Title:
Identifying the Influence of Barriers on Research as Described by Non-Tenured Nurse Faculty

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Session Title:
Addressing the Challenges Facing Nurse Educators

Slot:
A 02: Friday, April 8, 2016: 10:45 AM-12:00 PM
Scheduled Time:
11:05 AM

Keywords:
barriers to conducting research, barriers to writing for publication and nurse faculty writing barriers

References:
Whittaker, D.L. (July 2015), "Perceived Barriers Influencing the Conduct of Research and Writing for Publication by Non-Tenured Nurse Faculty in Academia". ProQuest Dissertations & Theses.

Abstract Summary:
By identifying and describing the influence of barriers to publishing perceived by members of this qualitative case study, interventions can be developed and implemented to support nurses writing efforts. Participants can identify and reflect on their own barriers to formulate strategies to assist their own research and writing efforts.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<td>The learner will be able to identify 2 reasons why nurses should be conducting research and writing for publication.</td>
<td>I. Importance of Conducting Research and Writing for Publication II. Literature Review Themes and Subthemes A. Barriers and support B. Who is publishing C. Nursing faculty shortage: implications III. Study Method and Design</td>
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<td>The learner will be able to identify 3 barriers described by non-tenured nurse faculty in the presented case study.</td>
<td>IV. Findings V. Implications</td>
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The learner will be able to identify his/her top 3 personal barriers to conducting research and writing for publication.

The learner will be able to create a list of resources (minimum 3) needed to support their own (or those they administer to) writing and research efforts.

The learner will be able to develop a minimum of 3 strategies/interventions he/she can use to obtain the previously identified resources to support writing and research efforts.

VI. Moving Forward: Personal Take Away A. Options: Do Nothing or Act B. Personal Barriers C. Resources Needed D. Strategies to Obtain Resources

Abstract Text:
The importance of nurses conducting research and writing for publication to increase nursing knowledge, advance evidence-based practice, increase personal knowledge, and as a means for promotion and tenure in academia is well known. The AACN (2006) priorities included basing professional nursing practice on research. Additionally, Sigma Theta Tau International (STTI), Honor Society of Nursing (1999), identified the importance of clinical scholarship, using evidence-based nursing to develop best practices to meet client needs. After reviewing the literature, it was determined that the barriers perceived by non-tenured nurse faculty in academia influencing their ability to conduct research and write for publication was not known. Therefore, Whittaker (2015) to describe and understand the perceived barriers conducted a qualitative case study. The research questions asked what were the perceived barriers and how did those barriers influence the non-tenured nurse faculty in their efforts to write for publication and conduct research. Theoretical foundations were Bandura’s (1997) self-efficacy theory and Benner’s (1984) novice to expert theory. The case was comprised of 15 full time non-tenured nurse faculty teaching in Eastern Pennsylvania. Questionnaires, personal interviews, and a focus group comprised the sources of data. Thematic analysis identified the barriers and the influences, external and internal, which were richly described by the participants. The case participants shared openly and passionately their perceptions of this important topic. The rich descriptions and interesting findings of this qualitative case study will be discussed. Practical implications of this study included new insight that can be used by institutions and nurse faculty to make changes and develop interventions that will support conducting research and writing for publication. The findings of this study may also be useful to other nursing and non-nursing populations with similar interests and characteristics. A lack of qualified nurse faculty and a shortage in numbers (AACN, 2012; NLN, 2006) has already been identified. It is important to support the writing efforts of nurse faculty, which face additional challenges such as recruitment, retention, and job satisfaction. Additionally, it is important for all nurses who are interested in writing to identify their own barriers, determine what resources will help them moderate those barriers, and develop strategies to obtain those resources.