



Intradisciplinary collaboration: Doctorally educated nurses partnering for patient outcomes

Presented by: Jennifer Day, PhD, RN, Judith Ascenzi, DNP, RN, CCRN, and Karen Frank, DNP, RN, RN C-NIC, APRN-CNS

Faculty Disclosure

Faculty Name:	Jennifer Day, PhD, RN
Conflicts of Interest:	None
Employer:	The Johns Hopkins Hospital
Sponsorship/Commercial Support:	None
Faculty Name:	Judith Ascenzi, DNP, RN, CCRN
Conflicts of Interest:	None
Employer:	The Johns Hopkins Hospital
Sponsorship/Commercial Support:	None
Faculty Name:	Karen Frank, DNP, RN, RN C-NIC, APRN-CNS
Conflicts of Interest:	None
Employer:	Johns Hopkins University School of Nursing / The Johns Hopkins Hospital
Sponsorship/Commercial Support:	None

Learner Objectives

- The learner will be able to:
 - describe the differences between the PhD and DNP roles in nursing research
 - identify ways in which DNP and PhD-educated nurse leaders may partner in nursing research to improve patient outcomes

The Doctor of Nursing Practice (DNP)

- Focused on translation of evidence to practice and improving systems of care
- Education provides the knowledge to assess context, rework systems, and evaluate changes
- Number of DNP graduates increasing

Doctor of Philosophy (PhD)

- Develops nurse scientists to generate new knowledge
- Many employed in academia, growing number in clinical setting
 - Often resource for entire organization
- Fewer graduates than DNP
- Cannot be expert in each clinical area

Implementation Science

- “Investigation of methods, interventions, and variables that influence adoption of evidence-based healthcare practices by individuals and organizations to improve clinical and operational decision making” (Titler, Everett, & Adams, 2007, p. S53)
- Opportune medium to cultivate intraprofessional collaboration

Implementation Science in Practice

- Cycled lighting study in the Neonatal Intensive Care Unit (NICU)
- Sleep promotion and delirium in the Pediatric Intensive Care Unit (PICU)

Cycled Lighting in the NICU

- Began with clinical question and evidence-based lighting guideline
- Evolved into complex nursing research study

Sleep and Delirium in the PICU

- Investigate implementation of delirium screening and sleep promotion protocol
- Understanding adoption increases evidence translation

Conclusions

- Differences in education but common focus
- Contribute to implementation of best practices
- Allows faster provision of evidence-based care

References

- American Association of Colleges of Nursing. (2006). The Essentials of Doctoral Education for Advanced Nursing Practice.
- American Association of Colleges of Nursing. (2010). The Research Focused Doctoral Program in Nursing: Pathways to Excellence.
- American Association of Colleges of Nursing. (2012). New AACN Data Show an Enrollment Surge in Baccalaureate and Graduate Programs Amid Calls for More Highly Educated Nurses.

References

- American Association of Colleges of Nursing. (2015). DNP Fact Sheet. Retrieved 4/6/16, from <http://www.aacn.nche.edu/mediarelations/factsheets/dnp>
- Brant, J. M. (2015). Bridging the research to practice gap: The role of the nurse scientist. *Seminars in Oncology Nursing*, 31(4), 298-305.
doi:10.1016/j.soncn.2015.08.006
- Edwardson, S. R. (2010). Doctor of Philosophy and Doctor of Nursing Practice as complementary degrees. *Journal of Professional Nursing*, 26(3), 137-140.
doi:http://dx.doi.org/10.1016/j.profnurs.2009.08.004

References

- Florczak, K. L., Poradzisz, M., & Kostovich, C. (2014). Traditional or translational research for nursing: More PhDs please. *Nursing Science Quarterly*, 27(3), 195-200. doi: 10.1177/0894318414534470
- Melnyk, B. M. (2014). Speeding the translation of research into evidence based practice and conducting projects that impact healthcare quality, patient outcomes and costs: The “so what” outcome factors. *Worldviews on Evidence Based Nursing*, 11(1), 14. doi: 10.1111/wvn.12025

References

- Morris, Z. S., Wooding, S., & Grant, J. (2011). The answer is 17 years, what is the question: Understanding time lags in translational research. *Journal of the Royal Society of Medicine*, 104(12), 510-520. doi:10.1258/jrsm.2011.110180
- Titler, M. G., Everett, L. Q., & Adams, S. (2007). Implications for implementation science. *Nursing Research*, 56(4 Suppl), S5359. doi: 10.1097/01.NNR.00000280636.78901.7f



Questions?

Jenni Day, PhD, RN: jday12@jhmi.edu