# Breaking New Ground? The Dual PhD/DNP Degrees in Nursing

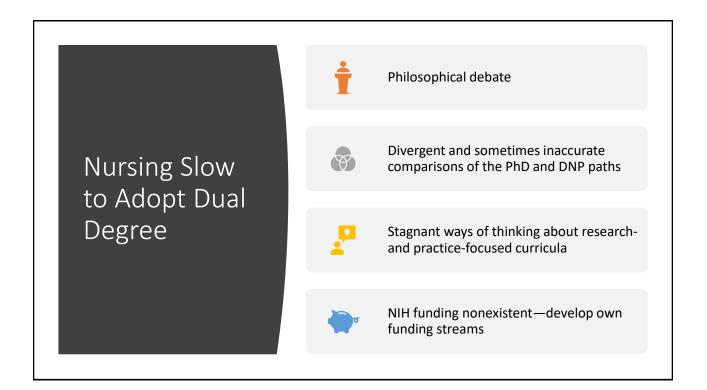
Lois J. Loescher, PhD, RN, FAAN Rene Love, PhD, DNP, PMHNP-BC, FNAP, FAANP

Emerging Solutions Breaking New Ground? The Dual PhD/DNP Degrees in Nursing AACN Doctoral Education Conference Naples, FLA January 31, 2020



# Overview of the Dual Degree







# Role of PhD-DNP Nurse

- Uniquely functions on borders between research and practice, where clinical observations beget clinical questions, are transformed into clinically relevant studies
- · Actively translate research knowledge into practice
- Accelerate the knowledge cycle from clinical problem, to research questions and results, to clinical practice change, and ultimately, to policy

Program (Year Initiated)	Tracks	Format	Part-Time Option Available?	Estimated Time to Degree	Graduates to Date	Website
Case Western Reserve University (2010)	MSN-Dual	In-person for all yrs	Yes	4 yrs	2	https://case.edu/nursing/programs/ dual-doctorate-phddnp/dual- doctorate-sample-program-plan
Johns Hopkins University (2017)	BSN- or MSN-Dual	In-person for all yrs	No	5 yrs	0	https://nursing.jhu.edu/academics/p rograms/doctoral/dnp-phd.html
The University of Arizona (2009)	BSN- or MSN-Dual	Majority online (1 week required on campus each yr	Yes	BSN-Dual = 5 yrs MS-Dual = 4.5 yrs	8	https://www.nursing.arizona.edu/ph d-curriculum
The University of Tennessee (2006)	BSN- or MSN-Dual	In-Person (24%) Hybrid (40%) Online (36%)	Yes	BSN-Dual = 6 yrs MSN-Dual= 4 yrs	6	https://www.uthsc.edu/nursing /dnp-phd-dual.php

Exemplar of Dual Degree Program from One College of Nursing

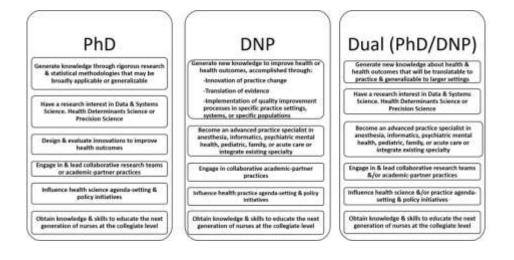


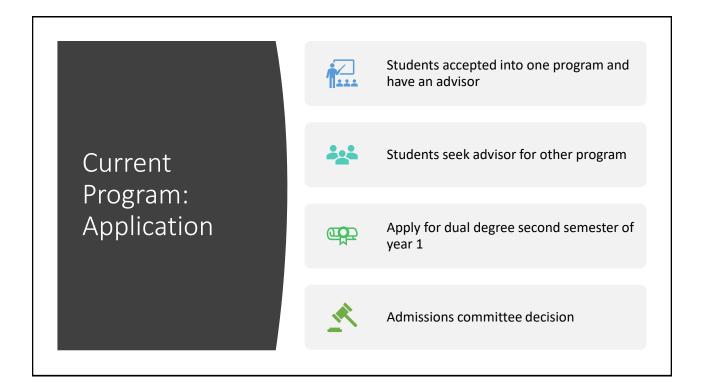
# The UArizona College of Nursing

- History
  - Roots in student inquiries
  - Discussions with Grad College
  - Presentation to Curriculum Committee
  - Faculty input and voting
- Framework
  - COI
  - DNP essentials
- Co led by DNP and PhD Program Directors

