Background

- Caring is an important aspect in the nursing profession (Eltzman & Woodard Loners, 2006).
- Nurse educators need to initially assess and determine the level of caring nursing students portray when entering nursing programs (O’Brien, Mooney & Glacken, 2008).
- By defining and evaluating levels of caring, nurse educators will be able to assist traditional and non-traditional nursing students through recruitment when determining whether nursing is a vital area of study for the Individual (Eley, Eley, Bertello & Rogers-Clark, 2012).
- Without the inclusion of caring, nurses may not be effective in making positive differences in their patient outcomes (Rhodes, Morris & Lazenby, 2011).
- No studies to date have been found in the literature which examines differences in caring between the different types of students, traditional and non-traditional.
- Nursing must identify those individuals who ultimately will best fit into the profession of nursing (Müller, 2010).

Review of the Literature

- The specific lack of a well-defined, precise, and easily justifiable concept of caring continues since the beginning of nursing (Bailey, 2009).
- Dr. Jean Watson’s (1979) work serves as a basis for most caring discussions.
- The phenomenological approach to caring has been captured by Brunner and Wusbl (1989). Recognizing what is important to a person, how to experience such feelings as loss, pain, joy, and fulfillment, and then how to take these states of mind to project upon the one receiving the care is vital in caring (Brunner & Wusbl, 1989).
- Nurses must be able to develop caring and caring relationships with individuals in order to not only provide high quality care, but to generate positive outcomes.
- Khaderian and Various (2007) advanced the understanding of caring with expressive behaviors (affective) and instrumental (technical) behaviors and skills. Excessive caring include the ability to establish trust, identify faith, and accept other’s feelings. Instrumental caring includes physical activities, teaching and problem solving, and interventions for stress relief.
- Clark (2003) suggested that a nurse using positive caring attitudes will portray a positive aspect yielding positive outcomes, while the nurse using negative aspects may not and may jeopardize patient outcomes in a negative manner.
- Since caring relationships are central to nursing practice, it is important to determine characteristics nursing students will need in order to provide caring (Livyey, 2009).
- Reflection as to whether nursing student have caring qualities to enter the nursing profession is a key to success not only for the student, but also for the patient and patient outcomes.

Methods

- This study examined nursing students who are in the second semester, first year of an accredited Associate Degree nursing program. A quantitative, descriptive, comparative research design was used with a convenience sampling strategy. The sample was composed of nursing students from four satellite sites offering an Associate Degree nursing program in the northeastern area of Ohio. Data was collected and analyzed with the use of SPSS 21. Descriptive statistics examined the demographic characteristics and independent t-tests were used to answer the research question.

Results/Conclusions

- There were no statistical differences between traditional and non-traditional nursing students and their CES scores, thus no impact on caring was presented.

Background

- Caring is an important aspect in the nursing profession (Eltzman & Woodard Loners, 2006).
- Nurse educators need to initially assess and determine the level of caring nursing students portray when entering nursing programs (O’Brien, Mooney & Glacken, 2008).
- By defining and evaluating levels of caring, nurse educators will be able to assist traditional and non-traditional nursing students through recruitment when determining whether nursing is a vital area of study for the Individual (Eley, Eley, Bertello & Rogers-Clark, 2012).
- Without the inclusion of caring, nurses may not be effective in making positive differences in their patient outcomes (Rhodes, Morris & Lazenby, 2011).
- No studies to date have been found in the literature which examines differences in caring between the different types of students, traditional and non-traditional.
- Nursing must identify those individuals who ultimately will best fit into the profession of nursing (Müller, 2010).

Review of the Literature

- The specific lack of a well-defined, precise, and easily justifiable concept of caring continues since the beginning of nursing (Bailey, 2009).
- Dr. Jean Watson’s (1979) work serves as a basis for most caring discussions.
- The phenomenological approach to caring has been captured by Brunner and Wusbl (1989). Recognizing what is important to a person, how to experience such feelings as loss, pain, joy, and fulfillment, and then how to take these states of mind to project upon the one receiving the care is vital in caring (Brunner & Wusbl, 1989).
- Nurses must be able to develop caring and caring relationships with individuals in order to not only provide high quality care, but to generate positive outcomes.
- Khaderian and Various (2007) advanced the understanding of caring with expressive behaviors (affective) and instrumental (technical) behaviors and skills. Excessive caring include the ability to establish trust, identify faith, and accept other’s feelings. Instrumental caring includes physical activities, teaching and problem solving, and interventions for stress relief.
- Clark (2003) suggested that a nurse using positive caring attitudes will portray a positive aspect yielding positive outcomes, while the nurse using negative aspects may not and may jeopardize patient outcomes in a negative manner.
- Since caring relationships are central to nursing practice, it is important to determine characteristics nursing students will need in order to provide caring (Livyey, 2009).
- Reflection as to whether nursing student have caring qualities to enter the nursing profession is a key to success not only for the student, but also for the patient and patient outcomes.

