

HILLMAN SCHOLARS PROGRAM IN NURSING INNOVATION

A MODEL FOR TRANSFORMING PHD NURSING EDUCATION

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HILLMAN SCHOLARS PROGRAM IN NURSING
INNOVATION*

Nursing Innovation is Key to Needed Transformation of Health Care

- U.S. spends over \$3.2 trillion annually on health care, an astronomical level of spending that makes the US health system the 5th largest economy in world
- Consensus is we don't get enough value:
 - Medical errors are among top 5 leading causes of death
 - One-third of patients would not recommend the hospital where they received care
 - Unwanted invasive medical procedures common at end of life
 - Millions lack access to needed healthcare
 - Too much preventable premature death and chronic illness
- Nurses have good answers to what ails healthcare: ICUs, family-centered maternity care, parental rooming in for hospitalized children, hospice, transitional care, interdisciplinary teams, home visiting, self-care education, health promotion, Magnet Recognition
- Public has high level of trust in nurses

The Hillman Scholars Program in Nursing Innovation is designed to produce the next generation of nurse innovators who will help to design and promote a more effective, patient-centered, equitable, and affordable health care system

Why PhD Education for Nurse Innovators?

- Research intensive academic setting provides access to broad spectrum of ideas and mentorship opportunities from across all disciplines
- PhD education establishes familiarity with leading edge knowledge and best practices
- Develops skill sets (research; translational science) that enable nurses to influence practice and policy on a large scale.
- Research is a key component in the development of scalable interventions
- PhD added to clinical credentials can streamline pathway to top leadership opportunities

Core Elements of Hillman Scholars Program in Nursing Innovation

- Integrated pre-BSN to PhD: research immersion and mentoring begin at undergraduate level
- 3 year PhD pathway: expediting PhD education
- Ongoing clinical development: Hillman Clinical Fellowship provides clinical immersion opportunities and clinical scholarship during PhD
- Multidisciplinary mindset: understanding problems from multiple perspectives. Hillman Scholars seminar provides exposure to multiple streams of knowledge.
- Strong program identity within and across schools: Hillman Scholars seminar; 3-day intensive Annual Meeting; cross-site webinars; Hillman competitive research and travel funds; support of an enduring Hillman Scholars in Nursing Innovation Alumni Network to promote program goals long-term
- Leadership focus: engage scholars early on as co-designers/co-collaborators. Promote senior scholars as mentors to beginning scholars. Solicit scholar feedback. Encourage self-direction

Program at 6 Year Milestone

- Three programs: University of Pennsylvania (est. 2011), University of Michigan (est. 2012), and University of North Carolina – Chapel Hill (est. 2012)
- Average Scholar age at PhD graduation: 27

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Active Scholars	48
Graduated PhDs	9
Total	57

HILLMAN SCHOLARS PROGRAM IN NURSING INNOVATION

SUCCESSFUL MODEL OF INTEGRATING BSN AND PHD EDUCATION

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PROFESSOR OF BIOETHICS AND NURSING
UNIVERSITY OF PENNSYLVANIA SCHOOL OF
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SECONDARY APPOINTMENT DEPARTMENT OF
MEDICAL ETHICS AND HEALTH POLICY

Integration of BSN and PhD Educational Pathways: A Core Hillman Scholars Element

- Sub-matriculation of pre-BSNs into the PhD program
 - Eligible: Rising juniors and seniors and entering second degree BSN students
 - Once admitted, pre-BSN Hillman Scholars are considered dually enrolled in BSN and PhD
 - Hillman scholars can double-count courses by taking graduate-level course offerings that fulfill BSN requirements
 - Helps achieve the goal of 3-year PhD post BSN
- Full identity of pre-BSN Hillman Scholars as PhD students
 - Assigned office space and socialized to PhD with other PhD students
- Immersion of pre-BSN Hillman Scholars in research
 - Individualized mentoring by funded faculty

Recruitment of Undergraduates to PhD Trajectory

- Inclusion of Hillman Scholars Program options in all BSN recruitment materials
- Student advocates (presentations by Hillman Scholars in undergraduate classes)
- Garnering faculty support and input into program design (Clinical Fellowship)
- Branding of Hillman Scholars as an honor recognized in media and events such as graduation
- Hillman Foundation purposefully selected research intensive universities for the Program yielding a highly qualified undergraduate student body with some students already interested in research
- Student financial incentives: BSN assistance and guaranteed 3 years of full PhD support

Example of a Traditional Student's Seamless Progression

Scholars obtain PhD within 3 years post-BSN

Primary BSN	
<u>Junior Year Fall</u> Grad Course (1) (Health Policy) Hillman Seminar (2)	<u>Junior Year Spring</u> Grad Course (3) (Bioethics)
<u>Senior Year Fall</u> Grad Course (4) (Research) Required Nurs PhD Core Course (5)	<u>Senior Year Spring</u> Research Residency (6) (BSN residency) Required Nurs PhD Core Course (7) <i>BSN degree conferred May</i> <i>Clinical Fellowship option summer/fall</i>
Primary PhD (22 Graduate Courses Required for PhD at Penn)	
<u>PhD Year 1 Fall</u> Required Nurs PhD Core Course (8) Required Grad Statistics Course (9) Grad Course (10) Grad Course (11)	<u>PhD Year 1 Spring</u> Required Nurs PhD Course (12) Required Grad Statistics Course (13) Grad Course (14) <i>Summer General Exam</i>
<u>PhD Year 2 Fall</u> Grad Course (15) Grad Concentration Course (16) Grad Concentration Course (17) Grad Concentration Course (18)	<u>PhD Year 2 Spring</u> Grad Concentration Course (19) Grad Concentration Course (20) Dissertation seminar (21) Teaching Residency (22) <i>Participate in research publications</i> <i>Write Dissertation Proposal</i> <i>Summer Defend Dissertation Proposal</i>
<u>PhD Year 3 Fall and Spring</u> Complete dissertation research Participate in research publications Defend dissertation Graduate in May or August	

