The lived experience of nurse academics teaching at satellite campuses of Australian Universities: A phenomenological study
Aims of study

1. To explore the lived experience of satellite campus nurse academics.

2. To give voice to the frequently misunderstood world of a satellite campus academic.
Background

• History of Nursing Education
• University Education
• Satellite campuses in Australian Universities
• Community social revolution
Literature Review

• Social justice
• Student experience
• Student characteristics
  – Mature age
  – LSES
  – Specific needs
  – EN entry
Literature Review

• Academic characteristics
  – Difficulty sourcing academics
  – Sourced from the community
  – Industry performers
Outcomes for Universities with satellite campuses.

- ‘no statistically significant difference in performance outcomes with fewer resources’ (Scott, Grebennikov & Johnson, 2007)

- Gap in the literature regarding the experience of academics
Methodology

• Descriptive Phenomenological Approach
• Husserl (1859 – 1938)
  - lived experience
  - bracketing (phenomenological reduction)
• Colaizzi (1978)
Ethical Considerations

Recruitment

- Purposive sample
- Pool of 21 participants
- Criteria

Academics teaching undergraduate nursing at a satellite campus for at least one year
Overview of Participants

• Current nursing academics at a variety of Australian Universities

• Worked on a satellite campus for at least one year

• Range of satellite campus experience: 1 year to over 10 years

• 19 Females: 2 males

• Age range: 32 – 65 years
Methods

Telephone interviews

One primary question:

‘Tell me about your experiences of working at a satellite campus.’
Emergent Themes

1. Between a rock and a hard place
2. Jack of all trades: master of most
3. The iceberg beneath the surface
4. Meeting the needs of students from satellite campuses
5. Challenges in securing adequate resources
6. Relationships: they make or break the experience
7. Our view of their view of us
8. The difficult road to nowhere
9. A valuable opportunity with great rewards
1. Between a rock and a hard place


‘We are expected to do exactly the same thing as the people in [main campus] but .... often we can’t because we’ve got different resources ... as well as different issues’  (P3, P2, P5).
Between a rock and a hard place

‘It’s tricky, you are between a rock and a hard place. Have your say and not have it liked or not have your say and get done over in the process ... Very tricky’

(P15, P9, P7).
2. Jack of all trades: master of most

http://larvetaspeaks.com/5-successful-tips-to-maintaining-multiple-streams-of-income/
‘I did everything from planning and running orientation to counselling students one on one in my office’ (P10, P6, P8) …
‘There’s no language and learning support here, so if they want help with referencing or if they want help with constructing an essay they can try and go online but that often doesn’t work. So I’m often the person who does all that as well’ (P7, P10, P4).
3. The iceberg beneath the surface

The iceberg beneath the surface

‘I wanted to do a really good job and wanted this to be a really good experience for everyone and I wanted the course to stay here because it’s got such a huge benefit to the community and to the people who would have no opportunity to take up nursing if it wasn’t here on this campus’ (P20, P11, P6).
4. Meeting the needs of students on satellite campuses

http://tinybuddha.com/blog/create-meaning-by-helping-others-without-doing-it-for-validation/
What do our students look like?
Not academically gifted
Mostly female
Not academically gifted
Mostly female

Working

Not academically gifted
Mostly female
Working
Not academically gifted
LSES
Mostly female
Working
Non school leavers
Not academically gifted
LSES
Mostly female

Working

Non school leavers

Not academically gifted

LSES
Mostly female
First in family
Working
Non school leavers
Not academically gifted
LSES
Mostly female
First in family
LSES
Working
Time poor
Non school leavers
Not academically gifted
Mostly female
First in family
Often mothers
Working
Time poor
Non school leavers
Not academically gifted
LSES
Mostly female
First in family
Often mothers
LSES
Lower entrance score
Working
Time poor
Non school leavers
Not academically gifted
Meeting the needs of students on satellite campuses

‘We’re working with students that aren’t academically gifted ... their writing skills and their reading skills and their comprehension skills, I’ve never seen such bad writing to be honest’ (P12, P5, P12) ... ‘There is an assumption that we mollycoddle our students a bit more, but they do actually need more support and more time spent with them. It’s not so much that they can’t do the work in that they just need the support to get the academic standard up’ (P19, P2, P5) ... ‘Taking students that may be a little under the entrance score ... [they] need a lot more time and energy and input than perhaps those that don’t [have a low entrance score]’ (P15, P3, P4).
5. Challenges in securing adequate resources

http://bestnursingschools.us/
Challenges in securing adequate resources

‘They might implement something into the curriculum and we can’t deliver it because we don’t have the finances to buy those resources ... They’ll bring things in which are costly and we actually can’t do it because they’re beyond our financial ability’ (P5, P3, P2).
Challenges in securing adequate resources

