

5. FINDINGS AND RECOMMENDATIONS

5.1. DISCUSSION

The overall aim of this project was to gain information about the Enrolled Nurses' workplace. To achieve this, questionnaires were distributed to 144 Registered Nurses workplace supervisors. These Registered Nurses were asked to consider issues relating to the Advanced Certificate in Nursing (Enrolled Nurse) course that was implemented in 1991. Specifically they were asked to comment on the performance, ANRAC competencies and the workplace role and function of the Enrolled Nurses working in their specialty area following their TAFE, Block 2 theoretical instruction. To accomplish this aim, information was gathered relating to five broad categories;

- Information relating to program execution;
- Information relating to learner performance after the theoretical instruction;
- Information relating to workplace experience;
- Professional Issues;
- Supplementary information relating to other studies

The information assembled from these five categories has implications for the practice of nursing in the workplace. There are also implications for tertiary institutions and the development of curriculum content and the structure of nursing programs.

There are also implications for the future of the nursing profession in NSW as we enter the new millennium. The findings from this study will be addressed under three headings.

5. 2. IMPLICATIONS FOR NURSES IN THE WORKPLACE

The information collected indicated that Enrolled Nurses work across a range of areas but the majority of these nurses are educated in the specialty areas of medical, surgical and aged care. As modern technology and economics impact on an aging society, the demographics of hospital populations are likely to change. Although this could result in increasing specialisation within the nursing profession, the needs for basic personal care will remain. This level of nurse can remain a valuable asset at the bedside.

For all nurses to function effectively in the workplace, it is preferable that there be mutual respect and support for both levels of the nursing team. Therefore it was gratifying that from the 92 Registered Nurse respondents, 80 responded that Enrolled Nurses did meet their expectations, implying a level of satisfaction within the workplace.

However there was a convincing notion from the majority of the sample (67%) that Enrolled Nurses had difficulty adjusting to their new role. Many of the reasons given related to a lack of confidence, the nature of the work and a general lack of experience, rather than any implication of curriculum deficit. One insight provided in the responses to these questions was "Some Registered Nurses are not aware of the limitations of the Enrolled Nurses' role and expect them to do tasks above their level of training." This lack of understanding of the Enrolled Nurse role was further emphasised when Registered Nurses from the sample were asked what were the duties that Enrolled Nurses were ill equipped to perform. The responses implied not only a lack of

knowledge of the content of the Enrolled Nurses' educational preparation, but more importantly, a lack of knowledge as to the Enrolled Nurse's role and function in the workplace. The same lack of knowledge was reinforced by the answers to the question as to what type of specialised ward equipment students were unable to use. Many of the answers given specified specialised equipment that is not generally appropriate for the role and function of Enrolled Nurses.

Having some form of introduction or orientation to the specialty area in which they are required to work may have ameliorated the difficulty that Student Enrolled Nurses experienced in adjusting to their new role in the specialty area. The information provided in the surveys suggests that over 25% of Student Enrolled Nurses commenced work in their specialty area with no orientation to the specialty area. No respondents indicated the presence of programs such as preceptors, buddy systems or shadowing aligned to the orientation program. It is conceivable that this lack of orientation could lead to role stress and job dissatisfaction that is described in Registered Nurses studies (Barnett, 1992: Dufault, Batrlett, Dagrosa & Joseph, 1992: Hewison & Wildman 1996: Horsburgh, 1989: Johnson, 1986). Of those areas that do provide orientation to the specialty, less than half provide information regarding community services in the specialty area. This problem is made more difficult by the fact that 50% of Enrolled Nurses in the specialty areas are practising nursing under the patient allocation model. Patient allocation is a model of nursing practise in which the nurse is allocated a number of patients for which she/he is responsible for providing total care. Enrolled Nurses may not be able to fully participate in this delivery method, as they do not receive education for many of the duties (medications, oxygen therapy) necessary for total patient care. It

is possible to understand how frustration may be experienced at the Enrolled Nurse/Registered Nurse interface and how it may sometimes be easier for the Enrolled Nurse to extend their role rather than seek assistance on a busy ward. Dewar. (1992).

The study indicated other areas that could impact on job satisfaction and retention for Enrolled Nurses. The Enrolled Nurse Review (1991) recommended a staff mix of 4:1, that is, 4 Registered Nurses to 1 Enrolled Nurse. In this sample there appear to be three times as many Enrolled Nurses as Registered Nurses on the morning shift, while on the evening shift there appear to be twice as many Registered Nurses as Enrolled Nurses. One reason for the anomaly may be that in many areas much of the basic nursing care (bathing, bed-making, urinalysis) is carried out in the morning. The manifest confusion over the Enrolled Nurses' role and function may impact on this decision to utilise Enrolled Nurses on the morning shift. Further exploration of this inconsistency would seem appropriate.

There appears to be confusion surrounding what Enrolled Nurses can and cannot do in the clinical area. It is therefore remarkable that 26% of the supervising Registered Nurse respondents either did not have or did not know if they had written policy statements pertaining to the clinical practice of Student Enrolled Nurse in the specialty clinical area in which they supervise.

Examination of Registered Nurses' expectations concerning Enrolled Nurses provided a diverse set of responses, many were very encouraging, specifying the asking of questions as one of their expectations. The responses of "performing care without supervision" or "taking initiative" highlighted some of the issues concerning 'providing

care under the supervision of a Registered Nurse' and confirmed confusion over what constitutes 'supervision'. Probing as to why Enrolled Nurses failed to meet the expectations of Registered Nurses provided data with little consensus. Many of the comments implied a vague frustration but no one theme emerged. However the majority of Registered Nurses (69.1%) felt that Block 2 prepared student Enrolled Nurses to perform specialty nursing care to an acceptable standard. The Workplace supervisors who indicated concern about the educational preparation of Student Enrolled Nurses were not always sure what was included in the theoretical specialty component. Many of the areas that Registered Nurses identified as being necessary for inclusion in the program were already included, although several of these situations are difficult to simulate in the TAFE environment (crisis situations such as death, haemorrhage and psychosis). Registered Nurses identified other areas that they would like to see included in the educational preparation of Student Enrolled Nurses however the skills identified are not those that can be performed by an Enrolled Nurse.

The majority of Registered Nurses surveyed (49%) regarded the supervision of Enrolled Nurses as a moderate task, with regular supervision still necessary when the Enrolled Nurse has completed their specialty clinical practice program. Further clarification is needed as the wording of the question proved to be ambiguous. The word 'moderate' may imply a variety of meanings.

Many of the Registered Nurses surveyed felt that Enrolled Nurses needed assistance during their clinical practice. However the majority of nurses felt that students often

did not ask for help when they needed it. There was also a feeling that when hospital staff were too busy to assist that new university graduates learning took precedence over Enrolled Nurse learning. This lack of support for Enrolled Nurses in the workplace was again echoed in the comments provided in response to the invitation to express any views relating to the Block 2 Advanced Certificate in Nursing Course. The comments that were provided frequently mentioned that Registered Nurses should have some in-service to learn what can legitimately be expected of Student Enrolled Nurses after their blocks of theoretical instruction.

The issue of on-the job learning is germane to this group of students. An element of the Enrolled Nurse curriculum provides for experience in the specialty clinical practice areas, however over 20% of the respondents to the question of on the job learning indicated that students did not spend any time on the ward in direct learning situations. While just over three quarters of Registered Nurses (78.3%) indicated that Enrolled Nurses spent between 0 and 4 hours in direct learning situations (in-service) on the ward, the majority of respondents (93.5%) indicated that students undertook some form of assessment during their specialty clinical practice. The assessment was generally by mastery or observation and was conducted on the ward by Registered Nurses, Clinical Nurse Specialists and Nurse Unit Managers.

5. 3. IMPLICATIONS FOR NURSES IN EDUCATIONAL INSTITUTIONS

The Advanced Certificate in Nursing (Enrolled Nurse) course is based on the competencies of the Enrolled Nurse. The TAFE theoretical components of the course

are tightly structured with strict adherence to the entry requirements, course duration, curriculum structure and content that are set down by the NSW Nurses' Registration Board and NSW Department of Health. There are predetermined guidelines as to what skills can and cannot be performed by an Enrolled Nurse. This information does not appear to be widespread at the ward level.

The curriculum for the Enrolled Nurse program is constructed in collaboration with the workplace supervisors. This collaboration results in the TAFE theoretical component of the program that enables students to acquire relevant skills and knowledge to equip them to function effectively in their specialty workplaces. At the completion of the theoretical component, the students take their newly learned skills and knowledge into the workplace, at this stage over three-quarters of Registered Nurses surveyed rate Enrolled Nurses as good or very good.

Registered Nurse workplace supervisors were asked to describe the role and function of an Enrolled Nurse. Within the sample there were no respondents who were able to specify exactly what was the role and function of the nurses they were supervising. Many of the difficulties identified with the supervision of Student Enrolled Nurses in the specialty area appear to arise because some Registered Nurses are not sure if Enrolled Nurses have the knowledge and skills that they should have. This problem may be because the Registered Nurses themselves are not sure what skills and knowledge are appropriate for Enrolled Nurses.

5. 4. IMPLICATIONS FOR THE BODY OF NURSING PROFESSIONALS

There are many factors that effect the continued existence of the Enrolled Nurse, the politicised skills mix, economic rationalisation in hospitals, legislative and educational requirements, but perhaps the most profound effect on the debate is that of the role and function of the Enrolled Nurse. The possibility exists for this category of worker to be exploited as a cheaper alternative to Registered Nurses. Clarification of the role and function of Enrolled Nurses and a subsequent commitment to the inclusion of this level of nurse within the profession will assist in maintaining the stance that nurses must do nursing work.

5. 5. RECOMMENDATIONS

Various recommendations arise as a result of an investigative study. When the description of 'what is' becomes evident, the picture of 'what should be' becomes apparent and recommendations can become abundant. In an attempt to direct ardent enthusiasm toward the achievable, the current study proposes six major recommendations.

5. 5. 1. RECOMMENDATION ONE

A larger study incorporating the concurrent longitudinal research to be undertaken. This study would allow multiple correlations to be carried out. Correlation of information gathered from students at various stages of their training could be examined. This could then be compared to the information gathered from teachers of Enrolled Nurses and Registered Nurses who are working with Enrolled Nurses at the same point in time.

This information would provide a comprehensive view of the current situation. Further analysis of the differences between Registered Nurse Survey One and Registered Nurse Survey Two and Teacher Survey One and Two may add weight to the implicit belief in the value of the clinical experience for learning.

5. 5. 2. RECOMMENDATION TWO

There is a need to broaden the study to include customers (patients) and students. A large study, with a customer focus, would emphasise the perceptions of the patient with regard to the differences between the Enrolled Nurse and Registered Nurse functions and assist to identify and define their respective role boundaries.

5. 5. 3. RECOMMENDATION THREE

Enrolled Nurses who are preparing to work in a specialty area should be provided with an orientation experience prior to commencing work. It would seem appropriate that teaching hospitals provide an orientation to the area for newly appointed or visiting staff.

