A Health Sciences College in Southwest Virginia conducts exit surveys for all graduating students. The spring 2015 survey revealed many positive results and comments; however, there were some concerning results regarding faculty caring behaviors from nursing program graduates. This descriptive, exploratory, comparative study titled Nursing Faculty Caring Behaviors: Perceptions of Students and Faculty resulted in findings that offer further insight into student and faculty perceptions of caring behaviors. The study also identified specific behaviors that demonstrate the presence or absence of faculty caring. Participation was invited from full time, part-time, and adjunct nursing faculty and students enrolled in the traditional BSN, accelerated BSN, RN-BSN, and graduate nursing programs. The review of the literature on the phenomena of caring faculty behaviors revealed that there have been many studies conducted in the past 20 years on the topic of student perceptions of faculty caring. However, very few studies that evaluate faculty self-assessment of their caring behaviors have been published. Wade and Kasper's (2006) Nursing Students’ Perception of Instructor Caring (NSPIC) semantic differential scale instrument was used to measure faculty caring behaviors. Dr. Jean Watson, world renowned nursing theorist, served as a consultant to this research team. Study results revealed when comparing nursing faculty self-perception to nursing faculty perceptions of other nursing faculty (N=20), there were statistically significant differences in 19/30 questions. The phenomenon identified as illusory superiority cognitive bias was present and is defined as when individuals overestimate their own qualities and abilities relative to others. According to social sciences research, this is a common and expected finding and no interventions are 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 3 significant findings: both entities care about each student as a person, $p=.015$, inappropriately disclose personal information about students to others, $p=.03$ and make students nervous in the clinical setting $p=.014$. Results were presented at an annual faculty meeting. The intervention to be implemented is first class meeting and/or course announcement talking points that are focused on identified caring behaviors. Further study is encouraged with a broader population and with more innovative interventions. A collaborative study with multiple schools is being considered. The findings from this study will allow further review of this tool and will provide additional insight into faculty caring behaviors and practices that support student success. This study’s results offer new information that is not currently in the literature.
Abstract Summary:
Who cares? Come hear the results from a study that was focused not only on student perceptions of faculty caring behaviors but also on how faculty perceive their own caring behaviors - a topic that is rarely explored. Please come join our discussion!

Content Outline:

I. Background and Identification of the Issue – Perceived Lack of Faculty Caring Behaviors in the Nursing Department at a Health Sciences College
   1. Graduating student exit survey data revealed concerns regarding faculty caring behaviors
   2. Research team development process

II. Review of the Literature - Faculty Caring Research and Practice
   1. Numerous studies in past 20 years regarding student perceptions of faculty caring behaviors
   2. Lack of studies focused on faculty perceptions of their own caring behaviors or that of their peers

III. Development of Research Questions
   1. Process of research question development
   2. Exploration of research tools

IV. Study Objectives and Outcomes
   1. Findings offered further insight into student and faculty perceptions of caring behaviors as well as identified specific behaviors that demonstrate the presence or absence of faculty caring
   2. Results were used to develop an intervention to address the specific behaviors identified as uncaring

V. Study Design
   1. Exploratory, descriptive, comparative design
   2. Quantitative survey
   3. Instrument - Dr. Wade’s Nursing Students’ Perception of Instructor Caring (NSPIC)

VI. Study Population
   1. Full time, part-time, and adjunct nursing faculty
   2. Students enrolled in the traditional BSN, accelerated BSN, RN-BSN, and graduate nursing programs

VII. Methodology
   1. Email invitation to participate
2. Survey Gold

VIII. Data Collection and Analysis
   1. Survey Gold platform used for data collection
   2. Data Analysis conducted by research team and statistician

IX. Results
   1. Statistically significant findings
   2. Marginally significant findings
   3. Cognitive Bias- Illusory Superiority
   4. Real World Findings X.
   5. Presentation to Faculty- Suggested specific caring behavior

X. Intervention/Application to Practice and Next Steps
   1. Presentation to Faculty – Suggested specific caring behaviors
   2. Consider focus groups for further exploration

XI. Facilitated Discussion

First Primary Presenting Author

Primary Presenting Author
Jeannie Scruggs Garber, DNP
James Madison University
School of Nursing
Associate Professor
James Madison University
Harrisonburg VA
USA

