Key Foundations
• Forms of scholarship; discovery, integration, application & teaching
• Advance nursing science through research, theory & practice
• Integration of advanced nursing practice knowledge for significant practice problems
• Translation – gap between knowledge generation & use of credible evidence to improve health outcomes

Controversy
• National organizations suggest that DNP-prepared nurses do not have the skill set to act as lead investigators
• Yet, Essentials of Doctoral Education for Advanced Nursing Practice statements closely fit the research process phases.
• Some authors envision DNP-prepared nurses conducting translational research; comparative effectiveness, implementation or dissemination studies, which includes program evaluation and quality improvement.
• Others advocate for a partnership between practice & research oriented doctorates to meet the great need for translation of scientific evidence into daily patient care.

Problem
No broadly accepted quality indicators for DNP final projects

Key Questions
• What is the DNP-prepared nurses role in scholarship/research?
• What are the quality indicators for a scholarly project?

Background
• Lack of evidence for clinical practice and a lack of PhD prepared nurses to conduct studies
• Lack of agreement in the discipline about the role of DNP-prepared nurse in research
• Inconsistent terminology for DNP scholarship suggests confusion about the nature of research competencies of the DNP-prepared nurse

Conclusions
• DNP education, based on the AACN Essentials, prepares practice scholars to lead research in improving health care outcomes.
• The discipline of nursing will need to come to consensus on the competencies of DNP-prepared nurse scholars to ensure that they are adequately prepared to meet the healthcare research needs of the future.