

## Creating Healthy Work Environments VIRTUAL 2021

### Evaluating Burnout in Nursing Faculty

**Sally Stephanie Rothacker-Peyton, DNP, PMHCNS-BC, PMHNP-BC, CNE**

Kala Ann Mayer, PhD, MPH, BSN, RN

Kaye Wilson-Anderson, DNS, MSN, BSN, RN

*School of Nursing, University of Portland, Portland, OR, USA*

**Purpose:** Today nursing educators face growing workload demands, increasing need for cultural humility and advancing teaching skills to include hybrid or totally online teaching formats. In the mist of these requirements, the majority of nurse educators come to academia with advanced degrees that are strongly grounded in clinical nursing practice instead of nursing educational “best practice”. Each of these factors have led to an academic work environment that is stressful, a never-ending learning curve, loss of life work balance, and excessive occupational burnout.

Professional burnout rates in healthcare are well documented. In their research of occupational burnout among midlevel academic nurse leaders, Flynn & Ironside (2018) found that almost 37% of individuals in their study experienced unacceptably high levels of occupational burnout associated with workload, dissatisfaction with work-life balance, and typically long work hours contributing to their burnout and associated with a desire to leave their academic position. Yedidia, Chou, Brownlee, Flynn, and Tanner (2014) noted that advance practice nurses were 1.5 times more likely to express a desire to leave academic teaching citing a range of factors including high emotional exhaustion, workload, and dissatisfaction with availability of teaching support. Aquino, Lee, Spawn and Bishop-Royse (2018) reported that faculty exhaustion ( $p<.01$ ) was a predictor of faculty leaving academia.

**Methods:** To gain an understanding of a faith-based private Pacific Northwest school of nursing’s faculty burnout status, a random survey of full-time faculty was administered via Qualtrics, in the Fall of 2019 and involved conducting a Professional Quality of Life Scale (PROQOL) with a focus on burnout.

**Results:** N=29, ages ranged from less than 30 to greater than 60 years with the majority between 30-60 years of age. Faculty burnout scores on the ProQOL were found to be moderate 25.8.

**Conclusion:** It is imperative that schools of nursing act to prevent faculty burnout by implementing interventions to support and retain current faculty, ensuring that strong and qualified educators remain within the workforce, and that the number of nursing faculty continues to grow thus ensuring preparation of the next generation of B.S.N. and advance practice nurses. Literature supports provision of sabbaticals for nursing faculty, an established workload calculation, development of transparent communication, and collaborative decision making (Wilson-Anderson, 2020; Flynn, L. & Ironside, P., 2017) as constructive strategies to address burnout with faculty. Additionally, further research needs to be conducted into strategies to assist faculty in maintaining work-life balance in the context of a rapidly changing educational environment ie. hybrid or on-line instruction.

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**Title:**

Evaluating Burnout in Nursing Faculty

**Keywords:**

Burnout, Changing Educational Environment and Nursing Faculty

**Abstract Summary:**

Use of ProQOL to evaluate level of faculty burnout in the face of current demands in nursing academia with a discussion of literature supported interventions to prevent and address burnout.

**References:**

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**First Primary Presenting Author*****Primary Presenting Author***

Sally Stephanie Rothacker-Peyton, DNP, PMHCNS-BC, PMHNP-BC, CNE  
University of Portland  
School of Nursing  
Assistant Professor  
Portland, Oregon  
USA

**Author Summary:** Nurse for 43 years, an advance practice psychiatric nurse for 37 of

her nursing years, nurse educator for 19 years with interests in treatment of trauma, stress, wellness, and integrative health.

Second Secondary Presenting Author

***Corresponding Secondary Presenting Author***

Kala Ann Mayer, PhD, MPH, BSN, RN  
University of Portland  
School of Nursing  
Assistant Professor  
Portland, Oregon  
USA

**Author Summary:** Kala Mayer is a registered nurse and assistant professor at the University of Portland in Portland, Oregon. Her major teaching and research interests are in population health nursing, community-driven participatory research, and the social determinants of health.

Third Secondary Presenting Author

***Corresponding Secondary Presenting Author***

Kaye Wilson-Anderson, DNS, MSN, BSN, RN  
University of Portland  
School of Nursing  
Associate Professor  
Portland, Oregon  
USA

**Author Summary:** Dr. Kaye Wilson-Anderson, Associate Professor University of Portland has been practicing nursing for 37 years with a primary focus in women's health and international nursing relief/education. She began her career in nursing education 33 years ago and has taught both at the undergraduate and graduate level. Kaye's research has centered on vulnerable women and children both in the United States and internationally.