

## American Association of Colleges of Nursing (AACN) Comparison\*: DNP vs. PhD

	Doctor of Nursing Practice (DNP)	Doctor of Philosophy (PhD)
<b>Faculty</b>	<ul style="list-style-type: none"> <li>• Doctoral degree with expertise in a specific teaching area</li> <li>• Senior leadership experience</li> <li>• Network of leadership influence</li> <li>• High level of expertise in the area of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Research doctorate in nursing or related field</li> <li>• Senior level research funding</li> <li>• Program of research consistent with area(s) of focus of program</li> <li>• Research methods expertise (e.g., qualitative/quantitative)</li> </ul>
<b>Program of Study</b>	<p><i>Objective</i></p> <ul style="list-style-type: none"> <li>• Prepare nurses at the highest level of practice</li> </ul> <p><i>Competencies &amp; Content</i></p> <ul style="list-style-type: none"> <li>• See AACN Essentials of the DNP**</li> </ul>	<p><i>Objective</i></p> <ul style="list-style-type: none"> <li>• Prepare nurse researchers</li> </ul> <p><i>Content</i></p> <ul style="list-style-type: none"> <li>• Theory research methodology</li> <li>• Role with emphasis on research &amp; faculty roles</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Mentors in leadership positions across various healthcare settings (not limited to nursing)</li> <li>• State of the science information technology resources</li> <li>• Access to diverse practice settings</li> <li>• Access to evaluation data and databases in practice setting</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors in research and other role preparation</li> <li>• Active programs of research in fundable areas</li> <li>• Access to dissertation support dollars</li> <li>• Technical and support services for state of the science information acquisition, communication, and management</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Commitment to career in practice and/or service leadership</li> <li>• Oriented toward improving outcomes of care</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to research career</li> <li>• Oriented toward developing new knowledge and establishing a pattern of productive scholarship in the discipline</li> </ul>
<b>Program Outcome</b>	<ul style="list-style-type: none"> <li>• Contributes to healthcare improvement via direct service and policy change</li> <li>• Receives accreditation by specialized nursing accreditor</li> </ul>	<ul style="list-style-type: none"> <li>• Research contributions, development of new knowledge, and other scholarly products that provide the foundation for the advancement of nursing science</li> </ul>

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\*\*American Association of Colleges of Nursing. (1999). *Essential clinical resources for nursing's academic mission*. Washington, DC: Author. <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>

American Association of Colleges of Nursing. (2005). *DRAFT Essentials of the DNP*. [http://www.aacn.nche.edu/DNP/pdf/DNPEssentialsDraft\\_8-18-05.pdf](http://www.aacn.nche.edu/DNP/pdf/DNPEssentialsDraft_8-18-05.pdf), Accessed September 1, 2005.

American Association of Colleges of Nursing. (2001). *Indicators of quality in research-focused doctoral programs in nursing*. Washington, DC: Author

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