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BRINGING “CLINICAL” INTO THE PHD CURRICULUM

CHERYL B. JONES, PHD, RN, FAAN
PROFESSOR OF HEALTH CARE SYSTEMS
SCHOOL OF NURSING, UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL
RESEARCH FELLOW, CECIL G. SHEPS CENTER FOR
HEALTH SERVICES RESEARCH

Trends in Graduate Nurse Education

Demand Rethinking of Clinical Training

- PhD education in nursing has been built on a post-clinical Master's model with little/no clinical content
- With the advent of DNP clinical graduate programs, clinical Master's degrees will likely decline substantially leaving a gap in graduate clinical content
- BSN to PhD programs that bypass the Master's in Nursing are growing in number, adding to the need for clinical content in nursing PhD programs
- Yet, BSN to PhD students desire post-BSN clinical training and experiences
- Short term employment for new RNs who desire a PhD is difficult, thus motivating the development of academic partnerships with university health systems as a component of PhD education

Hillman Scholars in Nursing Innovation Clinical Fellowship: A PhD Learning Experience

- Optional “immersion” experience
- Scholars become employees of the health care organization
 - Exposes them to nursing practice – on a patient care unit, an interdisciplinary care team, and in a health care system
 - Enroll in a concurrent PhD-level Clinical Fellowship seminar
 - Incorporates didactic learning, reflection and discourse
 - Blends perspectives from clinical practice and research
 - Integrates clinical practice observations with the research process to identify researchable, clinically-relevant questions
 - Maintains full-time PhD student status during the fellowship, including health insurance

The Hillman Clinical Fellowship

- Occurs after Scholars receive the BSN and pass the NCLEX
- Spans about 6 months, depending on timing of graduation
- Preceptored experience
- Leadership support is key: clinicians, managers, clinical directors, CNOs
- Our academic partners
 - Employ Scholars so they earn a newly graduated RN wage (or wage negotiated with the site)
 - Employ Scholars in a “typical” newly graduated RN employment pathway (i.e., orientation, site residency program, etc.) or in an arrangement specific to the clinical site
 - Employ via unit budgets or through a central budget line

A Funny Thing Has Happened: Serendipity!

- Enables Scholars to better understand the complex health care environment and systems
- Scholars have been assigned to practice in areas where new graduates don't often go
 - Exposed to diverse patient populations
- Scholars feel valued and gain legitimacy as they embark on building a research career
- Has helped to dispel sacred cows
- Has facilitated our recruitment of Hillman Scholars
- Has strengthened our academic-service partnership
 - Service partners have embraced Hillman Scholars
 - Fosters inquiry on clinical units
 - The [scholars] could not be in better hands

FOSTERING A COMMUNITY OF SCHOLARS

MENTORSHIP, SEMINARS & EXPANDING INTERDISCIPLINARY BOUNDARIES

PATRICIA A. ABBOTT, PHD, RN, FAAN, FACMI
ASSOCIATE PROFESSOR
UNIVERSITY OF MICHIGAN SCHOOLS OF
NURSING & MEDICINE

Expanding Boundaries & Advancing Science

- Mentorship and Seminars Addressing a Changing Landscape:
 - Team science, integrated forms of inquiry, deep collaboration
 - Interdisciplinarity – integrating cross-professional perspectives and approaches into inquiry and training.
 - Innovation – introducing new approaches to the research enterprise & preparation to address emerging issues

Expanding Boundaries & Advancing Science

- Mentorship
 - Mentorship at undergrad level
 - 4-8 hours week immersing within an established program of research; exploratory – socialization – scope narrowing- experiential learning from engagement in research teams
 - Mentorship at grad level (generalized)
 - Formalized: Primary Mentor = Chair of Diss. Comm.
Secondary Mentor = Discipline/ Domain Expertise
 - Minimum of 8 hours/ week of immersion within an established program of research (often Mentor's)
 - FT focus on coursework & research year round
 - Mentor/Mentee matches
 - Can be challenging with younger Hillmans
 - Flexibility required as Scholar grows and research topic matures

Expanding Boundaries & Advancing Science

- Modalities
 - Interdisciplinary courses & seminars
 - Scholar input and lead
 - Flexibility for boundary spanning: HSR, Engineering, Policy, Architecture, Social Work, etc.
 - Inter-departmental/institutional research immersion experiences
 - Team-based research projects
 - Off campus experiences

Expanding Boundaries & Advancing Science

- Results of program mentorship, seminars & interdisciplinarity
 - Leaders, independent researchers – capacity to work in team setting
 - Application of multidisciplinary approaches and tools
 - Understands contributions and limitations from other disciplines
 - Ability to communicate research from one discipline to researchers in another
 - Communicate complex research findings and ideas with lay audiences
 - Exceptional candidates for post-doctoral experiences
 - UCLA, Yale, Penn, etc.

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Discussion