

## Introduction

Caring is a core value in nursing. This study explores development of students' beliefs about caring in a pre-licensure BSN program that incorporates caring science in the curriculum

## Purpose

- What is the meaning of caring to students, and how does this change across the nursing program?
- How do students perceive that caring is enhanced or illuminated by the classroom and practice experiences in the BSN program?
- How do students' perceptions about the environment relate to their beliefs about caring in the profession and themselves as caring persons?

## Methods

Both qualitative and quantitative methods are used in the study.

Five cohorts (N = 104) of students have been enrolled in the study and longitudinal data collection is in progress.



## Instruments

- Caring Behaviors Inventory
- Caring Efficacy Scale
- Organizational Climate for Caring Questionnaire
- Peer Group Caring Interaction Scale

## Qualitative Questions

- What is the meaning of caring to you?
- How do you perceive that caring is enhanced or illuminated by the classroom and practical experience in the BSN program?

## Discussion

Study findings will provide insight for faculty on how students perceive our BSN curriculum. Faculty will learn how students' ideas about caring change across time and how environmental factors influence them. Ultimately, findings will verify whether program outcomes are met, focusing on students' development of themselves as caring persons.

## Reference

Williams, M. G., & Burke, L. L. (2015). Doing learning knowing speaking: How beginning nursing students develop their identity as nurses. *Nursing Education Perspectives*, 36(1), 50-52.

## Contact Information

[sherrilyn.coffman@nsc.edu](mailto:sherrilyn.coffman@nsc.edu)