

Abstract

Original Article

The Impact of Immersion on Perceived Caring in Undergraduate Nursing Students

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Abstract

Background: Caring is a central premise to the nursing profession; however, there is little research on this phenomenon and the methods to increase caring behaviors in nursing education. Immersion experiences are frequently used in nursing education to further knowledge of other cultures and healthcare systems; however, immersion can also be used to further students'

Objectives: The purpose of this project is to examine the differences on the self-reported caring perceptions of undergraduate nursing students between groups of students who received instruction alone on caring for vulnerable populations to those who received instruction plus immersion.

Method: Retrospective analysis of Caring Factor Surveys-Care Provider Versions[®] was conducted to determine if a significant difference occurred in students who received didactic only versus students who received didactic plus immersion. Students participated in didactic focused on caring for vulnerable populations, social justice and theories of caring in nursing. Half of the students also participated in an immersion experience in the *Colonias* along the Texas-Mexico border.

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

Key words: perceived caring, impact, immersion