Nursing Students’ Caring Behaviors Scale: Development and Psychometric Evaluation

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Disclosure

Dr. Mary Gergis do not have any financial relationship or conflict of interest.
Objectives

• Participants will be able to discuss the relationship between caring and patient and nurse outcomes.
• Participants will be able to identify the essential aspects of caring presence from patients’ perspectives.
• Participants will be able to discuss the importance of incorporating a students’ caring behavior measuring scale into nursing education.
Caring in Nursing

• Caring is the essence, moral ideal, and foundation for nursing practice.

  (Boykin & Schoenhofer, 2001; Leininger & McFarland, 2006; Watson, 2005)

• Caring nursing formalizes the conception of professional nursing practice and validates nursing as a discipline of specialized knowledge in the action of caring for and about the patient and family.

  (Nelson & Watson, 2012)
Caring in action & Caritas behaviors

“Caring is much more than a nice, vague emotion that one may or may not experience depending on the wellness he may feel on a particular day, but is an intentional act of the will, in which the caregiver moves beyond personal barriers, in order to connect with the other person in the space where they genuinely exist at that moment.”

(Watson, 1981)
Caring nursing affects healing

• Through caring, an internal shift occurs that strengthens the psyche, bolsters immunity, and predicates healing.

(Halldorsdottir, 2007; McCraty et al., 2009)

• Patients report “a sense of support, a sense of security, decreased sense of anxiety and stress, increased sense of control, and a sense of relief”

(Halldorsdottir, 2007, p.33)
Caring- satisfaction link in nursing

• Caring enhances patient perceptions of quality health care delivery.
  (Lee, Tu, Chong, & Alter, 2008)

• Caring increases nurses retention.
  (Akin, Clarke, Sloane, Lake, & Cheney, 2008)
Caring and patient satisfaction

• “A positive relationship has been observed between patients’ perceptions of nurse caring and their overall satisfaction with hospital care. In this respect, the nurse is at the forefront of the hospital”.
  
  (Johnson, Oleni, & Fridlund, 2002, p. 334)

• What matters most to the patient as pivotal to the delivery of quality nursing care grounded in relationship-based caring science.
  
  (Boykin & Schoenhofer, 2001)
Caring and patient satisfaction

“... I really appreciated .... When the nurse came and took my hand just like that. You don’t think you can make it without that contact. It gives you that warmth from another human being, the closeness, and it’s of crucial importance I think”

(Karlsson, Forsberg, 2008, p. 45)
Caring and nurse satisfaction/retention

• Perceived incongruence between nurses’ ideals and reality of the nursing care environment results in job frustration and a sense of being overwhelmed, leading to nurse stress and/or increased nurse burnout/turnover.

(Borysenko, 2011; McVicar, 2003; Ray, Turkel, & Marino, 2002)
Caring begets caring

Caring

Nurse Job Satisfaction

Patient satisfaction
Caring and nurse satisfaction/retention

• Through the act of caring, a self-renewing energy process unfolds, resulting in greater zeal for professional discipline of caring nursing.  
  (Perry, 2008)

• Nurses working in hospitals with a high regard for caring as an expression of nursing, experience greater job satisfaction, have less stress and minimal burnout.  
  (Aiken et al., 2008; Foley, 2004)
Caring begets safety in nursing

• A purely competence-based focus in nursing may enhance safety; however, it severely limits the human potential for healing.
  
  (Nelson & Watson, 2012)

• In knowing persons as caring, mutual trust and respect develop between the nurse and the patient, satisfaction scores improve, and the overall quality of care is enhanced—promoting safety and healing through loving kindness.
  
  (Watson, 2005)
Caring in nursing education

• Based on the value of caring in nursing, emphasis must remain on the teaching of nursing grounded in caring.

(Nelson & Watson, 2012)
Measuring nursing students’ caring

• In order to prepare caritas nurses, it is essential that students' caring behaviors be evaluated during students' clinical training.

• A valid and reliable instrument for measuring caring behaviors is needed to help cultivate and motivate nursing students' caring behaviors.
Aim of the study

The development and the psychometric evaluation of an instrument to measure nursing students’ caring behaviors.
Phase 1: Development of content domains and items

Step 1: Deciding Content Domains/Qualitative study

Step 2: Generating a Pool of Items for NSCBS

Step 3: Determination of Content Validity/15 experts

Step 4: Pilot testing

NSCBS Version 1.0

NSCBS Version 2.0

NSCBS Version 3.0
Step 1: Deciding Content Domains

“Care with Heart”

Theme 1
Having a relationship as a human being/presencing

Theme 2
Respecting patient’s dignity

Theme 3
Comforting
Phase 1: Development of content domains and items

Step 1:
Deciding Content Domains/ Qualitative study

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Step 3:
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Step 4:
Pilot testing

NSCBS Version 1.0
NSCBS Version 2.0
NSCBS Version 3.0
Phase 2: Initial psychometric evaluation/data analysis

Step 5: Factor analysis (data from 112 students)

Step 2: Item analysis

Step 3: Scale refinement

NSCBS Version 4.0
## NSCBS Factor Analysis

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NSCBS Principal Component Analysis Scree Plot
## NSCBS Subscales Item Analysis

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<th>Subscale</th>
<th>Cronbach's Alpha</th>
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<tr>
<td>Preserving patient's dignity subscale</td>
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<tr>
<td>Comforting subscale</td>
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<tr>
<td><strong>NSCBS</strong></td>
<td><strong>0.9</strong></td>
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</tbody>
</table>
Conclusion & Implications

• The study findings supported the scale’s content validity (CVI: 0.9) construct validity and internal consistency reliability (Cronbach’s alpha: 0.9)

• The 28-item NSCBS instrument addressed the three-dimensional construct of caring from the perspectives of patients.

• The NSCBS consists of three subscales. Subscale I: Having a relationship as a human being/Presencing, subscale II: Preserving patient's dignity & subscale III: Comforting.
The NSCBS designed to be used for measuring students’ caring behaviors during the student-patient encounter.

The NSCBS provides a practical mean to cultivate and motivate nursing students' caring behaviors.

This study is considered an initial psychometric evaluation of the NSCBS; further research is needed to accumulate evidence for the NSCBS validity and reliability.
References


References


Thank You