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Background

- ❖ Nurse faculty are responsible for educating the next generation of nurses, yet little is known regarding what pre-licensure BSN students perceive as faculty support, and the effect that faculty support has on their success.
- ❖ Discovering what pre-licensure BSN students perceive as faculty support may guide faculty pedagogy to enhance student-centered teaching and help ensure academic success.
- ❖ Connected relationships between students and faculty in the classroom have been closely associated with positive achievement and attitudes.
- ❖ Ways to strengthen nursing education may be to assess students' perceptions of teaching and learning.
- ❖ The student determines which faculty behaviors are supportive.
- ❖ Psychological support are those behaviors directed toward supporting a sense of competence and self worth
- ❖ Functional support are those behaviors directed at completing tasks to reach the goal of academic success.

Purpose of the Study

To Identify pre-licensure BSN students' perceptions of faculty support

Method

Descriptive Study using Shelton's Faculty Support Scale

Undergraduate BSN Nursing Students, including sophomores, juniors and senior students from Eastern Pennsylvania and Delaware, USA

Total participants N=221

Ages 18 to 28

GPA 2.0 to 4.0

Results

Psychological Support

Encourage students to ask questions	6.23
Are good role models	6.09
Demonstrate respect for students	6.04
Can be trusted	6.03
Are approachable	5.88
Have a genuine interest in students	5.85
Demonstrate confidence in students	5.75
Listen to students	5.68
Are patient with students	5.61
Correct students without belittling them	5.56
Give helpful feedback on student assignments.	5.50
Are helpful in new situations without taking over	5.46
Acknowledge when students have done well	5.41
Are open to different points of view	5.33



Results

Functional Support

Provide assistance outside of class	6.00
Stress important concepts	5.86
Set challenging but attainable goals for students	5.76
Clarify information that is not understood	5.60
Make expectations clear	5.58
Present information clearly	5.45
Are realistic in expectations	5.36
Know if students understand what is being taught.	5.16
Vary teaching methods to meet student needs.	4.72
Provide study guides and written material	4.43

Note. The scale for this instrument was 1 to 7, with 1 being strongly disagree and 7 being strongly agree.



Conclusion

- ❖ Psychological support was shown to be an important contributor to academic success in particular affective and emotional relational behaviors. These behaviors include respect, approachability, and being genuine.
- ❖ The faculty behaviors identified as functional support were directed at the achievement of tasks to reach the goals of persistence and academic success. These behaviors include: provides assistance outside of class, stresses important concepts, sets attainable goals, and has realistic expectations.