Contributions of Scholarly Papers in the Literature: Dissemination Practices of DNP Graduates

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Purpose

Review and analyze the trends in the published literature over the last decade to describe scholarly dissemination practices of graduates of DNP programs.
Methods

• Searched literature from 2001-2011
• Journals listed in 2009 ISI rankings of nursing journals (Polit & Northam, 2011, NO)
• English language journals published in US
• Published papers with at least one author with DNP credential
• Searched by “hand …eye” TOC in very issue for authors with DNP credential; printed the abstracts
Methods (continued)

• Yield: >300 published papers in 59 journals

• Authors (of this presentation) classified, using the abstract titles, each of the published papers meeting the criteria as:

1) Data based   2) not data based   3) not sure
Code Book

• After reviewing titles authors pulled 175 manuscript abstracts suggesting data or evidence
• Both presenters reviewed independently abstracts from one-half of the journals
• Codebook had 17 different fields: e.g. DNP order of authorship; original research; practice or education focused; practice guideline testing.
Selected description of 125 articles that were not data based

• Opinion (*March Madness*)
• “How to” nursing activity (*Medication calculation*)
• Clinical description (*Influenza vaccine*…)
• Review of Literature (*Preoperative fasting… evidence and practice*)
• ‘How to’ engage in EBP (*Critical appraisal*)
Description of Journals (n= 59)

- Practice
- Research
- Policy
- Education
- Theory, history, computers
Author Characteristics (n=175)

- DNP first author: 132 (77 %) papers
- Co-authors from other disciplines: 34 papers
- Authors cross settings: 76 papers
- International settings: 7 papers
Data-based papers classified:

*Practice focused: Nurses/Staff (n=61)*

- “Knowledge of female genital cutting and experience with women who are circumcised: A survey of nurse midwives in the US”
- “Job satisfaction of nursing assistants”
- “Differences in Perceptions of empowerment of nationally certified and non certified nurses”
Practice focused: Patients (n=86)

• “Contributing factors associated with impulsivity-related falls in hospitalized, older adults”

• “The life changing impact of peri-partum cardiomyopathy: An analysis of online postings”

• “Cognitive behavioral therapy: Self-efficacy and depression in persons with chronic pain”
Clinical Intervention/Original Research (n=115)

- Bar code medication administration system
- Staff intervention for preventing CAUTIs
- Retrospective, descriptive comparing algorithm use vs practitioner preference
- Quality improvement in an anticoagulation clinic: Development of a new treatment protocol
Evaluation of EBP Guideline (n=16)

- “Improving care of patients with insulin pumps during hospitalization: Translating the evidence”
- “Evaluation of an evidence-based, nurse-driven checklist to prevent hospital-acquired catheter-associated urinary tract infections in intensive care units”
- “Implementing a new initiative to reduce surgical site infections in cesarean birth patients”
Clinical teaching (n=21)

- Student satisfaction and self-confidence intervention with simulation
- Student intervention using QSEN
- Effectiveness, challenges, and perceptions of classroom participation systems
- The impact of Mindfulness Meditation in promoting a culture of safety on an acute psychiatric unit
Organizational, systems improvement (n=23)

• “The Relationship-Based Care Model: Evaluation of the impact on patient satisfaction, length of stay, and readmission rates”
• “A multi-instrument evaluation of the professional practice environment”
• Transformational leadership practices of chief nursing officers in Magnet® organizations”
Practice/Educational Survey (n=12)

- “Consumer perspectives on nurse practitioners and independent practice”
- “Psychological empowerment and structural empowerment among nurse practitioners”
- “Clinical experiences for Doctor of Nursing Practice students—A survey of postmaster’s programs”
Tried to code the ‘Type of Institution’ as:

• Academic Medical Center
• Liberal arts/ state supported
• Private University
• Health Care Institution
Challenges in coding institution

• Authors work in variety of settings

• Where DNP was granted and where author works was not always clear

• Where study was conducted not always clear
Discussion

- Marked lack of translational science models
- Predominance of first author DNPs reflect the expanded scope of practice and leadership in health systems
- Number of DNP/PhD/MD teams of authors is a positive trend
- Scarcity of practice guideline testing versus development of guidelines may reflect maturity of graduates/field
Future Questions

• What is the optimal balance of original research versus testing of practice innovations in DNP programs?

• Can multiple sites/multi-student projects make more effective use of faculty time, encourage team based models, encourage greater development and testing of protocols?

• What role does theoretical development &/or rigorous analytic models play in DNP inquiry?
Future Questions

• In what ways are DNP curriculums preparing graduates for complex research designs and a working knowledge of statistical procedures?
• How do faculty in research intensive universities develop appreciation for translational skills and project innovation and evaluation designs?
• How do faculty in non-research intensive environments link with practice settings to conduct meaningful inquiry projects?