A Message from the Editor
Jan Boller, PhD, RN
Welcome to the Spring edition of DNP Perspectives, a newsletter for CGN students, alumni, faculty, dissertation members, practice mentors, and advisory group. You are all part of our community of practice. We want to keep in touch by sharing relevant information, getting your perspectives and news, and facilitating communication about doctoral education across our community.

We distributed the first issue last Fall and plan to offer DNP Perspectives quarterly. I am pleased to welcome Jenny Gill, Manager of Clinical Affiliations and DNP Program Administrator, who will be managing our newsletter. If you have updates or what to contribute a column in this newsletter, please send your information to Jenny at jgill@westernu.edu.

In the Spirit of Excellence,
Shared Journey of Growth and Transformation
Marcia Luxenburg-Horowitz, MSN, RN, PHN

When I entered academia, I relied on my knowledge from clinical practice as a pediatric expert to help guide my emerging teaching practice. Thinking developmentally, remembering the work of Patricia Benner, and keeping the end in mind, I began to build my courses. Conversations with more experienced faculty helped me identify and explore the works of contemporary education scholars. While sugar plums were not dancing in my head, there were spirals, teacher-learner diads, shared journey, and thoughts of growth and the transformative nature of learning.

As one seeks knowledge, the world becomes very complex; the mind and heart become so full it seems they will burst. Then, when least expected, the most interesting and magical thing happens: synthesis and the emergence of something new and yet so simple. Reflecting on the primacy of the co-evolving teacher/learner journey, the learning spirals came together. Reflecting on the needed space for introspection, reflection, and insight, the helical nature of the spirals was revealed, and the DNA of growth and transformation emerged. The true impact and generative nature of learning becomes apparent as we look upon the most basic structure that gives life to all things. For me, it also represents how individuals and groups come together, co-evolving and co-creating to grow knowledge and collective wisdom.

Figure Title:
DNA of Collective Wisdom

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Dissertation Options
Rodney Hicks, PhD, APRN, FAANP, FAAN

Western University’s College of Graduate Nursing (CGN) strongly endorses the notion that the practice dissertation is one of the most representative pieces of DNP student-initiated scholarship. Students are responsible for identifying a practice question and then designing a project to address the question and improve practice outcomes. Each student’s approach to the practice question will be highly individualized. Once the project has been completed, students then have multiple options on the look and feel of the final product, the practice dissertation.

The current practice dissertation guidelines are intentionally flexible and not meant to constrain any student’s progress towards dissemination of information. This column will provide an overview of two of the format options available to DNP students: the six-chapter approach and the manuscripts approach.

The six-chapter approach is fairly well understood by faculty and students. In this approach, Chapter 1 outlines the nature of the problem and serves as an introduction to the remaining chapters. Chapter 2 expresses the theoretical framework that guides the project. Chapter 3 is an appropriate review of the literature. From the literature, the state of the science is established and what is known and where gaps may lay are identified. Chapter 4 is the methods sections. Chapter 5 is the outright presentation of findings from the study. The final chapter, Chapter 6, focuses on the implications of the findings and future directions.

Another available option for presenting the practice project is the manuscript approach. In this approach, the student creates two manuscripts suitable for publication and which ultimately are submitted to peer-reviewed journals for consideration. The focus of the manuscript approach is to get new information into the body of knowledge. Students work with a committee in this approach and must follow the well-recognized Vancouver Guidelines.

The format of the manuscript option varies slightly from the six-chapter format. Here, Chapter 1 remains the introduction and helps the reader learn about the problem and the scope and breadth of the two manuscripts. Chapter 2 is generally the first article submitted for publication. Chapter 3 is the second article. Chapter 4, the final chapter, is a reflection, with a focus on future directions and implications.

Dissertation Updates Jenny Gill, DNP Administrator

To date ten CGN DNP students have successfully defended their dissertations.

From the Charter Class, Cohort I:
◊ Alex S. Lapasaran: The Care Needs of Filipino Elders Residing in long-term Care Facilities.
◊ Charlie Chavez: Improving the quality of care and patient throughput in perioperative services with a computerized documentation system.
◊ Susie Chen: Health Services Utilization Among Elderly Chinese Immigrants in Los Angeles County.
◊ Faith Richardson: “Lift up your voice.” Listening to Elders in Residential Care and Assisted Living: An Action Research Study.

