**Sacrifice vs. Value: Developing Persistence in Female Doctoral Students**

**Presentation Handout**

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**Presenters:**

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**Abstract:**

Persistence, or the ability to progress to the completion of a doctoral degree, is shown to be an issue for women with them seemingly dominating the field of psychology and representing approximately 67% of doctoral students enrolled in related graduate programs, but not represented equally in the workforce and in leadership positions post graduate and doctoral degree completion (Gregor & O’Brien, 2015, U.S. Department of Labor, Bureau of Labor Statistics, 2011). Studies over the last four decades show that 40% to 60% of doctoral candidates at some stage in the process fail to demonstrate doctoral persistence; that is, they do not achieve their goal of earning a terminal degree (Berelson, 1960; Bowen & Rudenstine, 1992; Council of Graduate Schools Ph.D. Completion Project, 2008). By understanding what doctoral students experience in the process and what measures they took to persist, future students may be better prepared for the challenges and setbacks they may experience (Spaulding & Rockinson-Szapkiw, 2012). In this presentation, presenters will provide strategies and tools in self-monitoring, assistance with goal development, coping skills and self-care to assist women with determining the value vs. the sacrifice of continued education.

**Learning Objectives:**

* Learning Objective 1\*: The Association for Counselor Education and Supervision participants will understand factors contributing to female graduate students’ persistence
* Learning Objective 2\*: Participants will understand how to continually self-monitor and determine the value of continued education vs. the sacrifice of family or other life roles.

**Presentation Outline:**

* Defining Persistence
* Persistence poll/questionnaire
* Persistence Data
  + Women represent 67% of doctoral students enrolled in related graduate programs CES programs.
  + Attrition rate is estimated to be 50% (Ivankova & Stick, 2007), and may be as high as 70% (Nettles & Millet, 2006).
  + In the workforce and in leadership positions research shows there are only 30% of women with a post-graduate and doctoral degree completion (Gregor & O’Brien, 2015, U.S. Department of Labor, Bureau of Labor Statistics, 2011).
  + Nettles and Millet (2006) found that across disciplines, education ranked lowest in doctoral student publications (15% compared to 30%) and presentations (30% compared to 37%).
* Despite Feminization of psychology
* Factors of female graduate student’s persistence
  + Professional environment
  + Workload
  + Department culture
  + Student faculty relationships
  + Financial support
  + Challenges and sacrifices
  + Student involvement
  + Program satisfaction
  + Balancing motherhood and careers
  + Burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment)
  + Chronic emotional and interpersonal stressors
* Women Essentials: Development as a scholar and persistence
  + Family and motherhood served as a central reason to finish the doctoral degree
  + Accepting familial support / family’s support
* Synergistic Strategies for persistence
* Group Exercise/Discussion
* Developing Self-awareness: Self Awareness Outcomes Questionnaire
* References:

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