Methods

- This study examined nursing students who are in the second semester, first year of an accredited Associate Degree nursing program. A quantitative, descriptive, comparative research design was used with a convenience sampling strategy. The sample was composed of nursing students from four satellite sites offering an Associate Degree nursing program in the northeastern area of Ohio. Data was collected and analyzed with the use of SPSS 21. Descriptive statistics examined the demographic characteristics and independent t-tests were used to answer the research question.

Results/Conclusions

- There were no statistical differences between traditional and non-traditional nursing students and their CES scores, thus no impact on caring was presented.

Problem/Purpose

Identified Problem
This study sought to examine whether there are a significant difference between the type of nursing student, traditional and nontraditional and caring. The caring level which entering nursing students initially present may be high with the excitement of placement in the program and beginning interaction with and care for patients. Motivation to excel may be present (Merrill, 2011). In contrast, the entry level of caring may be low to average and grow through participation in education activities in the classroom and clinical settings (McGarry, Aubeluck, Simpson, & Williams, 2009). Will there be a significant difference in caring based upon the type of nursing student, traditional or nontraditional? With caring as a key factor in the nursing profession, the nurse needs to have caring inherently entwined into all aspects of personality, values, ethics, attitudes, and behaviors (Lee-Hieh, Kue, & Tang, 2005).

Purpose of the Study
The purpose of the study was to examine traditional and non-traditional nursing students to determine if there are significant difference in caring. Nurse researchers today need to examine who enters nursing programs. The focus on the quality of caring in these individuals may provide the profession with important information for the future of entering nursing students.

Review of the Literature

- The specific lack of a well-defined, precise, and easily justifiable concept of caring continues since the beginning of nursing (Bailey, 2009).
- Dr. Jean Watson’s (1979) work serves as a basis for most caring discussions.
- The phenomenological approach to caring has been captured by Brunner and Wusbl (1989). Recognizing what is important to a person, how to experience such feelings as loss, pain, joy, and fulfillment, and then how to take these states of mind to project upon the one receiving the care is vital in caring (Brunner & Wusbl, 1989).
- Nurses must be able to develop caring and caring relationships with individuals in order to not only provide high quality care, but to generate positive outcomes.
- Khaderian and Various (2007) advanced the understanding of caring with expressive behaviors (affective) and instrumental (technical) behaviors and skills. Excessive caring include the ability to establish trust, identify faith, and accept other’s feelings. Instrumental caring includes physical activities, teaching and problem solving, and interventions for stress relief.
- Clark (2003) suggested that a nurse using positive caring attitudes will portray a positive aspect yielding positive outcomes, while the nurse using negative aspects may not and may jeopardize patient outcomes in a negative manner.
- Since caring relationships are central to nursing practice, it is important to determine characteristics nursing students will need in order to provide caring (Livyey, 2009).
- Reflection as to whether nursing student have caring qualities to enter the nursing profession is a key to success not only for the student, but also for the patient and patient outcomes.

Methods

- This study examined nursing students who are in the second semester, first year of an accredited Associate Degree nursing program. A quantitative, descriptive, comparative research design was used with a convenience sampling strategy. The sample was composed of nursing students from four satellite sites offering an Associate Degree nursing program in the northeastern area of Ohio. Data was collected and analyzed with the use of SPSS 21. Descriptive statistics examined the demographic characteristics and independent t-tests were used to answer the research question.

Results/Conclusions

- There were no statistical differences between traditional and non-traditional nursing students and their CES scores, thus no impact on caring was presented.

Definition

- Nontraditional Nursing Student. The year of high school graduation will be greater than five years.
- Traditional Nursing Student. The year of high school graduation will be less than five years.

Cronbach’s Alpha Scale

- The CES Self-Report B used 30 declarative statements with a six-point Likert scale including both positive and negative items. Twenty-three items were positively worded and seven were negatively worded. A high score on the scale equated to more caring efficacy which emphasizes the caring relationship (Croutas, 1997).

Cronbach’s Alpha Scale

- The CES Self-Report B used 30 declarative statements with a six-point Likert scale including both positive and negative items. Twenty-three items were positively worded and seven were negatively worded. A high score on the scale equated to more caring efficacy which emphasizes the caring relationship (Croutas, 1997).

References