

# *Optimizing DNP and PhD Collaboration for Student Success*

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# Methods

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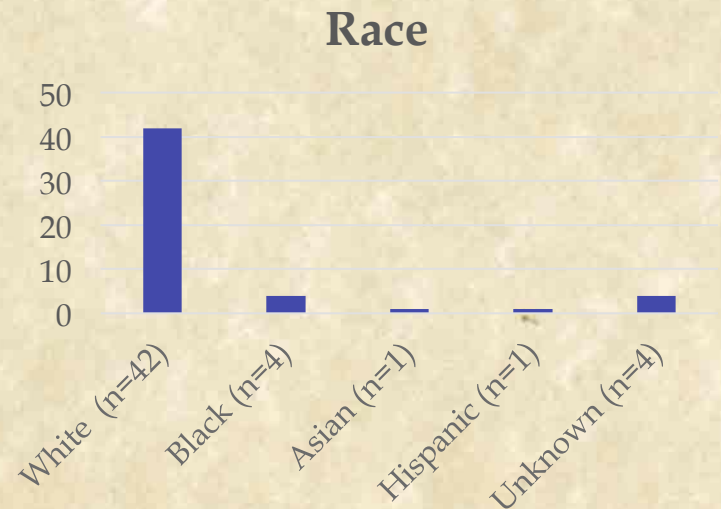
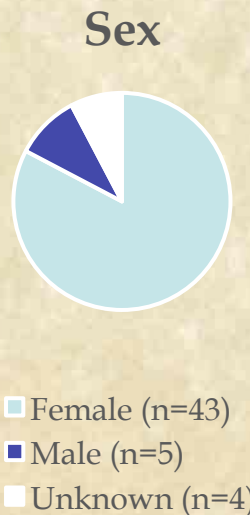
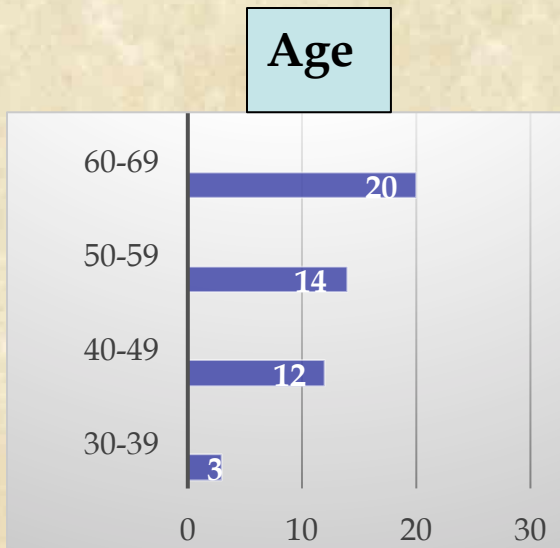
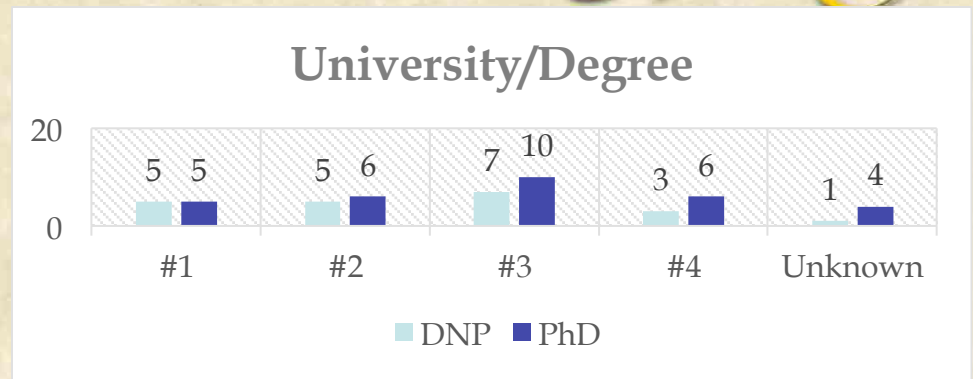
- Mixed methods study
- Public University System - Midwest
  - 4 Universities offer DNP and/or PhD degrees
    - 2 offer both DNP and PhD degrees
    - 2 offer only DNP degree
- 116 Participants met inclusion criteria
  - PhD-prepared faculty/staff/administrators (N= 68)  
(n=31 quantitative; n= 6 qualitative)
  - DNP prepared faculty/staff/administrators (N=48)  
(n=21 quantitative; n=2 qualitative)

# Quantitative Analysis

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- 52 participants completed the quantitative survey
  - 32 = tenure/tenure track
  - 16 = not on tenure/tenure track
  - 4 = did not identify





