Preparing Future Nurses for Practice: Becoming a Teacher-Scholar

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Continuing Education Disclaimer

I have no current affiliation or financial arrangement with any grantor or commercial interests that might have direct interest in the subject matter of this CE Program.
The purpose of this presentation is to discuss how to prepare individuals interested in pursuing a position in an academic setting. We will review the responsibility of a faculty member beyond teaching to include research, and service.
Objectives

• Discuss and review the concepts of working in higher education in the three main focus areas: teaching, research, and service
• Discuss faculty shortages and challenges in nursing today
• Discuss educational requirements and skills necessary for success in higher education from your department/school of nursing to the greater university system
• Review and discuss challenges bridging from clinical practice to academia
• Discuss how to maintain clinical practice while serving in faculty role
What is Academic Culture?

- System of traditional academic structure in United States higher education institutions
  - Teaching
  - Research
  - Service
Teaching

• Teaching is the scholarship of pedagogy
• Pedagogy is sharing knowledge in such a way that it is:
  – Transformation
  – Expanding
• Teaching needs may be met by research education faculty and clinical education faculty
Evaluating Teaching

• Effectiveness
• Developing activities/methods to facilitate student achievement
• Responsibility for planning, revising, and evaluation
• Collaboration: faculty, students, multiple practice settings
• Mentor and advise students
Research and Scholarship

• Generates and communicates knowledge through activities to advance nursing, practice of teaching, within and/or across disciplines

• Scholarship activities are:
  – Significant to the nursing profession
  – Creative
  – Demonstrable
  – Replicable
  – Reviewed by peers
Evaluating Research and Scholarship

• Develops a record of progressive scholarship and leadership in advancing knowledge

• Communication of findings through scholarly activities
  – Publications
  – Presentations (podium & posters)
  – Peer reviewing – journals

• Participates in collaborative relationships to promote nursing scholarship for practice and patient care
Service

• Comprises the non-scholarly activities for the School, University and nursing profession

• Service includes:
  – Participation in college and university governance
  – Professional and other health-related community activities
  – Uncompensated clinical practice
Evaluating Service

• Participates in service activities that benefit the School, university, profession and community
• Examples may include:
  – Chair university or SON committee
  – Elected as leadership in professional or community service organization
  – Consistent record of leadership in school, university, national or international organization
  – Receives awards for leadership
We have the Structure...

• What about the foundation to get the job done
Nurse Faculty Shortage

• According to AACN’s latest faculty vacancy survey, the current faculty vacancy rate is 6.9%.

• The faculty shortage is a result of many issues:
  – **Heightened competition** from the practice setting for nurses with advanced degrees
  – Significantly **lower salaries** in academia compared to the private sector
  – An **insufficient number of graduate nursing students** in the educational pipeline
  – A **rapidly aging** nurse faculty population; a large wave of retirements is expected over the next 10 years
Degree Requirements for Full-Time Vacant Faculty Positions, Academic Year 2014-2015

- Earned Doctorate Required: 636 (56.3%)
- Master’s in Nursing, Doctorate Preferred: 361 (32.0%)
- Master’s in Nursing: 119 (10.5%)
- Other: 13 (1.2%)
Academic Nursing Careers

• Careers that leverage talent!
  – Educating future nurses at generalist and specialist levels

• Careers that energize the mind and heart!
  – Innovation
  – Collaboration

• Careers that change the future!
  – Reimagine team-based learning, care, and science
  – Model new forms of care delivery
Educational Preparation of Nursing Faculty

According to AACN’s annual survey from Fall 2014:

- PhD in Nursing: 27.7%
- DNP: 11.8%
- Doctorate in other fields: 10.7%
- Non-doctoral: 49.8%
Diversifying the Faculty Population

- Need to attract more nursing faculty from minority backgrounds into nursing is equally as great.

- Only 13.1% of full-time nursing faculty teaching in AACN schools come from minority groups (AACN, 2014) even though diversity within the general US population is now greater than 34%.
Challenges Facing Nursing Today

- Only 1% of the more than three million nurses in this country hold a doctoral degree.
- 53% of those individuals who hold a doctoral degree are in a field other than nursing (i.e. physiological sciences, behavioral sciences, education).
- Percentage of faculty with a doctoral degree has not changed much in 10 years (45% in 2004; 49% today).
Academic Preparation for Nurse Educators

- Research focus vs. Practice
- Evolution of the research doctorate – PhD
- Move towards a practice doctorate degree is an ongoing trend - DNP
The Future of Nursing

Institute of Medicine called for doubling of the number of doctorally prepared nurses in US by 2020.
Brief History of Doctoral Nursing Education

• First doctoral program in nursing was founded in 1952 at the University of Pittsburgh.