5. 5. 4. RECOMMENDATION FOUR

Registered Nurses who are required to direct and supervise Enrolled Nurses must be provided with an understanding of their role and function. In NSW, TAFE, the Nurses Registration Board and the NSW Health Department all possess curriculum documentation regarding the appropriateness of various tasks for the Enrolled Nurse. Universities that prepare Registered Nurses to supervise Enrolled Nurses should be made cognisant of the Enrolled Nurses' role and function.

5.5.5. RECOMMENDATION FIVE

Further clarification of the role and function of Enrolled Nurses must be conducted urgently. The ANRAC competencies have highlighted national idiosyncrasies. Although the case in NSW is quite clear, there appears to be no national conformity concerning the role and function of Enrolled Nurses. This has serious limitations for inter-state mobility for this category of worker.

5.5.6. RECOMMENDATION SIX

Registered Nurses indicated that in some hospitals Enrolled Nurses did not spend time in direct learning situations. In line with the imperative of the National Training Agenda there is an urgent need to investigate the hospital clinical environment with regard to work based learning.

5.5.7. RECOMMENDATION SEVEN

Data from this study be aggregated with the larger study being conducted by the TAFE nursing unit and further analysis be conducted.

5.6. CONCLUSION

The aim of this investigative study was to ascertain if the Advanced Certificate in Nursing (Enrolled Nurse) course is effective in preparing the Enrolled Nurse to meet the workplace demands. Results of the study indicate that the majority of Registered Nurses feel the course is effective in preparing the Enrolled Nurse for nursing in the specialty care workplace. Where discrepancies do exist, they are more likely to represent confusion over role boundaries than deficits within the curriculum. The objectives of the

study have been met, questions have been answered and new questions have emerged. The results of this study will be disseminated to teachers of nursing and through NSW hospitals to help inform the decision-makers.

David Stufflebeam said that :

"The most important purpose of evaluation is not to prove, but to improve" (Stufflebeam, D. 1985, p.151). It would be good to believe that this purpose would be achieved through the current investigative study. Consideration of the recommendations will improve the plight of both Enrolled Nurses and of those Registered Nurses who supervise Enrolled Nurses.

Bibliography

Alkin, M .C. (1990). Curriculum Evaluation Models. In The International Encyclopedia of Educational Evaluation, University of Illinois: Chicago, Illinois:

Allport, G .W. (1955). Becoming: Basic Considerations for a Psychology of Personality. Yale University Press: New Haven.

Alreck, P. L. & Settle, R .B. (1985). The Survey Research Handbook, Irwin: Homewood: Illinois.

ANRAC Nursing Competencies Assessment Project. (1990). Report to the Australasian Nurse Registering Authorities Conference. (3 Vols). Assessment and Evaluation Research Unit. Education Department. University of Queensland.

Attridge, C. & Callahan, M. (1989). Women in women's work. Nurses stress and power. Recent Advances in Nursing. (25) 41-69.

Australian National Training Authority. (1995) (On-line) http://www.anta.gov.au.anta_prod/About/default.htm

Australian Nursing Council Inc. (1993). National Validation of ANCI competencies for Beginning Level Enrolled Nurses across all areas of Nursing Practice. Report to ANCI Competencies Committee. Canberra,

Australian Nursing Council Inc. (1994). Review of the ANCI Competencies for the Registered and Enrolled Nurse. Working Document.

Barnett, D. (1993). New Role for Nurses. Nursing Standard. 7. (25) pp. 24-25.

Barnett, T (1992). Preceptorship. In Gray, G & Pratt, R (Eds.). Issues in Australian Nursing 3 pp.245-265. Churchill Livingstone. Melbourne:

Barrat, A. (1994). Bendable or Expendable. If Nurses do not Respond Flexibly to the Changing Needs of the Profession, then Support Workers will. Nursing Standard. Jan 26-Feb 1.(18) pp. 44.

Barzun, J. & Graff. H.F. (1992). The Modern Researcher, (5th ed.). Houghton Mifflin Company. London.

Beaumont, M (1987). The Nursing Struggle. The Australian Nurses Journal. Volume 17. No.3.September.

Becker, J .A. (1979). Schooling for a Global Age, McGraw-Hill, NewYork.

Beeby, C .E. (1977). The Meaning of Evaluation, Current Issues in Education, Volume. 4, pp.68-78

Benner, P. (1984). From Novice to Expert. Excellence and Power in Clinical Nursing Practice, Addison-Wesley, California.

Bibliography

- Bennet, Y. (1993). The Validity and Reliability of Assessments and Self-Assessments of Work-based Learning Assessment. In Evaluation in Higher Education, 18, (2)
- Benson, L. & Ducanis, A. (1995). Nurses' Perception of Their Role and Role Conflicts. Rehabilitation Nursing. 20 (4) pp. 204-211.
- Berdie, D .R. Anderson, J. F. & Niebuhr. M. A. (1986). (2nd ed.). Questionnaires Design and Use. The Scarecrow Press, Inc. Metuchen, N.J.
- Billett, S. (1992). Developing vocational skills in the workplace. Australian Journal of TAFE research and development 8, (2) pp.1-12
- Bloom, B. (1956). Design of the Taxonomy of Educational Objectives. McGraw Hill. New York.
- Bloom, B. (1971). Handbook on Formative and Summative Evaluation of Student Learning, McGraw Hill, New York.
- Bollenberg, R. (1991). Differentiated Practice, another threat to the LPN. An opinion essay. Journal of Practical Nursing. 41. (3):36.
- Bradshaw, A. (1988). Charting some challenges in the art and science of nursing. The Lancet, 7/2/98, 351. Issue 9100.pp 438-440.
- Brady, L. (1990). Curriculum Development, Prentice-Hall, Sydney.
- Braithwaite, R.J. (1992). Through a Glass Darkly. Curriculum Control in NEW Schools, The Curriculum Journal.. 3, (1), pp. 41-52.
- Brannon, R. L. (1990). The Reorganization of the Nursing Labor Process: From Team to Primary Nursing. International Journal of Health Services. 20. (3.)
- Bruce, C. S. (1994). Research Students' Early Experiences of the Dissertation Literature Review, Queensland University of Technology. Studies in Higher Education, 19, (2), pp. 217-229
- Burr, G. (1988). Evaluating the Experience of Hospital Trained Registered Nurses Undertaking Tertiary Study in Nursing. (Diploma of Applied Science {Nursing} Advanced Standing Program) Masters Thesis. Master of Health Personnel Education. University of NSW.
- Callum, R. (1989). Enrolled Nurses: Against all the odds. Nursing Times. 19: 85 (37). p52-54.
- Carmichael, L (Chair) (1992). Employment and Skills Formation Council. The Australian Vocational Training System. National Board of Employment, Education and Training. Canberra. (The Carmichael Report). Government Printing Service. Canberra.

Bibliography

Carpenito, L. & Duespohl, A. (1985). (2nd ed.). A Guide for Effective Clinical Instruction. Rockville, Aspen Systems. USA.

Capra, F. (1983). The Turning Point, Bantam, New York

Chaska, N (1990). The Nursing Profession, Mosby. St Louis.

Clarke, L. (1995). Nursing Research: science, visions and telling stories, Journal of Advanced Nursing, 21, pp. 584-593

Clark, T. Goodwin, M, Mariani, M, Marshall, M. J, & Moore, S. (1983). 'Curriculum Evaluation: An Application of Stufflebeam's Model in a Baccalaureate School of Nursing', Journal of Nursing Education, 22, (2). pp.54-58.

Cleminson, A. & Bradford, S. (1996). Professional education: the relationship between academic and experiential learning. Journal of Vocational Education and Training, 48, (3). pp.249-259.

Chudley, P. (1989). Enrolled Nurses: On the political agenda. Nursing Times. 85 (46) p.47-8.

Cole, A. (1989). Campaign on Behalf of Enrolled Nurses. Nursing Times 85, (43) pp.25.

Cole, A. (1989). Enrolled Nurses: Something to Shout About: In Nursing Times. (1990) 85 (51), p.42-43.

Costello, K. (1996). Quality care in crisis, the American Experience. Australian Nursing Journal, 3, (10).

Coudret, N. A. (1994). Role socialization of Graduating Student Nurses: Impact of a Nursing Practicum on Professional Role Conception. Journal of Professional Nursing. 10 (6) pp. 342-349

Cowan, P. J. (1996). Changing role in a General Hospital Setting. Registered Practical Nurses Care. Connection, 11, (1). pp. 5 & 8.

Cronbach, L. J. (1963). Course Improvement Through Evaluation, Teachers College Record, 64, pp. 627-683

Crotty, M & Bagnall, A. (1988). Using a Quality Assurance Model to Evaluate ENB course 998. Teaching and assessing in Clinical Practice. Nurse Education Today. 8. pp.332-340.

Davis, B. (Ed.). (1987), Nursing Education: Research and Developments, Croom Helm, Australia.

Davis, E. (1981). Teachers as Curriculum Evaluators, Allen & Unwin, Sydney.

Davison, N & Pearson, P. (1994). Sensitivity and Care: Vital Tools for Skill Mix Review. Nursing Times. 90 (43) pp. 38-39

Bibliography

Dawkins, P. J. (1988). Industry Training in Australia. The need for change, Department of Employment, Education and Training, Australian Government Printing Service. Canberra.

Dawkins, P. J & Robertson, F. (1990). Part-time employment and the youth labour market. A study of the Australian Longitudinal survey. Curtin University of Technology. School of Economics and Finance. Perth.

Department of Employment Education and Training (DEET) (1987). Skills for Australia. Australian Government Printing Service. Canberra

Department of Employment Education and Training (DEET) (1989). Improving Australia's Training System. Australian Government Printing Service. Canberra

Department of Health. (1987). Circular No. 87/43. Recommendations from the Task force on the role and function of the Enrolled Nursing Aide in NSW (1981) Supported as policy by the Department of Health. Haymarket. NSW.

Dewar, B. J. (1992). Skill Muddle, Nursing Times, 88, (33), pp. 24-27.

Draper, P. (1998). Changes in Nursing and the Introduction of the Support Worker. Nurse Education Today (5) pp.360-355.

Dufault, M., Bartlett, B., Dagrosa, C., & Joseph, D. (1992). A statewide consortium initiative to establish an undergraduate clinical internship program. Journal of Professional Nursing, 8 (4), 239-244.

Duffield, C .Donoghue, J., Pelletier, D. & Adams, A. (1993). First-line managers in NSW perceived role competencies. Part 11. Contemporary Nurse, 2(3), 110-117.

Eisner, E. W. (1976).Educational Connoisseurship and Criticism; Their Form and Function in Educational Evaluation, Journal of Aesthetic Education, 10, pp. 3-4. July-October. University of Illinois Press. Champaign, Illinois.

Elkan, R. & Hillman, R. (1994). Project 2000 and the Replacement of the Traditional Student Workforce. International Journal of Nursing Studies 31 (5). pp. 413-420.

Ewan, C. & White, R. (1984). Teaching Nursing. Croom Helm. Dover. UK.

