The (controversial) future of doctoral education in AT education

John T. Parsons, PhD, AT
Eric L. Sauers, PhD, AT, FNATA

Problem

• Changes in healthcare
• Changes in higher education
• Changes in health professions education

• A significant need to enhance the sophistication of AT practice through education
Part 1 Objectives

1. Identify and explain the common components and general goals of doctoral education;
2. Identify and discuss contemporary trends in health professions doctoral education;
3. Identify and discuss the intended outcomes and objectives of various doctoral degrees, with emphasis on difference between research and professional doctorates;

DOCTORAL EDUCATION OVERVIEW

Doctoral Education Purpose

• What is the purpose of doctoral education?

  – To create a "Steward of the Discipline"
    
    • Colle & Walker. Envisioning the Future of Doctoral Education. 2006
    • The Carnegie Foundation for the Advancement of Teaching
Doctoral Education Need

• Who needs and who has a doctoral level education?


Doctoral Taxonomy

• Doctor’s Degree – Research / Scholarship
• Doctor’s Degree – Professional Practice
• Doctor’s Degree – Other

• First Professional Degree

  – National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS)

Research Doctorates

• Conventional doctoral programs do not meet the needs of students, employers, and society:
  – Poorly prepared
  – Underrepresented
  – Not completing

PROFESSIONAL PRACTICE DOCTORATES IN HEALTHCARE

A.T. STILL UNIVERSITY

Healthcare Doctorates

• What other health professions have moved to or are moving towards the professional practice doctorate?

AuD  MD  DNP
DO  OTD
DPT
PsyD  PharmD
Healthcare Doctorates

• Three types of *professional practice* doctorates in healthcare:
  – Entry−level professional doctorate
  – Transitional professional doctorate
  – Advanced practice professional doctorate

Entry−Level Healthcare Doctorates

• Justifications
  – Practice Complexity (safety, quality, outcomes)
  – Curricula
  – Parity
  – Jurisdiction / Scope
  – Pay
  – Autonomy

• Perceived Negatives
  – Workforce shortage
  – Underrepresentation of minorities
  – Increased education costs
  – Increased employer costs
  – Reimburse service, not degree
  – Patient care delegation
  – Who is a doctor?
  – Degree creep

Entry−Level Healthcare Doctorates

• Who are the driving forces behind the development of entry−level professional practice doctorates?
  – Health Professions Organizations
  – Academic Institutions

THE HEALTH PROFESSIONS EDUCATION “GAP”

The Education "GAP"

• Healthcare practice requires a continuum of learning (Dreyfus model).
  – Novice
  – Advanced Beginner
  – Competent
  – Proficient
  – Expert

  – Leach, Qual Health Care, 2001
The Education "GAP"

The vision for the future of US healthcare is highly complex:

- Novice Clinicians
- Proficient Clinicians
- PhD scholars?

Institute of Medicine. The Learning Health System and It's Innovation Collaboratives. 2011
The Education "GAP"

• What is missing because of this gap?
  – Patient-oriented research, comparative effectiveness research
  – Translation of research into clinical practice
  – Highly educated clinical experts
  – Health policy expertise
  – Organizational and systems leadership
  – Information technology

  - National Center for Research Resources. NCRR Strategic Plan 2009-2013: Translating Research from Basic Discovery to Improved Patient Care. 2009

THE ADVANCED PRACTICE DOCTORATE

ATEC 2013
Advanced Practice Doctorate

• A Model: The Doctor of Nursing Practice (DNP)
  – Designed to prepare experts in specialized advanced nursing practice
  – Focus on practice that is innovative and evidence-based, reflecting the application of credible research findings

• American Association of Colleges of Nursing. The Essentials of Doctoral Education for Advanced Nursing Practice. 2006

Advanced Practice Doctorate

• Intended outcomes include:
  – Advanced competencies for increasingly complex clinical, faculty and leadership roles;
  – Enhanced knowledge to improve patient outcomes;
  – Enhanced leadership skills;
  – Advanced educational credential
  – Increased supply of faculty for clinical instruction

« American Association of Colleges of Nursing. Position Statement on the Practice Doctorate in Nursing. 2004

Advanced Practice Doctorate

Growth of DNP Programs

Part 1 Conclusions

A convincing case can be made that the professional doctorate has a clearly defined place in the hierarchy of US higher education...

Particularly in the health care professions there is an obvious need to create capacity to educate practitioners and those who will primarily be educating practitioners


Part 1 Conclusions

The PhD is the degree of the professional scholar.

The advanced professional practice doctorate is the degree of the scholarly professional

• United Kingdom Council on Graduate Education. Professional Doctorate Awards in the UK. 2005

END OF PART 1
Part 2 Objectives

1. Identify and discuss potential advantages and disadvantages of practice doctorates in AT;
2. Propose and explain a taxonomy and common terminology for doctoral education in AT;
3. Propose a set of model program outcomes & curricular offerings for post-professional practice doctoral degrees in AT.

Advanced Practice

Advanced Clinical Knowledge and Skills

- Patient-centered care
- Interprofessional collaboration
- EBP
- Quality
- Informatics
- Policy
- Professionalism

AT
AT DEGREE LANDSCAPE

ATC 2013

Historic → Current

Emerging: ELM
Emerging: ELM

Discipline Boundary

Entry-Level Knowledge & Skills

Advanced Practice

Professional:
Master’s

Residencies

Specialty Certification

Professional:
Doctorate

Research:

ATEC 2013

DEGREE OPTIONS

Manspeaker & Van Lunen, 2011
Option 1: Master’s Degree

Entry-Level Knowledge & Skills

Advanced Practice

Post-Professional Master’s

Residencies

Professional: Master’s

Specialty Certification

Discipline Boundary

Curricular Content

Curricular Size

Relevance
Option 2: Research Doctorates

13 Research Doctorate Degree Programs
- Kinesiology: 6
- ExSS: 1
- Human Movement / Performance: 2
- Rehab Sciences: 1
- Education: 1
- Interdisciplinary: 2

AT Body of Evidence

- 88% Level 3 evidence
- 11% POEM
- 19% use Patients
- 75% controlled / descriptive laboratory study

Parsons, Snyder, et al, JAT Suppl, 2009
Option 3: Entry-Level Doctorate

Professional: Doctorate

Residencies

Entry-Level Knowledge & Skills

Advanced Practice

Specialty Certification

2011-12 Total Cost of Professional of PT Programs (Mean and Range)

2011 mean wage of physical therapists, by state, May 2011
Autonomous Practice

- Not a professional goal
- Not consistent with:
  - Current practice complexity
  - Regulatory environment

Source: 2011-2012 Fact Sheet Physical Therapist Education Programs, CAPTE

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OPTION 4: ADVANCED PRACTICE DOCTORATE IN AT
Option 4: Advance Practice Doctorate

Faculty
- Clinical Education Coordinators
- Clinical Preceptors
- Industry Leaders
- Liaisons

Scholarly professionals
Clinically-oriented scholars

Enrollment
General Observations

• DAT
• Key to *Vision Quest*
• Require *Future Directions* implementation
• Facilitated by move to ELM
• Bridge clinician – faculty gap

Concerns

1. Structural inflexibility
2. Resource intensive
3. Qualified faculty
4. Expense
5. Industry / employer reaction
6. Production capacity
7. Specialization

Part 2: Conclusions

• "Advanced practice” gap
• Legitimate & recognized
• Avoids difficulties of EL doctorate
• Will require profession-wide support, coordination, and monitoring