The Lived Experience of Nursing Faculty Who Receive Caring from their Students

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Background
- Caring Theories
- Caring within nursing education
- Role Modeling
- Caring Groups

Significance
- Currently, literature does not provide information on the faculty’s experience with caring even though researchers realize that “caring in nursing education is not merely the caring of the teacher for the student, but also the caring of the student for the teacher” (Schaffer & Juarez, 1996, p. 43)
Purpose

Gain understanding of the nursing faculty’s experience of caring from students, I explored the meanings behind the various types of caring from students.

Research Questions

The following questions guided my study:

1. Have you experienced caring from students?
2. What has been the nature of your experience of caring from students?

Theoretical Context

Nursing as Caring by Boykin and Schoenhofer (2001)

Personal Knowing

Caring competency... caring moment

“Dance of Caring Persons”

“dance together in the study of nursing”
Literary Context

- Caring in Nursing
- Caring in Nursing Education
- Caring between Student and Teacher

- Caring in Nursing involved:
  - Nurse- Patient relationship
  - Phenomenological
  - Theoretical
    - Patient's/nurses' perception of care
    - Experiences of caring in the field
    - Patient's stories

- Caring in Nursing Education involved:
  - Caring groups
  - Dialogue
  - Environment
  - Assimilation of theory, research, and practice
Literary Context
- Caring between Student and Teacher involved:
  - Caring groups
  - Impromptu quizzes
  - Passionate scholarship
  - Distance education
  - Advising groups

Methodology
- Phenomenology
- Trustworthiness criteria by Lincoln and Guba (1985)
  - Credibility
  - Transferability
  - Dependability
  - Conformability

Participants
- Seven participants
  - Female
  - Six Caucasian
  - One African American
  - Mean age was 55
  - Mean years teaching was 18
  - Average service was four years as a caring group facilitator
Data Generation and Analysis Strategies

- Semi-structured interviews
- Peer debriefing
- Member checking
- Reflective Journal

Patterns

- Opening the Door
- Stepping Through
- Keeping the Door Open

Pattern I

- Faculty described their caring for students
- "Whatever disciplines you’re teaching, caring is opening doors for students"
- "I talk to students anytime, so I believe that’s what opens those kinds of doors"
Opening the Door

Theme: Being in a Caring Group
- Unique opportunity to care for nursing students
- I believe, before the caring groups, I was still caring towards the students. The caring groups simply formalized it and made it more of an emphasis. But I do not think the essence of the way that we related changed much with the caring groups- it simply brought it more to the forefront.

Opening the Door

Theme: Self Disclosing
- Faculty shared deeply personal matters
  - “[Sharing] something that happened in my personal life to students, something very distressing. My house was robbed. I decided to share this event during a caring group, and I learned that I was not the only one vulnerable.”

Pattern II

- Nursing students began Stepping Through opened doors
- “They stepped through the door and a caring moment happened”
Stepping Through

- Theme: Acknowledging Me as a Person
  - The faculty's caring qualities portrayed them in a human way and allowed the nursing students to see their caring features
  - "I think they [the students] realize that we are humans too and have our bad days"
  - "They [the students] would drop by my office and go out of their way to make sure that I was alright"

Stepping Through

- Theme: Giving
  - The students were involved in giving and offered gifts in various ways to the faculty
  - "The students sent me funny books, they sent me flowers and cards, and my mailbox was always full of cards"
  - "She brought me this teddy bear as a warm hug kind of thing"

Pattern III

- Participants describe the characteristics necessary to maintain the relationship and keep the door open for true caring to emerge and be fully realized by faculty and students.
Keeping the Door Open

Theme: Respecting
- One of the ways caring from students was recognized
- They [the students] “tempered themselves in class by being more attentive or less argumentative”
- “I feel that if you treat students [in a] caring [manner], they treat you back that same way”

Keeping the Door Open

Theme: Sharing
- “I believe there is a lot of caring and sharing that goes on. We stand in the parking lot and talk, and we stand in the hallway and talk. It’s like they need to talk to somebody. They want someone to talk to who cares and who will listen about work, about family, and about school. They just want to talk. I think that’s caring about them. It makes me feel cared for because it validates that caring is important”

Keeping the Door Open

Theme: Supporting
- Students supported the faculty in a variety of ways, ranging from personal and professional endeavors to dealing with difficult classmates and other faculty.
- “They really reached out and were supportive beyond what you would expect from a student-teacher relationship”
Keeping the Door Open

Theme: Connecting

- Both faculty and students become engaged in the reciprocity of caring and describes a relationship in which mutuality is present.
- “I don’t know how many RN students have said to me, you know, you just gave me back my love of nursing. I wanted someone to say, ‘It is okay to care. We should.’ [We need] Someone who can walk the talk. I think that may be one of the most important things we are doing”

Conclusions

“Nursing as Caring”

- Caring in nursing
- Caring in Nursing Education
- Caring between Student and Teacher

Recommendations

- Faculty’s experience of caring from colleagues
- How students caring for faculty may relate to caring in future clinical workplace settings
Recommendations

- The faculty’s experience of caring from students within a non-caring curriculum program versus a caring curriculum program
- Gender differences may also provide potential knowledge for caring within nursing education

References