Future of Nursing Scholars Program: First Year Graduate Results and Looking Forward

AACN Doctoral Education Conference

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Robert Wood Johnson Foundation

RWJF: Building a Culture of Health

Future of Nursing Report

Including Recommendations to:

- **Double the number of nurses with a doctorate by 2020**

- **Provide opportunities for nurses to assume leadership positions and serve as full partners in health care redesign and improvement efforts**

The Future of Nursing:
LEADING CHANGE, ADVANCING HEALTH

INSTITUTE OF MEDICINE
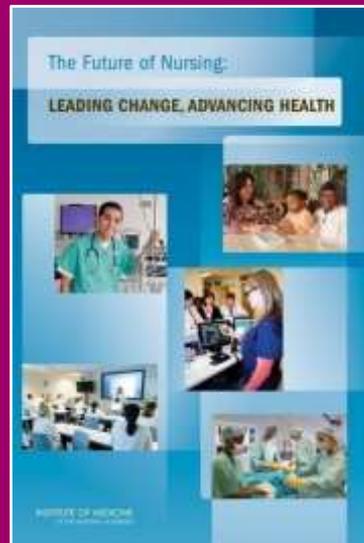
Future of Nursing Scholars Goal

Program will create a large and diverse cadre of PhD-prepared nurses, committed to long-term leadership careers in nursing, education, administration, research, and/or policy.

Program will develop a best practices model to support a three-year option for nursing PhD programs.

Employed Nurses with a Doctoral Degree
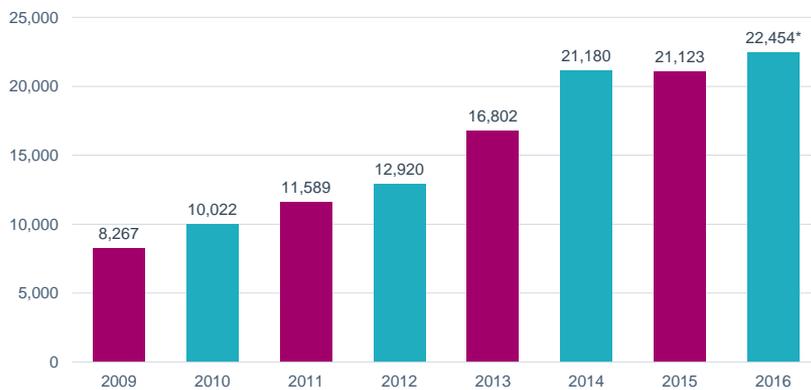
*Based on preliminary data

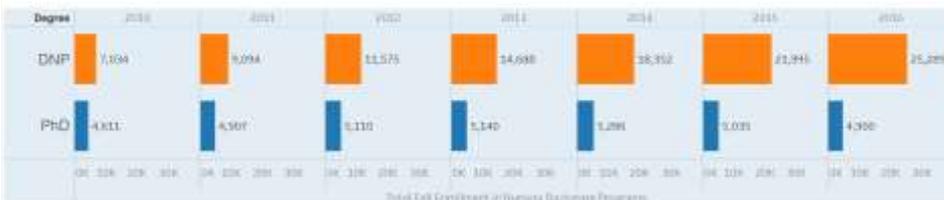American Community Survey, Public Use Microdata Sample (series)

Nurses Receiving Doctoral Degrees Annually

American Association of Colleges of Nursing, Enrollment & Graduations in Baccalaureate and Graduate Programs in Nursing (series)

