



Explore the male neophytes lived experiences in nursing practice

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Abstract

Introduction: Male nurses face challenges in their education and practice as a result of their gender and stereotypes associated with being a male in a female dominating profession. Historically, both men and women have felt the challenging and rewarding role as a nurse. It wasn't, until the Civil War, when nearly 3 million men filled the ranks of two competing American armed forces, Hence this paper aims to gain an understanding of the educational and practice experiences of the male neophytes nurse in practice.

Methods: A computerized search for published literature and journal article was undertaken through Pub-Med, EBSCO and Google scholar databases. Typical search strategy have used for each data bases. During initial search 3366 articles were retrieved and after screening 15 articles were selected for full text assessment and finally 7 articles were included in this study.

Results: Out of 15 articles, 7 research studies showed reasons why males choose nursing and other challenges are facing in nursing, on the basis of thematic analysis.

Conclusion: The idea that men cannot be nurse will never be eradicated until men take to the profession in greater numbers. While nursing is seen as a non-traditional career for men, the stereotype must change nursing is simply too important of a job, and too attractive of a career and when discriminations issues will overcome.

Keywords: lived experiences, neophytes, explore and nursing practice

1. Introduction

Nursing is a profession within the health care sector focused on the care of individuals, families, and communities, so that they may attain, maintain, or recover optimal health and quality of life. Nurses may be differentiated from other health care providers by their approach to patient care, training, and scope of practice. Nurses are practicing in many specialties with differing levels of prescription authority. Many nurses provide care within the ordering scope of physicians, and this traditional role has shaped the public image of nurses as care providers. According to the latest National Sample Survey of Registered Nurses conducted by the Health Resources and Services Administration, the percentage of male nurses has more than doubled in the past three decades, but still lingers at 7% today. This number is expected to triple within the next few decades as the need for both male and female healthcare professionals continues to grow. According to the American Association of Colleges of Nursing (AACN), men are enrolling in nursing programs at a higher rate compared to the past. Many people in diverse cultures and societies, which often incorporate nurses and educators, do not seem to realize and appreciate that there is rich history of men in nursing. In fact, the first documented formal training schools for nurses were established during the third century B.C.E. in India. Similarly, these training schools only accepted qualified male applicants who had to learn and master many nursing functions analogous to those performed by students today

1.1 Need for Male Nurses

There is vast literature which suggests that the demand for

male nurses is on the rise, partly because there is a growing demand for more nurses in general. That may be part of what has fuelled the increase in male nurses so far. The nursing shortage is driven by various factors including an increasingly older population and better access to healthcare for more citizens. The need for more nurses is vital, especially to help the nursing workforce assure competent, quality care. Many healthcare groups have discussed the importance of increasing ethnic minorities in nursing because a more diverse workforce would better represent a culturally diverse population. Having male nurses ensures that male patients are well represented, and that male healthcare needs are fully understood. It is also becoming increasingly recognized that men, like women, have care-giving strengths and skills that can make nursing an excellent choice for them. Now a days growing number of men have been making the decision to become a nurse, a slight stigma about men in nursing still, unfortunately, persists. We believe that nursing is a field open to all and that more men should feel encouraged to join the profession. Here are five reasons why deciding to become a nurse is a great move for guys.

1. Nursing is an in-demand career.
2. Men have always been nurses.
3. Male patients will appreciate you.
4. Male will be able to choose between several specialties.
5. Men will help shatter a stereotype.

Evidence suggests that there is a first formally trained nurses in ancient Greece, Rome and India were men (O Lynn, 2013). However, the contributions of men to the development

of nursing in early centuries have not and continue not to be recognized by society. The history of modern nursing associated with Florence Nightingale portrays nursing as a female profession with the basic role of caregiving, a role assumed to require attributes befitting women (Meadus & Twomey, 2011, Milligan, 2001).

Researchers also concluded that still the level of men in nursing profession still is very minor. So appropriate strategies to being a minority in the female dominated profession positively enhanced the men’s visibility as representatives for the wider male gender to join nursing.

Hence it was found necessary for us to know number of male nurses should increase in nursing because WHO reports that there are currently 57 countries with a critical shortage of nurses and physicians.

1.2 AIM

The aim of this review is to know about the lived experiences of neophyte male nurses in nursing practice as well as the various practice which will help to fill the shortage of men in nursing.

