Postgraduate pathways for PICU and NICU nurses

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Why do we pursue postgraduate education?

- Planned professional career pathway
- Realisation within a role the need for further knowledge/skills
- Own individual interest
My pathway

- Diploma: 3 yrs
- Hospital certificates: 2 yrs
  - Cardiothoracic
  - PICU
- BN conversion: 1 yr
- MN (4 yrs P/T): 2 yrs
- PhD candidate: 3.5 yrs
  
\[11.5\]
PICU/NICU qualification – what now?

- Type of undergraduate program
  - 3 yrs or 4 yrs
  - Graduate entry master of nursing science

- Type of PICU/NICU qualification
  - Hospital based
  - Graduate certificate/graduate diploma
  - Masters level
Types of education

- Continuing education/supplementary courses
- Academic programs
What role?

- Advanced practice
  - Nurse practitioners
  - CNS
  - ICU Liaison/Outreach roles
  - Nurse Consultant

Advanced practice nursing includes specialisation but also involves expansion (Hamric, 2005)
Nurse practitioner

Key elements

- Diagnostic reasoning
- Advanced therapeutic interventions
- Advanced education

Key elements

- Dynamic Practice
- Professional efficacy
- Clinical leadership

(NAPNAP, 2004)  
(ANMC, 2006)
NP’s in Pediatric Critical Care

Survey of 74 NP’s & time (%) spent in role responsibilities

- 72% direct inpatient care
- 8% coordination of care
- 8% nursing education
- 4% support of systems
- 3% medical education
- 3% consultation
- 2% research

(Verger, 2005)
Nurse Practitioner/APN

Professional Doctorate

Masters Nursing (NP)

Clinically based Masters (nursing & non nursing)
# Practice doctorate for APN’s

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
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<tbody>
<tr>
<td>† Changing role of APN</td>
<td>† Another degree confusing public &amp; profession</td>
</tr>
<tr>
<td>† Status of Masters degree</td>
<td>† Potential to decrease numbers in nursing faculty</td>
</tr>
<tr>
<td>† Expert clinicians practicing &amp; teaching doctoral level</td>
<td>† Marginalisation</td>
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(Clinton & Sperhac, 2006; Loomis et al., 2006; Meleis & Dracup, 2005)

http://www.nursingworld.org/ojin/topic28/tpc28toc.htm
Education roles

- Clinical based educator
- University based lecturer
- Combined lecturer/Practitioner
- Practice Development
Educator/Lecturer

PhD or professional doctorate

Masters Nursing

Masters Education
Management/leadership roles

✧ Clinical nurse manager
✧ Clinical Nurse Consultant
✧ Nurse Practice Coordinator
Research Roles

- Nurse researcher
- Nurse Scientist
- Clinical Nurse Consultant
- Clinical academic partnerships
Researcher

- PhD
- Masters (research/coursework)
- Honours
# PhD versus Professional Doctorate

<table>
<thead>
<tr>
<th></th>
<th>PhD</th>
<th>Professional/practice doctorate</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Research training</td>
<td>Practice focused</td>
</tr>
<tr>
<td><strong>Admission</strong></td>
<td>Honours degree</td>
<td>Masters degree</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td>Undertake substantial piece original research</td>
<td>more structured coursework program</td>
</tr>
<tr>
<td><strong>Thesis</strong></td>
<td>70000 - 100000 words PhD by publication</td>
<td>30000 - 60000 words</td>
</tr>
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</table>
## Shortage of nurses pursuing higher degrees

<table>
<thead>
<tr>
<th></th>
<th>1983/84 cohort (N=2418)</th>
<th>1993/94 cohort (N=4211)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher degree</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>At 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher degree</td>
<td>26%</td>
<td>N/A</td>
</tr>
<tr>
<td>At 20 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Nursing</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>At 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSN/Doctorate</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>At 10 years</td>
<td></td>
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*(Bevill et al., 2007)*
Some things to consider

† Flexible delivery modes

† Recognition of prior learning/experience (credit transfer)

† Specialty versus broader focus

† Interprofessional/multidisciplinary programs

† Resources to support supervision & research culture
Some things to consider

✦ Cost
  ● Scholarships/time support
  ● Part time or full time

✦ Transferability across nations

✦ Equity in access
  ● Developing countries
Conclusion

† Many exciting opportunities to pursue advanced education

† Need to become more strategic in planning for advanced education

† Partnerships across universities & clinical agencies to maximise use of resources & expertise to conduct programs within our specialties