ABSTRACT

RESEARCH SUBJECT: Nursing Students’ Perceptions of Inviting Teaching Behaviors

STUDENT: Elizabeth A. Goldsby, BSN

DEGREE: Masters of Science

COLLEGE: College of Applied Science and Technology

DATE: July, 2010

PAGES: 1-58

Clinical nursing faculty must be aware of how interactions between faculty and students during the clinical experiences can create both positive and negative perceptions from students. The relationship between the students’ perceptions of supportive or “inviting” teaching behaviors from clinical faculty needs further exploration. The purpose of this study is to determine sophomore, junior, and senior baccalaureate nursing students’ perceptions of encouraging teaching behaviors of faculty in the clinical setting. This is a replication of Cook’s (2005) study. The theoretical framework is the Invitational Education Theory (Novak & Purkey, 1984). The study will be conducted at two universities in Indiana, Ball State University, and the University of Indianapolis. There will be approximately 30 selected students, from the sophomore, junior, and senior class from each school. Two questionnaires will be completed by each student: a demographic data form, and the Clinical Teaching Survey (CTS) (Ripley, 1986). One of each of the student’s current clinical instructors’ teaching behavior will be rated. Findings will provide an increased awareness of perceptions of inviting teaching behaviors for clinical faculty.