

*Troublesome Knowledge for Entry-Level PhD Nursing Students:
Threshold Concepts Essential for the Research-Focused Doctorate*



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BACKGROUND

- PhD doctoral students experience conceptually difficult knowledge, or troublesome knowledge
- Troublesome knowledge can represent threshold concepts that students must master to gain new ways of knowing



INTRODUCTORY COURSE

- Nursing Scholarship & Discovery I
- Conduit to orient entry-level students to the disciplinary discourse unique to nursing science
- Toolbox – building competencies through the process of exploring a topic of interest

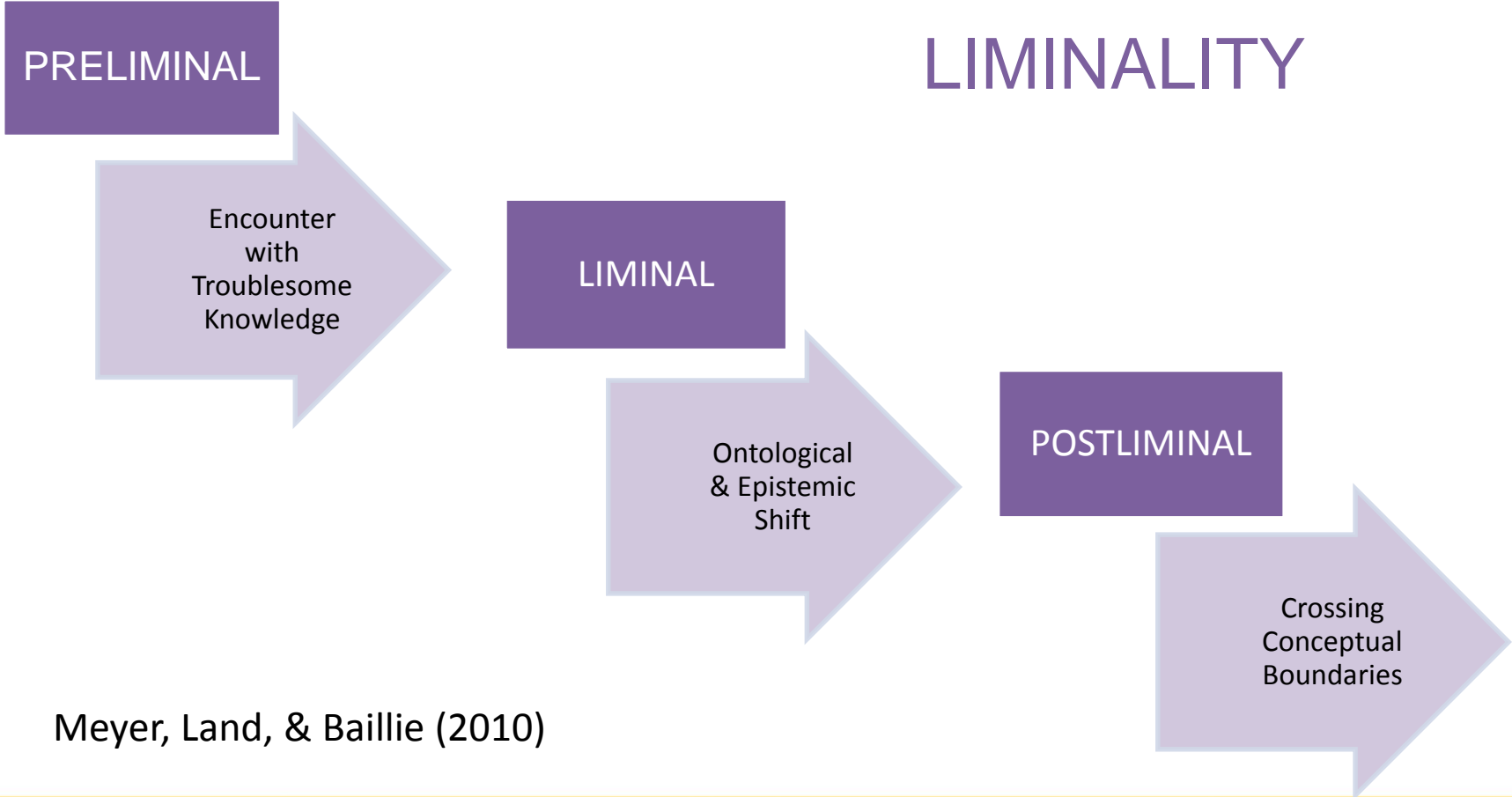
EAST CAROLINA UNIVERSITY COLLEGE OF NURSING PhD Program SYLLABUS 2018	
I. Course Number:	NURS 8205
II. Course Title:	Nursing Scholarship and Discovery I
III. Credit Hours:	3 semester hours
IV. Allocation of Time:	Hybrid, Primarily Web
V. Placement in Curriculum:	First course in PhD Program
VI. Pre-Requisites/ Co-Requisites:	Admission to the PhD in nursing program.
VII. Course Description:	Exploration of the role of nurse scholar and scientist including the state of the science in an area of research interest.
VIII. Faculty:	
Deborah E. Tyndall, PhD, RN Assistant Professor 4165N Health Sciences tyndalld@ecu.edu 252-744-6544 Wednesdays: 9-10am, 1-5pm	Elaine S. Scott, PhD, RN, NE-BC, FNAP Professor 4165S Health Sciences scottel@ecu.edu 252-744-6435 Wednesdays: 9-10am, 1-5pm
IX. Course Objectives/Competencies:	
Upon completion of this course, the learner will be able to:	
<ol style="list-style-type: none">1. Generate research ideas relevant to nursing and team science.2. Analyze the state of the science in an area of research interest using a systematic approach.3. Explore funding mechanisms for nursing research.4. Design strategies necessary to develop a research career in nursing.	