1.3 Objectives

To explore the lived experiences of neophytes male nurses

2. Methodology

2.1 Search Strategy Methods

Search article published in varying journals till 2017 was conducted. Restricted only in English language. The

3. Results

3.1 Prisma Flow Chart

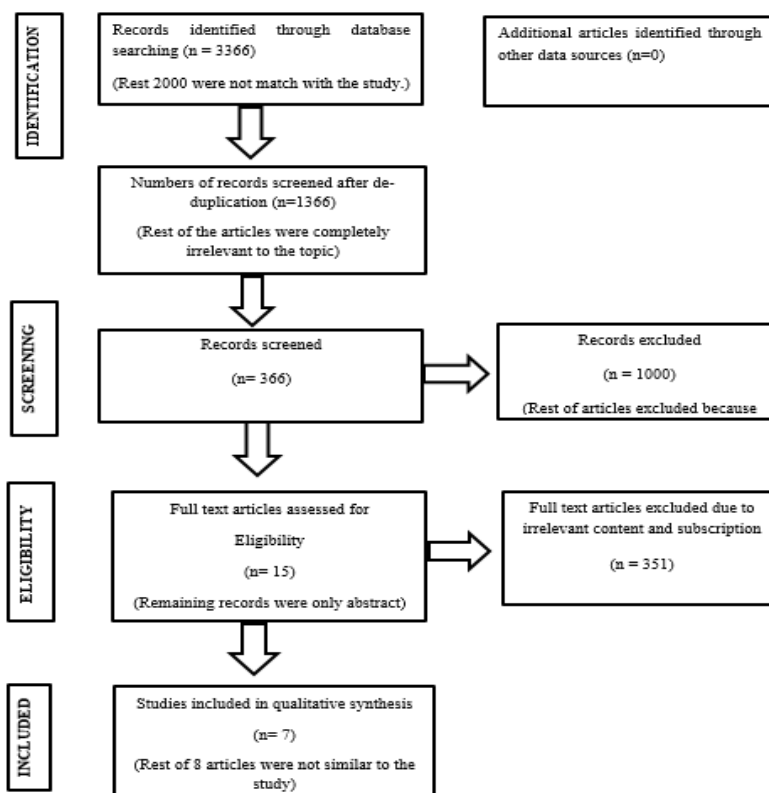


Fig 1

qualitative studies are suitable to explore attitudes, beliefs, and ideas perceived and provide life experience were reviewed. A literature review was completed in which search done from PubMed, EBSCO, Google scholar etc.

2.2 Variables

Men entering the nursing profession, challenges face by them, conflicting images, experiences of male nurses, dominating profession, stereotypes, gender bias, nursing masculinity, minority and nursing practice.

2.3 Type of Studies

Qualitative Descriptive Study, Focus Group Discussions (FGDs), Conventional, Content Analysis, Phenomenological Study, Qualitative Content Analysis of the Interviews.

2.4 Type of Participants

Male Nurses who had passed their training and male nursing students.

2.5 Settings

College of nursing, school of nursing and hospitals.

2.6 Outcomes of Lived Experinece of Neophyte Male Nurse

The overall outcomes from the study would be encourage that there is need to improve the status of male nurses in clinical as well as academics.

Table 1: Data Extraction table

S. NO	Author	Title	Place of research & year	Variables	Tools	Time	Outcome	Conclusion
1.	Wally Bartfay & Emma Bartfay	The live experiences of male nursing students in Ontario, Canada: Implications for nursing educational practice.	Canada, 2011	Lived experiences of male nursing student.	In-depth interview.	90-120 Minute	Ten specific major themes reflect men in nursing like- feeling of seclusion and loneliness, lack of emotions and caring, feminized culture of nursing, being single-out, gender categorized and discriminated, issue of inappropriate touch, male nurses are gay and or effeminate, male nurses as want to be physicians, negative portrayal of mass and social media, need for more role models in nursing and feelings of stress and vulnerability.	The active recruitment and retention of males into schools of nursing may help to address, in part, the predicted global shortages facing the profession, while also helping to promote gender diversity and social equity in this critical health care profession.
2.	Susan Achora	Conflicting images; Experience of male nurses.	Muscut, Oman 2016	Experience of male nurses.	In-depth interview.	45 minute	Participant described their experiences into 3 thematic statements; Being appreciated as expressing unique and quality nursing care, being misunderstanding as practitioners of other professions not treated as a nurse and being maltreated by colleagues from within and outside profession.	This study reveal that; nursing is still a largely female dominating profession. Male nurses are faced with challenging traditional gender defined roles and stereotypes from both within and outside the nursing profession.
3.	Steivy U. Twaken <i>et al.</i>	The real world: lived experiences of student nurses during clinical practices.	Philippines, 2015.	Lived experiences of student nurses during clinical practices.	Semi – structured interview	30 minute – 1 hours	In this study participants are disclosed the information in two broad domains, cognitive academic proficiency and practice and affect in clinical placements.	Evidences suggested that clinical educational learning in clinical practice is still a problem.
4.	Martin Christensen and Jessica Knight	Nursing is no place for men, A thematic analysis of male nursing students experiences of undergraduate nursing education.	Taranaki, New Zealand, 2014	Male nursing students experiences of undergraduate nursing education	In- depth, semi-structured interview.	60 – 90 minutes	There are four key themes were identified: A career with flexibility and promise, perceived gender inequality in providing care, developing professional boundaries with female colleagues, being unique has its advantages.	Ideally men can fill this gap if given the incentive and equality that is necessary in the profession for it to replenish its ever decreasing ranks.
5.	Ozen Kula kac <i>et al.</i>	Nursing: The lesser of Two evils	Port land, USA	Explore the barriers and supports for men.	In depth interview	3 days	There are three category and themes become apparent. (a) choosing of guarantee of work and nursing the lessor of two evils, (b) difficulties main theme of bothering and teasing and supporting, (c) traditions male nurses non-traditional and women job.	Study sheds light upon the gender based challenges of socializing these male students in to a formerly all-female profession.
6.	Jeff M. dyck <i>et al.</i>	Nursing instructor and male nursing students perceptions of undergraduate, classroom nursing education; A Qualitative study.	2009, Canada.	Perception of undergraduate nursing student.	Semi-structured interview	5 days	Findings of this study divided following theme nursing like a real man, masculinities in a feminine place and diversity between masculine and feminine.	Nursing instructors need to consider gender in their teaching practice avoid parody or stereotypes of masculinities and reject assumption that male students are homogeneous.
7.	D. Rajacich <i>et al.</i>	If they do call you a nurse, It Is Always a “Male Nurse”: Experiences of men in nursing profession; A qualitative study.	2013, Canada	Experiences of men in nursing profession	Semi-structured Interview.	60-120 minutes	The participants revealed male nurses experiences into further theme i.e. how men enter nursing, the ways in which nursing does and does not meet expectations, the rewards of being a nurse, transitional into practice, negative aspects of work environment, feeling underappreciated multiple stressor and fear of burnout. Challenges of being a man who is a nurse (becoming visible), difficulty with patients and colleagues, expected to engage in physically demanding work and de- gender caring and challenges hegemonic masculinity.	Recruitment and retention issues with implications for education, practice and management.

