Clinical Scholarship: Bridging Academia and Practice

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Background
- Nursing academia has clearly defined constructs of scholarship that arise from Germanic influence (American Association of Colleges of Nursing [AACN], 1999; Beattie, 2000; Fischer et al., 2000).
- These constructs place greater value in knowledge generation than on other forms of scholarship (Popovich & Abel, 2002).
- The academy and its' reward system is based on the academic trinity of Discovery, Teaching, and Service (Glassick, 2000a).
- Little emphasis is placed on non-traditional forms of scholarship such as clinical scholarship (Bauer-Wu, Epstein, & Ponte, 2006).
- Scant research exists that define and explicate the concepts of clinical scholarship (Grigsby & Thorndyke, 2011).
- Nursing leaders are just beginning to debate the potential value of clinical scholarship and how it fits within the academy framework (Maguary, D.; Whitney, J. D., & Brown, M. A. (2008); Mundinger, Stark, Hathaway, Shaver, & Woods, 2009).

Significance
- IOM Recommendation for doubling the number of doctoral prepared faculty by 2020 may contribute to an increased number of nurses with a research (PhD) or clinical focused doctorate (DNP) (Institute of Medicine [IOM], 2010).
- Transition of Nurse Practitioner education to a clinical focused doctorate (DNP) (Institute of Medicine [IOM], 2010).

Problem
- Disparities in defining clinical scholarship constructs have lead to limited development of rigorous processes to assess or reward non-traditional scholarship in the academic setting and within the clinical arena.

Purpose
- This study attempts to explicate constructs and similarities of clinical scholarship when compared to traditional scholarship as well as demonstrate the application of Glassick’s (2000a) model when assessing clinical scholarship.

Methodology
- A review of the English language literature was conducted to deepen the understanding of the similarities between clinical and traditional scholarship, determine methodologies for defining and assessing scholarship, and their assimilation into the academic framework. 19 articles were returned and reviewed.

Results
- Traditional Scholarship-Boyer’s Model

Evolution Conceptual Definitions

Scholarship Assessment
- Glassick Model

Clinical Scholarship: Development, investigation, and translation of evidence based practice, health policy, and health system interventions that improve the science and practice of nursing and global healthcare.

Clinical Nursing Practice
- Involves those activities with and on behalf of clients, especially those activities completed in the client’s presence and with the client’s collaboration in a clinical or field setting that facilitates in restored health or prevents illness.

Purpose
- American Association of Colleges of Nursing defines scholarship(1999) as activities that advance the teaching, research, and practice of nursing through rigorous inquiry that are: significant, creative, documented, and replicated.

Nursing Scholarship
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Scholarship Assessment
- Glassick (2000a) developed a model based on Boyer’s work that may be used to assess various forms of scholarship.

Conclusion
- Development of a clear conceptualization of the multidimensional aspects of Nursing Scholarship allows the discipline the opportunity to bridge the academy and clinical arenas to improve the state of healthcare delivery.
- Assessing forms of scholarship using Glassick’s model may encourage scholarly parity across domains.
- Additional study is required to evaluate these conclusions; however, nursing must continue to develop and evaluate the role of clinical scholarship within clinical and academic settings.

Nursing Scholarship
- Application of knowledge from nursing and other disciplines in the prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (American Nurses Association, 2010).