

DNP and PhD Collaboration: Building Collaboration in a College of Nursing

Dr. Melissa Willmarth, DNP, CNM, RN

Dr. Elaine Miller, PhD, RN, CRRN, FAAN

Dr. Jason Gregg, DNP, ARNP, FNP-C

Objectives

- Provide background for the purpose of the DNP degree.
- Identify barriers to acceptance of the DNP degree.
- Describe effective strategies for the collaboration between DNP and PhD programs.
- Explore the concept of shared governance as an umbrella strategy for collaboration.
- Elaborate on successful strategies utilized by the UC College of Nursing.
- Provide recommendations for successful collaboration.

Background

(Apold, 2008)

Academic Credential: Road to the PhD

Doctor of Education

- 1924: Teachers College of Columbia University
- 1st doctoral program available to nurses

Philosophical Doctorate

- 1934: New York University
- 1st PhD program in nursing

Professional Credential: Road to the DNP

Doctor of Nursing Science

- 1970s: Some maintain degree developed for practice rather than research

Doctor of Nursing Practice

- 2004: AACN adopted doctoral preparation as entry level for APN roles
- 2005: CCNE adopted DNP as only practice doctorate considered for accreditation

Barrier to DNP Acceptance

(Edwardson, 2010)

Viewed as a competing interest

- Decrease in # of PhD prepared nurses thus reducing development of new nursing knowledge
- Increase nursing faculty shortage in colleges & universities
- Less rigor: easier path to achieve doctoral degree

Reality

- Comparisons not genuine as each degree path has a completely different purpose

PhD and DNP Degree Purposes

(Edwardson, 2010)

PhD

- Prepare nurse scientists/scholars to generate and disseminate new knowledge for the nursing discipline
- Prepared to independently perform research & scholarship
- Research intensive

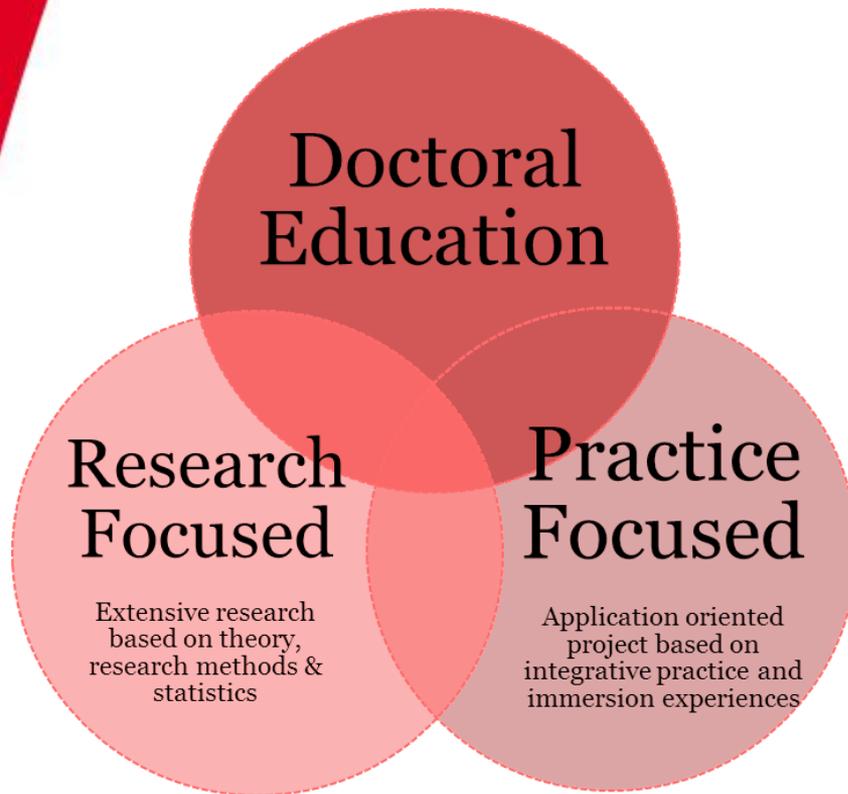
DNP

- Prepare clinicians to utilize knowledge generated by research scholars in the delivery of high quality healthcare
- Prepared for using knowledge to deliver services and solve clinical problems
- Practice intensive

