BACKGROUND

- Caring is considered by many as the essence of nursing (Roach, 2002, Watson, 1988).
- Caring and caring behaviors are essential in the education of student nurses.
- Evidence supporting what students perceive as caring behaviors exhibited by faculty is sparse and/or outdated.
- An understanding of what contemporary students perceive constitutes caring behaviors of nurses and, more specifically, caring behaviors of faculty is needed to ensure these behaviors are consistently modeled by faculty in the teaching/learning environment.
- Findings from a study related to student perceptions of caring behaviors of faculty has implications for the role of faculty in shaping new nurses’ knowledge, skills, and attitude related to caring and caring behaviors within the nursing profession.

PURPOSE

The purpose of this study is to explore contemporary nursing students’ perceptions of which behaviors exhibited by faculty are considered to be consistent with caring.

THEORETICAL FRAMEWORK

- Student perceptions of what constitutes faculty caring behaviors can influence student learning related to caring and translate to caring behaviors exhibited by nurses in the provision of care to patients.
- Caring has been associated with positive patient outcomes and patient satisfaction which has implications for reimbursement for healthcare facilities (Nadelson et al., 2016).
- Study findings may provide insight into what students perceive as constituting caring behaviors exhibited by faculty.
- Results may inform faculty about their role in modeling caring behaviors as they participate in the development of new nurses.

This research is conducted as part of the undergraduate research program at the University of West Georgia, Carrollton, Georgia

REFERENCES

https://docs.google.com/a/westga.edu/document/d/1CzOwEcNf6uIqikloxKr8TMqMvyVh3_4qwD4qgPrgK7/edit?usp=sharing