Record Nr. UNINA9910453977503321 The doctor of nursing practice and clinical nurse leader [[electronic Titolo resource]]: essentials of program development and implementation for clinical practice / / Joyce J. Fitzpatrick, Meredith Wallace, editors New York.: Springer, c2009 Pubbl/distr/stampa **ISBN** 1-281-90793-6 9786611907938 0-8261-3829-2 Descrizione fisica 1 online resource (303 p.) Altri autori (Persone) FitzpatrickJoyce J. <1944-> WallaceMeredith 610.73071 Disciplina 610.73071/173 610.73071173 Soggetti Nursing - Study and teaching (Graduate) - United States Doctor of philosophy degree - United States Nurse practitioners - Education - United States Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and index. Contents; Contributors; Foreword; Preface; 1 History of Graduate Nota di contenuto Nursing Education; 2 Doctor of Nursing Practice Programs: History and Current Status; 3 The Doctor of Nursing Practice: Historical Trends, Major Issues, and Theoretical Underpinnings; 4 Doctor of Nursing Practice Clinical Experiences; 5 The Doctor of Nursing Practice Degree: Reaching The Next Level of Excellence: 6 The Clinical Nurse Leader (CNL); 7 The Clinical Nurse Leader (CNL) Core; 8 Clinical Nurse Leader (CNL) Clinical Experiences; 9 Building and Adapting Current Graduate Programs Into Clinical Nurse Leader (CNL) Programs 10 Credentialing, Licensure, and Certification Considerations11 Voices From the Field: The Doctor of Nursing Practice Degree: 12 Voices From the Field: Clinical Nurse Leaders Speak; Appendix A: American

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This is the first book to document and analyze the development and integration of the Clinical Nurse Leader (CNL) and Doctorate of Nursing Practice (DNP) programs in graduate nursing institutions. Editors Fitzpatrick and Wallace, established authorities in nursing education, present this text as an introduction to these exciting new degrees. The contributors, ranging from architects of the programs to graduates from the programs, offer valuable information on the objectives, curricula, and expected outcomes of these two educational tracks. Ultimately, the book explores how the development of t