Collaborative Strategies

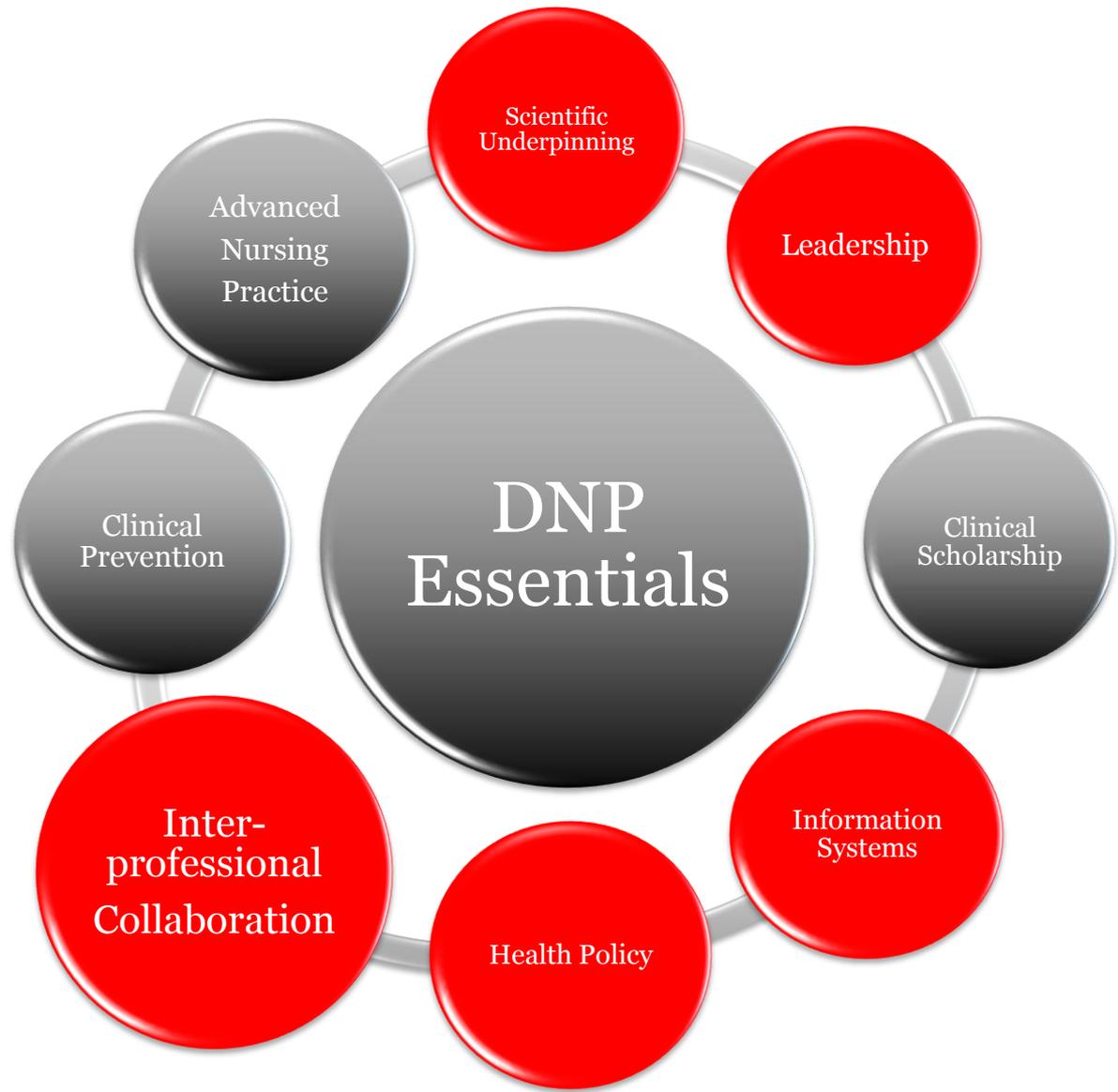
- Purpose of collaboration
- Shared Governance
- Collaboration amongst directors
- Joint meetings
- Faculty collaboration
- Student shared experiences

Collaboration



Overlap represents the idea that both kinds of education share:

- Demanding expectations
- Scholarly approach to discipline
- Commitment to advance nursing



University of Cincinnati

College of Nursing

Vision

Transforming health care through
innovative education and research



University of Cincinnati, College of Nursing

Mission

Develop nurse leaders who are empowered to generate, explore, and apply nursing knowledge for evolving health care environments.



