

**Title:**

Faculty Caring: Nursing Students' Perspective Using Q-Methodology

**Laura K. Boalch, SN**

Linda A. Mason Barber, PhD

Connie M. Barbour, EdD

Tanner Health System School of Nursing, University of West Georgia, Carrollton, GA, USA

---

**Session Title:**

Rising Stars of Research and Scholarship Invited Student Posters

---

**Keywords:**

Caring, Caring behavior and Q-methodology

**References:**

Ali, W. G. (2012). Caring and effective teaching behavior in clinical nursing instructors in clinical area as perceived by their students. *Journal of Education and Practice*, 3(7), 15-26. Retrieved from <http://www.iiste.org/Journals/index.php/JEP/article/view/1845/29915>

Cook, P. R., & Cullen, J. A. (2003). Caring as an imperative for nursing education. *Nursing Education Perspectives*, 24, 192-197. Retrieved from <http://journals.lww.com/neponline/pages/default.aspx>

Duffy, J. R. (2009). *Quality caring in nursing*. New York, NY: Springer.

Labrague, L., McEnroe-Petitte, D., Papathanasiou, I., Edet, O., & Arulappan, J. (2015). Impact of instructors' caring on students' perceptions of their own caring behaviors. *Journal of Nursing Scholarship*, 47, 338-346. doi:10.1111/jnu.12139

Labrague, L., McEnroe-Petitte, D., Papathanasiou, I., Edet, O., Arulappan, J., Tsaras, K., & Fronda, D. (2016). Nursing students' perceptions of their instructors' caring behaviors: A four-country study. *Nursing Education Today*, 41, 44-49. <http://dx.doi.org/10.1016/j.nedt.2016.02.013>

McEnroe-Petitte, D. (2011). Impact of faculty caring on student retention and success. *Teaching and Learning in Nursing*, 6, 80-83. doi:10.1016/j.teln.2010.12.005

Mlinar, S. (2010). First- and third-year student nurses' perceptions of caring behaviours. *Nursing Ethics*, 17, 491-500. doi:10.1177/0969733010364903

Murphy, F., Jones, S., Edwards, M., James, J., & Mayer, A. (2009). The impact of nursing education on the caring behaviours of nursing students. *Nursing Education Today*, 29, 254-264. doi:10.1016/j.nedt.2008.08.016

Nelms, T. P., Jones, J. M., & Gray, D. P. (1993). Role modeling: A method for teaching caring in nursing education. *Journal of Nursing Education*, 32(1), 18-23. Retrieved from

Simons, J. (2013). An introduction to Q methodology. *Nurse Researcher*, 20(3), 28-32. Retrieved from <http://journals.rcni.com/journal/nr>

Wade, G. H., & Kasper, N. (2006). Nursing students' perceptions of instructor caring: An instrument based on Watson's theory of transpersonal caring. *Journal of Nursing Education*, 45, 162-163. Retrieved from <http://www.healio.com/nursing/journals/jne>

Watson, J. (1988). *Human science and human care: A theory of nursing*. New York, NY: National League for Nursing.

**Abstract Summary:**

Caring and caring behaviors are essential in educating student nurses. Evidence supporting what students perceive as caring behaviors exhibited by faculty is sparse and outdated. A multiple methods study using Q-methodology focused on exploring contemporary student perceptions of what behaviors exhibited by faculty constitute caring is presented.

**Learning Activity:**

| LEARNING OBJECTIVES  | EXPANDED CONTENT OUTLINE   |
|--|--|
| 1. Identify faculty behaviors nursing students perceive as constituting caring.          | Learner objective 1: Preliminary data collected from first and second year nursing students who have completed at least one semester in a BSN program at one university in the Southeastern U.S. will be presented. These data will include identified categories and themes derived from face-to-face interviews with BSN students enrolled in the specified nursing program. |
| 2. Discuss the implications of faculty caring and caring behaviors for student learning. | Learner objective 2: Data related to students' perceptions of what behaviors exhibited by faculty are considered to be consistent with caring and the level of importance of each these behaviors in the teaching and learning of caring will be presented.  |
|  |  |

**Abstract Text:**

**Introduction**

Caring is considered by many as the essence of nursing. Teaching and learning caring and caring behaviors is, therefore, essential to the education of new nurses. Students learn what it means to be a nurse by watching and listening to faculty as they care for students, faculty, and patients. Evidence to support what students perceive as caring behaviors exhibited by faculty is sparse and outdated. An understanding of what contemporary students perceive constitutes caring behaviors of nurses and, more specifically, caring behaviors of faculty is needed in order to ensure these behaviors are consistently modeled by faculty in the teaching/learning environment. This has implications for the role of faculty in shaping new nurses' knowledge, skills, and attitudes 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.

**Methods**

The preliminary phase of a multiple methods study using Q-methodology consisting of five steps was conducted. A convenience sample of first and second year BSN students who had completed at least one semester of the nursing program was recruited from one school of nursing at a university in the Southeastern U.S. The first phase of this two phase study consisted of creation of Q statements drawn from the literature as well as from face-to-face interviews conducted with the students.

## **Results**

Inductive analysis of initial data collected during phase one of the study was completed with the emergence of several themes related to what students perceived as constituting caring behaviors exhibited by faculty being used to create a Q-sort. The second phase of the study will involve 25 BSN students from the same institution in which phase 1 of the study was completed and who meet the same inclusion criteria as students in this initial phase. Students will complete the Q sort by rank-ordering the statements related to faculty caring behaviors identified in the first phase of the study. Descriptive statistics will be used to analyze these data.

## **Conclusions**

Student perceptions of what constitutes faculty caring behaviors can influence student learning related to caring, translating to behaviors exhibited by new nurses as they provide care to their patients. Caring has been associated with positive patient outcomes and patient satisfaction which has implications for healthcare institutions and reimbursement for healthcare costs incurred by these institutions. Results of this study may provide insight into what students perceive as constituting caring behaviors exhibited by faculty and may inform faculty in terms of their role in modeling caring behaviors as they participate in the development of new nurses.