Fardell, J. (1989). Lessons from Abroad, Nursing Times, 85. (8) pp. 27

Fardell, J. (1989), Enrolled Nurses: Fast, flexible and fallible? Nursing Times. 85 (32) pp40-41.

Finn, B. (Chair). (1991). Australian Education Council Review Committee. Young People's Participation in Post-Compulsory Education and Training, (3 Vols), Australian Government Printing Service, (The Finn report) Canberra.

Bibliography

FitzGerald, V. (1994). Successful Reform: Competitive Skills for Australians and Australian Enterprises, a report to Australian National Training Authority. Allen Consulting Group and Australian National Training Authority. Australia.

Foong, A. & Mackay, L. (1996). An exploration of the Psychosocial Perspectives on Educational/Developmental Opportunities for Enrolled Nurses, the Forgotten Species. Nurse Education To-day. 16.(2). pp 94-97.

Fox-Young, S. (1988). Role Differentiation for the First and Second Level Nurse. Lessons From Other Professions and Para-Professions. Paper presented at the Australian Nurse Teachers Conference, Sydney.

Funnell, B. (Ed.). (1996). A Handbook for Research in Adult and Vocational Education National Centre for Vocational Education Research Ltd. Adelaide, South Australia.

Gallagher, R. (1995). Letter from America. The American Nurses' Association. Nursing Times. 91 (4). pp.181.

Gardener, K. & Tilbury, M. (1991). A Longitudinal Cost Analysis of Primary and Team Nursing. Nursing Economics. 9 (2) pp 97-104.

George, J. & Davis, A. (1998). States of Health.(3rd ed.). Health and Illness in Australia. Addison Wesley Longman. Australia.

Gibbs, J. (1987). Nurses and nursing in transition. Australian Family Physician, 16, (4.).

Goldenberg, D. (1987/8). Preceptorship: a one-to-one relationship with a triple "P" rating (preceptor, preceptee, patient). Nursing Forum, XXIII (1), pp 10-15.

Gonczi, A. (Ed.). (1992) Developing a Competent Workforce. National Centre for Vocational Education Research Ltd. South Australia

Gonczi, A. & Hager, P. (1992). The Policy Context for Vocational Education and Training. In Gonczi, A. (Ed.). Developing a competent workforce. National Centre for Vocational Education Research Ltd. Leabrook, South Australia.

Gray, G. & Pratt, R. (1989). (Eds.). Issues in Australian Nursing 2 Churchill Livingstone Melbourne.

Gray, G. & Pratt, R. (1991). (Eds.). Towards a discipline of Nursing Churchill Livingstone Melbourne.

Gray, G. & Pratt, R. (1992). (Eds.). Issues in Australian Nursing 3 Churchill Livingstone Melbourne.

Greaves, F. (1987). The Nursing Curriculum, Theory and Practice. Croon Helm. Beckenham, Kent. UK.

Bibliography

Green, M. (1990). Course Evaluation, A Case Study from Health Sciences, Vocational Aspects, 30, (1) pp.67-71.

Greenwood, J. (1984). in Clarke, L. (1995). Nursing Research: science, visions and telling stories.. Journal of Advanced Nursing. 21, pp.584-593

Groome, A. (1992), The Social Construction of Nursing. Contemporary Nurse. 1 (1).

Hall, G. & Loucks, S. F. (1978). Innovation Configurations: Analyzing the Adaptation of Innovations, Report 3049, Research and Development Centre for Teacher Education, The University of Texas. Austin. USA.

Harris, L, Adamson, B. & Hunt, A. (1998). Assessing Quality in Higher Education. Criteria for Evaluating Programmes for Allied Health Professionals. Assessment and Evaluation in Higher Education. 23. (3) pp 273.

Hawkins, M. (1990). Preceptorship. Socialisation of students into the world of work. Journal of Practical Nursing. 40, (3) pp 34, 50.

Hayton, G. (1992). Workplace reform and vocational education and training. In Gonczi, A (Ed.). Developing a competent workforce.. National Centre for Vocational Education Research Ltd. Leabrook, South Australia

Hart, E. & Bond, M. (1996), Making Use of Action Research through the Use of a Typology. Journal of Advanced Nursing. 23 (1) pp152-159.

Heath, J. (1994). Skill Mix in Primary Care. British Medical Journal. 308. (6935) pp. 993-994.

Hengstberger-Sims, C. & McMillan, M. A. (1991). Stakeholder Evaluation. a Model of Decision Making in Problem Based Learning. Nurse Education Today. 11.pp. 439-447.

Hewison, A. & Wildman, S. (1996). The theory-practice gap in nursing: A new dimension. Journal of Advanced Nursing, 14, pp 610-617.

Higgins, L. (1989). Students' perceptions of Priorities in Nurse Education: Research Findings and their Curriculum Implications. Higher Education Research and Development, 8, (2),

Hillegas, K & Valentine, S. (1986). Development and Evaluation of a Summative Clinical Grading Tool. Journal of Nursing Education. 25, (5).

Hilmer, F, G. (1994). (Chair) Independent Committee of Inquiry into Competition Policy in Australia. National Competition Policy. Australian Government Publishing Service, Canberra.

Horsburgh, M. (1989). Graduate nurses' adjustment to initial employment: Natural fieldwork. Journal of Advanced Nursing. 14, pp 610-617.

Bibliography

House, E. (1978). Assumptions Underlying Educational Models, Educational Researcher. pp. 4-12

Inglis, F. (1985). The Management of Ignorance. A Political Theory of the Curriculum. Basil Blackwell. Oxford.

International Council of Nurses, (1973), Code for Nurses, Geneva.

Jacox, A. (1997). Determinants of Who Does What in Health Care. (Online) Journal of Issues in Nursing available at http://www.nursingworld.org/ojin/tpc5/tpc5_1.htm

Johnson, J. E. (1995). An Expanded Role for Nurses. Point and counterpoint and an Action Plan for Success. Nursing Administration Quarterly. 19 (4) pp. 36-43.

Johnson, S. (1986). Bridging the gap: A new graduate nurse program that works. Journal of Nursing Staff Development, 2 (4), 166-168.

Karpin, D. (Chair) (1995). Enterprising Nation: Renewing Australia's Managers to Meet the Challenges of the Asia-Pacific Century, Report of industry task force on leadership and management skills, Australia Government Publishing Service. Canberra.

Karuhije, H. F. (1986). Educational Preparation for Clinical Teaching: Perceptions of the Nurse Educator. Journal of Nursing Education. 25, (4). pp137-144

Keating, P. (1994). Working Nation. Policies and Programs. Government Printing Services. Canberra. Australia.

Kennedy, C. W. Polivka, B. J. Bininger, C J. Sears, J. R. & Voorhees-Murphy, S. (1995). Evaluating a Mental health Education Program for Community Health Nurses. Journal of Community Health Nursing. 12 (4) pp. 21-28.

Kerfoot, K. M. (1997). Role Design: What Has It Accomplished? (Online) Journal of Issues in Nursing. Available at http://www.nursingworld.org/ojin/tpc5/tpc5_3.htm

Kirby, K. (1991), The University Hospital Nurse Extender Model, Part II. Program Implementation. Journal of Nursing Administration. 21. (2) pp 22-26.

Ketter, J. (1994). Restructuring Spurs Debate on Staffing Ratios. American Nurse. 26 (7) pp. 26.

Kolb, D. (1984) Experiential Learning. Prentice-Hall. Englewood Cliffs.

Kramer, L. (1974). Reality Shock: Why Nurses Leave Nursing. C.V. Mosby. St. Louis. USA.

Kramer, M. (1986). Role Models, Role Conceptions and Role Deprivation. Nursing Research, 17, pp. 115-120

Lawler, J. (1991). Behind the Screens. Churchill Livingstone. UK.

Bibliography

- Leifer, D. (1996). Generic Health Care Workers. Nursing Standard. 36. (10).
- Lewy, A. (1990). Formative and Summative Evaluation, The International Encyclopedia of Educational Evaluation, University of Illinois. pp. 26-28. Chicago, Illinois
- Madaus, G. F. Scriven, M. Stufflebeam, D. (Eds.). (1983) In Evaluation Models. Viewpoints on Educational and Human Services Evaluation. Kluwer-Nijhoff Publishing. USA.
- Madden, R. A. (1989). Are LPNs and RNs interchangeable? Nurse Management. (5) pp.14-15.
- Malko, K. (1988). Evaluation for accountability, The Australian Journal of Advanced Nursing, 5 (4), pp. 12-18.
- Martin, L. (1986.). Project 2000. Nursing Times. August 13, pp. 48-49.
- Mayer, E. (Chair) (1992). Employment-Related Key Competencies: A Proposal for Consultation. Australian Education Council. (The Mayer Report). Government Printing Service. Canberra.
- McArthur, J. Walsh, A. & Bruin, N. (1983). Further Comparative Evaluation of Students and Graduates from College and Hospital-Based Basic Nursing Programs. Commonwealth Tertiary Education Committee. Australia.
- McDiarmid, G. (1987). The Development of a Conceptual Empirical Theory of Curriculum Change. Interchange 18, 3, pp38-62
- McFarlane, J. (1976). A Charter for Caring. Journal of Advanced Nursing. 1; pp 187-196
- McHugh, M., Duprat, L, & Clifford, J. (1996). Currents in practice: Enhancing support for the graduate nurse. Australian Journal of Nursing, 96 (6), 57-62.
- McKenna, H. (1995). Nursing Skill Mix Substitutions and Quality of Care: An Exploration of Assumptions from Research Literature. Journal of Advanced Nursing. Vol 21, (3) pp. 452-459.
- McLaughlin, F. E., Thomas, S .A. & Barter, M. (1995). Changes Related to Care Delivery Patterns. Journal of Nursing Administration. May 25, (5) pp 35-46.
- McMillan, M. (1987). An Illuminative Approach to a Formative Evaluation of a College Based Nursing Program. Nurse Education Today. 7. pp.165-170.
- McMillan, M. & Dwyer, J. (1989). Changing times changing paradigm: from hospital training and college education. Australia. Nurse Education Today. 8. Pp15-18.
- Mellish, J. (1986). Evaluation in Clinical Nursing. Butterworths, Durban. South Africa.
- Mellish, J. & Brink, H. (1985). Teaching the Practice of Nursing. (2nd ed.). Butterworths. Durban. South Africa.

Bibliography

Miller, M. T. (1994). Commentary on Unlicensed Personnel: No Cure for an Ailing Health Care System. Nursing Health Care. 15 (1) pp.18-21.

Miles, M, & Huberman, A. (1994). Qualitative Data Analysis. An Expanded Sourcebook. Sage Publications. London.

Mitchell, A. Watts, J. Whyte, R. Blatz, S., Norman, G. R. Southwell, D. Hunsberger, M. Paes, B & Pinelli, J. (1995). Evaluation of a Program to Prepare Neonatal Nurse Practitioners. Journal of Nursing Education. 4 (6) pp.286-289.

Munro, B, H. (1983). A useful Model for Program Evaluation. The Journal of Nursing Administration. March 1983.

