

Pauline Komnenich, PhD, RN, Donna Velasquez, PhD, RN FNP-BC, FAANP Arizona State University
Barbara K. Haas, PhD, RN, University of Texas at Tyler and David P. Hrabe, PhD, RN, NC-BC, The Ohio State University

PURPOSE

The purpose of this Poster Symposium is to present NEXus as an example of creative collaboration that brings together DNP and PhD programs as a way for nurse scientists and practitioners to:

- (a) bridge the paradigms of knowledge translation and knowledge generation;
- (b) improve healthcare quality/safety; and
- (c) promote excellent patient outcomes.

DNP + PhD =



OBJECTIVES

1. To review the historical context and progressive impact of NEXus as an education/research collaborative on nursing education and practice.
2. To examine a framework for intraprofessional education and research collaboration.

BACKGROUND

Building on strengths in advanced nursing education, research in diverse populations and targeted university support for transdisciplinary, use-inspired research, NEXus provides a mechanism for promoting academic and practice collaboration to meet the challenges of healthcare reform through education and research.

Growth of NEXus Viewed Over Time

Growth of NEXus viewed from a traditional to a contemporary progressive framework of digital thinking occurred in stages:

- **NEXus 1.0:** the preliminary development period
- **NEXus 2.0:** the newly emerging growth period
- **NEXus 3.0:** the future period projecting the transition to enhance faculty, student and health professional collaboration in research and education.

Donna Velasquez, PhD, FNP-BC, FAANP, Arizona State University

PURPOSE

To describe a novel approach using NEXus as a mechanism to enhance intraprofessional collaboration between PhD and DNP prepared faculty and students.

BACKGROUND

Knowledge from practice has gained some legitimacy:

“Graduates of both research- and practice-focused doctoral programs are prepared to generate new knowledge” (AACN, 2015, p.2)

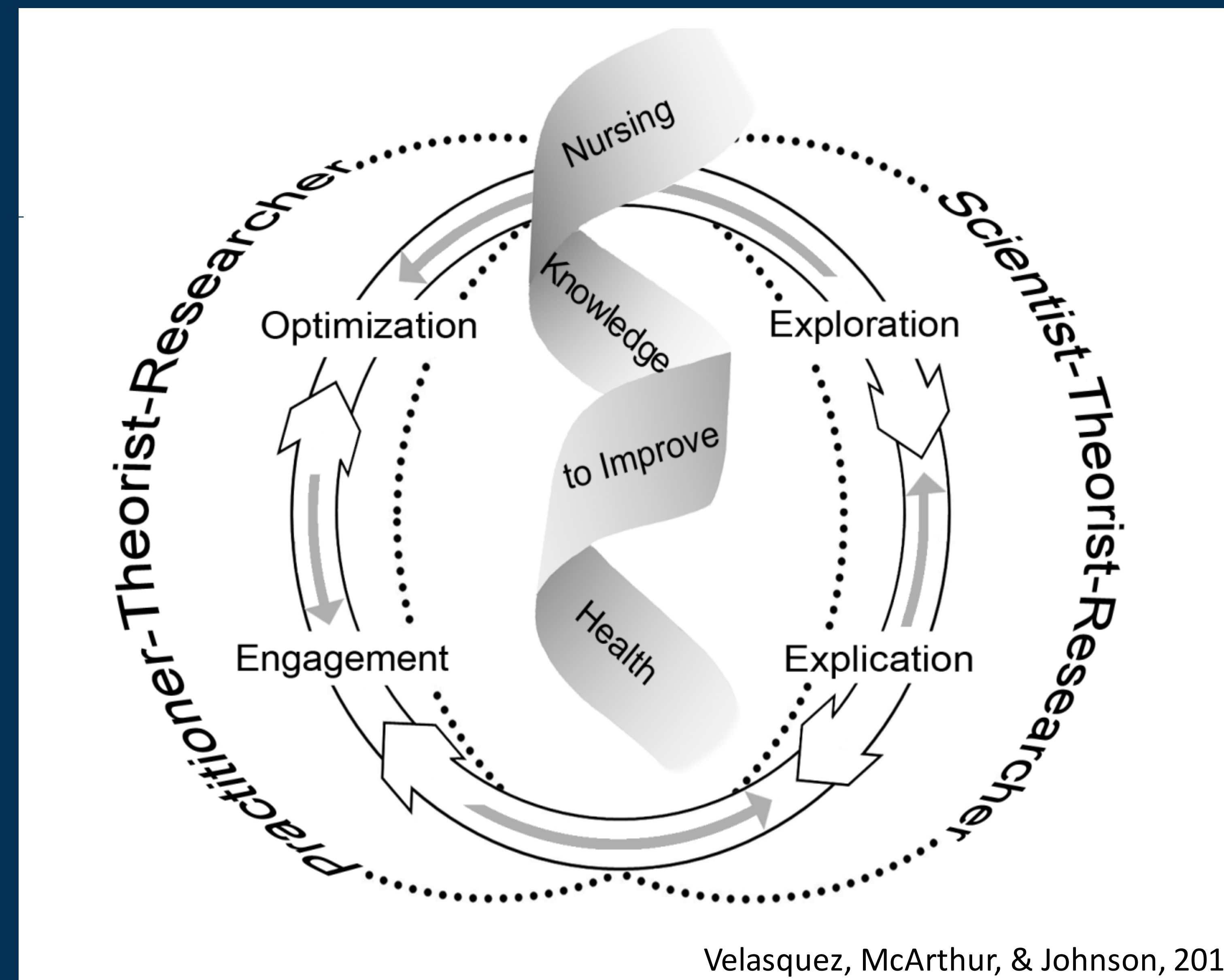
National Organization of Nurse Practitioner Faculty (NONPF) NP Core Competencies (2011) include “leadership in the translation of new knowledge into practice” and **“generation of knowledge from clinical practice”**

