Introduction: The exploratory nature of this study can provide rich data that will clearly demonstrate the importance of nursing educators supporting nursing students in learning how to utilize the Caritas Processes and to critically think while providing nursing care. During this interpretive case study it was evident that the traditional practice of nursing education must change both in the classroom and clinical learning setting when developing professional learning relationships and experiences. This educational change necessitates transforming classroom and clinical nursing education to improve and advance the learning of the Caritas Processes and critical thinking among baccalaureate nursing students during the practice of nursing.

Significance: This study is important because Nursing The Philosophy and Science of Caring is the Philosophy of Nursing at Concordia University in the Accelerated Baccalaureate Nursing Program. It becomes essential that all nursing educators understand and implement this philosophy accurately; especially the Caritas Processes while providing safe, competent, effective and efficient nursing care during learning experiences.

Purpose: The purpose of this study was to identify and investigate Concordia University nursing educator’s perspectives of Nursing The Philosophy and Science of Caring by Dr. Jean Watson in the Accelerated baccalaureate nursing program during learning experiences. The study also explored the degree to which nursing educator’s perceptions of Nursing The Philosophy and Science of Caring are demonstrated during learning experiences with baccalaureate nursing students. And finally, the study will identify instructional methods and strategies that the nursing educators utilize to facilitate and promote the utilization of Dr. Jean Watson’s Caritas Processes during learning experiences.

Setting and Participants: Concordia University Irvine is part of The Lutheran Church—Missouri Synod educational system. It is one of ten campuses located across the United States. The Irvine campus was established in 1972 and began offering classes in 1976. Concordia (meaning harmony) University is founded on the tenets of the Lutheran Church—Missouri Synod. The Accelerated baccalaureate nursing program began in the fall 2008. The Concordia nursing curriculum is based on Dr. Jean Watson’s Caring Theory. Concordia graduates are recognized for having a strong theoretical foundation in attending to the holistic needs of patients, their families and the community. The nursing program is accredited by Western Association of Schools and Colleges (WASC) and the Commission on Collegiate Nursing Education (CCNE). Participants in this study included nursing faculty members.

Project Description/Process: This qualitative interpretative case study initially investigated the importance of Nursing The Philosophy and Science of Caring and Caritas Processes during baccalaureate nursing education through the use of: self as a participant observer and leader; readings and discussions, event analysis, and document analysis.
Project Outcomes:
- Nursing educators would understand and utilize Nursing The Philosophy and Science of Caring effectively and efficiently during the educational learning process in both the classroom and clinical learning environments.
- Nursing educators would see their value and their important role to encourage young men and women to critically think and care for others while utilizing the Caritas Processes when providing safe, competent, effective and efficient nursing care during learning experiences and everyday nursing practice.

Project Evaluation: The projected evaluation of this study is ongoing and will present the nursing educator’s art work, narrative writings, and discussions. Evaluation will include the nursing educator’s perspectives of Nursing the Philosophy and Science of Caring and how they implement the Caritas Processes in their educational practice of nursing with nursing students.

Future Directions: It is evident that the traditional practice of nursing education must change both in the classroom and clinical learning setting when developing professional learning relationships and experiences. This educational change necessitates transforming classroom and clinical nursing education to improve and advance the learning of the Caritas Processes and critical thinking among baccalaureate nursing students during the practice of nursing. The complexities and challenges of the actual practice of educating nursing students in both the classroom and clinical learning setting must begin to utilize the Caritas Processes during care. Therefore, nursing educational leaders, Caritas Coaches, need to continuously investigate nursing education to promote the Caritas Processes and critical thinking among baccalaureate nursing students to maintain caring and safety of all patients entrusted to us during a period of time when there is a high technological practice in nursing.

In the future, further studies could implement fieldwork in the classroom and clinical areas; interviews with nursing educators, nursing students, and registered nurses working in the learning environments of how best to practice this Theory of Caring.

Acknowledgements: Sincere appreciation to Concordia University for their support in funding for attendance to both the fall and spring conferences. A special thank you to my husband and children for additional funding and time spent working on monthly projects and the final presentation. To the nursing faculty who I truly appreciate their dedication and love of learning while spending time reading Dr. Watson’s book, participating in discussions and writing narratives to increase their understanding of how to implement this Philosophy of Caring. To Gayle Casterline and Jan Anderson, Caritas Coaches and Instructors; for their continued support, love, and encouragement during the last 6 months of study. Their guidance and love during this Caritas Coach Educational Program Journey encouraged me and provided strengthen to continue to move forward as I direct an Accelerated BSN program that educates men and women to care for others by utilizing the Caritas Processes.