Title:
WORKSHOP 3: Differentiating Boundaries: Research and Practice Doctorates

Summary:
This pre-conference session will explore the boundaries of quality improvement and research. There will be discussions comparing the practice doctorate and the research-focused doctorate as ways to generate knowledge.

Abstract Text:
Introduction: Doctoral education in nursing is not new (Ponte & Nicholas, 2015). In the early to mid-1900s, doctoral education was obtained by attending schools granting a Doctor of Education. Then, discussions ensued about whether nursing schools should offer their own doctoral programs, including whether the degree awarded should be the universally recognized research doctorate (PhD) or a professional doctorate (DNS, DNSc, DSN). However, the curricula for professional doctorates were, for the most part, identical to that of the research doctorate.

Soon after, the quality and cost of healthcare came into focus. Reports were released from the Institute of Medicine, Crossing the Quality Chasm (2001) and the Future of Nursing (2010) that made an urgent call for fundamental change in healthcare delivery. The answer to this call was the advent of yet another professional doctorate; the doctor of nursing practice (DNP) degree (Moran, 2017). The focus of this doctorate, however, is clearly on improving practice by enhancing preparation in "evidence-based practice, quality improvement, and systems thinking, among other key areas" (Bednash, Breslin, Kirschling, & Rosseter, 2014). Understandably, the number of doctorate designations has led to confusion within the discipline and within the public. While clarification has ensued relative to what constitutes the final product of the research doctorate, differentiating what constitutes a DNP product from a PhD product has remained fuzzy and problematic (Dols, Hernández, & Miles, 2017). Recent AACN efforts have helped address this issue.

Purpose: The purpose of this presentation is to help clarify confusion about what distinguishes a practice doctorate product from a research doctorate product as ways of generating knowledge for the discipline, with special emphasis on how these products contribute to the science of nursing education.

Process: During this very interactive session, participants will have the opportunity to clarify their perspectives on practice and research doctoral preparation, review approaches to knowledge generation with emphasis on how each approach to doctoral education addresses gaps in knowledge, describe similarities in skills needed to address the gap in knowledge, discuss the critical role of collaboration between research and practice scholars, and compare and contrast methods used and products generated by research and practice scholars.

Participants will have the opportunity to review their understanding of how to conduct research and quality improvement efforts by comparing and contrasting such topics as statement of the problem, questions to be answered, methods to employ, human subjects' consideration, and data analysis. Examples of products produced by research and practice scholars will be provided and discussed. Participants are encouraged to bring their current efforts in nursing education for input from the speakers and the audience.

References:
Bednash, G., Breslin, E. T., Kirschling, J. M., & Rosseter, R. J. (2014). PhD or DNP: Planning for doctoral nursing education. Nursing Science Quarterly, 27, 296-301. DOI: 10.1177/08943184546415

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Foote, J. M., Conley, V., Williams, J. K., McCarthy, A. M., & Countryman, M. (2015). Academic and institutional review board collaboration to ensure ethical conduct of doctor of nursing practice projects. Journal of Nursing Education, 54, 372-377. Doi: 10.3928/01484834-20150617-03

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Institute of Medicine (2010). The future of nursing: Leading change, advancing health. Washington, D,C:

National Academy Press
Melnyk, B. (2013). Distinguishing the preparation and toles of the doctor of philosophy and doctor of nursing practice graduates: National implications for academic curricula and health care systems. Journal of Nursing Education, 52, 442-448. Doi: 10.3928/01484834-20130719-01
Moran, K. , Burson, R. & Conrad. D. (2017). The doctor of nursing practice scholarly project: A framework for success. Sudbury, Massachusetts: Jones & Bartlett.

