



### Introduction

- The nurse faculty shortage has been an issue in the United States for years (AACN, 2020).
- Burnout has been reported in nurse faculty who cite workplace factors that influence satisfaction and work-life balance.
- The rapid transition to online teaching during the pandemic created additional stress and workload issues.
- Understanding the factors that influence nurse faculty delivery of virtual learning experiences during the COVID-19 pandemic may provide opportunities to improve nurse faculty satisfaction and work-life balance.

### Purpose

The purpose of this study included:

1. To examine life balance and professional quality of life including compassion satisfaction, burnout, and secondary traumatic stress among nurse faculty during the COVID-19 pandemic
2. To describe the challenges that influenced nurse faculty delivery of virtual learning experiences during the COVID-19 pandemic

### Methods

- **Study design:** Cross-sectional
- **Population:** 206 Full-time nurse faculty teaching in a U.S. baccalaureate or post-baccalaureate degree nursing program
- **Data source:**
  - The Life Balance Inventory (LBI) and the Professional Quality of Life Scale (ProQOL5) inquired about nurse faculty's life balance and quality of life during the COVID-19 pandemic.
  - Open-ended questions asked nurse faculty about the experiences of life balance, how they balanced work and leisure, balanced work and family, and what support/ resources provided more work/life balance during the COVID-19 pandemic.
- **Data collection:** Data were collected using online surveys in March-April 2021.
- **Analysis:**
  - Descriptive statistics and correlations were conducted.
  - Narrative comments were analyzed using qualitative content analysis.

### Demographic Results

- Majority of participants were female and white, consistent with recent surveys on nurse faculty (Farber et al., 2020; Smiley et al., 2021).
- There was a balanced distribution of participants representing each of the four regions of the U.S.
- The average weekly hours for all work activities exceeded a normal work week (44.26 hours), which is an increase from a previous pre-pandemic study on nurse faculty in the U.S. and workload (Farber et al., 2020).

### Adjustments during the COVID-19 Pandemic

- 91% were required to revise classroom lectures to virtual learning during the pandemic .
- 75% were required to revise clinical experiences to a virtual learning format.
- 75% of participants that intend to leave the profession
- Reasons that participants listed included retirement (47%), workload volume (26%), low salary (21%), academia teaching demands (21%), incivility among faculty (8%), high faculty turnover (7%), impact of the COVID-19 pandemic (6%), and clinical practice (5%).

### LBI and ProQOL5

Scales	Mean	(SD)	Score	Cronbach's Alpha
<b>Life balance inventory (LBI)</b>				
Health	2.04	0.45	Moderately balanced	0.819
Relationship	2.00	0.43	Moderately balanced	0.817
Identity	1.86	0.37	Unbalanced	0.797
Challenge/interest	1.61	0.39	Unbalanced	0.806
Activities of daily living	1.32	0.46	Very unbalanced	0.876
Total	1.77	0.30	Unbalanced	0.760
<b>Professional quality of Life (ProQOL5)</b>				
Compassion satisfaction	39.09	6.28	Average	0.775
Burnout	25.14	6.70	Average	-1.308
Secondary traumatic stress	21.44	5.90	Low	-5.929

### Scan For References



### Emergent Themes and Narrative Responses

Researchers identified five major themes congruent with quantitative findings:

#### (1) Pandemic has made balance nearly impossible

*"I have had increased workload that took away from important life activities. My work became ubiquitous -24/7."*

#### (2) Intentional disconnection from work activities

*"Make myself stop, turn off the computer and go outside."*

*"I try not to check emails or work after hours and purposely factor in leisure activities."*

#### (3) Challenging/Changing Priorities

*"The lines between the two (work and family) have been very blurry."*

*"I try and dedicate one full day on the weekend to spend with my family and not check my emails."*

#### (4) Promoting a Healthy Work Environment

*"Universal parameters for response time, time being on-line, understanding that we should disconnect."*

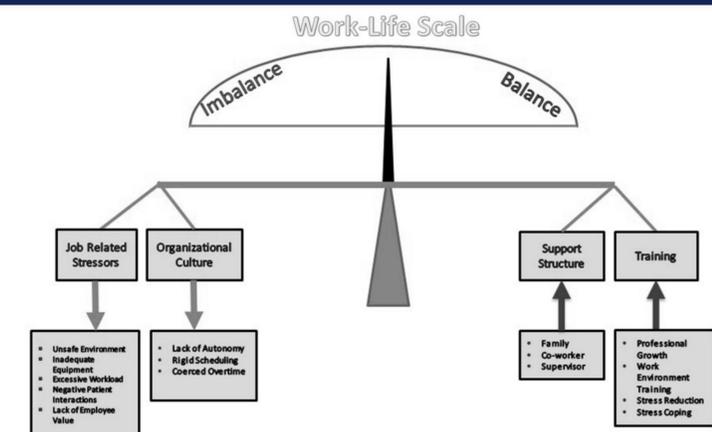
*"I honestly don't know what would've helped in the first 6 month... there was support but it was never enough."*

#### (5) Moral Distress and Exhaustion

*"Who will be left to do the work when we retire (early) because of moral distress and exhaustion?"*

*"The cumulative stress of the students is extremely traumatic. I am devastated and broken."*

### Model of Work-Life Scale (Varma, Kelling, & Goswami, 2016)



- **Imbalance**
  - Job related stressors- academic environment, unpredictable workload
  - Organizational Culture- lack of autonomy, inconsistent schedules, teaching overload
- **Balance**
  - Support Structure- family, faculty colleagues, academic chairs/deans/president
  - Training- orientation, mentorship, workload consistency