

TRENDS IN NURSING EDUCATION

QUESTIONNAIRE

© National League for Nursing

GENERAL INFORMATION

NAME OF SCHOOL: _____

ADDRESS OF SCHOOL: _____

NAME/TITLE/CREDENTIALS OF CONTACT PERSON: _____

PHONE NUMBER OF CONTACT PERSON: (_____) _____

FAX NUMBER OF CONTACT PERSON: (_____) _____

E-MAIL ADDRESS OF CONTACT PERSON: _____

TYPE OF INSTITUTION: _____ Public _____ Private
_____ Sectarian _____ Non-Sectarian

CARNEGIE CLASSIFICATION OF INSTITUTION :
_____ Liberal Arts _____ Comprehensive _____ Two-Year
_____ Research _____ Doctorate-granting

TYPES OF PROGRAMS YOUR INSTITUTION OFFERS IN NURSING (check ALL that apply):

_____ ADN _____ LPN to ADN _____ Ph.D.
_____ BSN _____ RN to BSN _____ Ed.D.
_____ MSN _____ RN to MSN _____ DNS or DNSc

**BODIES THAT HAVE ACCREDITED YOUR INSTITUTION OR NURSING PROGRAM(S)
(check all that apply):**

_____ New England Association of Schools and Colleges (NEAS&C)
_____ National League for Nursing Accrediting Commission (NLNAC)
_____ Commission on Collegiate Nursing Education (CCNE)
_____ Other (please specify) _____

NUMBER OF YEARS YOUR PROGRAM(S) HAS(HAVE) BEEN IN EXISTENCE:

_____ ADN _____ BSN _____ MSN _____ PhD

APPROXIMATE NUMBER OF STUDENTS (NOT FTEs) IN YOUR PROGRAM(S):

_____ ADN _____ BSN _____ MSN _____ PhD

FOR YOUR BASIC PREPARATION PROGRAM(S) ONLY, HOW MANY CREDITS ARE REQUIRED?:

ADN: _____ For the degree? _____ In Nursing?

BSN: _____ For the degree? _____ In Nursing?

NUMBER OF CLOCK HOURS IN THE NURSING COURSES DEVOTED TO:

ADN: _____ Theory? _____ Lab? _____ Clinical?

BSN: _____ Theory? _____ Lab? _____ Clinical?

MSN: _____ Theory? _____ Lab? _____ Clinical?

HAVE YOU MADE ANY SIGNIFICANT CHANGES IN THE ALLOCATION OF THEORY/LAB/CLINICAL HOURS IN THE PAST 5 YEARS? _____ YES _____ NO

If "YES," please describe the changes _____

AT WHAT POINT IN THE PROGRAM ARE NURSING COURSE(S) FIRST OFFERED?

ADN: _____ First Semester _____ Second Semester _____ Third Semester

BSN: _____ First Year _____ Second Year _____ Third Year

IN COMPARISON TO YOUR CURRICULUM 5 YEARS AGO, ARE YOU STARTING NURSING COURSES:

ADN: _____ Earlier? _____ Later? _____ At the same time?

BSN: _____ Earlier? _____ Later? _____ At the same time?

IN COMPARISON TO WHERE YOU EXPECT YOUR CURRICULUM WILL BE 5 YEARS FROM NOW, DO YOU THINK YOU WILL START NURSING COURSES:

ADN: _____ Earlier? _____ Later? _____ At the same time?

BSN: _____ Earlier? _____ Later? _____ At the same time?

NUMBER OF FACULTY INVOLVED IN TEACHING IN YOUR PROGRAM(S) THIS SEMESTER:

ADN: _____ Full-time? _____ Part-time/Adjunct?

BSN: _____ Full-time? _____ Part-time/Adjunct?

MSN: _____ Full-time? _____ Part-time/Adjunct?

*In relation to your basic program only (i.e., ADN or BSN), please continue with the questionnaire, responding to **both** the column on the **left** and the column on the **right** in each section. Feel free to make comments on individual pages of the questionnaire, or put those comments below.*

Part I: Curriculum Design/Focus/Framework and Program Objectives/Outcomes

Part II: Teaching Methods/Approaches

Part III: Evaluation Methods/Approaches

Part IV: Clinical Experiences and Use of the Laboratory

Part V: Faculty Dimensions of Program Design/Implementation

Part VI: Student Recruitment/Retention/Enrollment

Thank you for your cooperation and participation. Please return the completed questionnaire (in the self-addressed, stamped envelope provided) to: **Connecticut League for Nursing, P.O. Box 365, Wallingford, CT 06492-0365; Attention: Dr. Terry Valiga.** Please return the completed questionnaire **on or before September 30, 1999.**

