A New Journey for the College of Graduate Nursing’s FNP Students: the DNP

Diana Lithgow, PhD, FNP-C, RN

The College of Graduate Nursing (CGN) is blazing another trail in our nursing education journey with a new Doctor of Nursing Practice (DNP) pilot program this fall. The trailblazers are our current MSN/FNP students, who are just completing their first year and are transitioning to our pilot MSN/FNP/DNP track this fall. These students will have two more years of coursework, taking both MSN and DNP courses, while completing their FNP clinical hours. Upon completion of this program, participants will be awarded with dual degrees of MSN/FNP and DNP.

Entering BSN registered nurses (RNs) will be piloting a new DNP curriculum: the FNP BSN to DNP Program. During the first year, students will take FNP core clinical courses. In the second year, they will take both MSN and DNP courses, while initiating their dissertation project. In the third year, students will complete DNP courses, practice hours, and the dissertation project. With the professional recommendation that all NP graduates obtain a final degree of DNP after 2015, these new MSN/FNP/DNP graduates will be well prepared to enter the workforce and improve nursing care—wherever their professional journeys take them.

A Message from the Dean

Karen Hanford, EdD, MSN, FNP

I am excited to share that our Doctor of Nursing Practice (DNP) Program has been accredited by the Commission on Collegiate Nursing Education (CCNE). Since our site visit (September 2011), 16 students have successfully defended their dissertations. A priority of the DNP faculty team is student scholarship success. Congratulations to our new graduates.

The Endowed Chair for Nursing Quality and Safety has increased the awareness of our College and its commitment to preparing nursing leaders. Since sending out notification to the professional community, Dr. Boller and I continue to receive positive communication regionally and nationally. Stay tuned to the Q & A column in the DNP Perspectives and to our nursing excellence publication for strategic goals. In tune with healthcare reform, CGN is undergoing an in-depth review of our philosophy, values, and strategic directions. As we finalize our philosophy and values, we will share them with all of our students. The faculty and staff will complete a 5-year strategic plan over the coming months. We will update you on our progress at our DNP student meetings.

Inside this issue:

A New Journey for the College of Graduate Nursing’s FNP Students: the DNP 1
A Message from the Dean 1
Avoid Plagiarism 2
Dissertation Updates 2
DNPs in Interprofessional Education 3
Citations 3
Incorporating Qualitative Inquiry into the DNP Curriculum: A Case for Practice-Based Evidence 4
Evaluation Corner 4
Calendar of Events 4
Avoid Plagiarism

Alicia Prosser, MLIS; Frances Chu MSN, MLIS; and Ruth Harris, MLIS

Plagiarizing, as defined by Merriam-Webster’s online dictionary is when a writer “steals and passes off the ideas or words of another as their own; commits literacy theft; or presents as new an original idea or product derived from an existing source.”

What are the consequences of plagiarism for you as a DNP student? The consequences can range from getting a poor grade—to failing the assignment—to failing the course and remediating. If the behavior continues, you may be dismissed from the DNP Program. Also, do not forget about the damage you do to your reputation, which will follow you long after your graduate.

How can you avoid plagiarizing? The solution is to cite the source of the idea. Whether paraphrasing or quoting directly, you must remember to ALWAYS properly attribute the source. The CGN requires that you use the Publication Manual of the American Psychological Association (Sixth Edition) as your editorial style guide.

Here are a few citation pointers:

◊ Check for all the elements of a reference. For a journal article, the elements are author, year, article title, journal name, volume, and page numbers.
◊ Use the APA Manual. Although the manual doesn’t have every reference example, you can modify your citations to fit your specific needs.
◊ Check out the APA Style Blog. You can search this blog for information you cannot find in the manual: http://blog.apastyle.org/.
◊ Use EndNote® reference manager from the start. Begin using EndNote when you begin your literature search. All your citations will be saved in one place, and you can use the Cite While You Write feature in Word to insert your citations in APA 6th format. Download it from the library at http://www.westernu.edu/library-endnote.

For help with EndNote, or any other citation questions, please contact the Reference & Outreach Department at reference@westernu.edu, or call 909-469-5323 or 888-704-1660 and ask for Reference.

Dissertation Updates

Jenny Gill, DNP Program Administrator

Congratulations to the following DNP students on successfully defending their dissertation!

Debra Wallace, DNPc, RN, FNP, BC. Exploring the Feasibility of a New Graduate Transition-to-Practice Residency that Supports the Nurse Practitioner in a Large HMO Setting: April 28, 2012.

Gabriella Malagon-Maldonado, DNPc, APRN, MSN, CNS. Reframing the Interprofessional Approach to Care for Long-Term Acute Care Patients: An Exploratory Study to Inform a New Model for Collaborative Practice: April 28, 2012.

