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Identification of Roach's Concepts of Caring in Sophomore Nursing Students at a Women's Prison

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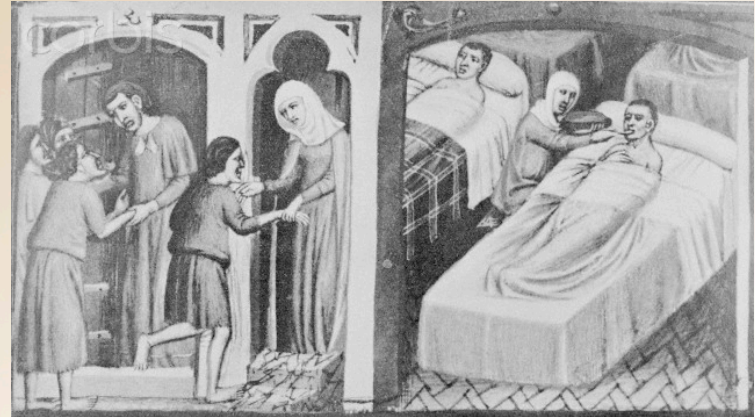
**Ohio Academy of Medical History
April 13, 2013**



**OTTERBEIN
UNIVERSITY**

Nursing and Caring

- **Christianity - to care for the sick**
 - **Nursing & caring have a continuous relationship since the early Christian era.**
 - **Christianity required one to respond to the needs of society - one need was care of the sick.**
 - **Men & women took up care of the sick over the centuries.**

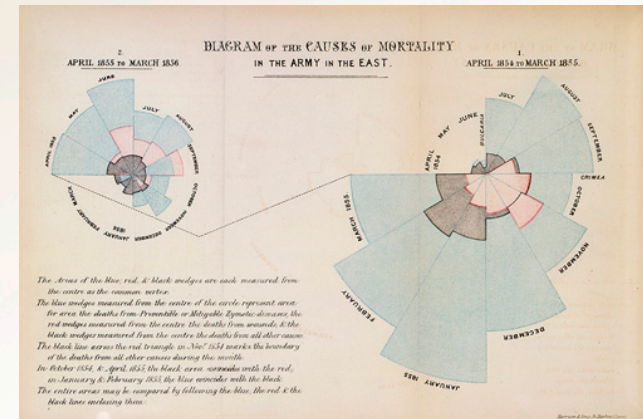


- **Florence Nightingale**

- **Care of soldiers in the Crimean War, 1853-1856**
- **From various nursing experiences, she developed ideas of ventilation, warmth, light, diet, cleanliness, & noise.**
- ***Notes on Nursing: What It Is, And What It Is Not* (care of sick in the home), 1859, US copy 1860. Did not discuss caring, but her ideas were focused on how to care for patients.**



- **Learned statistics from Dr. Wm. Farr (hygiene, statistician).**
- **Was able to portray mortality rates of the war in diagrams (her coxcombs; first nurse researcher)**



- **America Civil War, 1861-1865**

- women North and South had Nightingale's *Notes on Nursing*.

- women served as paid matrons and nurses and also volunteered.

- **Three nursing schools based on the Nightingale plan established in the North in 1873 by women who had served in the war.**



- **Development of concepts of caring**

- *Nursing: The philosophy and Science of Caring*, Watson, (1979)

- *The Human Act of Caring: A Blueprint for the Health Professions*, Roach, (1987)

- *Humanistic Nursing*, Paterson & Zderad, (1988)

- *Culture Care Diversity and Universality: A Theory of Nursing*, Leininger, (1991)

- *Nursing as Caring: A Model for Transforming Practice*, Boykin & Schoenhofer, (1993)

- *Nursing as Informed Caring for Well-being of Others*, Swanson, (1993)





PURPOSE

To identify caring attributes from Roach’s theoretical framework on the “Five Cs of Caring” (Compassion, Competence, Confidence, Conscience, and Commitment) exhibited in a group of sophomore nursing students completing their maternity clinical experience in a women’s prison.



Sample and Rationale

Six of the fourteen nursing students at the women's prison made up a purposive selected focus group to take advantage of the group interaction about their experience of clinical in a prison setting. The homogenous group of female students was chosen, because the clinical was completed in a prison setting for the first time.

The clinical experience in a prison setting was a first time experience for the Department of Nursing maternity students. The faculty was interested in the students' first hand description of this initial type of clinical experience at the sophomore level. Based on the students' introductory comments about their personal safety, faculty decided to gather information about any change in reporting of their personal safety concerns.



Methods

14 nursing students assigned to clinical in a prison for approximately 489 women with 48 being pregnant.

Sophomore nursing students were completing their maternity clinical experience.

