Abstract

Educating future scholars to appreciate nursing research can be challenging for faculty members. Knowledge of research concepts requires that faculty are conversant in diverse research approaches. When nursing research is team taught by PhD and DNP faculty it fosters a greater understanding for the dynamic research process.

Nursing research builds the foundation for scholarly work that includes the elements of nursing research as well as the role of the nursing student in evidence based practice in nursing.

Research integrated into nursing curricula aid the student in the process of utilizing up to date knowledge and evidence to enhance the delivery of nursing care (Brooke, Hvalic-Touzery & Skela-Savic, 2015). The value of nursing research has been recognized by many associated with nursing education and practice (Roll et al., 2013; Walden, Cephus, Gordon & Hagan, 2015); yet the limited perceptions of the nursing students regarding the importance of scholarship creates difficulty in engaging students in nursing research.

Objectives

- The learner will be able to:
  - Understand the fundamental differences in a DNP and PhD nursing prepared faculty member.
  - Discuss the distinction between approaches to teaching research methodology amongst the PhD and DNP faculty.
  - Discuss positive student outcomes utilizing a paired approach to the research process.

Discussion

During this semester the collaboration between the PhD and the DNP professors created a synergistic energy which assisted in the transformation of the student’s attitudes and perceptions of nursing research.

The professors shared their expertise in their preferred method of study, qualitative and quantitative research, with future scholars.

Both scholarly preparations, although unique, provide undergraduate nursing students role model for conducting nursing research.

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References