# Quantitative Analysis (continued)

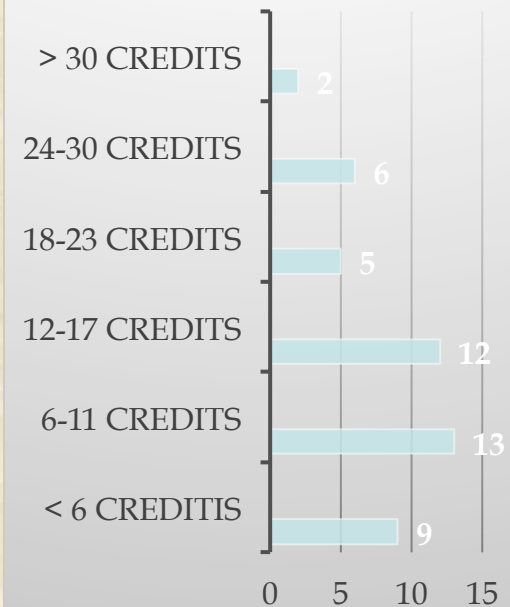
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- Significant Differences Between Universities were noted:

- Credit Load
- Time Devoted to Service
- Attitudes towards DNP's being Eligible for Tenure
- Attitudes that more Collaboration between PhD & DNP faculty is better for research success

**Credit Load**



- Almost a Significant Difference between Universities related to: Percent of Time Spent on Research

# *Quantitative Analysis (continued)*

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- Significant Differences noted between DNP and PhD views:
  - PhDs reported a significantly higher percent of time
    - Devoted to Faculty & Research Activities
  - DNPs reported a significantly higher percent of time
    - Devoted to Staff Activities
  - DNPs reported Significantly Stronger Positive Feelings towards:
    - DNP faculty being eligible for tenure track
    - Equal compensation for DNP and PhD faculty
    - Clinical practice being acknowledged as scholarship
    - Increased collaboration between DNPs and PhDs is better for student learning & research success

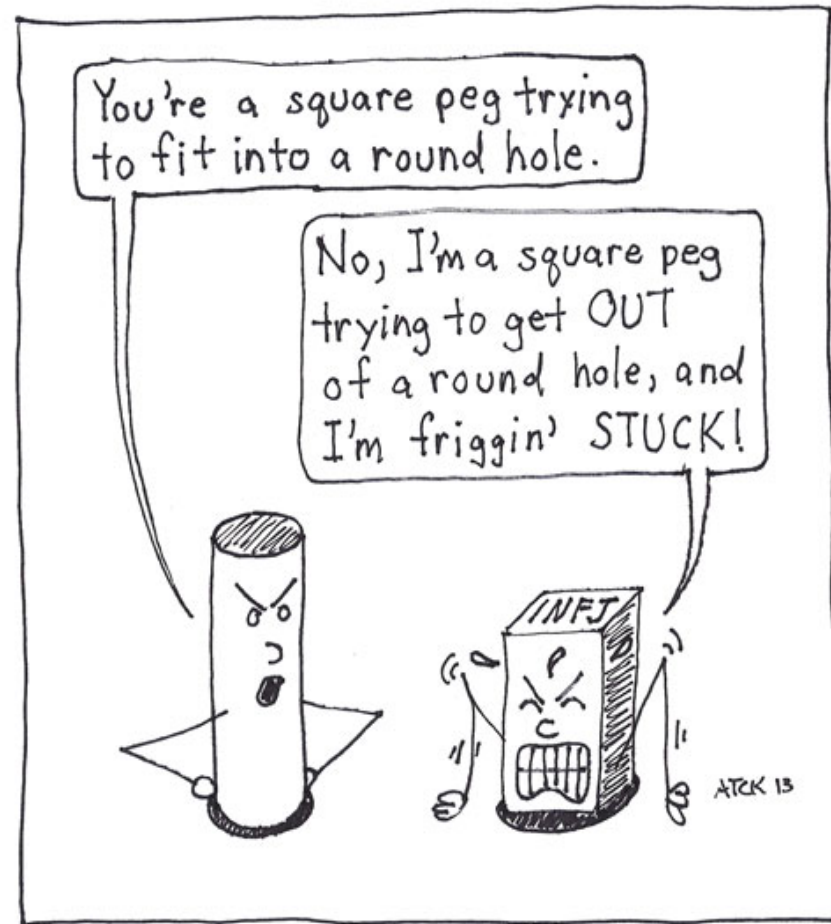
# Qualitative Overarching Theme: Bridging the Divide

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## Subthemes:

- Multi-Level Confusion
- Lack of Collaboration
- Too Many Barriers
- Acknowledging Different But Complimentary Skill Sets
- Shoving a Square Peg into a Round Hole





# *Conclusions & Future Implications*

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## Bridging the Divide

