



Background

- The evolving context of healthcare requires strong leaders that can collaborate to drive changes to improve quality, access and patient centered care.
- DNP-PhD teams have the potential to leverage their knowledge and skills to improve healthcare outcomes.
- Although PhD scholarly formation and milestones are well-established, DNP scholarly project and milestones are not well established and vary widely.
- Thus, differences in the educational focus, program of study and scholarly formation of the DNP and PhD graduate poses opportunities and challenges to the collaborative process.

Purpose

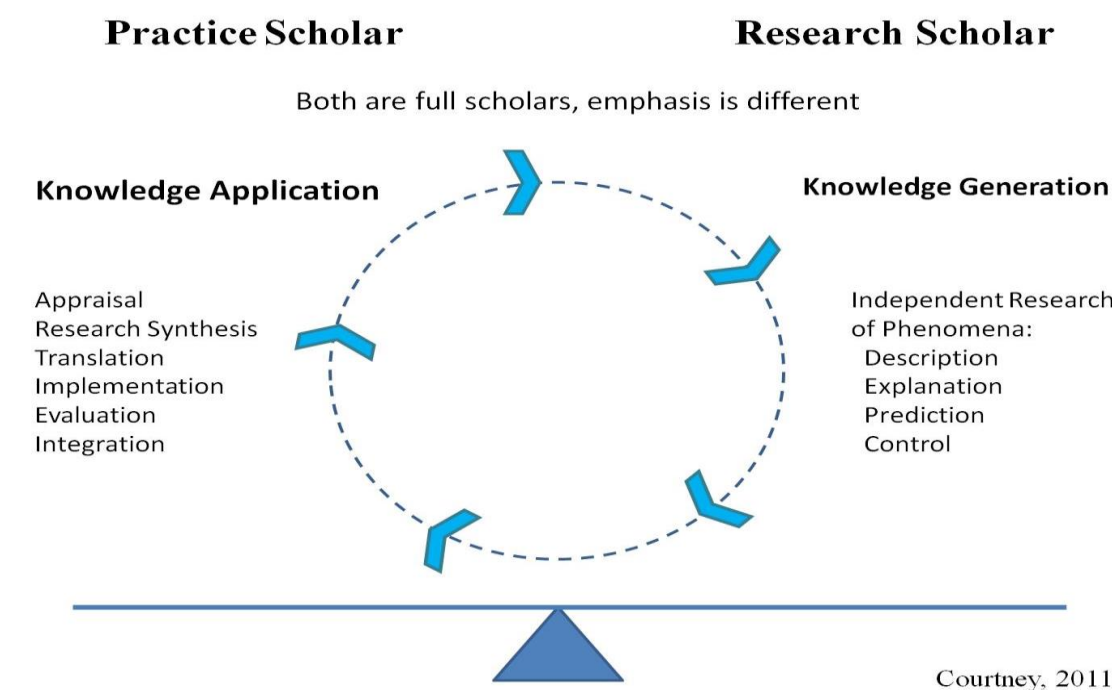
To highlight the importance of collaborative opportunities among DNP-PhD teams for knowledge generation and translation into clinical practice.

Influential Factors or Points to Ponder

- Effective collaboration occurs when professional groups appreciate and understand one another's expertise (IEC,2011)
- There may be a lack of understanding regarding the knowledge and skills of the DNP graduate
- "Learning together to work together" (IEC,2011)
- Would shared learning activities promote an understanding of each other's knowledge and skills ?

DNP-PhD Interface

The Courtney Model depicts collaborative relationships amongst practice (DNP) and research (PhD) scholars.



Collaborative Educational Opportunities

- Realignment of doctoral curricula to promote future growth
- Shared courses maximize faculty expertise and reduce costs
- Shared educational opportunities expand the knowledge and competencies of both DNP and PhD students, such as:
 - Health Policy
 - Theory
 - Ethical Issues
 - Quantitative Research
 - Informatics
 - Leadership

Collaborative research and scholarship

DNP-PhD teams become stronger and more effective when using strengths, skills and expertise of respective members to embrace scholarship and advance clinical and translational research. For example,

- DNPs provide the clinical context of the population and framework for implementation.
- PhDs provide design methodologies and analyses to address the problem.
- Collaborative DNP-PhD teams provide improved practice outcomes and scholarly dissemination.

Conclusion

- Collaboration among doctoral-prepared nurses cultivates the translation of research to practice, facilitates health care delivery, and improves patient outcomes
- Doctoral curricula are reformulating to facilitate intraprofessional education and practice by offering DNP and PhD combined courses
- Strengthening partnerships among students that will transcend into practice, research, and scholarly endeavors
- Collaboration at all levels is the hallmark for nursing to manage diverse teams and coordinate complex systems