Shared Governance Model

U.C. College of model involves a dynamic centered on operationalizing the four critical principles of fully empowered organizations:

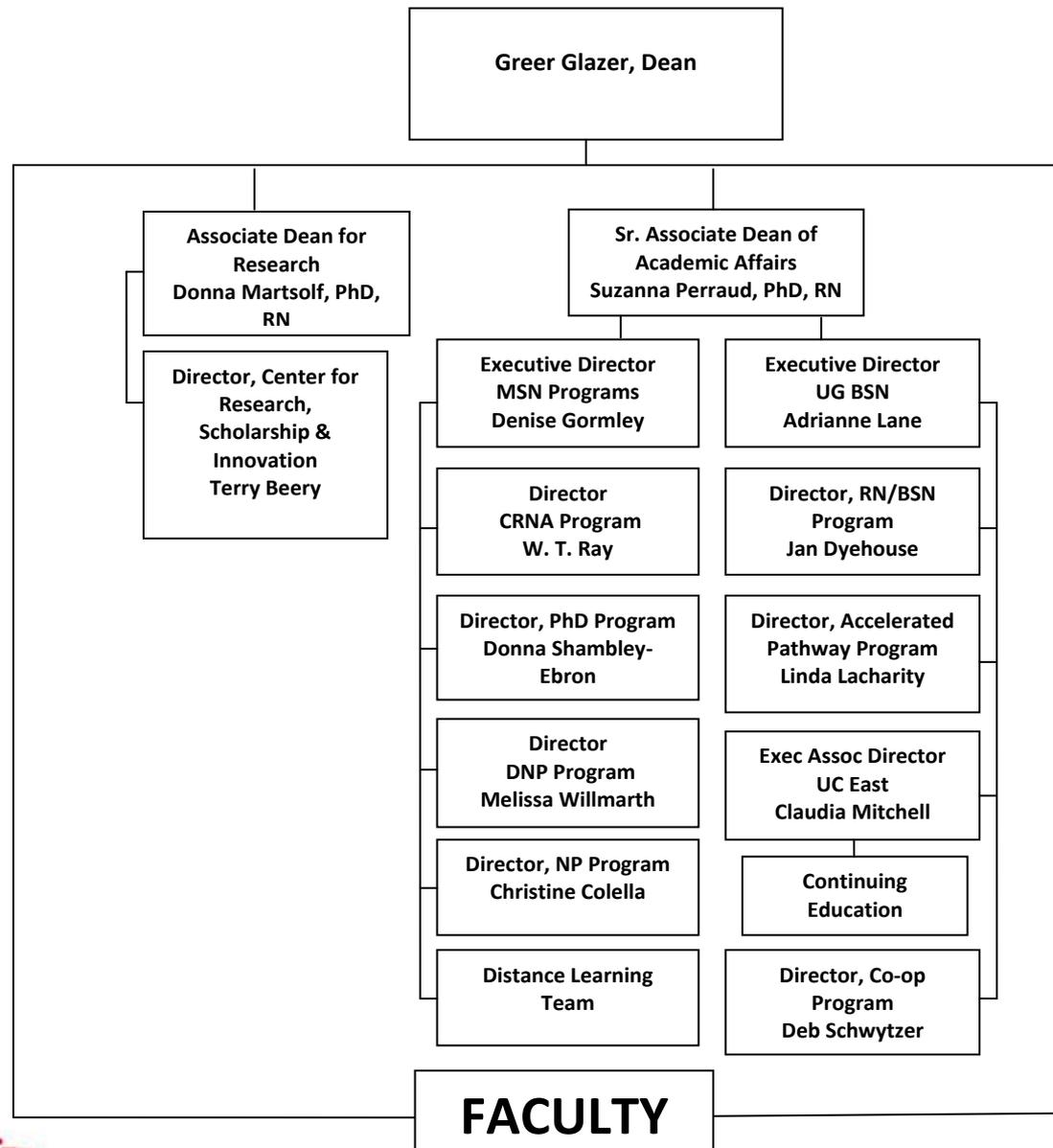
- Partnership
- Accountability
- Equity
- Ownership

Shared Governance Model

- **Partnership** implies faculty, students, staff, administration and the Dean work effectively together to achieve the goals of the College.
- **Accountability** stems from commitment to a College of the whole and to the outcomes to be achieved through the proposed model of shared governance.

