

DUAL COLLEGIATE ROLES: FROM BELONGING TO BECOMING

THE LIVED EXPERIENCE OF THE STUDENT-NURSE-ATHLETE

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Why this Study?

Healthcare and Teamwork

- IOM (1999) report principle finding:

systematic failures in the delivery of healthcare account for more errors than does poor performance by individuals and that success and failures depend on a great extent on the performance of teams.

- Experiential Context

Nursing Education and Teamwork

If healthcare institutions expect new graduate nurses to have the tools necessary to *communicate, collaborate and work in interprofessional teams*, then academic institutions and nurse faculty must seek innovative learning resources within their institution or community to enhance teamwork opportunities with students of all disciplines.

(Engelke,2016)

Dual Roles

Multiple Roles

Role Identity

Social Identity Theory

- ▣ How one sees themselves in society
- ▣ They derive self-esteem by belonging to a group
- ▣ Because individuals may identify themselves simultaneously with multiple social groups, they can have multiple social identities

Nursing Education...

Benner, Sutphen, Leonard, & Day (2010)

...requires profound change. There remain significant gaps in what is learned in the pre-licensure nursing education arena and what is needed in nursing practice.

Requiring more content of knowledge or more education alone, will not be sufficient to bridge this gap.

Nursing educators need to think differently.

There is very little research on nursing students and participation in any extracurricular activities.

Studies on engineering students. Found athletics fostered their ability to concentrate and succeed.

Studies Show that Extracurricular Activities...

- ▣ Improve self esteem
- ▣ Foster Leadership
- ▣ Create a stronger connection to their institution
- ▣ Promote persistence to stay in college
- ▣ Promote personal development
- ▣ Enhance learning
- ▣ Foster teamwork
- ▣ Improves communication and collaboration

Astin, A.W. (1993). *What matters most in college? Four critical years revisited*. San Francisco: Jossey-Bass.

Foreman, E. & Retallick, M. (2012). Undergraduate involvement in extracurricular activities and leadership development in College of Agriculture and Life Sciences students: *Journal of Agricultural Education*, 53(3), 111.

Kort-Butler, L. (2012). Extracurricular activity involvement and adolescent self-esteem. *The Prevention Researcher*, 19(2), 13.

PHENOMENON OF INTEREST

DUAL COLLEGIATE ROLES: THE STUDENT NURSE AND THE STUDENT ATHLETE

- 94% nurses are female
- ~ 50% attrition for BSN students (Harris et al., 2014)
- Typically classes housed in one building; “silos”
- Socialization primarily with other SN
- Strong role identity
- 47% of SA are female
- 87% graduation rate (NCAA, 2008)
- =/↑ GPA than non SA (Potuto & O’Hanlon, 2005)
- Various academic degrees
- Better at developing social bonds with women (Brake, 2010)
- Strong role identity

Understanding the “wonder” of what the “SNA” experience was like



PURPOSE OF THE STUDY

- ... to illuminate and shed light on the meaning of the experiences of female nurses who played an NCAA – sanctioned sport during nursing school.

- ...to open up a conversation within the nursing educational forum concerning nursing students who choose to play a sport during their college experience.

- ... to identify possible quantifiable attributes acquired by these SNA that can be studied in further research.

METHODOLOGY PHENOMENOLOGY

In determining the universal or essential quality of a theme, our concern is to discover the aspects/qualities that make a phenomenon what it is – and which *without*, the phenomenon could not be.
van Manen (1997)

- *Explores everyday experiences we know very little about.. It's a theory of uniqueness.*
- *Looks at the “sense of wonder” of the experience and identifies the meanings behind the reflective descriptions... to say what the SNAs “meant to say.”*

Phenomenology helps us learn more about human behavior

METHOD

Reflective interviews of practicing nurses asking
the question:

*“what was it like to be playing a collegiate sport while
attending nursing school?”*

