# Doctoral Nursing Students and Graduates Lived Experience of a Virtual Mentoring Program and Building Upon the Mentoring Experience: A Phenomenological Study

UNIVERSITY of West Georgia | Tanner Health System School of Nursing

A Dissertation Proposal
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Virtual Mentoring

- Virtual Mentoring is a structured relationship between an experienced and novice individual in which mentoring takes place via the utilization of technology as a means to add value to the lives of those involved.
  Clement (2014)
  Clutterbuck & Hussain (2010)
  Maritz & Roets (2013)
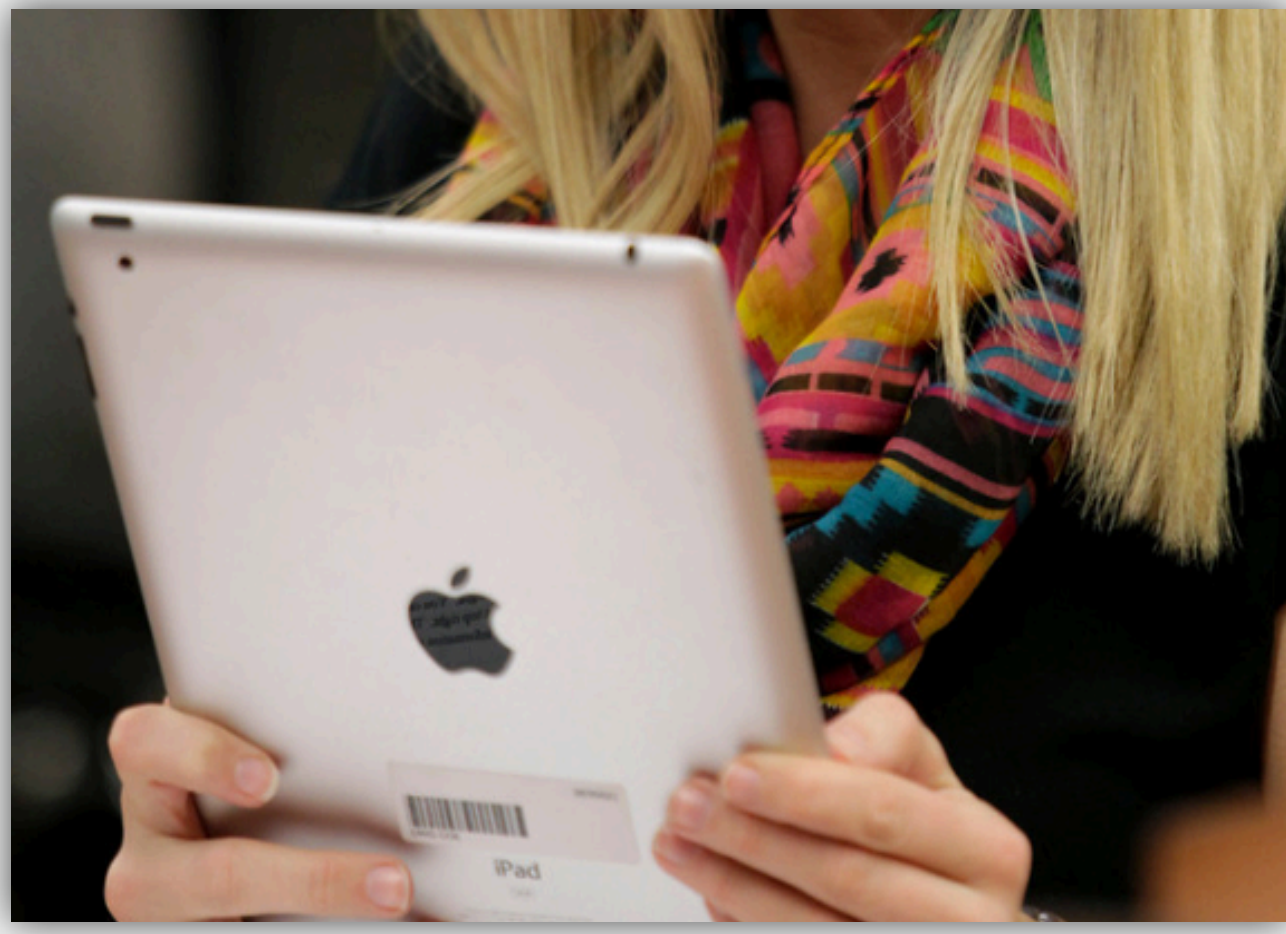
Introduction

- Background
  - Shortage in doctoral prepared nurse educators
  - Experienced researchers in nursing retiring
  - New, innovative methods of mentoring needed

