Appreciative Advising: An Innovative Strategy to Facilitate Student Success with Doctoral Education

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Advising Needs of Doctoral Students

- Plan their curriculum
- Manage school-life-work balance
- Develop the DNP project
- Meet the DNP Essentials competencies
- Transition into the role of a nurse-leader

(AACN, 2015; Hande, Beuscher, Allison, Phillippi, 2016)

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Purpose

Explore student and faculty perceptions with a student-centered appreciative advising (AA) model adapted for Doctor of Nursing Practice (DNP) education.

Disconnect between established advising and the needs of DNP students and programs (Dols, Hernandez, & Miles, 2016)

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Guidance can take many forms. AACN does not stipulate or recommend a single model of advising (AACN, 2015).

National Background

National survey of DNP program directors found high rates of **faculty dissatisfaction with the process** surrounding the project and student advising

(Dols, Hernandez, & Miles, 2016)

Review of the Literature

New team based models based on existing models of advising may streamline doctoral education and boost preparation for nurse-leader roles.

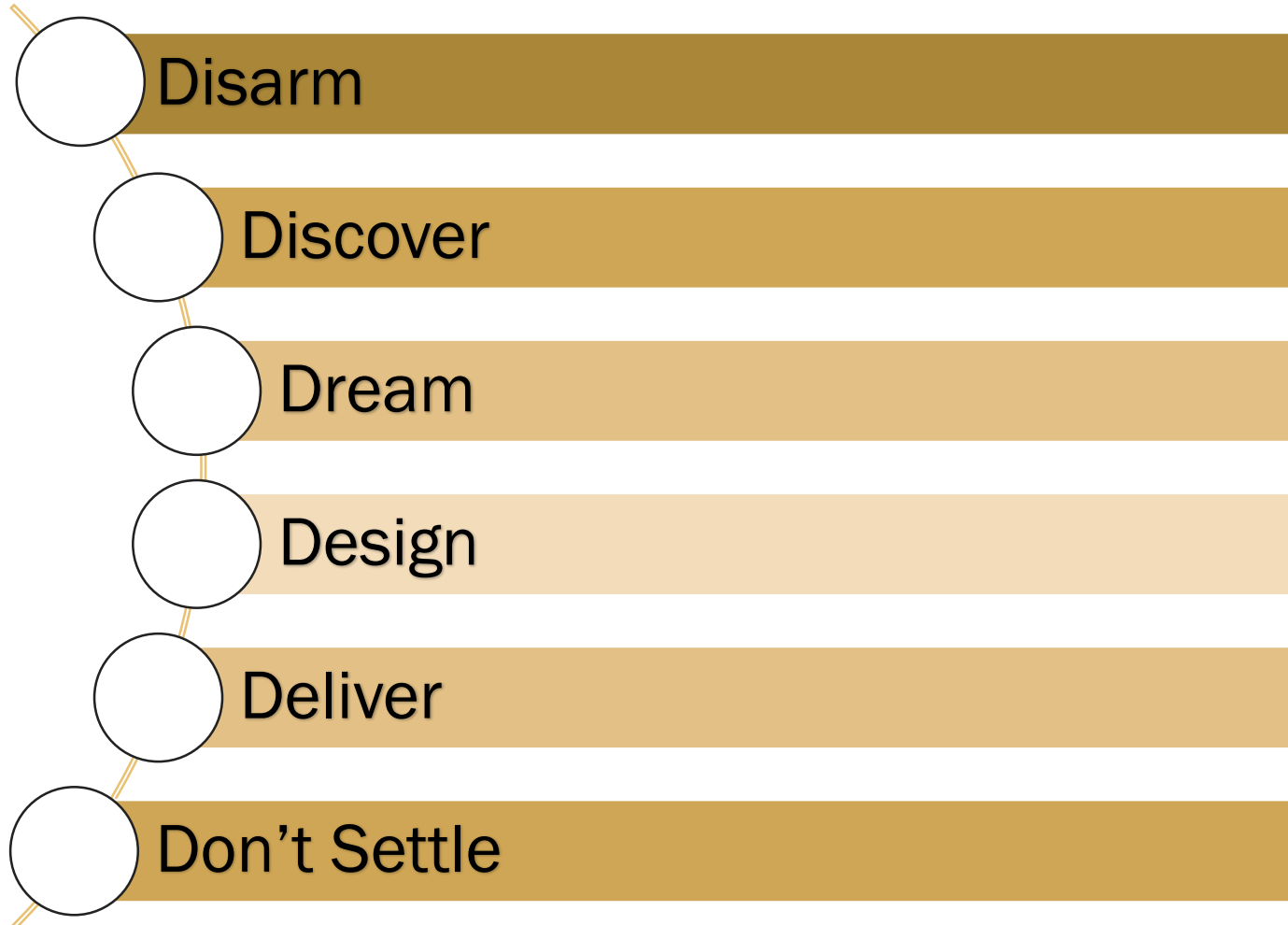(Read, Hicks, & Christenbery, 2016; Hande, Christenbery, & Phillippi, 2017)