• Programs began to proliferate in Academic Health Centers 1950’s and 1960’s.
  o Columbia University
  o University of California San Francisco
  o University of Alabama Birmingham

• Initially DNS/DNSc for political reasons
Evolution of the Research-Focused Doctorate

• Strong history of growth in research-focused doctoral programs
  • Enrollments increased by 54% since 2004
  • Programs now available in 48 states

• AACN set standards for the research programs – *Indicators of Quality in Research Focused Doctoral Programs* (1986, 1993, 2001)

• Both PhD and DNSc programs focus on developing researchers to create the knowledge for discipline
PhD Graduates

- Develop science for the discipline and the practice of nursing
- Educate the next generation of nurses
- Create new knowledge
- Dissemination of knowledge
Moving to the Practice Doctorate

- DNS and DNSc originally conceived as practice doctorates
- Over time these programs also focused upon development of researchers
- Nursing Doctorate (ND) launched in 1979 at Case Western
- Originally focused on development of an entry-level generalist, but over time changed dramatically with little congruence across the four ND programs
- Doctor of Nursing Practice (DNP) 2004
According to AACN’s annual survey from fall 2014, interest in doctoral nursing education remains strong:
- PhD enrollments up 54% since 2004
- DNP enrollments increased exponentially since 2004

Latest AACN survey findings based on:
- 88% response rate from all SONs
- 97% response rate from member schools
Growth in Doctoral Nursing Programs: 2005-2014
Enrollments and Graduations in DNP Programs: 2005-2014

<table>
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<tr>
<th>Year</th>
<th>Enrollments</th>
<th>Graduations</th>
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<td>2014</td>
<td>14,699</td>
<td>3,065</td>
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</tbody>
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Enrollments:
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- 2005: 44
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- 2011: 1,581
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- 2014: 3,065
Transformation and Change: The Education Mandate

- Nursing is the critical link in the delivery of high quality, safe, effective, and patient-centered health care.

- Healthcare delivery is changing rapidly and old ideas about how to educate nurses must be retired.

- What must be done to best prepare nurses for practice in the future?
Knowledge Development

- PhD Nurses:
  - Conduct original research
  - Generate new science based on a critical evaluation of existing knowledge

- DNP Nurses:
  - Translate nursing science into practice
  - Develop new models of care delivery
Educational Preparation and Skills for Academia

• Terminal degree for higher education
• System requirements for research focus (PhD) versus practice focus (DNP)
• Will vary depending on institution
• Master’s degree preparation as terminal degree
Promotion and Tenure

• Academic Faculty Rank
  – Instructor/Lecturer
  – Assistant Professor
  – Associate Professor
  – Professor

• May be tenure-track or faculty in residence (FIR)
• Tenured
Tenure

- Not all doctorally prepared nurse educators are eligible for tenure
- PhD as standard for tenure
- DNP

- Research tenure and promotion OR Clinical Practice tenure
- Clinical focus for practice professional doctorates:
  - Nursing, law, physical therapy, music, pharmacy
  - DNP, JD, DPT, DMA, PharmD
Process of Tenure

- Different depending on institution
- Proving a record of research/scholarship, teaching, and service
- Formal recognition by university and peers
- May be transferred from institution to institution once achieved

Assistant Professor → Associate Professor → Professor
Clinical Practice to Higher Education

• Many expert clinicians are recruited for higher education positions in various institutions:
  – University
  – College
  – Community college
  – Private institutions
Clinical Skills and Teaching

• Clinical faculty are recruited to teach in various programs
• Teaching is a developed skill and requires knowledge acquisition
• May attend formal education programs to earn certificate, MSN, DNP, PhD with education focus
• Utilize support from organizations:
  – National League of Nursing (NLN) – Certified Nurse Educator
  – American Association of Colleges of Nursing (AACN)
AACN Initiatives That Support Faculty Development

Free Webinars on a variety of topics:

• Interprofessional Education
• Curriculum Design
• Leadership Development
• Teaching Online
• Government Advocacy
• Academic-Practice Partnerships
• Population Health
• Research Methods
Requirements for Teaching

• Requirements may vary from state to state
• Example: Nevada requires a master’s degree in nursing to teach or have students in clinical