However, there remains is a significant gap in research collaborations among PhD and DNP prepared nurses

BARRIERS TO COLLABORATION:

- Lack of understanding about roles
- Lack of opportunities to collaborate (teaching, committee work, scholarship)

(Staffileno, Murphy, & Carlson, 2017)



CONCEPTUAL FRAMEWORK

Phases of Research/Practice Knowledge Generation

Exploration: Theory generated using conventional research methods.

Explication: Testing under ideal circumstances.

Engagement: Best evidence integrated with knowledge of policy, systems and patient populations to implement interventions.

Optimization: Outcome data used, in collaboration with inter- and intradisciplinary colleagues, to optimize interventions.

Key dynamic is permeability of boundaries to:

- Reduce role constraints
- Facilitate knowledge flow and collaborations

APPROACH

NEXus provides a mechanism to promote collaboration between PhD and DNP prepared faculty and students.

Faculty Development:

Course topics include: advanced research methodologies, quality improvement, complexity science, statistics, measurement and population topics such as veteran health, palliative care, and tribal cultures.

Collaboration/Networking Opportunity:

NEXus courses afford an opportunity to network for DNP and PhD students and faculty

IMPLICATIONS

DNP and PhD graduates are prepared differently and each brings unique knowledge, skills, and perspectives that broaden the impact of nursing to improve health.

NEXus provides a novel opportunity to increase collaboration between DNP and PhD prepared faculty and students by increasing individual skillsets and fostering understanding of contributions of DNP and PhD prepared nurses to knowledge generation and translation to improve patient health.

