A Comparison of Competence of DNP- and PhD-Prepared Nursing Faculty in Academic Teaching Roles

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Introduction

- Significance:
  - Doctor of Nursing Practice (DNP)
  - Evidence-based clinical practice
  - Application of research
  - Lack pedagogical base
- Problem Statement
  - DNP-prepared faculty are hired in academic teaching roles
  - Nurse educator competencies have been applied universally
  - Competences for nurse educators who hold practice doctorates do not exist

Methodology

- Quantitative
- Descriptive
- Nonexperimental
- Cross-sectional
- Convenience sampling
- DNP-prepared & PhD-prepared nursing faculty
- 33 Participants: 19 DNP-prepared, 14 PhD-prepared

Results

- Levene’s Test for Equality of Variances
- Overall group means: DNP 3.53, PhD 4.00
- Independent samples t-test: Statistically significant difference in Dreyfus’ Five-Stage Model of Adult Skill Acquisition (2004) scores among DNP- \( M = 3.54, SD = 0.58 \) & PhD-prepared participants \( M = 4.0, SD = 0.70 \); \( t(30) = -2.048, p = 0.49 \)
- DNP-prepared participants – Between Competent & Proficient
- PhD-prepared participants – Proficient
- Reject the null hypothesis

Conclusion

- DNP-prepared participants felt less competent in their ability to perform the behaviors associated with the NLN Core Competencies for Nurse Educators (2012) than PhD-prepared participants

Implications

- Educator competence has a strong, positive correlation to student motivation and academic outcomes.
- DNP-prepared faculty perceived themselves, at the very least, to be competent in their ability to perform as educators.
- Highlights the need for pedagogical support & additional mentoring of DNP-prepared nurse educators.
- Develop mechanisms to support DNP-prepared educators as they move along the continuum of knowledge acquisition to becoming expert nurse educators.

Theoretical Framework

Dreyfus’ Five-Stage Model of Adult Skills Acquisition (2004)

Instrumentation

- NLN Core Competencies of Nurse Educators (2012) used as constructs of competence
- 5-point Likert scale corresponded with Dreyfus’ Five-Stage Model of Adult Skills Acquisition (2004)
- Participants rated their ability to perform behaviors associated with the NLN Core Competencies for Nurse Educators (2012)
- Forty-two item, anonymous electronic survey

Recommendations

- Replication
  - Larger sample
  - Different geographic areas
  - Control for variables: years of post-secondary teaching experience & area of teaching experience
  - Qualitative component
  - Assess potential link to academic performance
- Inform
  - Curricular decisions
  - Policy development

References