National Board of Employment, Education and Training (1989). Industry Training in Australia: The Need for Change. Australian Government Publishing Service. Canberra

National Training Board (1992). National Competency Standards: Policy and Guidelines. (2nd ed.). Australian Government Publishing, Canberra.

National Centre for Research in Vocational Education (NCRVE), (1992). University of California, Berkeley. USA.

Nichols, B. S. (1995). Action Research: A Method for Practitioners. Nursing Connections, Spring, 8 (1) pp.5-11.

Nightingale, F. (1969). Notes on Nursing: What it is and what it is not, Dover Publications. New York.

Nursing Labour Force (1995). Australian Institute of Health and Welfare. NSW Department of Health. Sydney.

NSW Health Department (1992). Nursing Branch. Annual Report. NSW State Health Publication. Sydney.

NSW Health Department. Workforce Planning Unit. (1995). Profile of the Registered and Enrolled Nurse Workforce, NSW. State Health Publication WP:070003. NSW Health Department, Sydney.

O'Brien, A. (1995). Measuring Graduate Attitudes to Educational Preparation for Practice in Mental Health Nursing. Australian New Zealand Journal of Mental Health Nursing. 4 (3) pp.132-142.

Ortner, S (1974). Is female to male as nature is to culture? In Women, Culture and Society Rosaldo, M. & Lamphere, L. (Eds.). Stanford University Press, California.

Owen. J. M. (1993). Program Evaluation. Allen and Unwin. Sydney.

Bibliography

Parlett, M. & Hamilton, D. (1972). Evaluation as Illumination: A New Approach to the Study of Innovative Programs. In Introduction to Illuminative Evaluation. Studies in Higher Education. Parlett, M.R. & Drearden, G. (Eds.). (1977) pp 9-29. Pacific Sounding Press. CRES. University of Edinburgh. Edinburgh.

Peddiwell, J. A. (1939). The Saber-Tooth Curriculum. McGraw Hill Book Company, Inc. New York. USA.

Pembrey, S. A. (1985). A Framework for Care. *Nursing Times*. (1985). 81:50, pp. 47-49 cited in Martin, L. (1986). pp. 48-49. Project 2000. Nursing Times.

Petheridge, J. (1996). Debriefing work experience: A reflection on reflection. British Journal of Guidance and Counselling. 24 (2), pp 243.

Pilkington, W. & Wood, J. (1986). Job Satisfaction, Role Conflict and Role Ambiguity-a study of hospital nurses. Australian Journal of Advanced Nursing. 3,

Prescott, J. & Smith, A. (1988). Numbering the Nurses. Health Services Journal, 98, pp. 5108

Prescott, P. (1993). An important component of hospital survival under a reformed health-care system. Nursing Economics, 11: (4), pp. 192-199.

Preston, B. & Walker, J. (1994). Competency standards in the Professions and Higher Education. A wholistic Approach in Competencies in the Competency Debate in Australian Education and Training, Collins, C. (Ed.). Australian College of Education, Deakin, ACT.

Pringle, A. (1996). On the Receiving End-Skill Mix. Nursing Standard, 10, (18)

Print, M. (1993). Curriculum Development and Design. Allen and Unwin. Australia.

Ramsey, G. (1993). The National Training Reform Agenda. Extract from an address given at the NSW Summer School January

Reilly, D. (1980). Behavioural Objectives: Evaluation in Nursing (2nd ed.). Appleton-Century-Crofts. Norwalk, Connecticut.

Reilly, D. & Oermann, M. (1985). The Clinical Field: Its use in nursing education. :Appleton-Century-Crofts. Norwalk.

Reverby, S. (1987). A Caring Dilemma: Womanhood and nursing in historical perspective. Nursing Research 36 (1): 5-10.

Riehl, J. & Roy, C. (1980). Conceptual Models for Nursing Practice, Appleton-Century-Croft, Norwalk.

Robinson, C. & Kenyon, R. (Eds.). (1998). The Market for Vocational Education and Training. National Centre for Vocational Education Research. Leabrook, South Australia.

Bibliography

Robinson, C. & Thomson, P. (1998). Readings in Australian Vocational Education and Training Research. National Centre for Vocational Education Research. Kensington Park, South Australia.

Rosenthal, M. Pratt, R. Leelarthapin, B. & Blizard, P. (1991). Developing methods and research instruments for assessing physical and psychosocial outcomes of patient care as a function of nursing staff mix. The Australian Journal of Advanced Nursing. March-May.

Rotem, A. Gladstone, W. Frizell, S. & Savage, P. (1986). The enrolled nurse's participation in the workforce. A study commissioned by the NSW Department of Health. School of Medical Education, University of New South Wales. Department of Health. NSW.

Russell, R. L. (1990). From Nightingale to Now. Nurse Education in Australia. Harcourt, Brace Jovanovich. Australia.

Ryan, M. & Hodson, K. E. (1992). 'Employer Evaluations of Nurse Graduates: A Critical Programme Assessment Element', Journal of Nursing Education, 31, (5), pp. 198-202

Sax, S. (Chair) (1978). Nurse Education and Training. Report of the committee of inquiry into Nurse Education and Training to the Tertiary Education Commission. Canberra: Australian Government Publishing Service.

Sandahl, B. (1993). The Changing Role in Nursing as a Result of Health Care Reform. Washington Nurse. 23 (6) pp. 8-9.

Scales, F. (1985). Nursing Curriculum. Development, Structure, Function. Appleton Century Crofts, Norwalk, Connecticut.

Schempp, C. & Rompre, R. (1986). Transition programs for new graduates: How effective are they? Journal of Nursing Staff Development, 2 (4), pp. 150-156.

Schotfeld, R. (1987) Defining Nursing, A historical controversy. Nursing Research. 36 (1): pp. 64-66.

Scott, B. W. (Chair) (1990). TAFE's Commission for the 1990s, NSW Technical and Further Education Commission, Sydney

Scriven, M. (1967). The Methodology of Evaluation. AERA Monograph Series in Curriculum Evaluation, No.1. Rand McNally, Chicago.

Scriven, M. (1972). In Goal Free Evaluation. The Policy and the Process. (Ed.). E. R. House, McCutchan, Berkely. USA.

Scriven, M. & Stufflebeam, D. (1973). In Evaluation Models. (Ed. Madaus, F.) Viewpoints on Educational and Human Services. Kluwer Nijhoff Academic Publications. Boston. USA.

Seaman, C. H. C. (1983). Research Methods. Principles, Practice and Theory for Nursing. Appleton and Lang. USA.

Bibliography

Seed, A. (1995). Crossing the Boundaries-experiences of neophyte nurses. Journal of Advanced Nursing, 21, pp. 1136-43

Shindui-Rothschild, J. (1994). Restructuring, redesign, rationing and nurses morale: a qualitative study on the impact of competitive financing, Journal of Emergency Nursing, 20 (6). pp.497-504.

Smith, P. Masterson, A. & Lask, S. (1995). Health and the Curriculum. An IlluminativeEvaluation. Nurse Education Today. 15 (4) pp.245-249.

Smith, R. & Knight. J. (1981). Political Censorship in the Teaching of Social Sciences. Australian Journal of Education. 25,(1), pp. 3-23.

Smithers, K. & Bircumshaw, D. (1988), The student experience of undergraduate education: The relationship between academic and clinical learning environments. Nurse Education Today. 8, pp. 347-353.

Sohn, K. S. (1987). Program Evaluation in Nursing. Nurse Educator. 2, pp 27-34.

Speedy, S. (1987). Feminism and the professionalization of nursing. The Australian Journal of Advanced Nursing. 4 (2): pp.20-27.

Sprinthall, R. Schmutte, B. & Sirois, L. (1991). Understanding Educational Research. Responsive Evaluation. Prentice Hall. U.S.A.

Stake, R. (1974). Program Evaluation, Particularly Responsive Evaluation, Rethinking Educational Research, pp.72-87, Hodder and Stoughton, London.

Stake, R. E. (1980). Rethinking Educational Research, Dockrell, W. B. and Hamilton, D. (Eds.). pp. 72-78. Hodder and Stoughton, London.

Standards for Evaluation of Educational Programs, Projects and Materials, (1981). Joint Committee on Standards for Educational Evaluation. McGraw Hill. New York.

Stenhouse, L. (1980). Curriculum Research and Development in Action. Heinmann. London.

Stufflebeam, D. L. (1971). Educational Evaluation and Decision-Making, Peacock Publishing, Itasca, Illinois.

Stufflebeam, D .L. & Shinkfield, A. J. (1985). Systematic Evaluation: A Self-Instructional Guide to Theory and Practice. Kluwer-Nijhoff Publishing. Boston.

Stufflebeam, D. L. & Webster, W. (1980). Analysis of Alternative Approaches to Evaluation, Educational Evaluation and Policy Analysis, 2, (3) pp. 5-19.

Sullivan, M. (1990). The Emergence of the Second Level Nurse in New South Wales: A Profile of the TAFE educated Enrolled Nurse, Employment Outcomes, Course Relevance and Education Needs. Bachelor of Education. ITATE. NSW

Bibliography

Talotta, D. (1990). Role Conceptions and Professional Role Discrepancy Among Baccalaureate Nursing Students Employed as Nurse's Aides Image: Journal of Nursing Scholarship. 22, pp. 111-115

Taylor, M, Jones, L., Meredith, S. & Wheelans, S. (1996). Learning in the Workplace. A study of Three Enterprises. Western Institute of TAFE Publishing Service .Melbourne.

The Enrolled Nurse Review. (1991) A Review of the education, role and function of the Enrolled Nurse in New South Wales. Ministerial Task Force. NSW Health Department. State Health Publication No. (NB) 91-24. NSW.

Torres, G. (1980). Florence Nightingale. In Nursing Theories, the basis for professional nursing practice. J.B. George (Ed.). Prentice Hall. Englewood Cliffs, New Jersey.

Toward a Skilled Australia: (1994). A National Strategy of Vocational Education and Training Australian National Training Authority. Government Printing Service. Canberra.

Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction: Syllabus for Education 360. Chicago University Press. Chicago

Wexler, R. (1991). Nursing Times. 87, (13).

Whelan, J. (1987). Ward sisters' management styles and their effect on nurses perceptions of quality care. Journal of Advanced Nursing, 1988, 13, pp.125-138.

While, A., Roberts, J. and Fitzpatrick, J. (1995). A comparative Study of Outcomes of Pre-Registration Nurse Education Programs. Research Highlights. .English Nurses' Board. U. K.

White, J. (1987). Educational Accountability and the need for Comprehensive Evaluation TAFE, National Centre for Research and Development. Adelaide.

Wiersma, W. (1991). Research Methods in Education. (5th ed.). Allyn and Bacon. USA.

Williams, S. (1991). Evaluating continuing Education Programs. Australian Journal of Advanced Nursing. Dec 1992, (12) pp. 21-28.

Workman, B .A. (1996). An Investigation into how the Health Care Assistants perceive their Role as Support Workers to the Qualified Staff. Journal of Advanced Nursing. (3) pp. 612-619.