#### Current Program

- Information about program on CON Website
- · Interested individuals must contact program directors





	Doctor of Philosophy in Nursing: BSN - PhD/DNP (stua	sl degree) 138-143	ervits -
Care Dist Lawrence			Three Takes
LT9 and, stanoit1			
14,41 6156	Intergrational Collaboration III Healthcare Teams		have
himidal.	Phatts Police and Economics		1074
30.0161	Final to a t-folte matter. To only used Practice		barrar.
MC/80 610	Twoney of triplexity-8 Digensiding Stangasterial	1	1 all
ML45652	Wenteen for to to to the second second	1	148.
NUMI 6208	The Scholamoral and Practice of Harolog	1	Full-
MANY 628	Noticitual Inferences for Paidoren Rated Practice		Fall faring from
NU81 728	Photosphy of Marang Islands and Postica		PAR
84.05 713	Earlands Incard Practice		Schoel
NULL122	Explosition Mitcheologies for Salitty & Essality teororement		Suprime:
NUBLESS .	Propulsion Health	11 11	fal.
1	Second and the second		- STUD
1 m	OW spacety (colors taxities; dependent) 104 - 11 a	and the set of the	
Mary Drokal-Decode	e, Realth Systems Josefstofilly, Information, Miller Dell		
Denied ALAX NP. 150	P. Nurve Assessmentation PAP (PAP BAP)		
Con PROCEsses			They have
175 and is required			
\$4.814.10	iteration for the second operation		100
14.85E31	Autoretood Statistics For the Nex Mr. Science an		30918
10,90 305.	Processing of Automy Tennis and Plactice		141
16/05/26	Desiry bevelagment and Evenination		5090£
he.05 357	Proposal Webra		14E
84,81718	Teamilially: Web aits in (Texas) Runary Research		10.004
NUM 731	Epolitishiye Wetherit in Danial Namerig Brassadt		Tail:
ARCAIN FORM	Bannark Percepturing		10010
Fid: Rose Lourses			Them Same
IT we required, and			
NUMPLE AGA	The loans and that tax of federal		Fall
10.05 0.01		-	
NO. 95 1007	Academic Faceby Inter: Theory and Replication Teaching Practicular	1.0	Suring Fail, faring Summ
"NO.2 Pulketty	Teaching Practicular		Lat that are
COLUMN TO A DESCRIPTION OF			
Other TRD Coldwine			
	In only required in Eule & Systems Science or Health Department Science	on or Descentry Sciences	
	sectored (sectored in the A decision and the sectored sectored and the sectored sectored in the sectored sectored in the sectored sector	Contraction of the second	
Description 118 and			
OWP Prosing 14 games			
	appendiculations (MCHERMAN Lines		
	Contract Contractor Contractor		
	and an and a second secon		
	Lat		
IS BUILDED & R			
BERLEMAN # 1			
46,951642			
46.95105A = 8 46.951052 16.85104	Artura B		
HURIDIAL # HURIDIC HURIDIA HURIDIA DI BALIN			
NUMI KINA W N NUMI KIC NUMI KIC NUMI KIC NUMI KIC NUMI KIC	Har land		
10.01.0104.ml 8 16.01.000 16.05.04 10.05.04 10.01.014 10.01.014 10.05.004			
ICON COMA as 8 HUMLOC IODS CAL IODS CAL	0 107,004 3		
IE. BUILDEN. or B HUNDERS HUND	101.84 0 101.84 0 101.85 5 m 1		
ICON COMA as 8 HUMLOC IODS CAL IODS CAL	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		

- Benchmarks
  - NP certification year 3
  - MS-Degree for BSN-Dual
  - Written & oral comprehensive exams
  - PhD Dissertation Proposal
  - PhD Final Oral Examination