CURRICULUM DESIGN/FOCUS/Framework
PROGRAM OBJECTIVES/OUTCOMES

Review each of the “Curriculum Aspects” noted below and indicate -- for *each* aspect -- which *one* of the following best describes that aspect in relation to your curriculum today, (a) as it compares to your curriculum 5 years ago and (b) as you anticipate it will compare to your curriculum 5 years in the future: **MORE** (i.e., there is more of a focus/emphasis on this than there was 5 years ago *or* you expect more of an emphasis on this in the future); **LESS** (i.e., there is less of a focus/emphasis on this than there was 5 years ago *or* you expect less of an emphasis on this in the future); **SAME** (i.e., the focus/emphasis on this is about the same as it was 5 years ago *or* you expect the emphasis to be about the same in the future); or **NEVER** (i.e., you never included/addressed this, and you do not intend to include/address it in your curriculum in the future).

COMPARED TO 5 YEARS AGO, TODAY'S EMPHASIS ON THIS IS ...				CURRICULUM ASPECTS	5 YEARS FROM NOW, WE EXPECT THE EMPHASIS ON THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Liberal Arts Courses (e.g., Philosophy, Ethics, Art, English)				
				Science Courses (e.g., Ecology, Microbiology, Chemistry)				
				Social Science Courses (e.g., Economics, Anthropology)				
				Foreign Language				
				Free Electives				
				Nursing Electives				
				Primary/Secondary/Tertiary Prevention				
				Health Promotion/Wellness Care				
				Health Restoration/Illness Care				
				Health Maintenance/Rehabilitation Care				
				Case Management				
				Professionalism, Accountability, Responsibility				
				Leadership				
				Management/Delegation				
				Diversity/Multiculturalism				
				Informatics/Computers				
				Scholarship/Research				
				Multidisciplinary Collaboration				
				History and Trends in Nursing				

COMPARED TO 5 YEARS AGO, TODAY'S EMPHASIS ON THIS IS ...				CURRICULUM ASPECTS	5 YEARS FROM NOW, WE EXPECT THE EMPHASIS ON THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Vulnerable Populations				
				Legal Issues				
				Social Responsibility/Values Development				
				Ethics				
				Role Development and Role Transition				
				Health Policy				
				Patient Care Outcomes				
				Changing Health Care Environ- ment (e.g. Managed Care)				
				Health Care Costs/Economics/ Finances/Financial Management				
				Genetics				
				Communication				
				Critical Thinking				
				Caring				
				Family Dynamics				
				Alternative Therapies/Holistic Approaches to Care				
				Evidence-Based Practice				
				Collaborative Partnerships				
Nursing Process:								
				... Assessment				
				... Planning				
				... Implementation				
				... Evaluation				
				Other (please specify)				
				Other (please specify)				

COMPARED TO 5 YEARS AGO, TODAY'S EMPHASIS ON THIS IS ...				CURRICULUM ASPECTS	5 YEARS FROM NOW, WE EXPECT THE EMPHASIS ON THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Care of Well Infants, Children, and Adolescents				
				Care of Ill Infants, Children, and Adolescents				
				Care of Normal Childbearing Families				
				Care of At-Risk Childbearing Families				
				Care of Well Adults				
				Care of Ill Adults				
				Care of Well Elderly				
				Care of Ill Elderly				
				Care of Institutionalized Individuals/Families with Mental Health Problems				
				Care of Community-Based Individuals/Families with Mental Health Problems				
				Care of Individuals with Chronic Illness				
				Care of Children with Disabilities				
				Care of Adults with Disabilities				
				Care of Communities				
				Community-Based Care in Non- Traditional Settings				
				Other (please specify)				
				Other (please specify)				
				Other (please specify)				
				Other (please specify)				

TEACHING METHODS/APPROACHES

Review each of the “Teaching Methods/Approaches” noted below and indicate -- for *each* method/approach -- which *one* of the following best describes that aspect in relation to your program today, (a) as it compares to your program 5 years ago and (b) as you anticipate it will compare to your program 5 years in the future: **MORE** (i.e., this is used more extensively than it was 5 years ago *or* you expect to use it more in the future); **LESS** (i.e., this is used less extensively than it was 5 years ago *or* you expect to use it less in the future); **SAME** (i.e., the use of this is about the same as it was 5 years ago *or* you expect the use of it to be about the same in the future); or **NEVER** (i.e., this has never been used in the past, and you do not anticipate using it in the future).