Wolf, R. M. (1987). A Framework for Evaluation, Educational Research, 11, (1), pp. 61-67

Worthern, B. J. & Saunders. J .J (1987). Education Evaluation. Alternative Approaches and Practical Guidelines. Longman. New York.

Wright, B. (1991). Courses build up cheap 'nursing' workforce. New Zealand Nursing Journal. . 84 (6) pp 28-29.

Bibliography

Wright, S. G. (1995). The Role of the Nurse: Extended or Expanded. Nursing Standard. 9 (33) pp. 25-29.

Wynne, T. (1995). Skill Mix, Journal of Nursing Management, 3, (4), pp 189-191.

Glossary of Terms

Nurse

A nurse is a person, who having completed an approved program of nurse education, is licensed by a nurse registering authority to practice as a nurse.

The First Level Nurse - The Registered Nurse, R.N.

“In any practice setting the Registered Nurse fulfils the obligations of the professional role, establishes and maintains enabling interactions in professional relationships, and provides effective and holistic care (ANF. 1989)

The first level nurse provides direction and guidance to the second level nurse on a continuing basis and retains accountability for nursing care.

The Second Level Nurse - The Enrolled Nurse, E.N.

This second level nurse practices in cooperation with, and under the direction and supervision of, the Registered Nurse and is responsible for those aspects of nursing care delegated by the Registered Nurse.

ANF

Australian Nursing Federation

ANRAC

Australian Nurse Registering Authority Conference

ANCI

Australian Nurse Council Incorporated

CNS

Clinical Nurse Specialist

DON

Director of Nursing

Holistic

Holism implies that each person must be regarded as a single entity encompassing components of mind and body which are interconnected and inter dependent. Capra, F. (1983)

NSW TAFE Commission

New South Wales Technical and Further Education Commission

NRB

Nurses' Registration Board

Appendix Two

(on letterhead)

To Registered Nurse, Survey Participant,

The **NSW Enrolled Nurse Review** was endorsed by the Minister for Health in August 1991. Among the many recommendations made regarding the TAFE component of the Enrolled Nurse Education Program, was a **request** to undertake a **research project to evaluate the Advanced Certificate course**.

In order to comply with this request, the opinions of three (3) key groups will be sought over a period of approximately two (2) years, i.e. **students; registered nurses** who are working with students and Enrolled Nurses at participating health care facilities; and **teachers** involved with the program.

Your employing hospital has given permission for the research component relating to registered nurses to be undertaken at this hospital.

The purpose of this survey is to ascertain the effectiveness of the Block II program in relation to workplace needs. Because you **directly supervise student enrolled nurses** in the clinical practice area, you are the most appropriate person to answer questions relating to this aspect of the course. Therefore, I request your **participation** in this **study** to assist in the collection of this **vital information**.

The **first questionnaire** provided information about the students' **basic clinical practice experience** following the TAFE Block I theoretical component.

This second questionnaire will seek information about the students clinical practice in their specialty areas following the TAFE Block II theoretical component.

I appreciate the fact that some of the **information** requested may be **considered sensitive**, however, names of people participating have not been requested. Furthermore, the information given on surveys will remain **CONFIDENTIAL** and following analyses, **all data collected will be destroyed**.

As you can appreciate the project will be quite extensive and its **success** is very much **dependent upon your cooperation**. With your assistance in this study, the **information** will be used to **evaluate and monitor** the **educational preparation of Enrolled Nurses** and in turn, continue to **meet the specific nursing requirements and expectations of the workplace**.

Please take 15-20 minutes to complete this questionnaire and to ensure that questions are answered accurately.

I have accepted responsibility for this project and your **valuable contribution is very much appreciated**. If you have any queries regarding the questions, do not hesitate to contact us on telephone No. (02) 2173686, or (02) 9015955.

I would be grateful if completed questionnaire/s could be placed in the envelope provided and returned to the Area/Regional Enrolled Nurse Coordinator as soon as possible.

Thank you for your time and input to this study.

Yours Sincerely

Frances Alexander
Teacher, North Sydney TAFE
Enrolled Nurse Education Program
NSW TAFE Commission

Registered Nurse Survey One

REGISTERED NURSE SURVEY 1.

THIS SURVEY IS SEEKING INFORMATION RELEVANT TO STUDENT ENROLLED NURSES' CLINICAL EXPERIENCE FOLLOWING TAFE BLOCK I THEORETICAL COMPONENT OF THE ADVANCED CERTIFICATE OF NURSING (ENROLLED NURSE) COURSE.

(OFFICE USE ONLY)

a. Employing Health Facility/Hospital:

b. Survey clinical focus:

Listed below are several questions. Some require you to

FILL IN the dotted lined areas, whereas others require

you to **TICK** your most appropriate answer/s. ☐

Please answer all questions where possible.

1. In which clinical area/s do you **SUPERVISE** student Enrolled Nurses during their essential clinical practice experience following Block I?

(you may tick **MORE** than one answer)

- | | |
|---|--|
| a <input type="checkbox"/> Medical | b <input type="checkbox"/> Mental Health |
| c <input type="checkbox"/> Surgical | d <input type="checkbox"/> Palliative Care |
| e <input type="checkbox"/> Medical/Surgical | f <input type="checkbox"/> Operating Theatres |
| g <input type="checkbox"/> Developmental Disability | h <input type="checkbox"/> Paediatrics |
| i <input type="checkbox"/> Rehabilitation | j <input type="checkbox"/> Error! Switch argument not specified. Orthopaedics |
| k <input type="checkbox"/> Maternal and Child Care | l <input type="checkbox"/> Community Health |
| m <input type="checkbox"/> Psychogeriatrics | n <input type="checkbox"/> Aged Care |
| o <input type="checkbox"/> Other, please specify, | |

2. What **TYPE OF NURSING** is practiced in your clinical area?

- 1 ☐ Team nursing
- 2 ☐ Task allocation
- 3 ☐ Patient allocation
- 4 ☐ Other, please specify,

3. How **LONG** have you been supervising student Enrolled Nurses during their essential clinical practice experience?

- 1 ☐ Less than 6 months
- 2 ☐ Between 6 months and 3 years
- 3 ☐ Between 3 years and 6 years
- 4 ☐ More than 6 years

4. Do **NEW** student Enrolled Nurses undertake a **HOSPITAL ORIENTATION PROGRAM**?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 7)
- 3 ☐ Don't know (proceed to question 7)

OFFICE
USE
ONLY

1

--

a _ b _

c _ d _

e _ f _

g _ h _

i _ j _

k _ l _

m _ n _

o _

-

-

5. If you answered 'Yes' to question 4, what is the **DURATION** of the **HOSPITAL** Orientation Program?

- 1 ☐ Less than 1 day
- 2 ☐ 1 to 2 days
- 3 ☐ More than 2 days
- 4 ☐ Don't know

6. If you answered 'Yes' to question 4, who is the **MAIN** person who conducts the **HOSPITAL** Orientation Program?

- 1 ☐ Nurse Educator
- 2 ☐ Nurse Unit Manager
- 3 ☐ Registered Nurse
- 4 ☐ Other, please specify,

7. Do **NEW** student Enrolled Nurses undertake a **WARD** Orientation Program?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 9)
- 3 ☐ Don't know (proceed to question 9)

8. If you answered 'Yes' to question 7, who **CONDUCTS** the **WARD** Orientation Program?

- 1 ☐ Nurse Educator
- 2 ☐ Nurse Unit Manager
- 3 ☐ Registered Nurse
- 4 ☐ Another Enrolled Nurse
- 5 ☐ Don't know
- 6 ☐ Other - please specify,

9. Does the hospital have **ANY** written policy statements/guidelines regarding the clinical practice of student Enrolled Nurses?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 12)
- 3 ☐ Don't know (proceed to question 12)

10. If you answered 'Yes' to question 9, are hospital policy statements/guidelines regarding the practice of student Enrolled Nurses either issued to students **OR** available on the ward for students to read?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 12)
- 3 ☐ Don't know (proceed to question 12)

OFFICE
USE
ONLY

11. If you answered 'Yes' to question 9, how **FREQUENTLY** do you need to refer students to policy statements/guidelines?

- 1 ☐ Seldom
2 ☐ Occasionally
3 ☐ Frequently

OFFICE
USE
ONLY

12. On an average morning and evening shift, approximately how many Registered Nurses, Enrolled Nurses and student Enrolled Nurses are rostered to your ward?

(EXAMPLE) RN EN SEN
Morning 1 ☐ 2 ☐ 3 ☐ Evening 1 ☐ 2 ☐ 3 ☐

(COMPLETE **THIS** TABLE) RN EN SEN
Morning 1 ☐ 2 ☐ 3 ☐
Evening 1 ☐ 2 ☐ 3 ☐

13. What are your expectations of Student Enrolled Nurses undertaking their essential clinical practice?

.....
.....
.....
.....

14. Do student Enrolled Nurses who are undertaking their essential clinical practice experience on your ward meet your **EXPECTATIONS**?

- 1 ☐ Yes (proceed to question 16)
2 ☐ No
3 ☐ Don't know (proceed to question 16)

15. If you answered 'No' to question 14, please indicate the way/s in which students undertaking their essential clinical practice experience **FAIL TO MEET** your expectations:

.....
.....
.....
.....

16. Do you think student Enrolled Nurses have any **DIFFICULTIES IN ADJUSTING** to their new role in the clinical area?

- 1 ☐ Yes
2 ☐ No (proceed to question 18)
3 ☐ Don't know (proceed to question 18)

-

- - -

- - -

-

- -

- -

- -

- -

-

- -

- -

17. <u>If you answered 'Yes' to question 16, please specify the</u> <u>TYPES OF DIFFICULTIES you think students may experience:</u>	OFFICE USE ONLY
.....	
18. <u>Do you consider the TIME the student spends between</u> <u>Block I and Block II in gaining essential clinical nursing</u> <u>experience to be:</u>	
1 <input type="checkbox"/> too long 2 <input type="checkbox"/> too short 3 <input type="checkbox"/> about right 4 <input type="checkbox"/> don't know	-
19. <u>Overall, do you feel the Block I theoretical component</u> <u>PREPARES STUDENTS to perform essential nursing care at an</u> <u>acceptable standard?</u>	
1 <input type="checkbox"/> Yes (proceed to question 22) 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Not Sure	-- --
20. <u>If you answered 'No' or 'Not Sure' to question 19, please</u> <u>list the DUTIES which you feel the student/s are</u> <u>ILL-EQUIPPED to perform:</u>	-- --
.....	
21. <u>If you specified duties in question 20, do you consider</u> <u>the duties are INSUFFICIENTLY COVERED during their</u> <u>Block I theoretical component?</u>	
1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Students need more time in practice to gain confidence 4 <input type="checkbox"/> Other, please specify,	-
22. <u>Is there any ward EQUIPMENT that students are UNABLE</u> <u>to use that you feel they should be able to use?</u>	
1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No (proceed to question 24) 3 <input type="checkbox"/> Don't know (proceed to question 24)	-- -- --

23. If you answered 'Yes' to question 22, please indicate the **TYPE** of equipment you feel students should be able to use:

OFFICE
USE
ONLY

.....
.....