13 female SNA

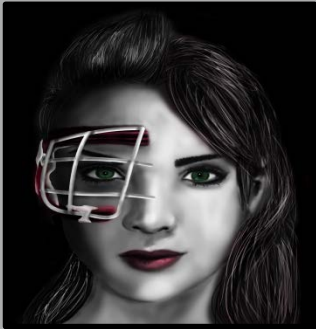
9 different colleges / 9 different sports /

6 Div I; 4 Div II; 3 Div III

Ages 22-32

Name	Age	Years a nurse	Sport played /recruited	Division/ scholarship	Current position/ time there	First position/ time there
#1 Bridget	25	3 y	Gymnastics Yes	I/no(Ivy)	children's hospital staff nurse/ 3y	yes
#2 Lydia	29	6y	Basketball/y	I/yes	CTU step-down/ 1y	Neurotrauma3 y
#3 Alex	28	4 y	Soccer Yes	III/no	MICU staff nurse/1 y	Oncology / 3 y
#4 Krislyn	24	1 y	Volleyball No	III/no	ED fellowship/1y	yes
#5 Lauren	28	5.5 y	Soccer/lacrosse yes	II/yes	PICU staff nurse /6 y	yes
#6 Kayla	28	5.5 y	Lacrosse Yes	II/yes	ICU staff nurse/6m	m/s 3y;ICU stepdown2y
#7 Hannah	23	1.5 y	Softball yes	III/no	m/s staff / 1.5y	yes
#8 Meghan	26	4.5 y	Field Hockey Yes	I/no(Ivy)	Eating recovery center/ 4m	Oncology/2y Tele / 2y
#9 Christina	25	3 y	Field Hockey Yes	I/no (Ivy)	Peds m/s/14m	Staff nurse 15m
#10 McKenzie	26	4 y	Track/Field Yes	II/yes	Peds ED /4y	yes
#11 Brooke	25	3 y	Track/Field yes	II/yes	Telemetry/3y	yes
#12 Ellie	32	10 y	Basketball yes	I/yes	NICU/8y	NICU/2y
#13 Reese	22	4 m	Swimming yes	I/no	Residency Program Burn unit 4m	yes

FIVE ESSENTIAL THEMES



Athletic
Identity



Just do it!



Advocates or
Adversaries
Identifying
my
supporters
and
opponents



Acceptance
and
Belonging

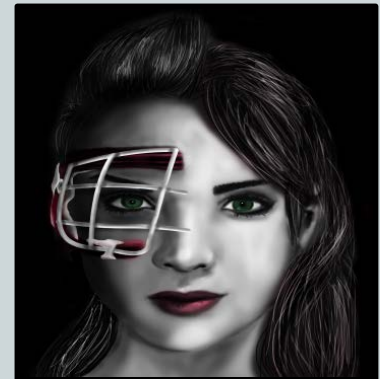


Transitioning
the Sport
Mentality into
Nursing

Athletic Identity

“When I wasn’t an athlete, I think that year I was depressed. Being a volleyball player was how I identified myself, so when I wasn’t playing, I was unsure of where I fit in...*when 5 o’clock came around and I didn’t have a place to be, I felt like a piece of me was missing. My norm was no longer my norm.*”

Krislyn





Just do it!

I think my love of playing is what pushed me through. It was kind of my motivation to do well in nursing. I wanted to be a nurse, but I also knew I was a better version of myself when I played my sport. I always knew if I was going to be successful in nursing, I had to figure out how to make them both work.

Playing was my reward... Hannah

Advocates or Adversaries

Identifying my supporters and opponents



I had this one professor who pulled me aside and told me that I had the heart for nursing. It honesty made stay focused. I think she knew I was a student that really wanted to be a nurse. *Lydia*

My professor needed a volunteer to do 3 clinical rotations at the same time. I told the professor that I had softball and combining my clinicals could work for my softball schedule. The professor's response was, "Well, maybe you should just quit your sport. Nursing is supposed to be your obligation." *Hannah*

Acceptance and Belonging



Being on a team meant something. I felt like I was a part of something important. In nursing school, I felt like I was waiting until it was my turn. I didn't feel like a nurse yet, but I felt like a softball player. *Hannah*

Transitioning the Sport Mentality into Nursing



I was the charge nurse one morning and we were short staffed and spread pretty thin. *I literally called a time-out over the intercom.*

Bridget

Theoretical Model

“Sense of Belonging”

Belonging includes more than just connecting with people. It involves a reciprocal feeling of connectedness; a feeling of being welcomed and not threatened. Seeing yourself as a member of a smaller group (team) imbedded in the larger community (college).