Total Fall Enrollment in Nursing Doctorate Programs

American Association of Colleges of Nursing, Enrollment & Graduations in Baccalaureate and Graduate Programs in Nursing (series)
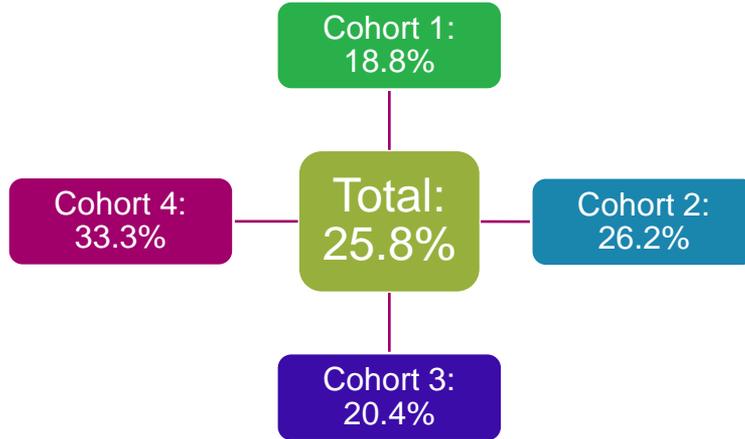
Doctoral Program Growth

Growth in Doctoral Nursing Programs: 2006-2016
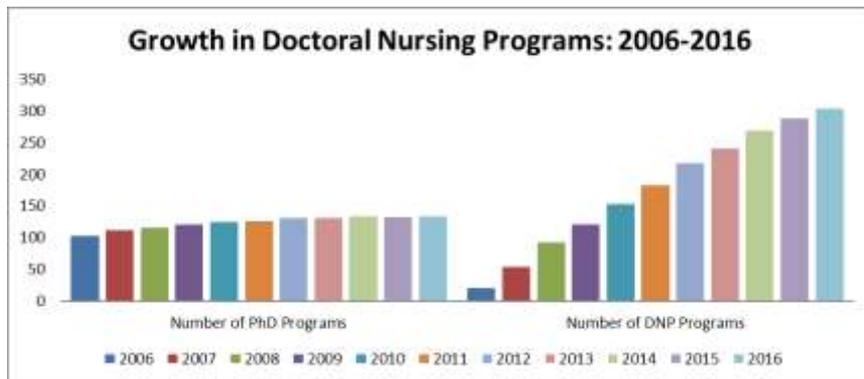
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Current Program Status

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5
14 Schools	24 Schools	31 Schools	28 Schools	31 Schools
16 Scholars – COMPLETED!	42 Scholars	49 Scholars	48 Scholars	58 Scholars
2 FNS Post-docs	Post-docs announced in Feb for Cohort 2			

BSN to PhD

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                    Cohort 1:
                     18.8%

Cohort 4:            Total:            Cohort 2:
 33.3%               25.8%              26.2%

                    Cohort 3:
                     20.4%
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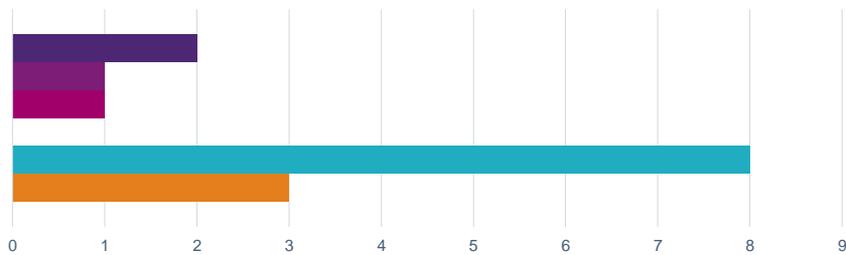
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Cohort 1 Dissertation Studies

■ I collected my own primary qualitative and quantitative data but also used other data from an established secondary data base.

■ I collected my own primary quantative & qualitative data that was my only data source.

■ I collected my own primary quantitative data that was my only data source.

■ I collected my own primary qualitative data that was my only data source.

■ I completed a secondary data analysis using data from an external data base (not from my mentor).

■ I completed a secondary data analysis using data my mentor collected for another study.

