



USING CARL ROGERS' PERSON-CENTERED MODEL TO EXPLAIN INTERPERSONAL RELATIONSHIPS AT A SCHOOL OF NURSING

VENISE D. BRYAN, MSN, RN*, JASCINTH LINDO, PhD, RN†,
PAULINE ANDERSON-JOHNSON, MSc., RN†, AND STEVE WEAVER, PhD, RN†

Faculty members are viewed as nurturers within the academic setting and may be able to influence students' behaviors through the formation of positive interpersonal relationships. Faculty members' attributes that best facilitated positive interpersonal relationships according to Carl Rogers' Person-Centered Model was studied.

Students ($n = 192$) enrolled in a 3-year undergraduate nursing program in urban Jamaica were randomly selected to participate in this descriptive cross-sectional study. A 38-item questionnaire on interpersonal relationships with nursing faculty and students' perceptions of their teachers was utilized to collect data. Factor analysis was used to create factors of realness, prizing, and empathetic understanding. Multiple linear regression analysis on the interaction of the 3 factors and interpersonal relationship scores was performed while controlling for nursing students' study year and age.

One hundred sixty-five students (mean age: 23.18 ± 4.51 years; 99% female) responded. The regression model explained over 46% of the variance. Realness ($\beta = 0.50, P < .001$) was the only significant predictor of the interpersonal relationship scores assigned by the nursing students. Of the total number of respondents, 99 students (60%) reported satisfaction with the interpersonal relationships shared with faculty.

Nursing students' perception of faculty members' realness appeared to be the most significant attribute in fostering positive interpersonal relationships. (Index words: Interpersonal relationships; Person-centered learning; Realness; Prizing; Empathetic understanding) *J Prof Nurs* 31:141–148, 2015.
© 2015 Elsevier Inc. All rights reserved.

FACULTY PLAYS AN integral role in determining the classroom climate and the interpersonal relationships (IPRs) that may be formed between students and the faculty (Martin & Dowson, 2009; Sidelinger & Booth-Butterfield, 2010). Furthermore, within the academic setting, faculty may influence students' behaviors as the faculty are viewed as nurturers; this is best achieved through the development

of positive IPRs (Bromberger, 2010). Positive IPRs have been defined by nursing students as clear communication between individuals that brings about trust, mutual understanding, support, and respect (Bryan, Weaver, Anderson-Johnson, & Lindo, 2013). West and Turner (2011) described communication as an interpersonal activity in which messages are transmitted by a sender to a receiver with the aim of influencing the behavior of the receiver. Therefore, the role of effective communication in college classrooms cannot be overemphasized because it forms the framework for IPRs (Melvin, Ephraim, & Sussie, 2013).

Globally, the ultimate goal of faculty is to help their students develop or mature academically (Penn State Worthington Scranton, 2014). It is desired that nurses will be safe and compassionate practitioners after completing the nursing program of study, and this

*Assistant Lecturer, The UWI School of Nursing, Faculty of Medical Sciences, University of the West Indies, Mona Campus, Kingston 7, Jamaica.

†Lecturer, The UWI School of Nursing, Faculty of Medical Sciences, University of the West Indies, Mona Campus, Kingston 7, Jamaica.

Address correspondence to Venise D. Bryan: Assistant Lecturer, The UWI School of Nursing, Faculty of Medical Sciences, University of the West Indies, Mona Campus, Kingston 7, Jamaica. E-mail: bryanvenise@yahoo.com
8755-7223

outcome is best achieved through a holistic curriculum that is geared toward meeting all the needs of the student (Sedgwick & Harris, 2012). Positive IPRs between faculty and students may aid in meeting the objectives of a holistic curriculum because it has been reported that students thrive in an academic setting where the relationship shared with faculty are characterized by teachers being flexible, available, friendly, and helpful (Bryan, Weaver, Anderson-Johnson, & Lindo, 2012; Goodboy & Bolkan, 2009; Meyers, 2009). IPR further creates a sense of belonging and reduces the perception of distance between both parties (Gidman, McIntosh, Melling, & Smith, 2011).

An effective teacher is able to facilitate positive IPRs that will enhance students' success because they recognize that partnering with students, rather than dictating to them, will facilitate a nurturing classroom climate, encourage learning, and enhance students' integrity (Evertson, 2014; Saavedra & Saavedra, 2007). A nurturing classroom climate can contribute to a higher sense of well-being and enable students to take risks, build trust, and develop a strong sense of community when strong caring IPRs between teachers and students are formed (Freiberg & Lamb, 2009; Van Petegem, Aelterman, Van Keer, & Rosseel, 2008). Such a climate is person-centered and is regarded as being warm and respectful. It provides a place where students feel safe to express themselves and make mistakes, allowing them to develop in a holistic manner—socially, emotionally, and academically (Freiberg & Lamb, 2009; Saavedra & Saavedra, 2007).

