

**ANDREA ROBERTS,  
DNAP, CRNA**

Program Director Mount Marty University  
Graduate Program of Nurse  
Anesthesiology

# Hello Professor, It's Me Margaret: Showing Students You Care Through Quality Online Course Design

**LINDSEY BARTHEL,  
DNP, FNP-C**

Associate Professor Mount Marty  
University Graduate Program of Nurse  
Anesthesiology

## INTRODUCTION

Graduate nursing students are immersed in rigorous programs and may experience academic, clinical, and external stressors. Nurse Anesthesiology programs and students experienced the impacts of the COVID-19 pandemic simultaneously with transitions to the practice doctorate. Recent study of SRNAs indicated correlation between perceptions of low well-being and anxiety/stress and impact on academic performance. In one study, 50-82% of students indicated their well-being was not acknowledged by the program or faculty.

## IMPLEMENTATION

Structured self-review of two hybrid course offerings using the Quality Matters Higher Education Rubric, 6th edition followed by student survey using the Student Perspectives of Online Caring Tool. Student identified priority Faculty Caring Behaviors were intentionally incorporated into course design.

## OBJECTIVE

Assess doctoral nurse anesthesiology student perceptions of faculty caring behaviors in online course environments and share best practices for intentional course design integrating priority faculty caring behaviors and the QM Higher Education Rubric standards.

## RESULTS/FINDINGS

- 100% of students perceived caring in the online course environment.
- Validated previous findings regarding priority faculty caring behaviors.
- Deprioritization of some Faculty Caring Behaviors may indicate improved self-efficacy.

## STUDENT PERSPECTIVES OF ONLINE CARING SURVEY RESULTS

