

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	<u>3.5 yrs</u>
	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

(NAPNAP, 2004)

Key elements

- † Dynamic Practice
- † Professional efficacy
- † Clinical leadership

(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

For

- † Changing role of APN
- † Status of Masters degree
- † Expert clinicians practicing & teaching doctoral level

Against

- † Another degree confusing public & profession
- † Potential to decrease numbers in nursing faculty
- † Marginalisation

(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

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graph TD; A[Educator/Lecturer] --- B[PhD or professional doctorate]; A --- C[Masters Nursing]; A --- D[Masters Education];
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PhD or
professional doctorate

Masters Nursing

Masters Education

Management/leadership roles

- † Clinical nurse manager
- † Clinical Nurse Consultant
- † Nurse Practice Coordinator

Manager/
Leader

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graph TD; A[Manager/Leader] --- B[Professional Doctorate]; A --- C[Masters Nursing]; A --- D[Masters Business/Administration];
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Professional
Doctorate

Masters Nursing

Masters Business/
Administration

Research Roles

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

Researcher

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graph TD; Honours --> Masters; Masters --> PhD; PhD --> Researcher;
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PhD

Honours

Masters (research/
coursework)

PhD versus Professional Doctorate

	PhD	Professional/ practice doctorate
Purpose	Research training	Practice focused
Admission	Honours degree	Masters degree
Program	Undertake substantial piece original research	more structured coursework program
Thesis	70000 - 100000 words PhD by publication	30000 - 60000 words

Shortage of nurses pursuing higher degrees

	1983/84 cohort (N=2418)	1993/94 cohort (N=4211)
Higher degree At 10 years	14%	17%
Higher degree At 20 years	26%	N/A
In Nursing At 10 years	8%	12%
MSN/Doctorate At 10 years	2%	4%

(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