Shared Governance Model

- **Equity** derives from the vital and important contributions that each member of the College community brings to the work of the College.
- **Ownership** arises from each member of the College community also having a stake in the development of nurse leaders.



Program Directors

- Program directors and faculty from both the PhD and DNP programs work side by side to effectively utilize the resources that are available for optimal student outcomes



Joint Meetings

- Regular DNP and PhD program meetings along with information sharing at total College Shared Governance Faculty Assembly Meetings
- Student representation

Faculty Collaboration

- Teaching
- Curriculum and course development, evaluation, feedback, and refinement
- Committees and joint representation
- Scholarly activities
- Joint publication
- Networking and sharing of resources

Student Experiences

- Combined student handbook
- Co-attending social events
- Co-enrollment in some of the Doctoral core curriculum courses
- Encourage joint collaborative learning experiences of PhD and DNP students in courses when possible

MSN Strategies

Joint DNP/PhD informational sessions with prospective doctoral students

Utilization of both PhD and DNP prepared faculty in program delivery and refinement

- PhD: didactic courses related to research & theory
- DNP: didactic courses related to clinical application along with practicum experiences

Assignments

- Discussion board activities
- Problem solving case studies that highlight the contribution of PhD and DNP students in clinical problem solving
- Short paper applying DNP & PhD concepts

Future Considerations

Joint projects of PhD & DNP students

- Generating and then applying research evidence into the practice setting.
- Research evaluation and synthesis and its application to clinical practice.
- Team-based scholarly paper development
- Scholarly writing and presentations

Future Considerations

- Program Development BSN to DNP/PhD
- Expand Collaborative Research and Its Translation into Practice

References

- American Association of Colleges of Nursing. (2006). The essentials of doctoral education for advanced nursing practice. Retrieved February 20, 2012, from <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>
- Apold, S. (2008). The doctor of nursing practice: Looking back, moving forward. *The Journal for Nurse Practitioners*, 101-106.
- Brown-Benedict, D.J. (2008). The doctor of nursing practice degree: Lessons from the history of the professional doctorate in other health disciplines. *Journal of Nursing Education*, 47(10), 448-457.
- Edwardson, S.R. (2010). Doctor of philosophy and doctor of nursing practice as complementary degrees. *Journal of Professional Nursing*, 26(3), 137-140.
- Evans, C., & Stevenson, K. (2010). The learning experiences of international doctoral students with particular reference to nursing students: a literature review. *International Journal of Nursing Studies*, 47(2), 239-250.
- Fontaine, D.K., Stotts, N.A., Saxe, J., & Scott, M. (2008). Shared faculty governance: A decision-making framework for evaluating the DNP. *Nursing Outlook*, 56(4), 167-173.

References

- Kim, M.J., et al. (2009). Bridges to the doctorate: mentored transition to successful completion of doctoral study for underrepresented minorities in nursing science. *Nursing Outlook*, 57(3), 166-171.
- Mundinger, M.O., Starck, P., Hathaway, D., Shaver, J., & Woods, N.F. (2009). The ABCs of the doctor of nursing practice: Assessing resources, building a culture of clinical scholarship, curricular models. *Journal of Professional Nursing*, 25(2), 69-74.
- Stuart, G.W., Erkel, E.A., & Shull, L.H. (2010). Allocating resources in a data-driven college of nursing. *Nursing Outlook*, 58(4), 200-206.
- Wolf, A., Budd, G., & Bhattacharya, A. (2011). Clinical experiences for doctorate of nursing practice students: a survey of postmaster's programs. *Journal of Professional Nursing*, 27(3) 145-152.



Questions?