• There may be specific requirements for rank and promotion depending on the academic setting
  – Lecturer/Instructor vs. Assistant/Associate/Professor
My Journey as a Nurse

BSN, Pacific Lutheran University - 1993
Graduate and Other Studies

- BS - Speech Communication, University of Utah - 1986
- MSN - Nursing, Family Nurse Practitioner, University of Nevada, Las Vegas – 2003
- DNP – University of Utah - 2009
Teaching Metamorphosis

• Began at UNLV with a MSN as Family Nurse Practitioner
• Strong clinical background as nurse practitioner working in surgical oncology
• Focus on patient care, surgical procedure, office management
  – Credentials as first assistant in surgery
• Entered academic clinical practice in 2006 full-time
• Worked part-time in academic practice from 2004-2006 at Community College of Southern Nevada teaching RN refresher
University Teaching Practice

- Started as clinical instructor in undergraduate program
  - Medical-surgical basic fundamentals course
  - Intermediate care course
- Second semester started in graduate courses for family nurse practitioner program
- Career has been focused in the graduate course work since
Education Focus

• Started looking at doctoral education almost as soon as I started at UNLV
• It was obvious I needed more skills to be a better educator
• I started with courses offered through the Teaching and Learning Center (TLC) on campus
• Applied to programs to start DNP degree in 2007/2008
Teaching Credentials

• Earned Certified Nurse Educator (CNE) credentials in 2012
• Must meet criteria to sit for exam
• Studying for this exam is beneficial and provides great information for education practice

• Continue to attend and participate in educational conferences
AACN Annual Conferences

- Programs – Doctoral, BSN, MSN
- Practice – Faculty practice pre-conferences
- Research – Pre-conference for Associate Deans for Research
- Hot Topics (every two years)
- Summer Seminar
- Leadership in Academic Nursing
- Executive Development Series
- AACN/Wharton Executive Leadership Program
Navigating the University System

• Higher education is a hierarchy
• Many levels of requirements:
  – System
  – University
  – Division
  – College
  – School
  – Department
School of Nursing

- Levels of Leadership
- Dean
- Associate Dean(s)
- Chair
- Program coordinators
- Faculty
- Support administrative staff
My Rank and Role

• Rank: Assistant Professor, Faculty in Residence
  – Non-tenure track
  – May be promoted to assistant professor and to full professor
• Role: MSN Coordinator currently
  – Limits to leadership at UNLV related to be a faculty in residence status or non-tenure status
• Teaching is main focus of faculty in residence rank
• May have research activities; may apply for grants but is not part of required role for promotion and merit at UNLV
Collaboration and Interprofessional Networking

• Collaborating with school faculty isn’t enough to be successful
• Require to interact with other professionals in and around the university
• Networking through committee assignments, research, courses, and social activity
• You determine your path of specialty and focus, just find the right avenues and people to make it happen
My Current Role’s

- **Teaching**
  - MSN Coordinator
  - Teaching load = 3-4 courses/semester

- **Research/Scholarship**
  - 5-year HRSA grant
  - CDC grant
  - Publications/Presentations

- **Service**
  - Senate, committees
  - Professional organizations, leadership
  - State appointments: Board of Nursing, Primary Care Advisory Council
Leadership Roles

• School of Nursing
  – DNP Coordinator
  – MSN Coordinator

• University
  – Faculty Senate
  – Graduate College committees

• Community
  – Nurse Practitioner – NAPNA, AANP

• Civic Activity
Committee & University Service

- Faculty Senate – member and executive committee
- Graduate college committees
- Special appointment committees
- School of Nursing councils
- Special Projects

- Community service: local and national professional service
- Networking – benefits inside and outside university
Maintaining Clinical Practice

• At UNLV, we are allowed to practice 20% of our time or one day/week
• Clinical practice maintained as Nurse Practitioner
• Same practice for last 8 years in endocrinology
• Multiple presentations on clinical topics each year at local and national conferences
• Stay engaged with clinicians and maintain strong ties with clinical community
• Regular publications on clinical topics
Key Points

• Being a nurse educator is an excellent professional role!

• Working with students is rewarding and fulfilling

• Teaching-Research/Scholarship-Service is a balance

• Flexibility to determine your path is important – keeps you open to opportunity
Open Discussion

• What are your concerns about taking on a faculty role?

• Are there parts of the role that seem most daunting?

• How do you see your career in 5-10-20 years from now?

• How do you see the nurse faculty role evolving over the next decade and beyond?
Questions?
Contact Information

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Thanks so much for your attendance 😊
Have a beautiful day!