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

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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.
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


References


Questions?