Professional Experience: Education CASE WESTERN RESERVE UNIVERSITY Doctorate in Nursing Practice UNIVERSITY OF VIRGINIA Master of Science in Nursing, Administration and Critical Care RADFORD UNIVERSITY Bachelor of Science in Nursing VIRGINIA WESTERN COMMUNITY COLLEGE Associate in Applied Science Degree in Nursing Certification AMERICAN NURSES CREDENTIALING CENTER (ANCC) Nurse Executive, Advanced Certification (NEA-BC) Experience JAMES MADISON UNIVERSITY Coordinator of Doctor in Nursing Practice Program Associate Professor, May 2017- present JEFFERSON COLLEGE OF HEALTH SCIENCES Associate Professor, Jefferson College of Health Sciences March 2014- May 2017 Assistant Professor, Jefferson College of Health Sciences, October 2006- February 2014 Adjunct Faculty, 2005 VIRGINIA TECH CARILION SCHOOL OF MEDICINE Assistant Professor, Department of Interprofessionalism (2010-2017)) Interprofessional Leadership, Course Director Academic Council Past Chair- Faculty Governance Committee Over 20 years of diverse clinical and administrative practice prior to transitioning full time to higher education.

Author Summary: She received her DNP from Case Western Reserve University, MSN from University of Virginia, BSN from Radford University and an AD from Virginia Western Community College. She is Board Certified as a Nurse Executive- Advanced and has worked in diverse executive, leadership, clinical and higher education positions. She is the Coordinator for the Doctor of Nursing Practice program at James Madison University. Her passions are interprofessional practice and education, teamwork, collaboration, quality and patient safety.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author
Denise Foti, DNP
ECPI University
Medical Careers Institute, Department of Nursing
Assistant Director, Master of Science in Nursing Program
Virginia Beach VA
USA


Author Summary: Dr. De-dee Foti recently joined ECPI and serves as the MSN Assistant Program Director. She served 15 years with Carilion Clinic/Jefferson College where she held clinical, faculty, and director positions. She has worked clinically with diverse populations including neonatal, mother/baby, and pediatric clients. She earned a Doctor of Nursing Practice (DNP) from Case Western Reserve University. She enjoys teaching and promoting an environment that fosters creativity, spurs motivation, and encourages innovative action.

Third Author
Rhoda R. Murray, PhD, MSN, FNP-C, BSN, RN
Jefferson College of Health Sciences
Department of Nursing
Assistant Professor
Roanoke VA
USA


Author Summary: Dr. Murray has over 24 years of nursing experience. She currently serves as Chair of the Nursing Department at Jefferson College of Health Sciences. She earned a Doctor of Philosophy in Education with a specialization in nursing education (PhD) from Capella University. Dr. Murray is also nationally certified as a Family Nurse Practitioner.

Fourth Author
Deidra S. Pennington, MSN
Jefferson College of Health Sciences
Nursing
Assistant Professor
Roanoke VA
USA

Author Summary: Ms. Deidra Pennington has 33 years of experience in Coronary Care and Neuro-Trauma intensive care. She has been full-time faculty for the past 6 years, achieving college awards for excellence in teaching (2011 & 2015). Ms. Pennington received the Excellence in Nursing Instruction Award Runner-Up from the VSNA in February 2017. Research interests include caring behaviors of faculty, the use of simulation in clinical orientation, and the mentoring of preceptors to work with nursing students.

Fifth Author
Cynthia Marcum, DNP
Jefferson College of Health Sciences
Nursing
Assistant Professor
Roanoke VA
USA


Author Summary: Dr. Cindy Marcum has been with Jefferson College since 2010 as an Assistant Professor of Nursing. She has served 33 years with Carilion Clinic in various roles - faculty, clinical staff, Team Lead, and Preceptor. She has worked as a Family Nurse Practitioner with diverse populations from neonates through geriatrics. She earned a Doctor of Nursing Practice from Case Western Reserve University. She enjoys teaching and promoting an environment that inspires students and her clients.

Sixth Author
Sonia Vishneski, DNP
South University
Nursing
Assistant Program Director, Assistant Professor of Nursing
Pittsburgh PA
USA


Author Summary: Dr. Sonia Vishneski is a Women’s Health Nurse Practitioner with over 25 years of experience. Her MSN degree is from Vanderbilt University and DNP degree is from Case Western
Reserve University. She has been a full-time professor since 2008. Dr. Vishneski recently joined South University and serves as Assistant Program Director for the FNP and AGNP programs.