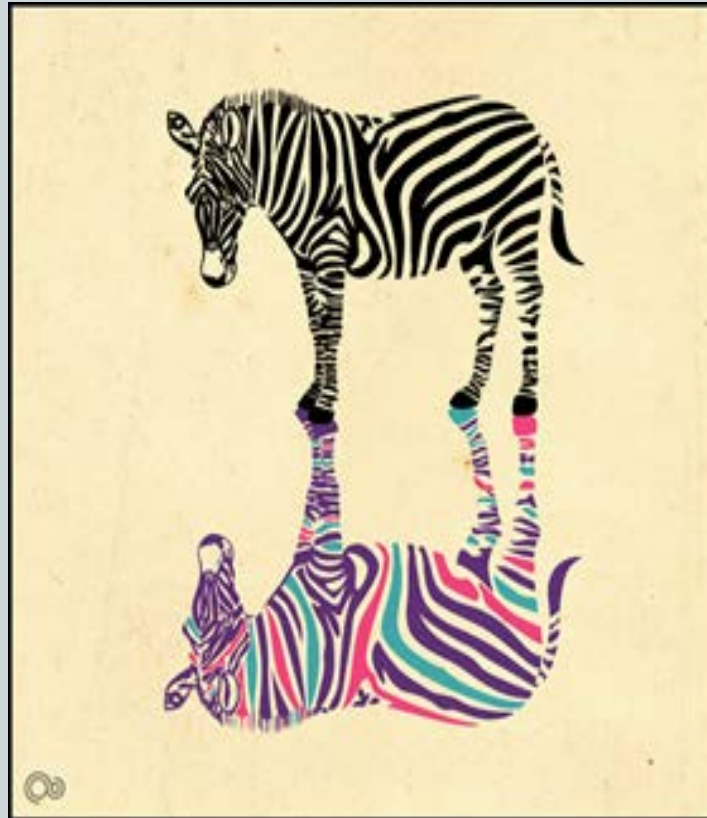
“Acceptance of who I am so I can move on to who I am to be”

“From belonging to a team with the support and understanding of those who know me, accept me, need me and care about me, through the journey of the unsure student nurse, with doubts on my skill and ability by my nursing peers and professors, but also myself, working constantly with the perseverance and desire to be the best at all I do, and transitioning into the nurse I am today with the qualities and confidence I acquired as a student nurse ATHLETE. I wouldn't have changed a thing.”

IMPLICATIONS

- ✓ ***It is possible!**
- ✓ Higher retention; lower attrition because of their
 - engagement in college
 - ↑ peer and faculty relationships
 - ↑ energy spent in a task
- ✓ Higher academic achievement
- ✓ Higher student well-being
- ✓ Higher motivation
- ✓ Transferable Skills
 - communication
 - teamwork mentality
 - negotiation
 - time manage
 - prioritize
 - composure in stressful situations
- ✓ Employability
- ✓ Adaptability
- ✓ Enjoyment and Fun

Artistic Expression



Recommendations

Academic Accommodations:

- Early registration

- On-line options

- Nursing dept. liaison

- Flexible clinical days and times (DEUs)

Further Study:

- Sense of Belonging in college/nursing school

- College Activities of Student Nurses

- Transferable Skills

"I think many athletes are afraid to play a sport in college if they are going into nursing, but I want them to know that it makes you feel a lot more complete. You don't feel like you're just a student. You feel like there is more to you. Like, you feel like yourself." Hannah