Content Outline:

Objective	Outline	Presenter	Time	Teaching Approach
Differentiate between research and practice doctoral preparation related to generation of knowledge	Introduction	Moran/Morin	20 minutes	Flip chart, participant interactions [talk at tables, then come together to capture main themes]
	What are your goals for this workshop?			
	Results of polling	Moran	5 minutes	
	Clarification of preparation	Moran	15 minutes	ppt
Clarify how each addresses a gap in knowledge about nursing education	Approaches to knowledge generation	Morin	20 minutes	Ppt; q & a
	Boyer's model			
	Break		15 minutes	
Describe similarities in skills needed to address gap in knowledge	Critical thinking			Flip chart, participant interaction [talk at tables, then come together to capture main themes] ppt
	Synthesizing information	Morin	20 minutes	
	Statistical understanding			
	Understanding of the process			
Discuss the critical nature of collaboration between research and practice prepared scholars	Polarity framework	Moran	30 minutes	Ppt, handouts, interactive
	Love about both			
	Signs that focus is on one rather than both			

	Action steps	**Break**	15 minutes	
Compare and contrast methods used by research and practice scholars	Problem Research question Review of literature Methods [design, sample, setting] Human Subjects Data analysis Findings	Moran/ Morin	60 minutes	Ppt, interactive q & a "what has been their experience?" What issues have they encountered at each stage?"
Compare and contrast products generated by research and practice scholars	Dissemination Examples of reports that demonstrate rigor and quality	Morin/Moran	40 minutes	Table discussion; reporting back to larger group

Moderator
Marcia R. Straughn, MS, RN, CNE
Abilene Christian University
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Department Chair, Instructor
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USA

Professional Experience: 2010 to 2012 Part-time clinical teaching assistant at Patty Hanks Shelton School of Nursing 2012 Masters of Nursing, Nurse Educator Track, Texas Woman's University January to May 2012 Faculty, Traditional Undergraduate Program, Texas Tech University Health Sciences Center Abilene 2012 to present Instructor, Abilene Christian University School of Nursing 2013 to present NLN Certified Nurse Educator (CNE) 2017 to present Department Chair, Abilene Christian University School of Nursing PhD in Nursing Science Candidate at Texas Woman's University This research in progress is the candidate's dissertation study.
Author Summary: After beginning as a clinical teaching assistant at the Patty Hanks Shelton School of Nursing, Marcia Straughn completed her Master's degree at Texas Woman's University in the Nurse Educator Track in 2012. She joined Abilene Christian University in 2012 to help begin a new baccalaureate nursing program. In 2013, she became an NLN Certified Nurse Educator, and she was selected as Department Chair in 2017. Ms. Straughn is a PhD candidate at Texas Woman's University.

Organizer

Karen H. Morin, PhD, RN, ANEF, FAAN
University of Wisconsin-Milwaukee
Professor Emerita, Interim Associate Dean for Academic Affairs
Kalamazoo MI
USA

Professional Experience: Extensive experience conducting research; STTI funded researcher. Have supervised over 50 PhD students in dissertation development. Dr. Morin has worked with staff nurses to implement both quality improvement and research projects.

Author Summary: Karen Morin is Professor Emeritus, the University of Wisconsin – Milwaukee where she served as PhD program director, and Major Professor. Dr. Morin has held teaching positions at the University of Alabama at Birmingham, Thomas Jefferson University, Widener University, the Pennsylvania State University, and Western Michigan University. She has extensive experience in nursing education, having taught students at all levels. She has published and presented nationally and internationally.

Organizer
Katherine J. Moran, DNP, RN, CDE
University of Detroit Mercy
McAuley School of Nursing, College of Health Professions
Assistant Professor
Detroit MI
USA

Professional Experience: 2010-present Charter member MiDNP 2010-present Co-Owner/Director My Self-Management Team, Inc. providing chronic disease management and support in the primary care setting 2011 Doctor of Nursing Practice (DNP) degree granted 2011-present Undergraduate, Graduate and DNP nursing faculty 2011 Nursing Health educator Graduate Certificate 2012-present Committee chair for DNP student scholarly project 2013 Organizing committee member for the Michigan's Rountable of Distinction: Health Care Transformation in Michigan 2014 Co-author-The Doctor of Nursing Practice Scholarly Project: A Framework for Success