



Evolving Role of the DNP in Academia

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Presentation Objectives

- **By the end of the presentation, the participant will be able to:**
 - **Describe the role of the DNP as defined by American Association of the Colleges of Nursing. (AACN)**
 - **Explore the evolution of the role of the traditional DNP from practice to academia**
 - **Examine the impact of the shift in terminal degrees among nursing faculty**



2006 Endorsement

Purpose of DNP Degree: is to enable the graduate to:

- **Generate strategies to improve healthcare**
- **Lead the health care community in advanced clinical nursing practice**
- **Help shape health care delivery and policy**
- **Implement science developed by PhDs and DNS**
- **to increase the supply of faculty for “practice instruction”**



Findings

- **7 to 50% of nursing faculty-comprised of DNPs**
- **Teaching in DNP and Traditional curriculums but not PhD except Merge class**
- **Sometimes called Clinical educators**
- **Work loads and assignments-same**
- **Treated with courtesy, respect**
- **Are on PT track (Dreher, 2006, 2016, McLeod-Sordian, 2014)**
- **No complaints of dissonance, incongruences and tension (McLeod-Sordian, 2014)**
- **DNPs are employed as Nursing Program Directors and Coordinators**

CONCLUSION

- **DNPS are considered a bonus in the skills/ simulation settings and specialty areas**
- **The role of the DNP in academia was described as dichotomous without division.**

and Recommendations

- **Collaboration, collegiality & shared resources can enrich and strengthen DNP and PhD programs (Edwards et al.2016)**
- **CNE certification highly recommended**
- **AACN, (2016) recommended that DNPs and PhDs “should add pedagogical skills to base clinical practice.”**



Thank You !!!