guidance to master's and doctoral programs preparing advanced practice nurses. As in previous

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editions, the content of this textbook has been cross-referenced with the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). The task force that developed the doctoral essentials built their work on the former master's essentials. Given the work of the American Association of Colleges of Nursing's APRN Clinical Training Task Force, the content was also cross-referenced against the work of the APRN Competency-Based Education for Doctoral-Prepared APRNs Work Group. The development of common

doctoral-level competencies that are observable, realistic, and measurable will help educators and APRNs providing direct patient care to have common, achievable goals for provision of high-quality health care.

TABLE I-1 displays a comparison of the essential core curriculum content for both the master's and the doctoral programs and the new common advanced practice registered nurse doctoral-level competencies. The last column lists the chapters in this book that address this content.

TABLE I-1 Comparison of Master's Essentials, Doctoral Essentials, Doctoral-Level Competencies, and Book Content

Master's Essentials (2011)	Doctoral Essentials (2006)	Doctoral-Level Competencies (2017)	Book
I. Scientific and Humanistic Background for Practice	I. Scientific Underpinnings for Practice	Domain 2: Knowledge of Practice; Domain 8: Personal and Professional Development	Chapter 18
II. Organizational and Systems Leadership	II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking	Domain 6: Systems-Based Practice	Chapters 7–11
III. Quality Improvement and Safety	II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking; IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	Domain 3: Practice-Based Learning and Improvement; Domain 6: Systems-Based Practice	Chapters 12–17
IV. Translating and Integrating Scholarship Into Practice	III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice	Domain 3: Practice-Based Learning and Improvement	Chapters 19–22

Master's Essentials (2011)	Doctoral Essentials (2006)	Doctoral-Level Competencies (2017)	Book
V. Informatics and Healthcare Technologies	IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	Domain 3: Practice-Based Learning and Improvement	Chapters 14–17
VI. Health Policy and Advocacy	V. Healthcare Policy for Advocacy in Health Care	Domain 5: Professionalism; Domain 6: Systems-Based Practice	Chapters 7–9, 26, and 27
VII. Interprofessional Collaboration for Improving Patient and Population	VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	Domain 4: Interpersonal and Communication Skills; Domain 7: Interprofessional Collaboration	Chapters 6, 24, and 25
VIII. Clinical Prevention and Population Health for Improving Health	VII. Clinical Prevention and Population Health for Improving the Nation's Health	Domain 3: Practice-Based Learning and Improvement	Chapters 7, 8, and 23–25
IX. Master's-Level Nursing Practice	VIII. Advanced Nursing Practice	Domain 1: Patient Care	Chapters 1–6 and 28–31

The publisher, Jones & Bartlett Learning, under the guidance of editor Susan M. DeNisco, embarked on a quest to produce a fourth edition of an advanced practice textbook that would compile selected chapters from existing books in the Jones & Bartlett Learning collection. The strength of this approach is that experts in each of the content areas wrote each chapter in the book.

The revision of this textbook comprehensively addresses the core curriculum content requirements of the master of science in nursing (MSN) and doctor of nursing practice

(DNP) essentials, recognizing that broad content areas and role competencies cannot be covered in separate courses due to credit limitations. In addition, this book addresses the roles required, regardless of their specialty or functional focus. This knowledge can then be built upon as graduate students proceed into their specialty foci.

New to this edition are the following topic and content areas:

- Writing for publication and scholarship
- Ethical leadership

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- Business essentials for advanced practice nurses
- The impact of big data on healthcare outcomes
- Phases of health policy development as it pertains to advanced practice nurses
- Patient value, quality, safety, and cost-effectiveness
- Economics in the hospital environment
- Strategic career planning
- Lifelong learning

Content areas that have been strengthened for this textbook focus on:

- Both direct and indirect provider roles
- Role of the clinical doctorate in advanced practice nursing
- Reimbursement and credentialing issues for nurse practitioners
- Federal and state regulation of advanced practice nursing
- Budgeting and finances for advanced practice
- Electronic health records and clinical informatics
- Continuous quality improvement strategies to optimize clinical practice
- Evidence-based practice and clinical scholarship
- Global health, diversity, and healthcare disparities for special populations
- Role transition and professional development

The content of this book has been carefully selected based on the editor's 35 years of experience as a primary care provider, educator, and administrator. This content is crucial to all levels of graduate nursing preparation. With the recent revision and sophistication of the master's essentials, there is closer application in each content area to the doctoral essentials. Thus, the book can be used in both master's-level and postbaccalaureate doctoral programs in the beginning core courses to lay a foundation for advanced nursing practice. As with any textbook, additional scholarly readings,

especially research and evidence-based articles, will enhance the content.