Local Background

DNP faculty survey demonstrated a need for a new advising model to **preserve faculty time and foster student satisfaction and achievement** (VUSN, August 2016)
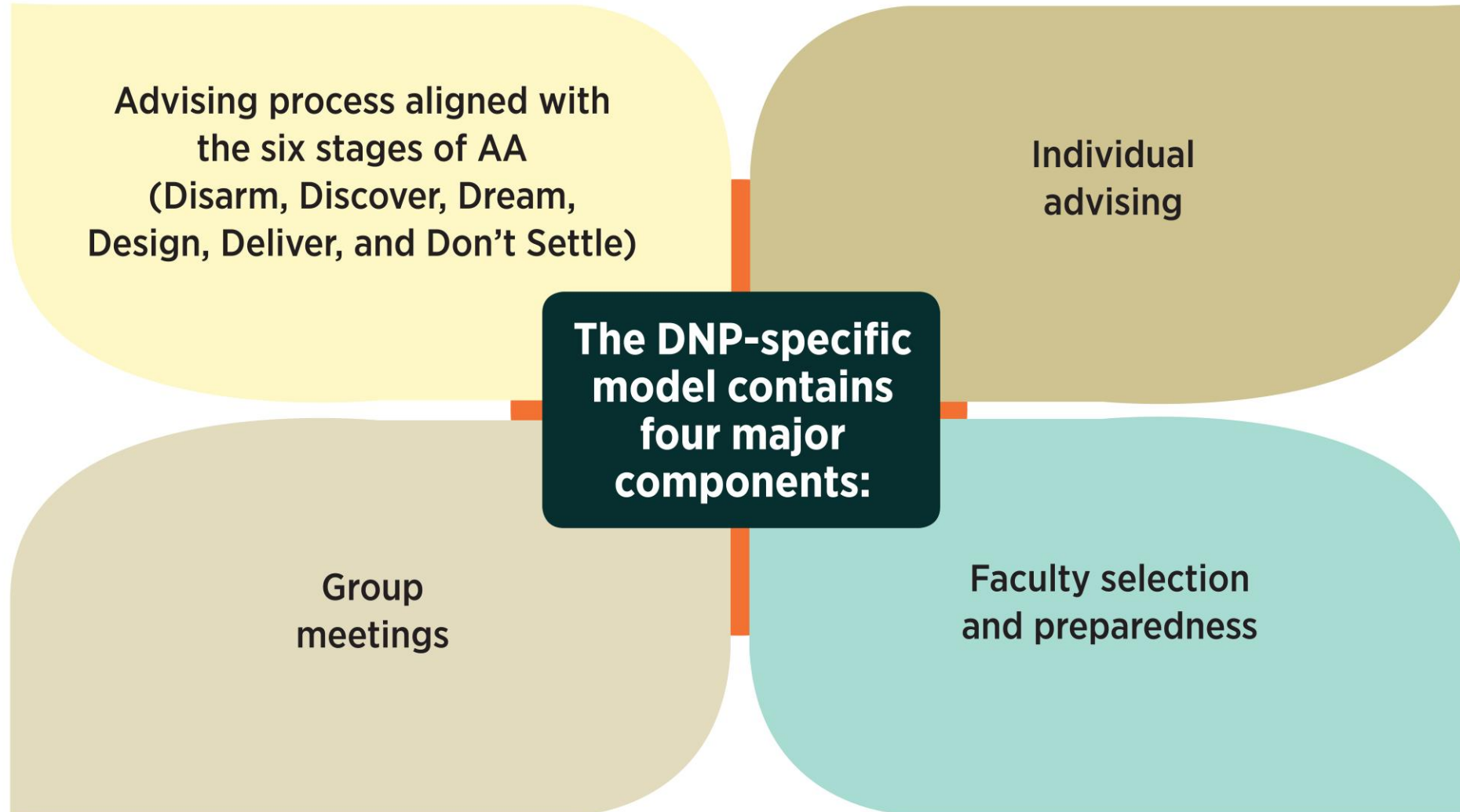
Six Stages of Appreciative Advising

Disarm

Discover

Dream

Design

Deliver

Don't Settle

(Bloom, Hutson, & He, 2008)

Methods

► Adapted the AA model (Hande, Christenbery, & Phillippi, 2017) for doctoral-level advising to test with a cohort of DNP students

► Faculty were oriented to the AA model, provided guidebooks, and allotted workload for advising activities

► Faculty and student data were collected at 4 time points
  — Quantitative data provided descriptive rankings
  — Qualitative responses were analyzed using content analysis

Intervention

Advising process aligned with the six stages of AA (Disarm, Discover, Dream, Design, Deliver, and Don't Settle)

Individual advising

The DNP-specific model contains four major components:

Group meetings

Faculty selection and preparedness

(Hande, Christenbery, & Phillippi, 2017)

