

**Title:**

The Impact of Immersion Experience on Perceived Caring Factors in Undergraduate Nursing Students

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**Session Title:**

Immersion Experience

**Slot:**

A 03: Friday, April 8, 2016: 10:45 AM-12:00 PM

**Scheduled Time:**

11:05 AM

**Keywords:**

Caring , Immersion and Undergraduate

**References:**

Jarrell, K., Ozymy, J., Gallagher, J., Hagler, D., Corral, C., & Hagler, A. (2013). Constructing the foundations for compassionate care: how service-learning affects nursing students' attitudes towards the poor. *Nurse Education in Practice*. Doi: 10.1016/j.nepr.2013.11.004. Nauright, L. P., & Wilson, A. (2012). Preparing nursing professionals to be advocates: Service learning. In J. Nelson, & J. Watson (Eds.) *Measuring Caring, International Research on Caritas as Healing*. New York, NY: Springer Publishing Company. Ou, S. F., & Lin, P. F. (2006). Study on the caring behavior of nursing students in a 5-year junior college. *Tzu Chi Nursing Journal* 5(4), 80-89. Retrieved from <http://www.tzuchi.com.tw> Nelson, J., & Watson, J. (2012). *Measuring Caring, International Research on Caritas as Healing*. New York, NY: Springer Publishing Company.

**Abstract Summary:**

Caring is a central premise to the nursing profession. To explore methods to increase caring in nursing, students participated in a course on caring for vulnerable populations, with an immersion experience. Self-reported caring surveys showed significant increase in those in the immersion, specifically in care of spiritual and emotional needs.

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>
The learner will express understanding of the various caring factors examined.	Discussion and presentation of the 10 carative factors described by Watson's theory of caring and demonstration of the Caring Factors Survey will be conducted.
Describe the impact of immersion on the measurement of caring factors survey scores.	Review study data from retrospective analysis between groups of students who completed didactic only versus those who received didactic plus immersion experiences.

**Abstract Text:****Background**

Caring is a central premise to the nursing profession; however, there is little research on this phenomenon of the best methods to train nursing students on how to address the concept of caring in

nursing and expand their own caring abilities. Watson's Theory of Caring in Nursing (Watson, 2006) was used as the background for this investigation, through measurement of ten Carative Factors to measure how nurses express caring when interacting with those under their care (Nelson & Watson, 2012) as measured on the Caring Factors Survey-Care Provider Version (Johnson, n.d.)

## **Purpose**

The purpose of this project is to examine the differences between didactic only versus didactic plus immersion experience on the self-reported caring perceptions of undergraduate nursing students pertaining to caring for members of vulnerable populations.

## **Method**

Retrospective analysis was conducted on students enrolled in an elective course in Caring for Vulnerable Populations. Students were allowed to elect the course alone or to elect to participate in the didactic course plus an immersion experience, working with vulnerable individuals along the Texas-Mexico border. Caring Factors Survey-Care Provider Version (Johnson, n.d.) surveys were collected prior to entry into the course, upon completion of the didactic portion, and again upon completion of the immersion experience. These surveys measure self-reported expression of the Carative Factors (Nelson & Watson, 2012) on a seven-point Likert scale.

Comparison of overall mean caring factor scores for each group was conducted utilizing one way ANOVA between groups of students participating in didactic only versus those participating in didactic plus immersion. Post-hoc analysis to determine if specific caring factors were impacted, repeated measures ANOVA was conducted.

## **Results**

Overall caring factors mean scores showed significant increase from pre-intervention to post-immersion for the group participating in the didactic plus immersion experience. No significant increase in caring factors was discovered in the group completing the didactic only. Specific areas of increase were teamwork and caring for spiritual and emotional needs of patients.

## **Conclusion**

Didactic plus immersion experiences had a significant increase in self-reported caring factors for undergraduate nursing students.

Johnson, Jennifer (n.d.). Creation of the Caring Factor Survey-Care Provider Version (CFS-CPV). In J. Nelson & Jean Watson (Eds.) *Measuring Caring, International Research on Caritas as Healing*. New York, NY: Springer Publishing Company.

Nelson, J., & Watson, J. (2012). *Measuring Caring, International Research on Caritas as Healing*. New York, NY: Springer Publishing Company.

Watson, J. (2006). Carative factors – Caritas processes guide to professional nursing. *Klinisk Sygepleje* 20(3), 21-27.