Problem and Purpose

- Problem
  - Virtual mentoring research exists in disciplines outside of nursing (doctoral education)
  - Need for research with doctoral nursing students and graduates who participated within a virtual mentoring program
- Purpose
  - To explore the lived experiences of research-focused doctoral nursing students and alumni who participated within a virtual mentoring program

Significance

- Mentoring assists doctoral nursing students in their development as future scholars
- Virtual mentoring may assist in the creation of a more robust mentoring environment in doctoral education

Research Questions

- "What is the lived experience with virtual mentoring within a virtual mentoring program?"
  - "Tell about your experience with virtual mentoring within a virtual mentoring program?"
  - "Building on that experience, how has it assisted you in your professional life?"
  - "Have you found other mentors along the way?"
  - "Are you mentoring others?"
  - "What additional suggestions would you recommend regarding a virtual mentoring program within an online doctoral program to better assist doctoral students?"

Research Plan

- Descriptive phenomenology (Husserl)
  - Data collection
    - Semi-structured interviews
      - Telephone interviews
      - Demographics
        Husserl, E. (1970)

Limitations

- Convenience sample
- Lack of exposure to virtual mentoring
- Limitation of neutrality in the role as a doctoral student
  (Researcher bias)

Theoretical Framework

- Theoretical Framework
  - Descriptive phenomenology
  - Husserl's framework
    - Bracketing
    - Intentionality

Traditional Review of Literature

- Virtual Mentoring
  - Interdisciplinary fields
  - Interprofessional fields
  - Nursing
- Gaps in literature identified
- Virtual Mentoring in Interdisciplinary fields
  - Qualitative study: Gifted math students
  - Mixed Method study: Roles of virtual mentor
  - Qualitative study: Educational & business sector
    Mammadov, S. & Topçu, A. (2014)
    Nieto, A. (2016)
    Owen, H. (2015)
- Virtual Mentoring in Interprofessional fields
  - Descriptive study: Online Occupational therapy students
  - Educational offering: Core competencies for medical students using virtual mentoring
  - Quantitative study: Radiology students in Kenya
    Jacobs, Doyle, & Ryan (2015)
    Obura, Brant, Miller, & Parboosingh (2011)
    Schichtel (2010)
- Virtual Mentoring in Nursing
  - Educational offering: Development of virtual mentoring, Ontario nurses
  - Quantitative study: Nurses and facilitators attitudes and constraints with virtual mentoring
    Coffey & Anyinam (2014)
    Pietsch (2012)

Scoping Review of Literature

- Virtual Mentoring in Nursing Education: A Scoping Review of the Literature
  - Scoping review: What is known from the existing literature about virtual mentoring in nursing education?
- Gap in literature reinforced the need for further research in Virtual Mentoring in Nursing Education (doctoral education)

Methodology

Setting	Participants
• AACN Research-Focused Doctoral Nursing Programs in the United States • Telephone interviews	• A convenience sample of research focused doctoral nursing students or alumni who experienced a virtual mentoring program (PhD, DNS, EdD).

Data Collection

- IRB approval
- AACN list of research-focused doctoral program Deans and Directors
- Recruitment letter sent to current doctoral students and alumni
- Digital recorded telephone interviews with semi-structured questions
- Demographic information

Summary of Colaizzi's Method of Analysis

Steps in Analysis	Purpose
1. Reading and rereading descriptions	To acquire general feeling for experience
2. Extracting significant statement	To generate information pertaining directly to the phenomenon
3. Formulating meanings	To illuminate meanings hidden in various context of the phenomenon
4. Categorizing into clusters or themes and validating original text	To identify experiences common to all informants
5. Describing	To generate a prototype of a theoretical model
6. Returning to participants	To validate findings
7. Incorporating any changes based on the informants' feedback	To present theoretical model that comprehensively reflects the universal features of phenomenon

Colaizzi, P. (1978)

Data Analysis

- Concurrent with data collection
- Thematic analysis
  - Supported by ATLAS.ti software
    ATLAS.ti. (2013)
    Colaizzi, P. (1978)

atlas.ti

Trustworthiness

- Lincoln and Guba
  - Credibility
  - Dependability
  - Conformability
  - Transferability
  - Authenticity
    Lincoln & Guba. (1994)

Ethical Considerations

- IRB approval prior to recruitment
- Informed Consent
- Participation is voluntary
- Identity protected with pseudonyms
- Security of telephone transcripts/study documents
- No risks to participants

Conclusion

- Ongoing research is needed and taking place in Virtual Mentoring in Nursing Education by the author
- Current research is:
  - Doctoral Nursing Students and Graduates Lived Experience of a Virtual Mentoring Program and Building Upon the Mentoring Experience: A Phenomenological Study