Prior to 2002, nursing education in Jamaica was conducted mainly through 3-year hospital-based training programs with a single university offering a 4-year undergraduate nursing degree (Hill, 2006; The UWI School of Nursing, 2004-13). Today, all nurses in Jamaica are educated at the baccalaureate level in higher education institutions for duration of nine semesters over 3 or 4 years; this education is typically inclusive of 120 theory and clinical credit hours (The UWI School of Nursing, 2004-13). It is recommended that institutions of higher learning (university/colleges), particularly those involved in nursing education reflect a person-centered approach in order to meet desired school and curriculum objectives geared at developing compassionate and safe nursing practitioners (Colley, 2012). Furthermore, local evidence suggests that first year nursing students enrolled in an urban undergraduate nursing program attributed their success to the IPRs they shared with faculty. They also reported that positive IPRs with teachers motivated them to work harder on assignments (Bryan et al., 2012).

In the face of limited evidence a plausible explanation of the factors that influence positive IPRs and the effect on the quality of nursing graduates remains unclear. This article examines faculty members' attributes that best facilitate positive IPRs with students at a Jamaican school of nursing from the students' perspective. The study was conducted to inform faculty training and education geared toward improving IPRs between students and faculty. It is guided by Carl Rogers' Person-Centered

Model (1951, cited in Rogers, 1995a,b, pp. 243–270, 1969). Evidence from this study may inform practice in the teaching and learning process and form the basis for further work in the context of education in a developing country. This is the second article from a body of work completed for masters' theses. The first article reported on the influence of IPRs between nursing students and lecturers on specific learning outcomes (Bryan et al., 2013). Here we report on faculty members' attributes of realness, prizing, and empathetic understanding and how these attributes best facilitated positive IPRs with students at a Jamaican school of nursing based on Carl Rogers' Person-Centered Model.

Background

Conceptual

Framework—Rogers' Person-Centered Model

The quality of the IPRs that faculty share with students is the most significant element in determining the effectiveness of their academic experience (Martin & Dowson, 2009; Rogers, 1969). Therefore, Carl Rogers' Person-Centered Model (1951, cited in Rogers, 1995a,b, pp. 243–270, 1969), in which positive IPRs with clients facilitated their growth and development, provided the theoretical basis of this research. The concept started in the field of psychology and was transitioned into the wider academic setting (Rogers, 1969). For effective teaching and learning to occur, faculty members must possess certain attributes that will foster positive IPRs, thus facilitating a growth-promoting climate. These attributes are realness (authenticity, congruence, or compassion), prizing (trust or acceptance), and empathetic understanding (Motschnig-Pitrik, 2004; Smith, 2012).

The main tenets of Rogers (1979) Person-Centered Model that contributes to the quality of the IPRs shared between students and teachers are depicted in Figure. Realness, described as the teacher being compassionate, fair, and reliable, along with prizing and empathetic understanding, are important attributes described by Rogers, which teachers must possess in order for their shared IPRs to be considered positively by their students. Teachers who utilize these attributes treat people as persons with valuable feelings, thus fostering positive IPRs (Rogers, 1995a,b). The attributes of realness, prizing, and

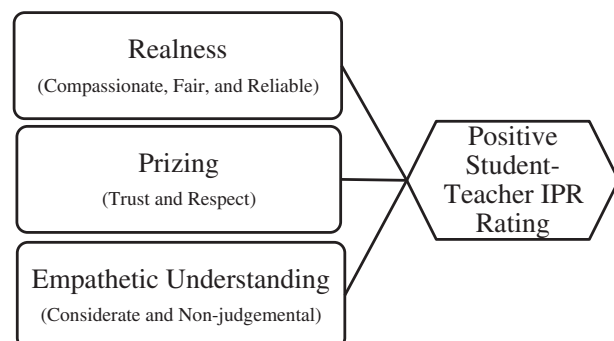


Figure. Attributes of faculty members that contribute to positive student–teacher relationships developed by the researchers from Roger's (1979) Person-Centered Approach.

Download English Version:

<https://daneshyari.com/en/article/2670840>

Download Persian Version:

<https://daneshyari.com/article/2670840>

[Daneshyari.com](https://daneshyari.com)