‘It’s incredibly frustrating to get something two days before you have to deliver it’ (P9, P13, P5) … ‘Getting the lecture material the same day you’re giving the lecture, you don’t get a lot of turnaround time’ (P6, P12, P4) … ‘There have been issues with only getting it five minutes in advance’ (P3, P9, P4) … ‘Getting the lecture material the day after you’ve done the lecture’ (P6, P11, P11).
6. Relationships, they make or break the experience

http://www.beyondpositive.org/2013/11/21/support-needed-hiv-positive-parents/
Relationships, they make or break the experience

‘The other thing it depends on is collegiality and respect. To make a very strong connection for the best delivery of programmes and experiences of students you have to build relationships with colleagues at the other campuses’ (P17, P4, P4).
Relationships, they make or break the experience

‘We have to do it their way and not ask any questions’ (P3, P8, P11) … ‘I think we’re just told what to do and we’re expected to follow them and it’s hard to follow them when you don’t have a good leader to follow or good relationships’ (P3, P3, P4).

‘…[there is] that constant feeling that you are just tutors. In fact I never treat my tutors like [the way] we get treated’ (P9, P10, P9).
7. Our view of their view of us

http://medicsindex.ning.com/m/blogpost?id=5826870:BlogPost:338954
‘[Everything is] centred around the set up in metropolitan areas and the rural needs are not considered. So again it’s just that you’re there, we’re just doing a social service by having you there, your opinions don’t count, your students don’t really count ... their experience doesn’t count. If they want to have a real experience they should come, should have got the [entry requirement] to come to a metropolitan campus’ (P19, P5, P1).
Our view of their view of us

‘When you’re working at a satellite campus there is an undertone that you obviously don’t have as much to offer as those that work on the main campus, academically or experience wise’ (P19, P1, P16) ...

‘there's a lot of expertise within us but sometimes we just get treated like the country bumpkins’ (P5, P2, P8)
Our view of their view of us

‘You need to have a healthy ego ... to be able to believe in your own skill set and ... not cave to other’s low expectations of you’  (P19, P6, P10) .
8. On the difficult road to nowhere

On the difficult road to nowhere

‘You work hard but you don’t actually go anywhere ... You’re not recognised in any way and ... it’s just ... putting your nose to the grindstone and ... doing all the stuff that is not going to get you promoted’ (P3, P13, P6) ... ‘They’re not very supportive of those support roles ... there’s not a lot of career progression for people who spend a lot of time supporting the students’ (P2, P6, P4).
9. A valuable opportunity with great rewards

A valuable opportunity with great rewards

‘There are not many jobs out there that you can have a positive influence on people. Change not who they are, but the direction they take in life. It is a privilege’ (P4, P17, P12).
A valuable opportunity with great rewards

‘I think it’s really vital for smaller communities who are struggling to get nurses to have places like this [satellite campuses] where we can raise our own nurses and develop them to work in a rural environment and know that there are different ways to look at things than just the city centric way of doing things. I think it’s a very, very important thing that we actually do this’ (P7, P14, P10). ‘I think unless we have them [satellite campuses] nursing is going to be really, really difficult in the rural areas because you won’t be able to get registered nurses out there’ (P7, P14, P11).
A valuable opportunity with great rewards

‘We do have a lower [entry requirement] here … and it doesn’t reflect on our students’ abilities across the three years to achieve … when you calculate percentages and look at results, academically [satellite campus] students perform extremely well, if not better at times’ (P10, P3, P2).
A valuable opportunity with great rewards

‘I’ve always loved nursing, I do see this as being part of it. To get them [students] to change their thinking or to get something that’s going to make a difference. I suppose it’s almost a gift that they too, can have some of the joy that I have had with nursing’  (P18, P4, P10).
Discussion

• Comparable experiences between participants, despite the differences in geographical location and University policies

• Results resonate with other disciplines

• Similar experiences for nurses working in healthcare in regional and rural areas

• Similar experiences for offshore satellite campus academics
ILLUMINATIONS

1. Recognition and celebration of the differences between the main campus and satellite campuses
2. Challenge the ethos that everything must be the same
3. Local control of local issues where ever possible
4. Workload model that reflects the work of a satellite campus, including the time and effort needed to support disenfranchised students
5. Knowledge exchange rather than knowledge transfer (Fallon, 2014)
6. Adequate supply of resources
7. Strict rules that are adhered to relating to the supply of teaching materials
8. Professional Development strategies for staff, including support for doctoral studies
9. Frequent open communication between campuses
10. Reward and Recognition for achievements
Questions?

Allison, J., Broun, D., Knowles, S., & Eversole, R. (2010). ‘Regional and or satellite Campus Benchmarking: The role of the regional and or satellite campus in leading the way towards increasing participation in higher education throughout rural and regional and or satellite Australia’ University of Tasmania, manuscript, held by J Allison, Hobart. TAS.


http://www.acu.edu.au/__data/assets/pdf_file/0020/94304/AcademicprogsacrossACU.pdf


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