

Nursing Faculty Caring Behaviors: Perceptions of Students and Faculty



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Research Team

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- 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 [REDACTED]. 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

N/A: Not Applicable

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

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

- Wade G., & Kasper, N. (2006). Nursing students' perceptions of instructor caring: An instrument based on Watson's theory of transpersonal caring. *Journal of Nursing Education, 45*(5), 162-168.
- Watson, J. (2002). *Assessing and measuring caring in nursing and health science*. New York: Springer.