3.2 Summary of Findings

Available 7 literature are qualitative phenomenological studies. Out of 7 literature, 6 research studies concluding that there are themes emerged from the basis of in depth interview and 1 study suggests that there are three category used such as (category I: choosing, category II: difficulties and category III: traditions)

4. Importance in Education and Practice

There is need for institutional support programs for male nurses in practice. The positive experiences of male nurses needs to be publicized to encourage recruitment and retention of more men in to the profession. Further research need to be carried out to understand experience of men in nursing.

5. Discussion

Lived experiences of male nurses was estimated in all studies, and there are thematic analysis was also used. Out of seven studies one study is reveal information in two broad domains i.e. cognitive academic proficiency and practice and affect in clinical placements. So in cognitive academic proficiency and practice domain the participants put premium on the areas in their clinical experiences whether they desirable or not that helped them improve their knowledge and raise their skill in nursing practice, participants has given the positive impact in their responses regarding clinical practice such as one participant has stated that “clinical experiences are the stepping stones as one goes to the path of being a nurse. Without these great experiences, I won’t be able to perform interventions to the best of my abilities. These clinical experiences are best learning experiences one can gain. Experiences are truly the best teachers.”

Chapman (2002) emphasizes in their study that personal characteristics of the clinical teacher and agency staff such as, being supportive encouraging, resourceful, confident, approachable, friendly, available, helpful, understanding, welcoming and having the students interest at heart were all important aspects which the students perceived as enhancing their clinical performance. Second articles also provided positive impact along with the six major themes such as guarantee of work, nursing the two evils in two themes the participant has giving responses in the assertive manner and rest of the four theme, (being bothered by the name of the profession, teasing and supporting, male nurses) disclose the information in antagonistic manner.

Remaining four articles also reveal information in disinclined manner. Hence, this has led to the development of negative gender stereotypes towards men in nursing education which has remained stable and prominent in diverse culture and societies globally. Reported barriers and hurdles include; feminization of nursing curriculums, reverse discrimination female students, faculty and RN’s, lack of positive male role model in academia and negative social stereotypes such as men in nursing are effective.

Major barrier and challenges for those involved in nursing education in regards to the recruitment and retention of more male nursing student and positive male role models in both academic and diverse practice settings. More men in nursing are critical to meet predicted global shortages in the nursing workforce, and also to promote gender equality in the profession.

5.1 Future Significance

On the basis of above information number of men should be increases in nursing and the disproportionate numbers of males in nursing is an indication of the need to promote, educate, support, and most importantly strengthen the image of men in nursing with the public and various health care settings. In contrast to this background there is a need to exploring the live experiences of neophytes’ male nurses.

5.2 Limitations

This study had certain limitations too. This literature review was limited to –

- Only two databases were used to carry out this literature

review.

- The search that was carried out within a publication period of 2000 – 2017.
- The papers which were in the English language only.
- Articles included were full text.

6. Conclusion

Nursing is still largely female dominated profession. Male nurses are faced with challenging traditional gender defined roles and stereotypes from both within and outside the nursing profession. At the same time advantages exist for male as a minority in nursing. These findings provide understanding of the experience of male nurses and the support they need in the clinical setting.

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