# Challenges and Solutions

Challenge	Solution
<ul> <li>Mentorship <ul> <li>Faculty training or preparation</li> </ul> </li> <li>Plans of study and advising complex</li> <li>Suboptimal follow up</li> </ul>	<ul> <li>Dual mentors (PhD &amp; DNP) work together to ensure research and practice congruency</li> <li>Mentorship resources (e.g., workshop, videos)</li> <li>Streamlined plans of study and individual development plans, both of which facilitate better advising and mentorship</li> <li>One-on-one check-ins by dual degree students and their advisors with the program directors.</li> </ul>
<ul> <li>Progression to Degree</li> <li>Interruption of coursework</li> <li>Lack of full funding</li> <li>Self-imposed delay</li> </ul>	<ul> <li>Program directors further streamlining dual curriculum</li> <li>Pay fees and tuition for one program</li> <li>Securing internal and external funding streams</li> <li>Tightened admissions criteria; students must clearly explicate research goals.</li> </ul>

# Challenges and Solutions

Challenge	Solution
<ul> <li>Socialization</li> <li>Students felt isolated and without a cohort ("in- betweenness")</li> </ul>	<ul> <li>Dual degree sessions at RISE, regular peer-to-peer interactions</li> </ul>
<ul> <li>Productivity <ul> <li>~1/3 of students have applied for and received research funding</li> <li>~1/3 of students published while matriculating (n = 19 pubs)</li> </ul> </li> </ul>	<ul> <li>Proposal writing course now required</li> <li>Students who submit for funding must meet with ADR</li> <li>Work with writing coach and mentor on manuscript development</li> <li>Manuscript draft required in PhD portfolio</li> <li>Three-manuscript dissertation option</li> </ul>

Dual Degree Student Characteristics (n = 19)			
Characteristic	Number (%)		
Demographics Age at enrollment: mean 35.2 years (range 22-52 years) Female Not Hispanic or Latino White	19 (100) 17 (89.5) 17 (89.5)		
Academic BSN to dual degree MS to dual degree Foundational program DNP to dual degree PhD to dual degree Dropped from dual degree and program	12 (63.2) 7 (36.8) 17 (89.5) 2 (10.5) 2 (10.5)		
Scholarly Activities During Matriculation External funding Internal funding Publications in refereed journals (19 publications)	6 (31.5) 5 (26.3) 6 (31.5)		

# Characteristics of Graduated Dual Degree Students (n = 9)

Characteristic	Number (%)
<ul> <li>Workforce Information</li> <li>Working in academia</li> <li>Research/practice role in institutional healthcare setting</li> <li>Administrative/research role in institutional healthcare setting</li> </ul>	4 (44.4) 4 (44.4) 1 (11.1)
Scholarly Publications Post-Graduation	4 (44.4)
Principal or Co-Investigator on Grants Post-Graduation	2 (22.2)
Postdoctoral Fellow	1 (11.1)

# Time to Degree for Dual Degree Students<sup>1</sup> (n= 9)

	Mean (years)	Median (years)	Range (years)
BSN to dual degree (n = 5)	7.2	8.5	4.5 to 9
MS to dual degree (n = 4)	5.69	5.63	5 to 6.5
Overall time to degree	6.52	6	4.5 to 9

<sup>1</sup>Time to degree accounts for leaves of absence



# Discussion

Strategies for Moving Dual Degree Programs Forward Nationally

#### Data Collection

- Overall need is to determine whether dual degree graduates are meeting goals for research and practice
- No data previously have been published from any dual degree program
  - Matriculating students
  - Graduates
- Data needed to support dual degree on national level
- Consider cross-collaborations among existing dual degree programs

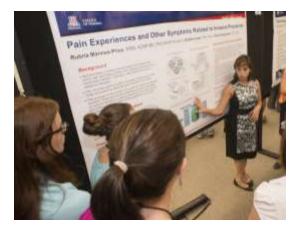


# Trailblazing

• Directors of dual degree programs can highlight dual degree opportunities and workforce at national nursing meetings; holding workshops and seminars on the dual degree.

# Establish External Funding Streams

- Parallel MD-PhD funding
- F30?
- F31
- NFLP
- NLRP
- Graduate Partnerships Programs



# Small Groups

- What are your thoughts about the dual PhD-DNP degree?
- How to best prepare faculty to mentor dual degree students?
- How to guide students after graduation with this degree?
- How do you envision dualdegree nurses fitting into academia?

Conclusion



# • The dual PhD-DNP degree has existed for 10 years but has not yet gained a foothold nationally.

- There is demand for the program by nursing doctoral students; however, few programs exist to train these students, and little data are available from those programs on the successes or challenges of training.
- It is incumbent on national nursing leaders (including dual degree program directors) to develop metrics and collect data that will lend support to future funding initiatives for the dual degree.