--
--
--
--

24. Please specify the main areas in which you feel students are **WELL PREPARED** for essential nursing practice following their Block I theoretical component:

.....
.....

25. Are there any area/s you would like to see included in the essential theoretical component that **ARE NOT TAUGHT** in Block I?

- 1 ☐ Yes
2 ☐ No (proceed to question 27)
3 ☐ Don't know (proceed to question 27)

-

26. If you answered 'Yes' to question 25, briefly describe **WHAT** area/s **AND WHY** you believe such areas should be included in the Block I component:

AREA **REASON**

.....
.....

--
--
--
--

27. Are there any situations in which you feel the student/s are totally **UNPREPARED**?

- 1 ☐ Yes
2 ☐ No (proceed to question 29)
3 ☐ Don't know (proceed to question 29)

--

28. If you answered 'Yes' to question 27, briefly describe the situations in which they are totally **UNPREPARED**:

.....
.....
.....

-
--
--
--

29. Other than an Orientation Program that students may or may not attend, are there any other periods of time students spend in a **DIRECT LEARNING SITUATION**?

- 1 ☐ Yes
2 ☐ No (proceed to question 31)
3 ☐ Don't know (proceed to question 31)

--
--

30. If you answered 'Yes' to question 29, approximately how much **TIME** do students spend in direct learning situations when working in the essential clinical area ?

OFFICE
USE
ONLY

LEARNING SITUATION

HOURS

	<u>0-4</u>	<u>5-12</u>	<u>13-24</u>	<u>more than</u> <u>25</u>
Prepared inservice on your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Prepared inservice away from your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
With a Registered Nurse on your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Other, please specify,	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

31. Are students **ASSESSED** during their essential clinical practice experience on your ward?

- 1 ☐ Yes
2 ☐ No (proceed to question 33)
3 ☐ Don't know (proceed to question 33)

32. If you answered 'Yes' to question 31, please tick the appropriate box/s in relation to clinical assessment of student Enrolled Nurses.

(you may tick **MORE** than one answer).

HOW are students assessed?

- a ☐ Self assessment
b ☐ General observation of students' actions by staff
c ☐ Mastery skills assessment
d ☐ Other, please specify,

WHERE are students assessed?

- a ☐ On the ward
b ☐ In a simulated area
c ☐ In an office
d ☐ Other, please specify,

WHO assessed students?

- a ☐ Clinical Nurse Educator
b ☐ Registered Nurse
c ☐ Clinical Nurse Specialist (CNS)
d ☐ Nurse Unit Manager (NUM)
e ☐ Other, please specify,

33. How do you **RATE** the **SUPERVISION** of student Enrolled Nurses in the essential clinical area?

- 1 ☐ Very easy
2 ☐ Easy
3 ☐ Moderate
4 ☐ Difficult
5 ☐ Very difficult

34. Following Block I what **LEVEL OF SUPERVISION** of student Enrolled Nurses do you consider necessary in the essential clinical area?

- 1 ☐ Seldom
2 ☐ Occasional
3 ☐ Regular
4 ☐ Frequent
5 ☐ Continuous

35. Do you believe students are **GIVEN THE ASSISTANCE** they require?

- 1 ☐ Yes (proceed to question 36)
2 ☐ No
3 ☐ Don't know (proceed to question 36)

36. If you answered '**No**' to question 35, why do you think students are **UNABLE** to get assistance?

(you may tick **MORE** than one answer).

- a ☐ Students did not ask for assistance
b ☐ No-one available to assist
c ☐ Staff are too busy to be able to provide assistance
d ☐ Students asked for unnecessary assistance due to lack of confidence
e ☐ Other, please specify,

37. Briefly describe what you consider is the **ROLE** and **FUNCTION** of an Enrolled Nurse:

ROLE:

.....
.....
.....

FUNCTION:

.....
.....
.....

OFFICE
USE
ONLY

-

-

-

-

-

-

-

-

-

-

-

-

-

-

38. Do you think the **ANRAC** competencies pertaining to the Enrolled Nurse match the workplace reality?

- 1 ☐ Yes (proceed to question 40)
2 ☐ No
3 ☐ Don't know (proceed to question 40)

39. If you answered 'No' to question 38, please specify in what way/s the **ANRAC** competencies do not match the workplace reality:

.....
.....
.....
.....

40. In the space below, please make **ANY OTHER COMMENTS** you wish relating to student Enrolled Nurses following Block I of the Advanced Certificate of Nursing (Enrolled Nurse) course:

.....
.....
.....
.....

**PLEASE CHECK THAT YOU HAVE ANSWERED ALL
RELEVANT QUESTIONS**

ALL AREAS WILL BE KEPT CONFIDENTIAL
THANK-YOU FOR COMPLETING THIS SURVEY.

FFICE
SE
NLY

-

- -

- -

- -

- -

-

Registered Nurse Survey Two

REGISTERED NURSE SURVEY 2.

OFFICE
USE
ONLY

(OFFICE USE ONLY)

a. Employing Health Facility/Hospital:

2

b. Survey clinical focus:

— — —

Listed below are several questions. Some require you to

FILL IN the dotted lined areas, whereas others require

you to **TICK** your most appropriate answer/s ☐

Please answer all questions where possible.

**PART A. STUDENT ENROLLED NURSES' SPECIALTY CLINICAL PRACTICE
EXPERIENCE**

1. Name of your ward:.....

2. In which clinical area/s do you **SUPERVISE** student Enrolled
Nurses during their specialty clinical area experience?

— — —

AREA/S

- | | |
|---|---|
| a <input type="checkbox"/> Medical | b <input type="checkbox"/> Mental health |
| c <input type="checkbox"/> Surgical | d <input type="checkbox"/> Palliative care |
| e <input type="checkbox"/> Medical/Surgical | f <input type="checkbox"/> Operating Theatres |
| g <input type="checkbox"/> Developmental Disability | h <input type="checkbox"/> Paediatrics |
| i <input type="checkbox"/> Rehabilitation | j <input type="checkbox"/> Orthopaedics |
| k <input type="checkbox"/> Maternal and Child Care | l <input type="checkbox"/> Community Health |
| m <input type="checkbox"/> Psychogeriatrics | n <input type="checkbox"/> Aged Care |
| o <input type="checkbox"/> Other, please specify: | |

3. What **TYPE OF NURSING** is practiced in your specialty
clinical area?

— —

— —

- 1 ☐ Team nursing
- 2 ☐ Task allocation
- 3 ☐ Patient allocation
- 4 ☐ Other, please specify,

4. How **LONG** have you been supervising student Enrolled Nurses
during their specialty clinical area experience?

—

- 1 ☐ Less than 6 months
- 2 ☐ Between 6 months and 3 years
- 3 ☐ Between 3 years and 6 years
- 4 ☐ More than 6 years

5. Do new student Enrolled Nurses undertake a **SPECIALTY AREA** Orientation Program?

- 1 ☐ Yes
2 ☐ No (proceed to question 8)
3 ☐ Don't know (proceed to question 8)

6. If you answered '**Yes**' to question 5, who **CONDUCTS** the **SPECIALTY AREA** Orientation Program?

- 1 ☐ Nurse Educator
2 ☐ Nurse Unit Manager
3 ☐ Registered Nurse
4 ☐ Another Enrolled Nurse
5 ☐ Don't know
6 ☐ Other - please specify,

7. Does the Orientation Program include information regarding broader community related services in your specialty clinical area?

- 1 ☐ Yes
2 ☐ No
3 ☐ Don't know

8. Does the specialty clinical area have **ANY** written policy statements/guidelines regarding the clinical practice of student Enrolled Nurses?

- 1 ☐ Yes
2 ☐ No (proceed to question 11)
3 ☐ Don't know (proceed to question 11)

9. If you answered '**Yes**' to question 8, are policy statements/guidelines regarding the **PRACTICE** of student Enrolled Nurses either issued to students **OR** available on the ward for students to read?

- 1 ☐ Yes
2 ☐ No (proceed to question 11)
3 ☐ Don't know (proceed to question 11)

10. If you answered '**Yes**' to question 8, how **FREQUENTLY** do you need to refer students to policy statements/guidelines?

- 1 ☐ Seldom
2 ☐ Occasionally
3 ☐ Frequently

OFFICE
USE
ONLY

11. On an average morning and evening shift, approximately how many Registered Nurses, Enrolled Nurses and student Enrolled Nurses are rostered to your ward?

OFFICE
USE
ONLY

(EXAMPLE)

	RN	EN	SEN
Morning 1	<input type="checkbox"/> 1	2 <input type="checkbox"/> 2	3 <input type="checkbox"/> 3
Evening 1	<input type="checkbox"/> 4	2 <input type="checkbox"/> 5	3 <input type="checkbox"/> 6

(COMPLETE THIS TABLE)

	RN	EN	SEN
Morning	1 <input type="checkbox"/> 7	2 <input type="checkbox"/> 8	3 <input type="checkbox"/> 9
Evening	1 <input type="checkbox"/> 10	2 <input type="checkbox"/> 11	3 <input type="checkbox"/> 12

12. What are YOUR EXPECTATIONS of student enrolled nurses undertaking their speciality clinical practice?

.....
.....
.....
.....

13. Do student Enrolled Nurses who are undertaking their specialty clinical practice experience in your area meet YOUR EXPECTATIONS?

- 1 ☐13 Yes (proceed to question 15)
2 ☐14 No
3 ☐15 Don't know (proceed to question 15)

14. If you answered 'No' to question 13, please specify the way/s in which students undertaking their specialty clinical practice experience FAIL TO MEET your expectations:

.....
.....
.....
.....

15. Do you think student Enrolled Nurses have any DIFFICULTIES in adjusting to their new role in the specialty clinical area?

- 1 ☐16 Yes
2 ☐17 No (proceed to question 17)
3 ☐18 Don't know (proceed to question 17)

16. If you answered 'Yes' to question 15, please specify the TYPES OF DIFFICULTIES you think students may experience:

.....
.....
.....

	OFFICE USE ONLY
17. Do you consider the TIME the student spends in this area gaining specialty clinical nursing experience to be:	
1 <input type="checkbox"/> 19 too long	
2 <input type="checkbox"/> 20 too short	
3 <input type="checkbox"/> 21 about right	
4 <input type="checkbox"/> 22 don't know	-
18. Overall, do you feel the Block II theoretical component PREPARES STUDENTS to perform in this specialty clinical area at an acceptable standard?	
1 <input type="checkbox"/> 23 Yes (proceed to question 21)	- -
2 <input type="checkbox"/> 24 No	- -
3 <input type="checkbox"/> 25 Not sure	- -
19. If you answered 'No' or 'Not Sure' to question 18, please list the DUTIES which you feel the student/s are ILL-EQUIPPED to perform:	- -
.....	- -
.....	
.....	
.....	
20. If you specified duties in question 19, do you consider the duties are INSUFFICIENTLY COVERED during their Block II theoretical component?	-
1 <input type="checkbox"/> 26 Yes	
2 <input type="checkbox"/> 27 No	
3 <input type="checkbox"/> 28 Students need more time in practice to gain confidence	
4 <input type="checkbox"/> 29 Other, please specify,	
.....	
21. Is there any specialized ward EQUIPMENT that students are UNABLE TO USE that you feel they should be able to use?	-
1 <input type="checkbox"/> 30 Yes	
2 <input type="checkbox"/> 31 No (proceed to question 23)	
3 <input type="checkbox"/> 32 Don't know (proceed to question 23)	- -
22. If you answered 'Yes' to question 21, please indicate the TYPE of specialized equipment you feel students should be able to use:	- -
.....	- -
.....	
.....	

