

Shaping the BSN-to-PhD Student: Rewards and Lessons Learned

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AACN Doctoral Conference

Friday, January 31, 2020

11:15-12:30

D³ Deep Dive Discussion

Overview

- Historical overview
- Our experiences
- Current context and moving forward
- Discussion

Background of the BSN-to-PhD



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Spirited Debate about the BSN-to-PhD



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Editorial
By Ross J. Mason, PhD, RN, FAAN, APRN Educator/Chief | Email: rossm@iome.org

BSN-to-PhD Programs: A Bad Idea
Academia needs more clinical experts.

 EDITORIAL

By Ellen Olshansky

In Consideration of BSN-to-PhD Programs

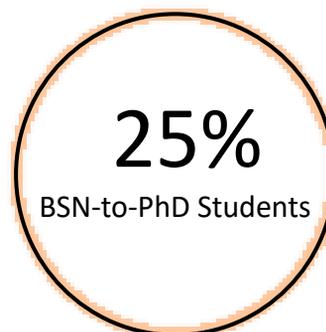
Number of Nursing PhD Programs Offering the BSN-to-PhD Option

The screenshot shows the AACN Member Program Directory. The header includes the AACN logo (50th anniversary 1969-2019) and navigation links: Resources for, News & Information, Career Center, and Log In. A search bar is present with the text "Enter your search term...". Below the header are navigation tabs: About AACN, Academic Nursing, CCNE Accreditation, Policy & Advocacy, and Membership. The main content area is titled "AACN Member Program Directory" and features a "Quick State Search" map of the USA. The search results show "Member Schools - 78 Match(es)" and a "Q Search" button. An "Affiliates Legend" indicates that the results are for "CCNE Accredited" programs. At the bottom, a table header is visible with columns for School, Location, Programs Offered, and Affiliations. The text "135 PhD programs in the USA" is overlaid on the screenshot.

135 PhD programs in the USA

The UMSONHS PhD in Nursing Science Program

- Full and part time options are available
- Full time
 - BSN-to-PhD
 - MSN-to-PhD
- Part time
 - MSN-to-PhD



BSN-to-PhD Student

Traditional



Experienced RN



Accelerated



Developmentally Different

Rewards

- Ability to mentor a 'young' scientist
- Potential career length
- Sometimes easier to recruit
- Accelerated BSN students bring unique life experiences.
- Graduates may be more willing to seek employment outside of academia compared to MSN-PhD graduates.

Problem

- Faculty noticed that students demonstrated difficulty linking research ideas with clinical phenomena of interest and vice versa.
 - Examples

Lesson Learned

- Clinical Inquiry I and II for BSN-to-PhD students
 - Overarching goal is to link clinical problems with research.
 - Designed to provide opportunities to gain clinical experience under the direct supervision of an RN or NP.
 - Experience is individualized.
 - Both courses contain a didactic component that helps student begin development of research ideas.

BSN-to-PhD Program

- 62 credit program: 50 credits of course work + 12 credits of doctoral dissertation
- Includes 2 clinical courses (8 credits with a total of 336 clinical hours.
- NUR 652: Clinical Inquiry I (3 credits) is offered Summer I before enrolling in Fall semester. 112 clinical hours.
- NUR 653: Clinical Inquiry II (5 credits) is offered Summer 2. 224 clinical hours.

Problem

- Lack of writing skills coupled with quantity of writing expected in 1st year of study.
- Socratic teaching style—no longer “Death by PowerPoint”

Lesson Learned

- There is a need to provide scholarship support.
 - Scholarship in Nursing Course
 - University and School-supported writing/editorial services
 - Instructional techniques

Problem

- There is a need to develop the BSN-to-PhD student within a community of scholars.
 - Active engagement
 - Progression through the program
 - Mentor-mentee match
 - Peer community

Lesson Learned

- A rich environment is needed to support the transition from student to burgeoning scholar.
 - SONHS Seminar Series (national and international experts)
 - University Seminars open to students
 - Research Assistantships versus Teaching Assistantships
 - Remodeling space
 - Regular engagement with student by multiple faculty

Lessons Learned (Continued)

- Two interventions that were trialed and **not** successful:
 - Clinical Scholars Program in collaboration with the University of Miami Hospital
 - Writing retreats

Summary of Lessons Learned

- Linking research to clinical phenomena in Clinical Inquiry I and II for BSN-to-PhD students.
- There is a need to provide support for scholarship.
- A rich environment is needed to support the transition from student to burgeoning scholar.

The Broader Context



PhD Pipeline:

A 9.6% decline in enrollment in PhD programs (2008 to 2017)

Emergence of the DNP:

348 programs enrolling 32,678 students and graduating 7,039 nurses

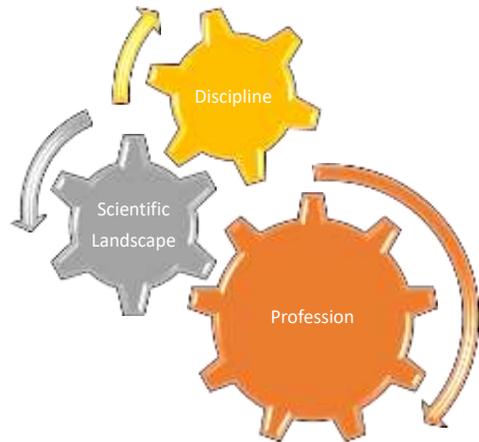
Fluctuating funding streams:

NIH success rates 30.5% (1997) to 20.3% (2018)

Success rate at NINR 10.3% (2018)

An evolving scientific landscape

Planning for the future



Discussion

- Are there any lingering concerns about the BSN-to-PhD option?
- What challenges have you encountered and how did you address them? What worked and what did not?
- What strategies can we use to increase enrollment of BSN-to-PhD students?
- What special considerations might there be for the BSN-to-PhD student (or program) in the future?

Thank you for attending!