A purposive focus group of 6 female students shared their experience of clinical in a prison setting.

The one hour interview on a small private mid-western campus was recorded, transcribed, and analyzed.



Literature Review

Roach identifies specific caring behaviors for the caring profession of nursing (*The human act of caring: A blueprint for the health professions, 1987*).

Few studies seem to be available that describe the clinical experience of nursing students in prison settings.

Melvin, Gramling, and Gardner found “no significant differences” in attitudes based on gender and race toward prisoners (A scale to measure attitudes toward prisoners, 1985, p. 249).

Murphy and Brown’s study using the same attitude scale found that “sex of the individuals is not related to attitudes towards offenders” (Exploring gender role identity, value orientation of occupation and sex of respondent in influencing attitudes towards male and female offenders, 2000, p. 289).



Kjelsberg, Skoglund, and Rustad’s study of attitudes toward prisoners found that controlling for age and gender, the group remained significantly correlated with attitudes toward prisoners. Nursing students held “the most positive attitudes” (Attitudes towards prisoners, as reported by prison inmates, prison employees and college students, 2007, Results section, para. 10).

Frank, Adams, Edelstein, Speakman, and Shelton found that prelicensure nursing students were completing clinical experiences in a variety of community-based settings. As a result of the study, they determined that “more research needs to be done in the area of community-based education” (Community-based nursing education of prelicensure students: Settings and supervision, 2005, p. 286).



Roach's Five Cs of Caring

Compassion –

“a sensitivity to the pain and brokenness of the other; a quality of presence which allows one to share with and make room for the other” (p. 58).

“a relationship, lived in solidarity with the human condition, sharing the joys, sorrows, pain and accomplishments. . . . involves a simple, unpretentious presence to each other” (p. 59).

Competence –

“the state of having the knowledge, judgment, skills, energy, experience and motivation required to respond adequately to the demands of one's professional responsibilities” (p. 61).



Confidence –

“the quality which fosters trusting relationships” (p. 63).

“fosters trust without dependency; communicates truth without violence; and creates a relationship of respect without paternalism or without engendering a response born out of fear or powerlessness” (p. 64).

Conscience -

“the caring person attuned to the moral nature of things. . . .

Conscience grows out of experience, out of a process of valuing self and others. . . . is the “call of care and manifests itself as care” (p. 65).





Commitment -

“a quality of investment of self in a task, a person, a choice, or a career, a quality which becomes so internalized as a value that what I am obligated to do is not regarded as a burden. Rather, it is a call which draws me to a conscious, willing and positive course of action” (pp. 66-67).



Examples of Results

“Scary, scared. . . . Nervous, not knowing how they were going to perceive us.”

“Scared going in, and I was afraid of being asked a lot of personal questions.”

“Think I was maybe looking for how we could help them.”

Competence -
not able “to respond adequately to the demands of one’s professional responsibilities.”

Compassion -
“a sensitivity to the pain and brokenness of the other;”



**“... I would like to see if there is any chance for a nurse could actually....”
(do the check)**

“I understand the need for it, but it does not always have to be black and white....Why are they treated any less than one of us? They have lost their trust.”

Competence -

“the state of having the knowledge, judgment, skills, . . . to respond adequately to the demands of one’s professional responsibilities.”

Commitment -

“a quality of investment of self in a task, a person, a choice,”

Student unable to act in this situation.

Compassion -

“involves a simple, unpretentious presence to each other.”

Conscience -

“grows out of experience, out of a process of valuing self and others.”



“Some of the inmates you related to; you didn’t relate to the reason why they were there . . . But related to what they were going through.”

**Compassion –
“sharing the joys, sorrows, pain
and accomplishments.”**

**Confidence -
student’s perception of possibly
having
“the quality which fosters
trusting relationships.”**



“They deserve care just like everybody else. Treated like second class citizens. I think it’s sad. If they got in people to educate these women and got them going towards a different path, they’d be less likely to come back and end back up in prison.”

**Compassion –
“a sensitivity to the pain and brokenness of the other; a quality of presence which allows one to share with and make room for the other.”
“sharing the joys, sorrows, pain and accomplishments.”**



Results of the Study

- **Students manifested Roach's five concepts of caring.**
- **Students changed their focus from a personal perspective to caring for the pregnant prisoner.**
- **Students expressed frustration for how the prison personnel were required to carry out their roles.**
- **Students expressed frustration for their inability to change the system.**



Interpretations and Significance

- **Students expressed caring for prisoners that transcended their personal fears for their own safety.**
- **The experience challenged the students' concept and expressions of caring and influenced their "soul searching" and self analysis.**
- **The experience changed the students' view of prisoners.**
- **The experience was worthwhile, since students and the female offenders benefited.**