23. Please specify the main areas in which you feel students are WELL PREPARED for specialty nursing practice following their Block II theoretical component:	OFFICE USE ONLY										
.....	--										
.....	--										
.....	--										
.....	--										
24. Are there any area/s you would like to see included in the theoretical component relating to this specialty that ARE NOT TAUGHT in Block II?											
1 <input type="checkbox"/> 33 Yes											
2 <input type="checkbox"/> 34 No (proceed to question 26)											
3 <input type="checkbox"/> 35 Don't know (proceed to question 26)											
25. If you answered 'Yes' to question 24, briefly describe WHAT area/s AND WHY you believe such areas should be included in the Block II component:											
<table><tr><td>AREA</td><td>REASON</td></tr><tr><td>.....</td><td>.....</td></tr><tr><td>.....</td><td>.....</td></tr><tr><td>.....</td><td>.....</td></tr><tr><td>.....</td><td>.....</td></tr></table>	AREA	REASON	-- -- -- --
AREA	REASON										
.....										
.....										
.....										
.....										
26. Are there any situations in which you feel the student/s are totally UNPREPARED ?											
1 <input type="checkbox"/> 36 Yes											
2 <input type="checkbox"/> 37 No (proceed to question 28)											
3 <input type="checkbox"/> 38 Don't know (proceed to question 28)											
27. If you answered 'Yes' to question 25, briefly describe the situations in which they are totally UNPREPARED :											
.....											
.....											
.....	--										
28. Other than an Orientation Program that students may or may not attend, are there any other periods of time students spend in a DIRECT LEARNING SITUATION ?											
1 <input type="checkbox"/> 39 Yes	--										
2 <input type="checkbox"/> 40 No (proceed to question 30)	--										
3 <input type="checkbox"/> 41 Don't know (proceed to question 30)	--										

29. If you answered 'Yes' to question 28, approximately how much **TIME** do students spend in direct learning situations in the specialty clinical area ?

LEARNING SITUATION

HOURS

	<u>0-4</u>	<u>5-12</u>	<u>13-24</u>	<u>more than</u> <u>25</u>
Prepared inservice on your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Prepared inservice away from your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
With a Registered Nurse on your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Other, please specify,	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

30. Are students **ASSESSED** during their specialty clinical practice experience on your ward?

- 1 ☐ Yes
 2 ☐ No (proceed to question 32)
 3 ☐ Don't know (proceed to question 32)

31. If you answered 'Yes' to question 30, please tick the appropriate box/s in relation to clinical assessment of student Enrolled Nurses.

(you may tick **MORE** than one answer).

HOW are students assessed?

- a ☐ Self assessment
 b ☐ General observation of students' actions by staff
 c ☐ Mastery skills assessment
 d ☐ Other, please specify,

WHERE are students assessed?

- a ☐ On the ward
 b ☐ In a simulated area
 c ☐ In an office
 d ☐ Other, please specify,

WHO assessed students?

- a ☐ Clinical Nurse Educator
 b ☐ Registered Nurse
 c ☐ Clinical Nurse Specialist (CNS)
 d ☐ Nurse Unit Manager (NUM)
 e ☐ Other, please specify,

OFFICE
USE
ONLY

32. How do you **RATE** the **SUPERVISION** of student Enrolled Nurses in this specialty clinical area?

OFFICE
USE
ONLY

- 1 ☐ Very easy
2 ☐ Easy
3 ☐ Moderate
4 ☐ Difficult
5 ☐ Very difficult

-

33. Following Block II what **LEVEL OF SUPERVISION** of student Enrolled Nurses do you consider necessary in this specialty clinical area?

- 1 ☐ Seldom
2 ☐ Occasional
3 ☐ Regular
4 ☐ Frequent
5 ☐ Continuous

-

34. Do you believe students are **GIVEN THE ASSISTANCE** they require?

- 1 ☐ Yes (proceed to question 36)
2 ☐ No
3 ☐ Don't know (proceed to question 36)

-

35. If you answered '**No**' to question 34, why do you think students are **UNABLE** to get assistance?

(you may tick **MORE** than one answer).

- a ☐ Students did not ask for assistance
b ☐ No-one available to assist
c ☐ Staff are too busy to be able to provide assistance
d ☐ Students asked for unnecessary assistance due to lack of confidence
e ☐ Other, please specify,

-

-

-

-

-

36. In the space below, please make **ANY OTHER COMMENTS** you wish relating to student Enrolled Nurses following Block II of the Advanced Certificate of Nursing (Enrolled Nurse) course:

.....
.....
.....
.....

-

-

-

(PART B OVER PAGE)

-

PART B: PROFESSIONAL ASPECTS

37. Briefly describe what you consider is the **ROLE** and **FUNCTION** of an Enrolled Nurse:

ROLE:

.....

.....

.....

FUNCTION:

.....

.....

.....

38. Do you think the **ANRAC** competencies pertaining to the Enrolled Nurse match the reality of the workplace?

1 ☐ Yes (proceed to question 40)

2 ☐ No

3 ☐ Don't know (proceed to question 40)

39. If you answered '**No**' to question 38, please specify in what way/s the **ANRAC** competencies do not match the workplace reality:

.....

.....

.....

.....

40. In your specialty area do you supervise Enrolled Nurses who have completed the Advanced Certificate in Nursing (Enrolled Nurse) course?

1 ☐ Yes

2 ☐ No (proceed to question 42)

3 ☐ Don't know (proceed to question 42)

41. If you answered '**Yes**' to question 40, **ON AVERAGE** how would you **RATE** Advanced Certificated Enrolled Nurses in regard to their **WORKPLACE PERFORMANCE** as a second level nurse practitioner:

1 ☐ Very Poor

2 ☐ Poor

1 ☐ Fair

2 ☐ Good

3 ☐ Very good

OFFICE
USE
ONLY

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

-

42. Do you feel a greater variety of post basic courses should be available for Enrolled Nurses?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 44)
- 3 ☐ Don't know

43. Please indicate the six (6) priority areas you consider to be necessary post basic courses for Enrolled Nurses.

- a ☐ Surgical Nursing
- b ☐ Maternity
- c ☐ Operating Theatre
- d ☐ Medical Nursing
- e ☐ Aged Care
- f ☐ Paediatrics
- g ☐ Mental Health
- h ☐ Community Nursing
- i ☐ Developmental Disability Nursing
- j ☐ Infection Control
- k ☐ Accident & Emergency
- l ☐ Orthopaedic Nursing
- m ☐ Oncology/Palliative Care
- n ☐ Mothercraft
- o ☐ Rehabilitation
- p ☐ Behavioural Sciences
- q ☐ AIDS Education
- r ☐ Diabetic Education
- s ☐ Drug and Alcohol Education
- t ☐ Other, please specify,

.....

44. In the space below, please make **ANY OTHER COMMENTS** you wish relating to the practice of Enrolled Nurses:

.....
.....
.....
.....

OFFICE
USE
ONLY

a -
b -
c -
d -
e -
f -
g -
h -
i -
j -
k -
l -
m -
n -
o -
p -
q -
r -
s -
t -
u -

Teacher Survey One

TEACHERS SURVEY 1.

THIS SURVEY IS SEEKING INFORMATION RELEVANT TO STUDENT ENROLLED NURSES' THEORETICAL AND CLINICAL EXPERIENCE IN BLOCK 1 OF THE ADVANCED CERTIFICATE OF NURSING (ENROLLED NURSE) COURSE.

(OFFICE USE ONLY)

a. TAFE COLLEGE:

b. MAIN HOSPITALS PLACEMENTS:

Listed below are several questions. Some require you to **FILL IN** the dotted lined areas, whereas others require you to **TICK** your most appropriate answer/s. ☐

Please answer all questions where possible.

1. WHICH SUBJECT AREA/S DO YOU TEACH MOST FREQUENTLY DURING BLOCK 1.

(you may tick **MORE** than one answer)

- a ☐ Biological Aspects b ☐ Nursing Prac 1.
c ☐ Behavioural Aspects d ☐ Clinical Care

2. What TYPE OF NURSING is practiced in your clinical area?

- 1 ☐ Team nursing
2 ☐ Task allocation
3 ☐ Patient allocation
4 ☐ Other, please specify,

3. How LONG have you been working on the Enrolled Nurse Program??

- 1 ☐ Less than 6 months
2 ☐ Between 6 months and 3 years
3 ☐ Between 3 years and 6 years
4 ☐ More than 6 years

4. In general how satisfied are you with Block 1.?

- 1 ☐ Very satisfied
2 ☐ Satisfied
3 ☐ No feeling either way
Dissatisfied
Very dissatisfied

RNS1

PI

OFFICE
USE
ONLY

1

a _ b _
c _ d _
e _ f _
g _ h _
i _ j _
k _ l _
m _ n _
o _

-

-

-

5. If you answered 'Yes' to question 4, what is the DURATION of the HOSPITAL Orientation Program?

- 1 ☐ Less than 1 day
- 2 ☐ 1 to 2 days
- 3 ☐ More than 2 days
- 4 ☐ Don't know

6. If you answered 'Yes' to question 4, who is the MAIN person who conducts the HOSPITAL Orientation Program?

- 1 ☐ Nurse Educator
- 2 ☐ Nurse Unit Manager
- 3 ☐ Registered Nurse
- 4 ☐ Other, please specify,

7. Do NEW student Enrolled Nurses undertake a WARD Orientation Program?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 9)
- 3 ☐ Don't know (proceed to question 9)

8. If you answered 'Yes' to question 7, who CONDUCTS the WARD Orientation Program?

- 1 ☐ Nurse Educator
- 2 ☐ Nurse Unit Manager
- 3 ☐ Registered Nurse
- 4 ☐ Another Enrolled Nurse
- 5 ☐ Don't know
- 6 ☐ Other - please specify,

9. Does the hospital have ANY written policy statements/guidelines regarding the clinical practice of student Enrolled Nurses?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 12)
- 3 ☐ Don't know (proceed to question 12)

10. If you answered 'Yes' to question 9, are hospital policy statements/guidelines regarding the practice of student Enrolled Nurses either issued to students OR available on the ward for students to read?

