The Simultaneous Experiences of Being a Nurse Faculty Member and Ph.D. Student

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Faculty disclosure

- Presenter – Lolita McCarthy PhD., MBA-HCM, RN

  - There are no conflicts of interest with my employer Kendall Regional Medical Center.

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- Goal and objectives

  - Session Goal: This presentation will describe the rewards and challenges of obtaining a PhD while maintaining a faculty role; to benefit nurse faculty doctoral students, administrators and fellow colleagues.

  - Learner Objectives:

    1. The learner will discuss how being a faculty member impacts the PhD journey.

    2. The learner will be able to identify the challenges and rewards of being a nurse faculty member and PhD student simultaneously.
Introduction

• The United States’ healthcare system is faced with a critical shortage of nurses and nurse educators both at the state and national levels.

• Desired professional goal for nurses committed to education research and practice.

• Students pursuing their PhD degree must cope with meeting the demands of multiple roles of professional, student and life roles.
Statement of the Problem

• Nursing shortage’s global effect
• Insufficient doctorally prepared faculty
  – Less than one percent of nurses hold a doctoral degree (Feeg & Nickitas, 2011)
• Negative impact on the ability of school and colleges of nurses to enroll qualified applicants.
  – 75,000 applicants were turned away in 2011 (AACN, 2012)
• The challenges of simultaneously being faculty and nursing doctoral student are poorly understood.
Purpose of the Study

• To explore the simultaneous experiences of being a faculty member and a doctoral student.

• To uncover the essence and gain a deeper understanding of the phenomenon.
Research Question

• What is the lived experience of nursing faculty who are simultaneously enrolled as a PhD student?
Philosophical Underpinnings

• Phenomenology:
  – A human science method
  – Goal- to fully describe lived experience and the perceptions to which it gives rise.
  – Provides a reflective inquiry into human meaning.
  – Research always start in the lifeworld-the world as we immediately experience it
  – Understanding the meaning of an experience
  – Method of studying human experience as it is lived
  – Investigation of consciousness of the world
Access & Recruitment

• Access
  – Approval from Barry University Institutional Review Board

• Recruitment
  – Flyers
  – University Setting
  – Snowball sampling technique
  – Convenience sample
  – Informed consent
Inclusion & Exclusion Criteria

• Inclusion Criteria
  – Part-time or full-time faculty members currently enrolled in doctoral study or faculty members who have earned a doctorate within the past-year
  – Speak or read English
  – Work in the capacity as faculty member for at least one year
  – Teach at the baccalaureate level or higher

• Exclusion Criteria
  – Adjunct faculty
  – Non-faculty
  – Faculty teaching in ADN, diploma and LPN programs
  – Individual who worked as faculty for less than one year
  – Unable to speak or write English
Ethical Considerations

• Institutional Review Board
  – Barry University

• Protection of Human Rights
  – Protection of participants rights
  – Informed consent explicated research
  – Privacy & confidentiality
Data Collection

- Institutional Review Board Approval
- Informed Consent Form
- Demographic Information
- Audiotaped Interviews
- Open-ended questions
- Face-to-face Interviews
- Reflective notes
Data Analysis

• Managing Data
  – Synthesis of data
  – Van Manen Hermeneutic approach
  – Audiotaped interviews

• Immersion in the Data
  – Transcribing interviews verbatim
  – Bracketing and Journaling by the researcher
  – Reading and re-reading to explicate the meaning of key words

• Describing
  – Member checking
  – Saturation
  – Description of the themes
Rigor and Trustworthiness

- Credibility
  - Member checking, bracketing

- Dependability
  - Audit trail

- Confirmability
  - Bracketing, journaling

- Transferability
  - Detailed descriptive data
  - Generalization of the study
Sample Demographics

- Gender
  - Female 8
  - Male 3

- Age Range
  - 36-45 6
  - 45-55 4
  - 56-65 1

- Title
  - Assistant Professor 6
  - Instructor 3
  - Other 2

- Nursing Program
  - Generic BSN 7
  - MSN 3
  - PhD 1

- Year in Nursing Education
  - Less than 5 years 5
  - 6-10 years 5
  - More than 10 years 1

- PhD Required to Teach
  - Yes 7
  - No 4
Role Confusion

• Emotional conflict

• Participants’ Voices:
  – Nula
  – Shirley
Lack of Time

• Not enough hours in the day

• Participants’ Voices:
  – Frazzled
  – Titan
In Need of Support

• Critical for success.
• Intensified problems for PhD student role

• Participant’s Voices:
  • Shirley
  • Louise
Sacrifices

• The act of giving up something of value

• Participant’s Voices:
  • Peanut85
  • Jean Luc
Painful Process

• Pain: unpleasant physical sensation

• Participants’ Voices:
  • Pink
  • Louise
New Perspective

• A sense of fulfillment and satisfaction
• Transformation

• Participants’ Voices:
  – Jean Luc
  – JJ
EXPLORING THE MEANING

• Participants:
  – Rich, vivid descriptions
  – Interpretation of the Narratives

• Researcher:
  – Immersing in the data
  – Journaling
  – Experiential description of themes
  – Published forms of art, literature, music lyrics
## Interpretive Analysis of the Findings

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<thead>
<tr>
<th>Themes</th>
<th>Support from the literature</th>
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<td>Role Confusion</td>
<td>Kenty, 2000</td>
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<td>Gazza, 2009</td>
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<td>Sacrifices</td>
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<td>Painful Process</td>
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<td>New Perspective</td>
<td>Cohen, 2011</td>
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<td>Gray et al, 1997</td>
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Figure 2. L. McCarthy’s Phenomenological Conceptual Model of the Lived Experience of Nurse Faculty Simultaneously Enrolled as a PhD Student (adapted from Starck, 1985).
IMPLICATIONS OF THE STUDY FOR NURSING KNOWLEDGE

• Education
  – Support network for doctoral students
  – Strategies for successful of PhD

• Practice
  – Administrative support and understanding
  – Adjustments for dissertation phase
IMPLICATIONS OF THE STUDY FOR NURSING KNOWLEDGE

• Research
  – Future research studies to expand understanding of the phenomenon
  – Further investigation of 2 new emerging themes

• Public Policy
  – Retention of qualified PhD faculty
  – Adequate financial assistance
  – Educate administrators/policy makers
Strengths and Limitations

• Strengths:
  – 2 related themes not discussed in the literature
  – Assist future students with better planning

• Limitations:
  – Researcher novice a phone interviews
  – Limited geography
  – Self-selection
CONCLUSION

The Lived Experience of Nursing Faculty who are Simultaneously Enrolled as a PhD Student
References


References


REFERENCES


Questions