Cohort 1 Dissertations

- Five Chapter Dissertation
- Three Paper Option

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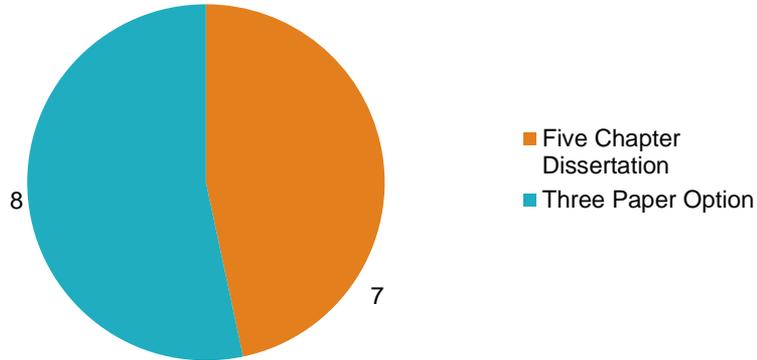
AACN Expected Outcomes of Nursing PhD Programs

AACN, The Research-Focused Doctoral Program in Nursing: Pathways to Excellence

Role	Expected Outcomes	FNS Program Sessions
Develop the Science	Include: • Conduct original research • Generate new ideas • Utilize ethics • Assume leadership roles • Communicate findings to lay audience	• Writing Workshop • Responsible Conduct of Research • Funding for Science • Policy Intensive • Innovation Intensive • Entering the Conversation (mass media)
Steward the Discipline	Include: • Integrate scholarship components (research, teaching, mentoring service to profession) • Communicate in peer-reviewed presentations and publications • Lead in advancing profession	• Tips on Publishing • Conducting Culturally Competent Research • Ask a Dean • Ask a Community-Based Researcher
Educate Next Generation	Include: • Conduct team science (interdisciplinary teams) • Provide mentorship	• Working with People in Positions of Power • How to Mentor • How to Manage Staff • How to Look for Teaching Positions • Planning for an Academic Career

The program has helped me:

…plan my transition to faculty, clinical, and/or policy roles.

…prepare plan, seek funding, conduct and evaluate a research study.

…prepare to work collaboratively in an interdisciplinary world, among people of different backgrounds.

…prepare to mentor others.

…develop an understanding for the importance of working as a member of diverse team and the value of having a diversity of perspectives on a team.

…understand best practices in presenting myself.

…to understand ethical boundaries associated with conducting research.

n=15/16

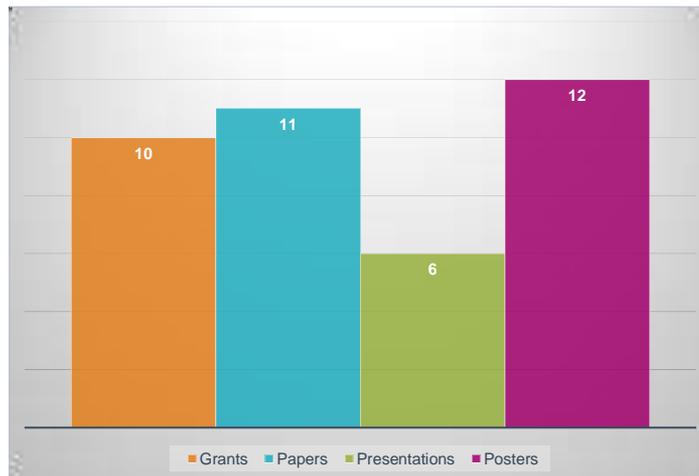---

Cohort 1: Current Plans

n = 15/16

Role	# of Students
Post-Doc Positions	10
Faculty Roles	3
Education Program Coordinator	1
Clinical Nurse Role	1
Policy Consultation	1

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Cohort 1 Scholar Activities: Grants, Papers, Presentations, Posters

Grants: 10, Papers: 11, Presentations: 6, Posters: 12

Legend: ■ Grants ■ Papers ■ Presentations ■ Posters

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Cohort 2 Scholar Activities: Grants, Papers, Presentations, Posters

