

CARING FOR STUDENTS IS CARING FOR PATIENTS: ASSOCIATIONS BETWEEN NURSING STUDENTS' CARING AND THE PERCEPTION OF CLINICAL MENTORS' CARING

Luciani M., Ardenghi S., Russo S., Strepparava M.G., Di Mauro S., Ausili D.



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Introduction

Caring is a core competence of nursing and should be acquired by undergraduate nursing students. Despite the difficulty in defining caring, it can be observed through measurable behaviours.

Methods

This is a cross sectional study. Assessments were conducted with the Caring Behaviour Inventory (Factors: Being with, Doing with competence, Responding to individual needs, Providing effective care) and the Nursing Students Perceptions of Instructors Caring (Factors: Supportive learning climate, Instill confidence through caring, Respectful sharing, Control vs flexibility). Descriptive and inferential statistics were performed.

Purpose

The aims of this study were a) to investigate the association between nursing students' caring and the perception of clinical mentors' caring, and b) to assess gender and year of course differences.

Results

Students' caring was associated with their perception of clinical mentors' caring. Greater perception of a *Supportive learning climate* promoted *Being with* and *Doing with competence*. Greater perception of a mentor promoting *Flexibility vs control* was associated with greater *Doing with competence*. Gender and year of course differences were found. *Being with* and *Responding to individual needs* were greater in female students compared to males. *Doing with competence* and *Providing effective care* increased with the year of course, while *Responding to individual needs* decreased.

Participants

The sample is composed of undergraduate nursing students (n=316).

References

- Fenizia, E., et al. (2019). Psychometric testing of the Caring Behaviors Inventory for nursing students. *Journal of Clinical Nursing*.
- Arrigoni, C., et al. (2017). Italian version of Nursing Students' Perception of Instructor Caring (I-NSPIC): Assessment of reliability and validity. *BMC Medical Education*.

Discussion and Conclusions

Clinical mentors contribute to promote caring in undergraduate nursing students. It is fundamental to cultivate a supportive learning climate and foster students' autonomy during clinical placement. Years of course and gender differences can be used to tailor educational interventions.

Acknowledgements

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Contact Details

michela.luciani@unimib.it
stefano.ardenghi@unimib.it

University of Milano - Bicocca