COMPARED TO 5 YEARS AGO, TODAY'S USE OF THIS IS ...				TEACHING METHODS/ APPROACHES	5 YEARS FROM NOW, WE EXPECT THE USE OF THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Lecture				
				Role Play				
				Simulation				
				Gaming				
				Guest Speakers				
				Team Projects				
				Student Focus Groups				
				Problem-Based Learning				
				Cooperative/Collaborative Learning				
				Service Learning				
				Research with Faculty				
				Interdisciplinary Learning				
				Distance Learning				
				Nursing Honors Program				
				Case Studies				
				Independent Study				
				Self-Designed Learning Modules				

COMPARED TO 5 YEARS AGO, TODAY'S USE OF THIS IS ...				TEACHING METHODS/ APPROACHES	5 YEARS FROM NOW, WE EXPECT THE USE OF THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Small Group Discussion/Seminar				
				Arts and Humanities (e.g., Poetry, Music, Novels)				
				Debate				
				Inquiry-Based Learning				
				Portfolios				
				Journals				
				Learning Groups				
				Mentoring				
				Peer Mentoring				
				Study Abroad Options in Nursing				
				Active Learning Strategies				
				Concept Mapping				
Audio-Visuals:								
				... Films/Videos				
				... Transparencies				
				... Interactive Video				
				... PowerPoint Presentations				
				... Teleconferencing				
Computer-Mediated Learning:								
				... Web-based Courses				
				... Use of the Internet in a Course				
				... Chat Rooms				
				... Listservs				
				... CD-ROMs				
				... E-mail				

EVALUATION METHODS/APPROACHES

Review each of the “Evaluation Methods/Approaches” noted below and indicate -- for *each* method/approach -- which *one* of the following best describes that aspect in relation to your program today, (a) as it compares to your program 5 years ago and (b) as you anticipate it will compare to your program 5 years in the future: **MORE** (i.e., this is used more extensively than it was 5 years ago *or* you expect to use it more in the future); **LESS** (i.e., this is used less extensively than it was 5 years ago *or* you expect to use it less in the future); **SAME** (i.e., the use of this is about the same as it was 5 years ago *or* you expect the use of it to be about the same in the future); or **NEVER** (i.e., this has never been used in the past, and you do not anticipate using it in the future).

COMPARED TO 5 YEARS AGO, TODAY'S USE OF THIS IS ...				EVALUATION METHODS/APPROACHES	5 YEARS FROM NOW, WE EXPECT THE USE OF THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Multiple Choice Tests				
				Essay/Short Answer Tests				
				Creative Projects				
				Dyad Testing				
				Critical Analyses				
				Self-Assessment/Evaluation				
				Peer Evaluation				
				Term Papers				
				Nursing Care Plans				
				Computer-Adaptive Testing				
				Oral Presentations				
				Interpersonal Process Recordings				
				Journals				
				Clinical Case Presentations				
				Clinical Nursing Rounds				
				Other (please specify)				
				Other (please specify)				
				Other (please specify)				

CLINICAL EXPERIENCES AND USE OF THE LABORATORY

Review each of the “Clinical/Laboratory Aspects” noted below and indicate -- for *each* aspect -- which *one* of the following best describes that aspect in relation to your program today, (a) as it compares to your program 5 years ago and (b) as you anticipate it will compare to your program 5 years in the future: **MORE** (i.e., this is used more extensively than it was 5 years ago *or* you expect to use it more in the future); **LESS** (i.e., this is used less extensively than it was 5 years ago *or* you expect to use it less in the future); **SAME** (i.e., the use of this is about the same as it was 5 years ago *or* you expect the use of it to be about the same in the future); or **NEVER** (i.e., this has never been used in the past, and you do not anticipate using it in the future).

COMPARED TO 5 YEARS AGO, TODAY’S USE OF THIS IS ...				CLINICAL/LABORATORY ASPECTS	5 YEARS FROM NOW, WE EXPECT THE USE OF THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
Community-Based Clinical Experience:								
				... Senior Centers				
				... Schools				
				... Day Care Centers				
				... Home Care				
				... Homeless Shelters				
				... Camps				
				... Migrant Worker Settings				
				... Managed Care Offices				
				... Public Health Agencies				
				... Nurse Managed Centers				
				... Other (please specify)				
In-patient, Hospital, Acute Care Clinical Experience:								
				... Medical/Surgical				
				... Maternity				
				... Pediatrics				
				... Intensive Care				
				... Operating Room/ Recovery Room				

COMPARED TO 5 YEARS AGO, TODAY'S USE OF THIS IS ...				CLINICAL/LABORATORY ASPECTS	5 YEARS FROM NOW, WE EXPECT THE USE OF THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
In-patient, Hospital, Acute Care Clinical Experience (continued):								
				... Emergency Room				
				... Psychiatry				
Ambulatory, Out-Patient, and Short-Stay Clinical Experience:								
				... Physician/Nurse Practitioner Offices				
				... Primary Care Clinics				
				... Surgi-Centers				
				... Birthing Centers				
				... Other (please specify)				
				Long-Term Care Facilities				
				Students "adopt" a community, neighborhood, apartment complex, etc. to address health needs (e.g., Northeastern University model)				
				Use of Preceptors				
				Use of Non-traditional hours (e.g., evenings, nights, weekends)				
				Unstructured/Unscheduled Clinical Time (e.g., following a pregnant family to delivery)				
				Interdisciplinary Team Conferencing				
				Use of Critical Pathways				
				Use of Computer Simulations				
				Use of Skills Checklists				
				Competency-Based Assessments				
				Use of Critical Elements				