Grants: 24, Papers: 36, Presentations: 18, Posters: 30

Legend: ■ Grants ■ Papers ■ Presentations ■ Posters
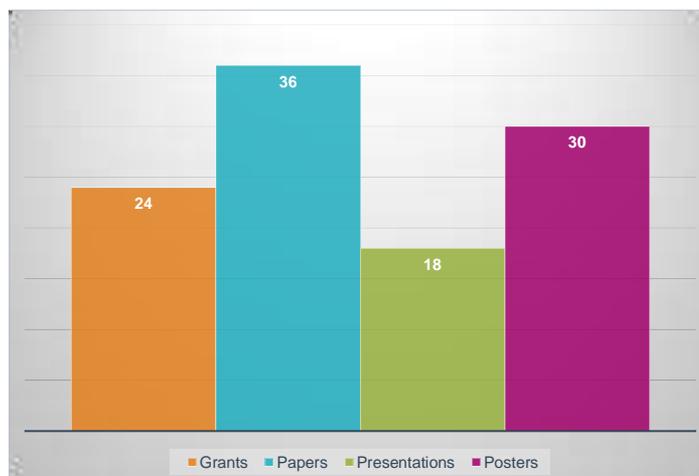
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Successes and Obstacles

Successes

- 100% on time graduation.
- Most have post-doc or faculty positions.
- Strong mentoring.
- 3-yr completion option at all schools.
- Research / mentorship modeled at Summer Institute.
- Well-positioned for successful careers in multiple sectors.
- Engaged in leadership activities.
- Enhanced speaking/writing skills
- Webinars critical for building career trajectories.

Obstacles

- Work requirements.
- Jammed curricula / limited electives
- Unwise scholar selection.
- Mentors unsupportive of 3-year timeframe.
- Short time to completion does shape questions and data used for study.
- Misalignment of course work to dissertation topic.
- Life happens…

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Suggestions for Schools Pursuing the 3 Year Option

1. **Schools Need Resources:**
   - Funding for TA/RA positions no longer than 16 hrs/week
   - Tuition support
   - Faculty mentors with track record of funding and scholarship

2. **Mentorship Assignment Based on Research Compatibility:**
   - Choose students who have made connections with faculty who share their interests

3. **Mentor Capacity:**
   - Regular update meetings and course corrections (where needed) are critical.
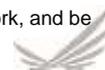   - Too many mentees can slow progress.

4. **Advisor/Mentor:**
   - Could be same person, but if not, must avoid conflict between them. Develop transition from advisor to mentor.

5. **Negotiation of Mentor-Mentee Relationship**
   - Expectations delineated on both sides early on. Realize relationships may not work, and be ready to make changes sooner than later.

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Suggestions for Schools Pursuing the 3 Year Option

6. Don't Stuff the Same 4-5 Year Plan into a 3 Year Plan.
- Make curricular decisions based on baseline skills and knowledge needed to complete a first-line study.
- Reconsider the number of required nursing credits.

7. Allow students to explore the rest of the university.
- Consider cognates outside nursing.
- Encourage mentorship from other disciplines.

8. Encourage professional development and cohort bonding.
- Promote specialty organization activities, CFA engagement, board service.
- Encourage peer bonding.

9. Suggest a non-chair contact.
- We provided a conduit for scholars to ask questions they did not want to ask mentors. Many times these questions were important for keeping them in the program or just clarifying expectations.

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Action Steps

1. Review student selection criteria.

2. Review curriculum to maximize student experience. Creatively explore individualized curriculum and consider # of required nursing courses.

3. Develop a mentoring system focused on research interests, grantsmanship, support for pubs.

4. Reward intensive mentorship with effort or other devices.

5. Develop a pre-start program for supporting new skills and introduction to role of the scholar.

6. Commit resources to support 3-yr progression.

7. Make all costs to students transparent, including summer tuition and fees.

Introduction of Panelists

Mentor-Scholar Team from Cohort 1:

- Geri L Wood, PhD, RN, FAAN, Coordinator, Doctor of Philosophy in Nursing Program, University of Texas Health Science Center

- Latia M Hickerson, PhD, MPH, APRN, WHNP-BC, Instructor, Baylor College of Medicine

Mentor-Scholar Team from Cohort 2:

- Heidi Donovan, PhD, RN, Professor and Vice Chair for Research, University of Pittsburgh School of Nursing

- Sarah Belcher, BSN, RN, OCN, Doctoral Student, University of Pittsburgh School of Nursing