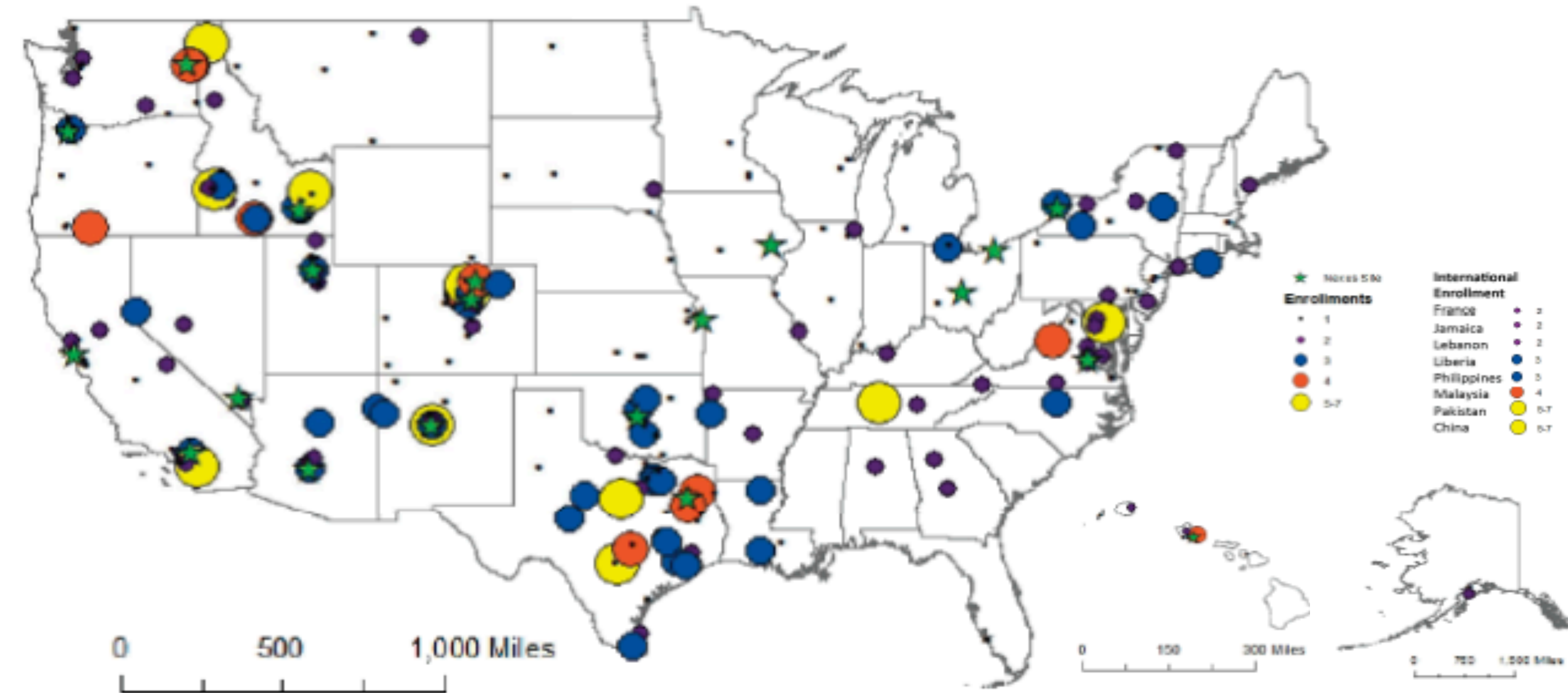
Selected References

Staffileno, B.A., Murphy, M.P., & Carlson, E. (2017). Determinants for effective collaboration among DNP-and PhD prepared faculty. *Nursing Outlook*, 65, 94-102.
Velasquez, D., McArthur, D., & Johnson, C. (2011). Doctoral nursing roles in knowledge generation. In P.G. Reed & N.B.C. Shearer: *Nursing knowledge & theory innovation: Advancing the science of practice*. New York, NY: Springer.

PURPOSE

To discuss innovative approaches to meet and exceed academic imperatives through creative collaboratives such as the Nurse Education Xchange (NEXus) 3.0

- NEXus 1.0 established in 2004 via FIPSE grant
- NEXus 2.0 expanded beyond western region and added gerontological content (Hartford NHCGNE).



FUTURE POSSIBILITIES

- Data sharing
- Student-to-student collaboration
- Multi-site research, publications, presentations
- PhD and DNP collaborations



IMPLICATIONS

Collaboratives such as NEXus have great potential to promote innovation beyond the classroom by connecting nursing students and faculty with a variety of perspectives, expertise and networks.

Mentoring of students

- Serving on student's dissertation committee
- Meeting at conferences
- Co-authoring and co-presenting posters
- Publication mentoring

Intercollegiate research and scholarship collaboration

- Faculty with common interests pursuing research agenda
- Co-presenting at regional research conference
- Co-authoring publications and presentations

Expert consultation

- PhD program review
- Guestspeakers for various events