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THEORETICAL FRAMEWORK

- Threshold Concepts Framework
 - Meyer & Land (2003); Baillie, Bowden, & Meyer (2013)
- Characteristics
 1. Transformative
 2. Irreversible
 3. Integrative
 4. Boundedness
 5. Troublesome*
 6. Liminality*
 7. Discourse
 8. Reconstitution

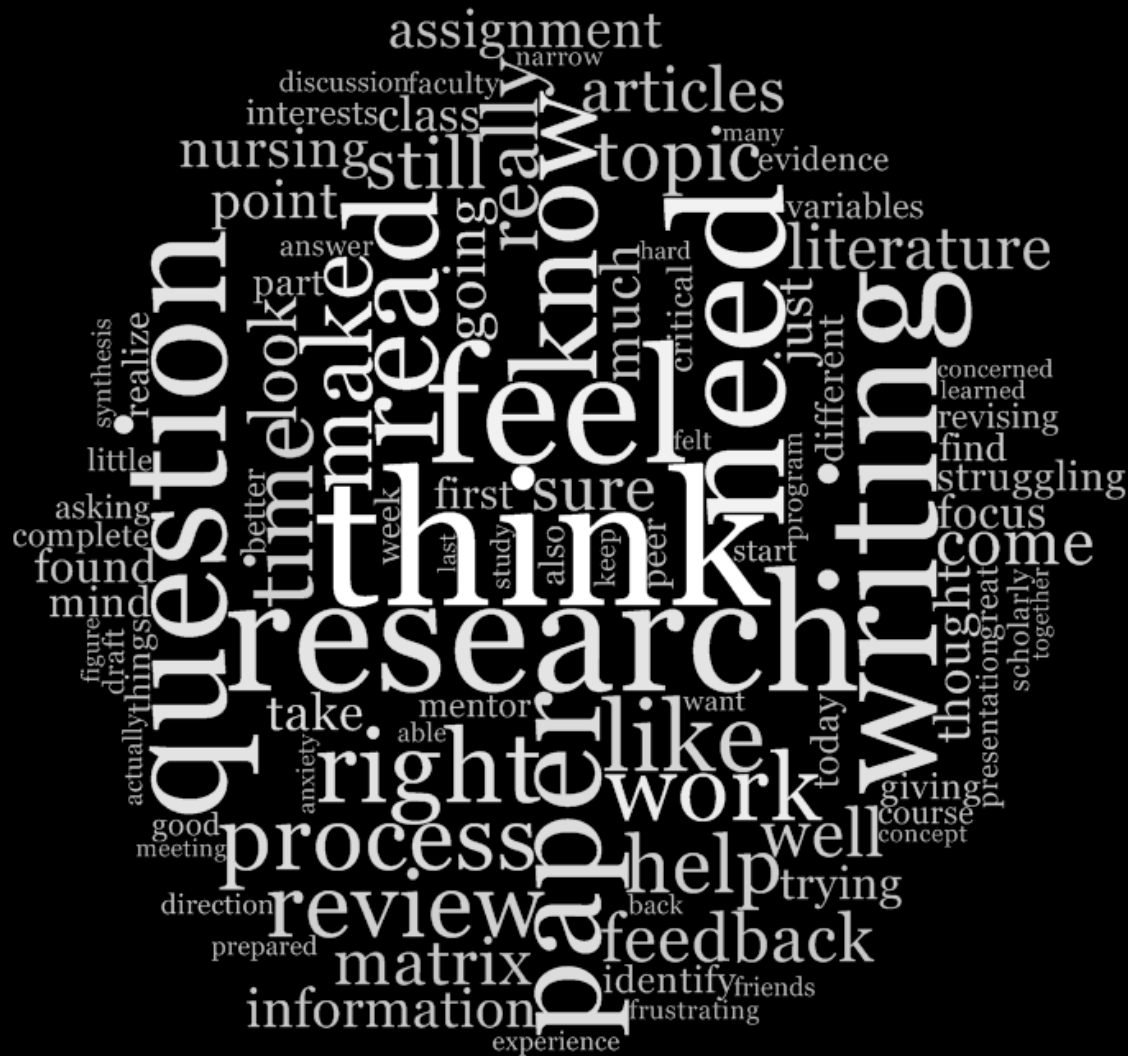
LIMINALITY



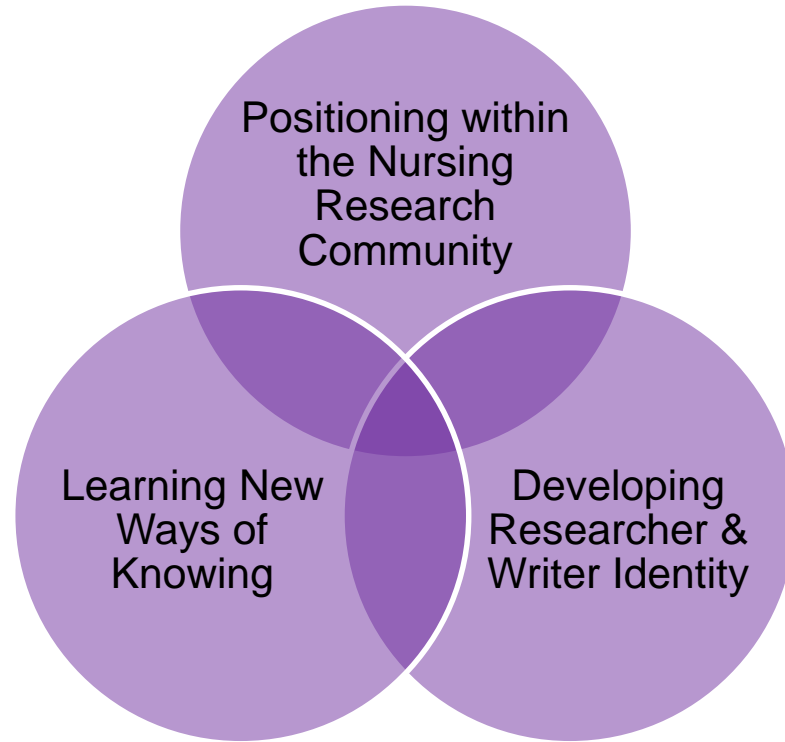
Meyer, Land, & Baillie (2010)

DESIGN

- Case Study
- Entry-Level Students
- 18 PhD Nursing Students from 3 Cohorts
- Reflective Learning Journals
- Triangulated with Formative and Summative Assessments of Student Learning



Threshold Concepts for Entry-Level PhD Nursing Students



INTRODUCTORY COURSE

Metacognitive Activities

- Reflective Writing
- Journal

Scaffolding

- Layering Assignments
- Supportive Strategies
- Drafting & Revision

Community Positioning

- PhD Social
- Critical Friends
- Research Mentor

NEXT STEPS

- Longitudinal Study
- Characteristics of Threshold Concepts
- Pedagogical Practices
- Research vs. Practice Doctorate



REFERENCES

- Baillie, C., Bowden, J. A., & Meyer, J. H. F. (2013). Threshold capabilities: Threshold concepts and knowledge capability linked through variation theory. *Higher Education*, 65(2), 227-246. doi:10.1007/s10734-012-9540-5
- Meyer, J. H. F., & Land, R. (2003). Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practicing within the disciplines. In C. Rust (Ed.), *Improving student learning theory and practice—10 years on* (pp. 412–424). Oxford, UK: OCSLD.
- Meyer, J. H. F., Land, R., & Baillie, C. (2010). *Threshold concepts and transformational learning*. Rotterdam, The Netherlands: Sense Publishers.