

Title:

Voices of Foreign-Educated Filipino Nurses: Stressors and Coping Strategies Regarding Transition

Judith A. Williams, PhD, RN-BC

Nursing, Marywood University, Scranton, PA, USA

Session Title:

Foreign-Educated Healthcare Providers

Slot:

C 04: Sunday, 29 October 2017: 10:45 AM-11:30 AM

Scheduled Time:

11:05 AM

Keywords:

Philippine, culture and nurses

References:

•Jose, M.M. (2011). Lived experiences of internationally educated nurses in hospitals in the United States of America. *International Nursing Review*, 58(1), 123-129. doi:10.1111/j.1466-7657.2010.00838.x

Masselink, L. E., & Jones, C. (2014). Immigration policy and internationally educated nurses in the United States: A brief history. *Nursing Outlook*, 62(1), 39-45. doi: <http://dx.doi.org/10.1016/j.outlook.2013.10.012>

Connor, J. B., & Miller, A. M. (2014). Occupational stress and adaptation of immigrant nurses from the Philippines. *Journal of Nursing in Research*, 19(6), 504-515. doi: 10.1177/1744987114536570

Abstract Summary:

A presentation and discussion on the stressors and coping strategies of Filipino nurses as they emigrated to the Northeastern Pennsylvania (NEPA) area. Information provided include their preparation for departure from their homeland, their arrival to the US and their transition to the NEPA.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The attendees will verbalize understanding the culture of Filipino nurses	Information will be provided that highlights the culture and traditions of the Filipino nurses
The attendees will describe the process of emigration from the Philippines	Information provided on the legal and political requirements for Filipino nurses who wish to immigrate to another country
The attendees will identify the stressors and coping strategies that the emigrated Filipino experienced with their relocation to NEPA	Qualitative responses provide that support the stressors and coping strategies that the Filipino nurses experienced with relocation and transition

Abstract Text:

Background - In the United States (U.S.), the nursing shortage will affect nearly every state with a projected growth and replacement of 1.2 million nurses for 2020 (U.S. Department of Labor, 2012). Based on the Filipino culture, the family's welfare, family obligation, and sacrifices for family members are some

of the contributing factors that influenced Foreign-educated Filipino nurses (FEFNs) to emigrate from their homeland (Zaide, 1999; Parrenas, 2005).

Objectives - To identify the stressors, coping strategies and perceived effectiveness of those coping strategies in regards to the transition of foreign-educated Filipino nurses in Northeastern Pennsylvania.

Design - Phenomenology Study

Settings - Northeastern Pennsylvania in acute care and long term care facilities.

Participants - Ten foreign-educated Filipino nurses who received their nursing education in the Philippines, live within the NEPA area, and working as a RN in NEPA.

Methods - A phenomenological approach opted to examine the stressors, coping strategies, and effectiveness of coping strategies of 10 FEFNs in relation to the transition of FEFNs to Northeastern Pennsylvania (NEPA) through face-to-face interviewing. Methods of data analysis incorporated the guidelines of Moustakas' (1994) "Modification of the Stevick- Colaizzi-Keen Method of Analysis" (p. 121).

Results - The study results provided insight into their stressors related to their *Living Environment, Family Here and Home, Achieving Independence, and Work Environment*. Their utilization of coping strategies to address their stressors centered on their *Inner Strength, Culture Expression and Identity, Future for Family, and Environmental Support*. The effectiveness of their coping strategies created an experience that stimulated successful acculturation to the NEPA area.

Conclusions - The significance of the study provided understanding into the recruitment of the FEFNs, the magnitude of resources available, and the strength of their collectivistic culture. The implications for transitioning of FEFNs have the potential to improve collegiality among nursing personnel, expand environmental resources for future FEFNs, and modify the recruitment process for future FEFNs.