2016 Sigma Theta International Research Conference

Perspectives on Doctoral Education

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Lisa Wright Eichelberger, PhD, RN

Dean, College of Health - Clayton State University
IOM Future of Nursing™

- Landmark Report 2010
- DBA Georgia Nursing Leadership Co.
- Georgia Action Coalition 2nd wave
IOM 8 Recommendations

1. Scope of Practice
2. Expand opportunities for nurses to lead and diffuse collaborative efforts
3. Nurse Residency Programs
4. 80% BSNs by 2020
5. **Doubling Number of Doctorates**
6. Life-long learning
7. Enable nurses to lead change
8. **Workforce Data**
SIP Grant

- Awarded $150,000 grant from RWJF 2013-2015
- Awarded $150,000 grant from RWJF 2015-2017
- Both grants required $75,000 match
- $75,000 from GA BOR focus on PhD in 2nd grant
- Focus has been on Data Collection and Doubling number of doctorally prepared nurses
Goal: Increase enrollment

- Little known about incentives for choosing types of doctoral programs
- Effective recruitment strategies
- Effective retention strategies
- Survey conducted of current and recent students in Georgia-based doctoral programs in 2014.
Survey

- Online survey of all doctoral students enrolled as of March 2014 and recent graduates defined as all previously enrolled doctoral students over past five years in all brick and mortar SON in GA.
- The survey was developed by the GNLC staff and grant PI with review and feedback from the Georgia Health Policy Center staff and the Robert Wood Johnson Foundation consultants.
Sample

- 271 students enrolled
- 190 students and graduates completed survey
- 151 current students
- 38 graduates plus one student on leave
- 56% response rate.
RESULTS:
Motivating factor in doctoral education

- (114) 60% Professional Development
- (49) 25.7% Career Advancement
- (11) 5.7% Job Security
- (11) 5.7% Other
- (5) 2% Advice of a Colleague
## When first considered doctoral degree

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Current students and Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>While obtaining BSN</td>
<td>20</td>
</tr>
<tr>
<td>While obtaining MSN</td>
<td>49</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year of practicing nursing</td>
<td>6</td>
</tr>
<tr>
<td>1-5 years into nursing career</td>
<td>11</td>
</tr>
<tr>
<td>&gt; 5 years into nursing career</td>
<td>78</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
</tr>
</tbody>
</table>
## Working patterns

<table>
<thead>
<tr>
<th>Current students (series 2)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>I work full time in nursing</td>
<td>125</td>
<td>65.7%</td>
</tr>
<tr>
<td>I work part time in nursing (&lt; 40h/week)</td>
<td>45</td>
<td>23.6%</td>
</tr>
<tr>
<td>I work full time but not in nursing</td>
<td>9</td>
<td>4.7%</td>
</tr>
<tr>
<td>I work part time but not in nursing (&lt; 40h/week)</td>
<td>6</td>
<td>3.1%</td>
</tr>
<tr>
<td>I don’t work</td>
<td>7</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>190</td>
<td></td>
</tr>
</tbody>
</table>
### Years to complete degree

<table>
<thead>
<tr>
<th></th>
<th>Current students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>&lt; 2 years</td>
<td>17</td>
</tr>
<tr>
<td>2-3 years</td>
<td>64</td>
</tr>
<tr>
<td>3-4 years</td>
<td>67</td>
</tr>
<tr>
<td>4-5 years</td>
<td>26</td>
</tr>
<tr>
<td>5-6 years</td>
<td>11</td>
</tr>
<tr>
<td>&gt; 6 years</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>190</strong></td>
</tr>
</tbody>
</table>
Factors very important in influencing choice

<table>
<thead>
<tr>
<th>Quality of education</th>
<th>143 (94.7%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>98 (64.9%)</td>
</tr>
<tr>
<td>Location</td>
<td>80 (53.0%)</td>
</tr>
<tr>
<td>Ability to take online courses</td>
<td>104 (68.9%)</td>
</tr>
<tr>
<td>Opportunity to pursue a specific kind of research</td>
<td>59 (39.1%)</td>
</tr>
<tr>
<td>Opportunity to work with a specific mentor</td>
<td>30 (19.9%)</td>
</tr>
<tr>
<td>Prestige of school/program</td>
<td>78 (51.7%)</td>
</tr>
<tr>
<td>Convenience</td>
<td>120 (79.5%)</td>
</tr>
<tr>
<td>Recommendation from a friend/colleague</td>
<td>40 (26.5%)</td>
</tr>
</tbody>
</table>
Favorite aspect

- Responded to open ended questions:
  - Top answers were:
    - Enjoyed learning and knowledge gain
    - working with excellent and/or supportive faculty and/or mentors
    - meeting and discussions with peers, specific courses and/or the program focus, and the research itself.
Reasons for difficulty

- Hard to balance responsibilities
- Difficulty with faculty
- Disillusion with the program itself
- 37% had or were considered withdrawing
Reasons for not withdrawing

- Personal motivation “Don’t like to quit”
- Already invested time, money and effort
- Faculty/mentor support
Most difficult aspect of doctoral program

- Balance (school, work, personal life)
- Time management
- Workload
- Faculty pushing too hard
Support strategies

- Financial resources
- Scheduling flexibility
- Allow for part time options
- Reduction in work hours without losing benefits
Recruitment strategies

- Financial assistance or incentives
- Raising awareness of value of doctorate
- Using current students or graduates as role models
- Program flexibility
- Having more online options
Support for students

- Financial support scholarships, tuition reduction, repayment programs, assistantships
- Release time/Flex time/Time off - without losing benefits
- Support from faculty
Help to recruit more nurses

- Cost – decrease in tuition, scholarships, financial aids, assistance from employers,
- Higher pay for nurses with doctorate
- Awareness of value of doctorate
- Flexibility within programs
Advise to someone starting doctoral program

- Set timeline, be organized, manage work, life
- Understand expectations and time commitment
- Preserver and be patient
- Know own goals and makes sure this is what you want
- Choose area of interest early and focus all work around it
Reason for studying in GA

- 28% stated program as good as or better than others
- Tuition assistance program from BOR
- 79.4% Planned to remain in GA after finishing
Implications
Thank you!