Christine Magladry, DNPc, MSN, FNP-C. The Effectiveness of Mental Health Education as a Strategy to Improve Identification of Mental Illness in Adolescents: An Integrative Review: April 28, 2012.

Nicolann Hedgepeth, DNPc, RN, NP, AOCN. Systematic Review of Psychosocial Interventions for Anxiety in Adult Cancer Patients: May 9, 2012.

Cecelia Crawford, DNPc, MSN, RN. Using Collaborative Center for Integrative Reviews and Evidence Summaries to Narrow the Education-Practice-Research Gap: May 31, 2012.

Dianna Scherlin, DNPc, CAGS, MS, BS, RN. Faculty Development and Support for Service-Learning as Part of Nursing Program Curricula: An Integrative Review: July 14, 2012.

Xinxia Zhao, DNPc, FNP, MSN. Hepatitis B Knowledge and Preventative Practices Among Chinese American Immigrants in Southern California: July 17, 2012.

For more dissertation information or to see abstracts, please visit our website at: www.westernu.edu/dnp-dissertations
This was a golden opportunity for the DNP students to collaborate in the IPE arena. The discussion of this case by the four disciplines in attendance was an invaluable learning opportunity for all involved. Everyone left the case presentation convinced that IPE is undoubtedly an educational model that brings forth an exceptional collaborative learning opportunity.

**Resources**


---

**Citations** Rodney Hicks, PhD, APRN, FAANP, FAAN

One hallmark of being a scholar is the ability to incorporate quality literature into written and other works. Using the literature in scholarly writing is accomplished through the process of including citations to develop, support, refine (or refute) arguments. The correct use of citations avoids the most problematic area of plagiarism--passing off another’s work as one’s own. An equally important part of the citation process pertains to how citations are managed.

In the broadest sense, citation management just means that all elements of the required bibliographic style are appropriately listed (most often on the reference pages). Through citation management, the author can collect references and use the references as appropriate in formal writing. Just as scientists record every step in an experiment, the scholar records all sources of information. Accurate use of citations is commensurate with good academic practices because proper use of citations conveys knowledge of the literature.

Citation management software should be a trusted companion to all scholars. While the dissertation can be a complex document, the use of citation management software can lessen the burden of the process. Western University, through the Pumerantz Library, offers much support in the area of citation management. *End Note* is the current citation manager offered. From formal classes—to tutorials—to software, the reference librarians are among the most valuable resources available to students.

The following links may be of value as you journey into scholarship (all from the Library’s web site).

[http://www.westernu.edu/library-endnote](http://www.westernu.edu/library-endnote)

Incorporating Qualitative Inquiry into the DNP Curriculum: A Case for Practice-Based Evidence

Jan Boller, PhD, RN

In this June’s issue of Sigma Theta Tau’s *Journal of Nursing Scholarship*, Dr. Jennifer Leeman and Dr. Margarete Sandelowski of the University of North Carolina, Chapel Hill School of Nursing, argue that qualitative inquiry has been underutilized in efforts to improve health outcomes through evidence-based practice. In the article, they present a conceptualization of practice-based evidence and qualitative inquiry as essential contributors to evidence-based practice.

The authors reinforce and clarify the distinctions established by the National Institutes of Health (NIH) between the definitions for "intervention strategies" and "implementation strategies," which are often incorrectly used as synonymous terms. They also suggest a framework for designing studies that contribute practice-based evidence as a means to strengthen evidence-based practice.

This article has already stirred healthy debate and dialogue among faculty members as we consider future curriculum enhancements. I would invite you to read this article and share your ideas as it relates to DNP practice and scholarship, as well as its implications for future curriculum development.


---

**Evaluation Corner**

Jeremy Brown, Assessment Manager

“Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.”

*Albert Einstein*

Western University is currently engaged in a program review process that will assess how we in the CGN measure student growth within our eight University Learning Outcome Domains ([http://www.westernu.edu/oir-outcome-domains](http://www.westernu.edu/oir-outcome-domains)). At this time, the University is focusing on the Interpersonal Communication and Evidence-based Practice domains.

While we are working to identify key assignments or projects within each program that could serve as evidence for these skills, I would like to get your feedback. As you think back on any work that you completed while enrolled in the CGN, what assignments and/or experiences, do you feel best represented your expertise in either of these areas? Email your examples to me at jjbrown@westernu.edu, and the submitter of the best response will get a Starbucks gift card. All responses will be kept anonymous unless you agree to be identified.

**NOTE:** Course evaluations for the Summer 2012 term were sent out July 16. Your feedback is extremely important to us, so please take a few minutes to complete these evaluations as soon as possible.

---

**Calendar of Events**

**August 8-11 | Welcome Week**

**August 20 | Fall Semester Begins**

**September 9 | Seminar 1**

Deadline for submissions for the next issue of DNP Perspectives is September 30th. Please send all submissions to Jenny Gill at jgill@westernu.edu.