As previously mentioned, some confusion exists regarding the terminology *advanced nursing practice* versus *advanced practice nursing*. Over time, these terms have become commonly used to indicate master's-prepared nurses who provide direct clinical care and include the roles of clinical nurse specialist, nurse practitioner, certified nurse–midwife, and certified registered nurse anesthetist, with the last three roles requiring a license beyond the basic registered nurse license to practice. This book has adopted a broader, more inclusive definition (AACN, 2004), which reflects the current thinking about advanced practice. Advanced practice nursing is defined as follows:

Any form of nursing intervention that influences health care outcomes for individuals or populations, including direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy. (p. 2)

In this book, nurses in advanced practice are defined as any nurse who holds a master's degree or higher in nursing and whose role is consistent with this definition. *Advanced practice nursing*, *advanced practice nurses*, and *advanced nursing practice* are used interchangeably throughout the book.

Currently, several major professional forces are influencing graduate education in nursing and promise to have dramatic effects on nursing education both today and into at least the next decade:

- The 2010 Affordable Care Act represents the broadest healthcare overhaul legislation passed since the 1965 creation of the Medicare and Medicaid programs.
- The Institute of Medicine report *The Future of Nursing: Leading Change, Advancing*

Health (2010) positions nurse regulators to provide leadership on the critically important challenge of assigning accountability for quality and patient safety at the state and local levels.

- The clinical doctorate, designated as a doctor of nursing practice, has been mandated as the entry to advanced nursing practice (see the introduction to Part 1 for more details).
- A consensus model for advanced practice nurse regulations has been developed through work by the Advanced Practice Registered Nurse Consensus group (2008) and the National Council of State Boards of Nursing (NCSBN).
- A new role in nursing, the clinical nurse leader (CNL), has been introduced. This role is designed to address many of the problems currently evident in health care, including the nursing shortage, patient safety and medical errors, and fragmentation of the healthcare system. The AACN (2007) provides this definition of the CNL:

The CNL functions within a microsystem and assumes accountability for healthcare outcomes for a specific group of clients within a unit

or setting through the assimilation and application of research-based information to design, implement, and evaluate client plans of care. The CNL is a provider and a manager of care at the point of care to individuals and cohorts. The CNL designs, implements, and evaluates client care by coordinating, delegating, and supervising the care provided by the health care team, including licensed nurses, technicians, and other health professionals. (p. 6)

- CNLs are considered generalists who will be prepared at the master's level and require the same core curriculum knowledge as do other master's-prepared nurses.

In both the master's essentials and the doctoral essentials documents, the AACN lays out the foundation for core knowledge needed by all graduate nursing students. This book provides in one collection a foundation for this core knowledge. It does not address any of the specific content needed by the specialties. Moreover, this foundational content should be further integrated and applied throughout the rest of the curriculum.

About the Author

Susan M. DeNisco is the Director of the Post Baccalaureate, Doctor of Nursing Practice/Family Nurse Practitioner Program at Sacred Heart University. She has held a variety of leadership positions including Interim Director of the School of Nursing and Director of Graduate Nursing Programs. She coordinated the Family Nurse Practitioner Program there from 2000 - 2010. She led the development of the Doctor of Nursing Practice (DNP) Program which was implemented in 2010. Susan received a DNP degree in Clinical Leadership from Case Western Reserve University, an MS in the Family Nurse Practitioner Program from Pace University, and a BSN from Western Connecticut State University. Dr. DeNisco is the Executive Director of College of Health Professions, Center for Community Health & Wellness. She served on the Executive Board of the Connecticut Advanced Practice Registered Nurse Society in a variety of elected positions including President from 2005-2009. She is certified as a Childbirth Educator by the Council of Childbirth Education Specialists.

Dr. DeNisco's impressive career includes 30 years of clinical experience as a Family Nurse Practitioner in a variety of primary care settings. Her work has largely focused on medically underserved populations including disenfranchised groups such as migrant farm workers, refugees and the homeless. Dr. DeNisco's current clinical practice areas include internal medicine at a large federally qualified health center for the medically underserved in Bridgeport, CT. Her scholarly interests include evidence-based treatment

modalities for alternative treatments for pain, depression and anxiety disorders. She has published several articles and book chapters on these topics. Her doctoral research focused on the relationship between resilience and diabetes outcomes in African American women. She was recently inducted as a Fellow in the American Association of Nurse Practitioners. She is the recipient of numerous state and national awards including the American Academy of Nurse Practitioner Connecticut State Award for Excellence, The National Nursing Center Consortium Primary Care Champion Award, the Connecticut Nurses Association, Diamond Jubilee Josephine Dolan Award for Outstanding Contributions to Nursing Education. Most recently she received the Connecticut League for Nursing, Jane E. Murdock "Life-Long" Learning Award for her contributions to nursing education. She has been awarded several grants by the Southwestern Connecticut Agency on Aging to implement health promotion programs for elderly Latinos residing in Bridgeport. Most recently, Dr. DeNisco received funding by the Department of Health and Human Services, Advanced Nursing Education Workforce grant. The project, entitled Alternatives to Opioids for Pain (ALTOP) will benefit patients who are at risk for misuse of opioids for non-cancer chronic pain.

As a Family Nurse Practitioner, Dr. DeNisco feels she is able to combine her love for clinical practice with teaching since education provides the foundation for all health promotion and wellness activities.

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