COMPARED TO 5 YEARS AGO, TODAY'S USE OF THIS IS ...				CLINICAL/LABORATORY ASPECTS	5 YEARS FROM NOW, WE EXPECT THE USE OF THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Simulated Home Care Area in the Lab				
				Simulated Critical Care Area in the Lab				
Open Lab Hours for Student Practice:								
				... with faculty available				
				... with student assistants available				
				... with no one available				
				Other (please specify)				
				Other (please specify)				
				Other (please specify)				
				Other (please specify)				

FACULTY DIMENSIONS OF PROGRAM DESIGN/IMPLEMENTATION

Review each of the “Faculty Aspects” noted below and indicate -- for *each* aspect -- which *one* of the following best describes that aspect in relation to your program today, (a) as it compares to your program 5 years ago and (b) as you anticipate it will compare to your program 5 years in the future: **MORE** (i.e., there is more of a focus/emphasis on this than there was 5 years ago **OR** you expect more of an emphasis on this in the future); **LESS** (i.e., there is less of a focus/emphasis on this than there was 5 years ago **or** you expect less of an emphasis on this in the future); **SAME** (i.e., the focus/emphasis on this is about the same as it was 5 years ago **or** you expect the emphasis to be about the same in the future); or **NEVER** (i.e., you never addressed this, and you do not intend to address it in the future).

COMPARED TO 5 YEARS AGO, TODAY’S EMPHASIS ON THIS IS ...				FACULTY ASPECTS	5 YEARS FROM NOW, WE EXPECT THE EMPHASIS ON THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Faculty Practice Plans				
				Reductions in Teaching Load for Curriculum/Program Development				
				Requirements for Doctoral Preparation in Any Field				
				Requirement for Doctoral Preparation in Nursing				
				Use of Adjunct Faculty				
				Use of Clinical Experts (e.g., staff nurse preceptors) to Teach				
				Joint Appointments				
				Clinical, Non-Tenure Track Appointments				
				Development of a Teacher/Practitioner Model				
				Development of a Teacher/Scholar Model				
				Development of a Teacher/Practitioner/Scholar Model				
Faculty Development Programming:								
				... “Re-tooling” for Community- based Teaching				
				... Use of Computers				
				... Grant Writing				
				... Innovative Teaching Approaches				
				... Other (please specify)				
				Other (please specify)				

STUDENT RECRUITMENT/RETENTION/ENROLLMENT

Review each of the “Student Aspects” noted below and indicate -- for *each* aspect -- which *one* of the following best describes that aspect in relation to your program today, (a) as it compares to your program 5 years ago and (b) as you anticipate it will compare to your program 5 years in the future: **MORE** (i.e., there is more of a focus/emphasis on this than there was 5 years ago *or* you expect more of an emphasis on it in the future); **LESS** (i.e., there is less of a focus/emphasis on this than there was 5 years ago *or* you expect less of an emphasis on this in the future); **SAME** (i.e., the focus/emphasis on this is about the same as it was 5 years ago *or* you expect the emphasis to be about the same in the future); or **NEVER** (i.e., you never addressed this, and you do not intend to address it in the future).

COMPARED TO 5 YEARS AGO, TODAY’S EMPHASIS ON THIS IS ...				STUDENT ASPECTS	5 YEARS FROM NOW, WE EXPECT THE EMPHASIS ON THIS TO BE ...			
MORE	LESS	SAME	NEVER		MORE	LESS	SAME	NEVER
				Support Services to Retain Students (e.g., Peer Support Groups, Study Skills Programs, Mentoring)				
				Use of a Full-time Nurse Recruiter				
				Recruitment at Middle Schools				
				Recruitment/Retention of Non-Traditional Age Learners				
				Recruitment/Retention of Diverse Student Populations				
				Recruitment/Retention of International Students				
				Increase in Admission Standards In Nursing				
				Increase in Progression/ Graduation Standards in Nursing				
				Use of Comprehensive Examinations for Graduation				
				Use of NCLEX Preparation Test Scores to Approve Students for Graduation				
				Alumni Mentoring of Students				
				Opening Nursing Courses to High School Students				
				Summer Camps for High School Students				
				Other (please specify)				
				Other (please specify)				
				Other (please specify)				