Individual Advising

► Reflective questionnaires

► Knowing the student as a person

► Genuine interest in student's growth and development

► Targeted resources in response to identified needs
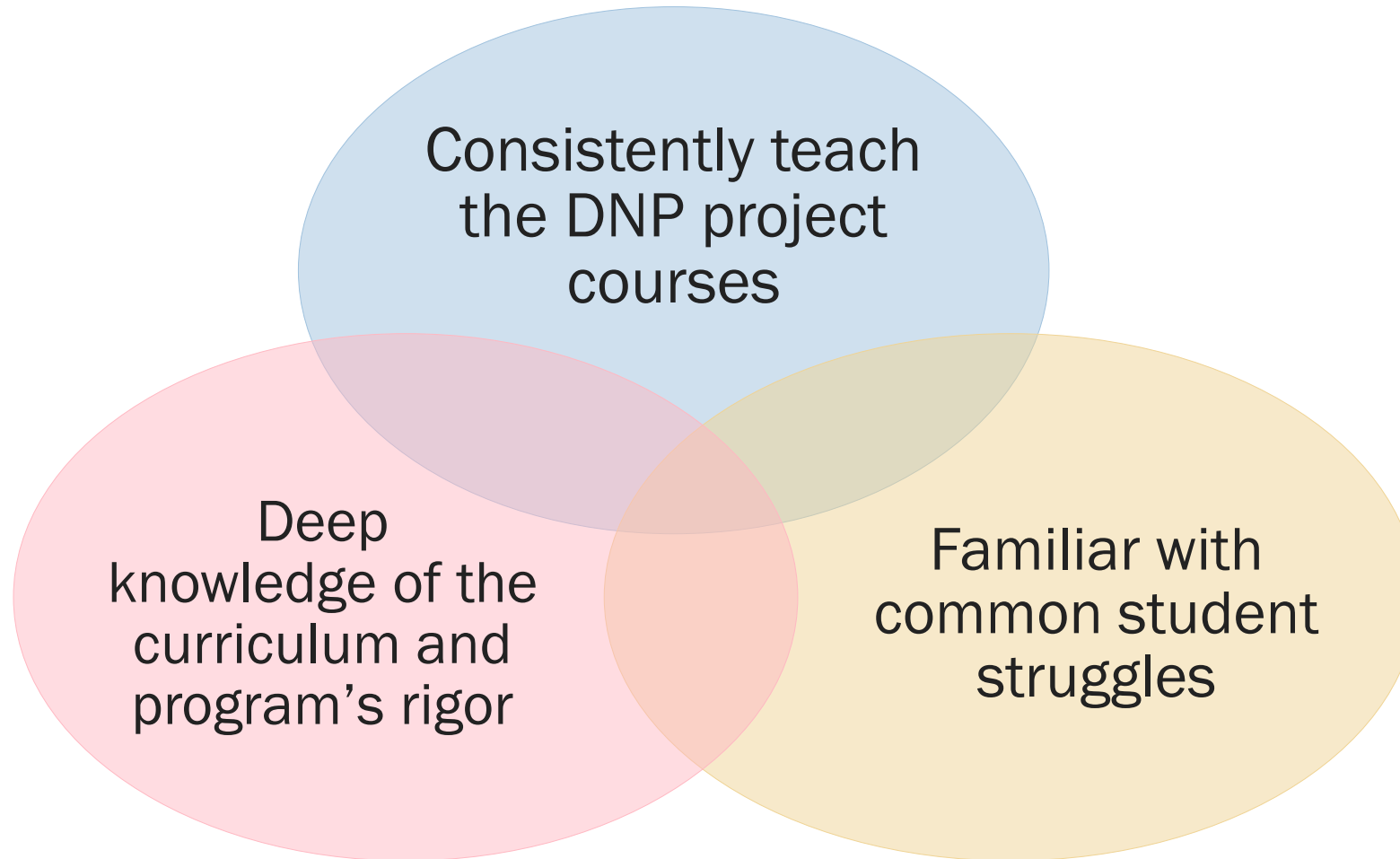
(Hande, Christenbery, & Phillippi, 2017)

Group Meetings

► Communication

► Creation of a scholarly community

► An opportunity to observe group leadership

(Hande, Christenbery, & Phillippi, 2017)

Faculty Selection and Preparedness

Consistently teach the DNP project courses

Deep knowledge of the curriculum and program's rigor

Familiar with common student struggles

(Hande, Christenbery, & Phillippi, 2017)

Student Results

► Student participation in the survey ranged from 45-69% (n=18-26)

► The majority of students found the model meaningful and aided in successful integration into the scholarly community.

Faculty Results

► Faculty participation in the survey ranged from 86-100% (n = 6 -7)

► Faculty were pleased with the AA model

► Qualitative analysis of faculty responses indicated the model facilitated early identification of student needs, especially conceptualization and articulation of scholarly projects

Implications for Nursing Education

► Evidence-based, student-centered, innovative solution to help students adapt to DNP education

► Versatile and adaptable to meet the students' requirements and expectations

► Student-sensitive, adaptable framework

► Merits further exploration at the doctoral level for both DNP and PhD students

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