◊ Carise E. Charles: Healthcare Locus of Control in California Inland Empire Muslim Women.
◊ Louise Black-Robinson: Colorectal Cancer Screening and Preventive Practices and Beliefs Among African Americans.
◊ Diane Fatica: Effects of Implementing a Walking Program in an Underserved Population with Diabetes Mellitus Type 2.
◊ Pamela Porter: Assessing the Healthcare Experiences and Unique Needs of the Transgender College Students.

Most recently, Julianne Perdue from Cohort II successfully defended her dissertation: Integration of Complementary & Alternative Therapies in an Acute Rehabilitation Hospital: A Readiness Assessment on March 9, 2012.

For more dissertation information, or to see abstracts please visit our website at www.westernu.edu/dnp-dissertations
**Safe Assign** Jan Boller, PhD, RN

SafeAssign is a service that helps students detect potential plagiarism issues prior to submitting a written assignment. The software works by flagging any blocks of text in the submitted assignment that closely match content from various sources, such as the Internet, ProQuest databases, institutional archives, and student papers from other schools.

The process for submitting your paper to SafeAssign is fairly simple. Your faculty or web master will set up a location for you to submit in the “Assignments” section of the specific course you are taking. For the dissertation courses, 8090 and 8999, SafeAssign can be accessed via the “Dissertation SafeAssign” section. It might take up to 24 hours to receive a report so plan to go back into that location to access the report at a later time. When you receive the report, you will note a colored graphic scale in the upper left corner of the report that indicates the percentage of text that is of concern. In general, for a research paper or dissertation, scores lower than 15% are considered to have a low incidence of plagiarism. Scores between 15% or 40% indicate extensive quoted or paraphrased material or plagiarism. Scores over 40% have a high possibility of text copied from other sources.

All reports should be reviewed. If your paper contains portions of other papers that you have written, this can be acceptable, since your past scholarly work might contribute a portion of subsequent papers. If you included your reference section at the end of the paper, you will have a higher percentage, since references are expected to be exact. You have the option of submitting only the text portion, without references.

Your faculty members will be able to access your report, so if you have any concerns, they can help you interpret the report.

If you have problems submitting SafeAssign, contact Marty Hill: mhill@westernu.edu.

A tutorial and further information about SafeAssign can be accessed at [http://www.safeassign.com/](http://www.safeassign.com/)
Support for Title VIII Programs
Kathleen Rindahl, DNP Cohort V

I attended the Student Policy Summit in Washington DC in March. The Summit was hosted by the American Association of Colleges of Nursing (AACN), with funding from the Jonas Center. Participants were deans of nursing programs and baccalaureate and graduate nursing students from across the United States. Together as one voice, nurses requested that congressional representatives continue to support and fund Title VIII programs of the Public Health Service Act for fiscal year 2013. Title VIII programs ensure that nursing education and practice are supported, especially with the recent changes in the proposed delivery of national healthcare. Specifically, three initiatives are the main focus for funding, based on collaborative data from the Robert Wood Johnson Foundation, the National Nursing Centers Consortium, and the Institute of Medicine:

1. $251 million to fund Nursing Workforce Development programs.

2. $32 billion for the National Institute of Health and $150 million for the National Institute of Nursing Research to support training of nursing researchers.

3. $20 million to fund Nurse-Managed Health Clinics, (NMHCs), which was not funded for 2012 but received $15 million in 2011 through the Prevention and Public Health Fund. NMHCs serve as clinical training sites for nurses and other health professionals.

Additional information can be obtained from the following websites:

- American Association of Colleges of Nursing: www.aacn.ncne.edu
- Jonas Center: www.jonascenter.org
- National Nursing Center Consortium: www.nncc.us/site

Robert Wood Johnson Foundation: www.rwjf.org


Calendar of Events

- **April 23** | Summer Semester Begins
- **May 17** | Commencement, Pasadena, CA
- **May 20** | Seminar 1, DNP Cohort V
- **July 15** | Seminar 2