



Summer Institute in Nursing Informatics 2019  
Poster Presentation

## **DNP Quality Improvement Toolkit for Best Practice Use of Active Secondary Data**

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**Background:** In *Advancing Healthcare Transformation: A New Era for Academic Nursing*, the American Association of Colleges of Nursing make five recommendations based on their findings that academic nursing is not positioned as a partner in healthcare transformation. Their recommendation for academic nursing to invest in nursing research programs and better integrate research into clinical practice clearly intersects with the promise of big data. Big data and translation science were two emerging and priority areas identified by the Council for the Advancement of Nursing Science. Strengths of big data include availability from several sources to inform intervention research. Data sharing, faculty expertise and understanding of data science are barriers to using big data. Opportunities in translation science include collaboration between research and quality doctorates with clinical expertise, however a lack of commitment to dissemination, little opportunity for interdisciplinary collaboration and level of faculty expertise in methods of translation and implementation are threats. Doctoral programs in nursing are designed to prepare nurse scientists and scholars, and Doctor of Nursing Practice (DNP) graduates must demonstrate the ability to translate knowledge to practice. Nursing participation, through collaboration, research and dissemination of data driven interventions, is important to representation and relevance of nursing knowledge and expertise in healthcare policy. Recommendations from healthcare system leaders like Institute of Medicine (IOM), Centers for Medicare and Medicaid Services (CMS) and National Institutes of Health (NIH) all point to further development of continuous learning and translation of evidence into practice. Gaps in knowledge exist in best practice to achieve translation of data-driven evidence both to and from practice, and EHR data is a fundamental part of that translation. Based on an evaluation of health science students' research skills, Kingsley and Kingsley (2009) make a strong suggestion to design and incorporate information literacy into graduate-level curricula. AACN's *Essentials of Doctoral Education for Advanced Nursing Practice* (2006) established an essential competency for advanced practice nursing to "utilize information systems to evaluate programs of care, outcomes of care and care systems." **Methods:** DNP students will receive an educational intervention in the form of a toolkit. The DNP QI Toolkit will include training on local policy for clinical research, data use agreements, best practice for accessing secondary data and foundational skills for clinical research. A toolkit is defined by the Agency for Healthcare Research and Quality as a "collection of information, resources or tools to guide users to develop a plan or organize efforts to follow evidence-based recommendations or meet evidence-based specific practice standards." In other words, a toolkit is an action-oriented technique of promoting the translation of research findings into policy and practice.