Nursing Faculty Caring Behaviors: Perceptions of Students and Faculty

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Research Team

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• Rhoda Murray
• Dee Pennington
• Stuart Tousman
• Sonia Vishneski
• Jean Watson (Collaborator/Consultant)
Research Team Development

• Included faculty team members from all programs
• Recruited Dr. Jean Watson as a collaborator/consultant
• Invited a statistician to support methodology and analysis
Background of the Issue

• Perceived lack of nursing faculty caring behaviors at a health sciences college

• Graduating student exit survey data revealed concerns regarding faculty caring behaviors
Purpose of the Study

- To describe and explore student and faculty perceptions of faculty caring behaviors in order to develop an intervention to address the specific behaviors identified as uncaring.
Review of the Literature-
Faculty Caring Research and Practice

- Numerous studies in past 20 years regarding student perceptions of faculty caring behaviors
- Lack of studies focused on faculty perceptions of their own caring behaviors or that of their peers
- Lack of intervention literature
Research Questions

1. What are nursing students’ perceptions of faculty caring behaviors at a private health sciences college in southwest Virginia?

2. What are nursing faculty perceptions of faculty caring behaviors at a private health sciences college in southwest Virginia?

3. What are individual nursing faculty self-perceptions of their own caring behaviors at a private health sciences college in southwest Virginia?

4. What are the differences in perceptions of nursing students and nursing faculty regarding nursing faculty caring behaviors?
Instrument

• Wade and Kasper’s Quantitative Survey Tool: Nursing Students Perception of Instructor Caring (NSPIC) tool
• Semantic differential scale: measurement based on a 6-point Likert-type scale
• 31 quantitative questions with 2 narrative questions
• Contains 5 subscales
NSPIC subscales

- instills confidence through caring
- supportive learning climate
- appreciation of life’s meanings
- control vs. flexibility
- respectful sharing
# NURSING STUDENTS’ PERCEPTIONS OF INSTRUCTOR CARING

Instructions: When you are completing these items, think of your nursing faculty at: ______________________. Select the number that best expresses your opinion.

*Rating Scale: 1: Strongly Disagree 2: Moderately Disagree 3: Slightly Disagree 4: Slightly Agree 5: Moderately Agree 6: Strongly Agree 7: Not Applicable*

<table>
<thead>
<tr>
<th>“My faculty……”</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows genuine interest in patients and their care.</td>
<td>1</td>
<td>2</td>
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<td>2. Displays kindness to me and others.</td>
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<td>2</td>
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<td>3. Instills in me a sense of hopefulness for the future.</td>
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<td>2</td>
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<td>4. Makes me feel that I can be successful.</td>
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<td>2</td>
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<td>5. Helps me to envision myself as a professional nurse.</td>
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<td>6. Makes me feel like a failure.</td>
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<td>7. Does not believe in me.</td>
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<td>8. Cares about me as a person.</td>
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<td>9. Respects me as a unique individual.</td>
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<td>10. Is attentive to me when we communicate.</td>
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<td>11. Inappropriately discloses personal information about me to others.</td>
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<td>12. Does not reveal any of his or her personal side.</td>
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<td>13. Acknowledges his or her own limitations or mistakes.</td>
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<td>2</td>
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<td>14. Makes herself/himself available to me.</td>
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<td>15. Clearly communicates her/his expectations.</td>
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<td>16. Serves as a trusted resource for personal problem solving.</td>
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<td>17. Offers support during stressful times.</td>
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<td>18. Accepts my negative feelings while helping me to see the positive.</td>
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<td>19. Allows me to express my true feelings.</td>
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<td>20. Discourages independent problem solving.</td>
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<td>21. Inspires me to continue my knowledge and skill development.</td>
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</table>
Study Design

- Exploratory, descriptive, comparative design

- Quantitative survey

- Instrument- Dr. Wade’s Nursing Students’ Perception of Instructor Caring (NSPIC)
Study Population

• Full time, part-time, and adjunct nursing faculty

• Students enrolled in the traditional BSN, accelerated BSN, RN-BSN, and graduate nursing programs
Methodology

• Email invitation to participate

• Survey Gold
Data Collection and Analysis

• Survey Gold platform used for data collection

• Data Analysis conducted by research team and statistician
Results

- Statistically significant findings
- Marginally significant findings
- Cognitive Bias - Illusory Superiority
- Real World Findings
Comparison of nursing faculty self-perception when compared to nursing faculty perceptions of other nursing faculty (N=20)

- 19/30 questions – statistically significant differences

- Phenomenon identified as illusory superiority cognitive bias- whereby individuals overestimate their own qualities and abilities, relative to others

- Common and expected finding – no interventions recommended
Independent T-test Comparison between Nursing Faculty Perception of Other Nursing Faculty (N=20) and Student Perceptions of Nursing Faculty (N=28)

• 27/30 items revealed similar perceptions from faculty and students

• 3 Significant Findings

  Care about each student as a person,  p=.015

  Inappropriately disclose personal information about students to others,  p=.033

  Make students nervous in the clinical setting  p=.014
Study Outcomes

• Findings offered further insight into student and faculty perceptions of caring behaviors
• Identified specific behaviors that demonstrate the presence or absence of faculty caring
• Results were used to develop an intervention to address the specific behaviors identified as uncaring
Interventions

• Suggested key messages for first class meeting, course announcements, expanded syllabus

• Clinical faculty talking points

• Faculty Development
Interventions- Suggested Key Messages
First Class Meeting and/or Course Announcement Talking Points:

- Faculty care about your success and want you to do well.
- We are invested in your future as a nurse and believe in you.
- We are aware that there is life outside of school and want to support you in maintaining a work/school balance.
- Information about your grades is confidential.
- Faculty do not inappropriately disclose personal information about students.
- Faculty may share overall course and clinical progress reports with other faculty if that information is necessary to best support student success.
Clinical faculty talking points:

• Clinical faculty cares about and is committed to the success of every student.

• Faculty respect each student as individuals with different levels of skills and learning needs.

• Feedback on performance is not meant to be punitive or a sign of distrust but to support the student's professional growth and success.

• Close supervision in the clinical setting is to ensure safe patient care.

• It is natural to feel anxious. Know that the instructor is present to support and guide you and does not intend to make you feel nervous.
Next Steps

• Implement key message interventions in courses and clinical experiences

• Compose a manuscript for publication

• Faculty Development

• Consider duplicating study in 1-2 years

• Explore collaborative study with other schools (JMU, ECPI, South University, etc.)
Discussion
References