- 1 ☐ Yes
- 2 ☐ No (proceed to question 12)
- 3 ☐ Don't know (proceed to question 12)

OFFICE
USE
ONLY

-

-

-

-

-

-

11. If you answered 'Yes' to question 9, how FREQUENTLY do you need to refer students to policy statements/guidelines?

- 1 ☐ Seldom
2 ☐ Occasionally
3 ☐ Frequently

12. On an average morning and evening shift, approximately how many Registered Nurses, Enrolled Nurses and student Enrolled Nurses are rostered to your ward?

(EXAMPLE)	RN	EN	SEN
Morning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Evening	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

(COMPLETE THIS TABLE)	RN	EN	SEN
Morning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Evening	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

13. Do student Enrolled Nurses who are undertaking their essential clinical practice experience on your ward meet your EXPECTATIONS?

- 1 ☐ Yes (proceed to question 15)
2 ☐ No
3 ☐ Don't know (proceed to question 15)

14. If you answered 'No' to question 13, please specify the way/s in which students undertaking their essential clinical practice experience FAIL TO MEET your expectations:

.....
.....
.....
.....

15. Do you think student Enrolled Nurses have any DIFFICULTIES IN ADJUSTING to their new role in the clinical area?

- 1 ☐ Yes
2 ☐ No (proceed to question 17)
3 ☐ Don't know (proceed to question 17)

16. If you answered 'Yes' to question 15, please specify the TYPES OF DIFFICULTIES you think students may experience:

.....
.....
.....
.....

OFFICE
USE
ONLY

-

- - -

- - -

-

- -

- -

- -

- -

-

- -

- -

- -

- -

		OFFICE USE ONLY
17.	Do you consider the <u>TIME</u> the student spends between Block I and Block II in gaining essential clinical nursing experience to be:	
1 <input type="checkbox"/>	too long	
2 <input type="checkbox"/>	too short	
3 <input type="checkbox"/>	about right	
4 <input type="checkbox"/>	don't know	-
18.	Overall, do you feel the Block I theoretical component <u>PREPARES STUDENTS</u> to perform essential nursing care at an acceptable standard?	
1 <input type="checkbox"/>	Yes (proceed to question 21)	
2 <input type="checkbox"/>	No	
3 <input type="checkbox"/>	Not Sure	-
19.	If you answered 'No' or 'Not Sure' to question 18, please list the <u>DUTIES</u> which you feel the student/s are <u>ILL-EQUIPPED</u> to perform:	
	- -
	- -
	- -
	- -
20.	If you specified duties in question 19, do you consider the duties are <u>INSUFFICIENTLY COVERED</u> during their Block I theoretical component?	
1 <input type="checkbox"/>	Yes	
2 <input type="checkbox"/>	No	
3 <input type="checkbox"/>	Students need more time in practice to gain confidence	
4 <input type="checkbox"/>	Other, please specify,	
	-
21.	Is there any ward <u>EQUIPMENT</u> that students are <u>UNABLE</u> to use that you feel they should be able to use?	
1 <input type="checkbox"/>	Yes	
2 <input type="checkbox"/>	No (proceed to question 23)	
3 <input type="checkbox"/>	Don't know (proceed to question 23)	-
22.	If you answered 'Yes' to question 21, please indicate the <u>TYPE</u> of equipment you feel students should be able to use:	
	- -
	- -
	- -
	- -

23. Please specify the main areas in which you feel students are WELL PREPARED for essential nursing practice following their Block I theoretical component:

..... --
 --
 --
 --

24. Are there any area/s you would like to see included in the essential theoretical component that ARE NOT TAUGHT in Block I?

- 1 ☐ Yes
 2 ☐ No (proceed to question 26)
 3 ☐ Don't know (proceed to question 26)

OFFICE
USE
ONLY

25. If you answered 'Yes' to question 24, briefly describe WHAT area/s AND WHY you believe such areas should be included in the Block I component:

AREA	REASON	
.....	--
.....	--
.....	--
.....	--

26. Are there any situations in which you feel the student/s are totally UNPREPARED?

- 1 ☐ Yes
 2 ☐ No (proceed to question 28)
 3 ☐ Don't know (proceed to question 28)

27. If you answered 'Yes' to question 26, briefly describe the situations in which they are UNPREPARED:

..... --
 --
 --
 --

28. Other than an Orientation Program that students may or may not attend, are there any other periods of time students spend in a DIRECT LEARNING SITUATION?

- 1 ☐ Yes
 2 ☐ No (proceed to question 30)
 3 ☐ Don't know (proceed to question 30)

29. If you answered 'Yes' to question 28, approximately how much TIME do students spend in direct learning situations when working in the essential clinical area ?

LEARNING SITUATION

HOURS

	<u>0-4</u>	<u>5-12</u>	<u>13-24</u>	<u>more than 25</u>
Prepared inservice on your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Prepared inservice away from your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
With a Registered Nurse on your ward	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Other, please specify,	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

30. Are students ASSESSED during their essential clinical practice experience on your ward?

- 1 ☐ Yes
 2 ☐ No (proceed to question 32)
 3 ☐ Don't know (proceed to question 32)

31. If you answered 'Yes' to question 30, please tick the appropriate box/s in relation to clinical assessment of student Enrolled Nurses.

(you may tick MORE than one answer).

HOW are students assessed?

- a ☐ Self assessment
 b ☐ General observation of students' actions by staff
 c ☐ Mastery skills assessment
 d ☐ Other, please specify,

WHERE are students assessed?

- a ☐ On the ward
 b ☐ In a simulated area
 c ☐ In an office
 d ☐ Other, please specify,

WHO assessed students?

- a ☐ Clinical Nurse Educator
 b ☐ Registered Nurse
 c ☐ Clinical Nurse Specialist (CNS)
 d ☐ Nurse Unit Manager (NUM)
 e ☐ Other, please specify,

OFFICE
USE
ONLY

1 ☐ Very easy
2 ☐ Easy
3 ☐ Moderate
4 ☐ Difficult
5 ☐ Very difficult

1

1 ☐ Seldom
2 ☐ Occasional
3 ☐ Regular
4 ☐ Frequent
5 ☐ Continuous

1

1 ☐ Yes (proceed to question 36)
2 ☐ No
3 ☐ Don't know (proceed to question 36)

a ☐ Students did not ask for assistance

b ☐ No-one available to assist

c ☐ Staff are too busy to be able to provide assistance

d ☐ Students asked for unnecessary assistance due to lack of confidence

e ☐ Other, please specify,

.....

—

ROLE:

.....

.....

.....

FUNCTION:

.....

.....

.....

37. Do you think the ANRAC competencies pertaining to the Enrolled Nurse match the workplace reality?

- 1 ☐ Yes (proceed to question 39)
- 2 ☐ No
- 3 ☐ Don't know (proceed to question 39)

38. If you answered 'No' to question 37, please specify in what way/s the ANRAC competencies do not match the workplace reality:

.....

.....

.....

.....

39. In the space below, please make ANY OTHER COMMENTS you wish relating to student Enrolled Nurses following Block I of the Advanced Certificate of Nursing (Enrolled Nurse) course:

.....

.....

.....

.....

OFFICE
USE
ONLY

—

— —

— —

— —

— —

—

PLEASE CHECK THAT YOU HAVE ANSWERED ALL
RELEVANT QUESTIONS

ALL AREAS WILL BE KEPT CONFIDENTIAL
THANK-YOU FOR COMPLETING THIS SURVEY.

Teacher Survey Two

TEACHER SURVEY TWO, JULY 94

OFFICE
USE
ONLY

Listed below are several questions. Some require you to **FILL IN** the dotted line areas, where as others require you to **TICK** your most appropriate answer/s in the box ☐

2

Please answer all questions where possible.

1. **TAFE COLLEGE:**

--

2. **Main Block II subject/s TAUGHT:**

--

PART A. COURSE EVALUATION

3. **In general, how **SATISFIED** were you with the Block II theoretical component of the Enrolled Nurse Program?**

(Please tick ONE box)

--

1 ☐ Very Satisfied

2 ☐ Satisfied

3 ☐ Dissatisfied

4 ☐ Very Dissatisfied

5 ☐ Unsure

4. **Are you satisfied with the **RANGE OF SUBJECTS** taught in the specialty areas of Block II?**

--

1 ☐ Yes (proceed to question 6)

2 ☐ No

3 ☐ Not sure (proceed to question 6)

5. **If you answered 'No' to question 4, please specify the area/s which caused concern and **WHY** you were dissatisfied.**

--

AREAS

REASONS

--

.....

--

.....

--

.....

.....

6. **Do you feel that the curriculum pertaining to Block II equips the Student for their specialty clinical practice experience?**

--

1 ☐ Yes (proceed to question 8)

2 ☐ No

7. If you answered 'No' to question 6 please specify the areas in which you feel that the curriculum does not equip the student for their specialty clinical experience:

..... --
 --
 --
 --

8. Overall is the amount of work students are required to do for Block II:

- 1 ☐ too much
 2 ☐ too little
 3 ☐ about the right amount

9. Thinking about how much work the students were required to do for Block II would you say the Block:

- 1 ☐ should have been longer
 2 ☐ was about the right length (proceed to question 11)
 3 ☐ should have been shorter

10. If you answered that the Block should have been 'LONGER' or 'SHORTER' in question 9, please indicate the areas you feel require a change:

	SHORTER TIME	or	LONGER TIME
	1		2
i Nursing Practice II	<input type="checkbox"/>		<input type="checkbox"/>
ii Mental Health	<input type="checkbox"/>		<input type="checkbox"/>
iii Maternal & Child Nursing	<input type="checkbox"/>		<input type="checkbox"/>
iv Nursing the Aged	<input type="checkbox"/>		<input type="checkbox"/>
v *Clinical Practice	<input type="checkbox"/>		<input type="checkbox"/>
vi #Simulated Days	<input type="checkbox"/>		<input type="checkbox"/>
vii +Clinical Visits	<input type="checkbox"/>		<input type="checkbox"/>
viii Masteries	<input type="checkbox"/>		<input type="checkbox"/>
ix Other, please specify	<input type="checkbox"/>		<input type="checkbox"/>
.....			

- * Clinical practice sessions conducted each day in the ward area at the TAFE college
 # Simulated clinical day conducted at TAFE
 + Clinical visits to health facilities one day per week during the Block II

11. What do you think about the balance between theory and practical work in Block II?

- 1 ☐ About right
 2 ☐ Too much theory
 3 ☐ Too much practical
 4 ☐ Not enough theory
 5 ☐ Not enough practical

12. Do you think all the content taught in Block II will be useful in the workplace?

- 1 ☐ Yes (proceed to question 14)
2 ☐ No
3 ☐ Unsure (proceed to question 14)

13. If you answered 'No' to question 12 please specify the course content and the **REASONS WHY** you considered it not to be of use in the workplace.

CONTENT

REASON/S

.....
.....
.....
.....

14. Please **TICK** the appropriate boxes in relation to educational resources in your college library.

Sufficient
Resources

Insufficient
Resources

Teachers

☐
☐

Students

☐
☐

15. If you answered '**Insufficient Resources**' for teachers or students in question 14, please specify the resources you believe are lacking.

.....
.....
.....
.....

16. Excluding the college library, do you feel there are sufficient college facilities for student use?

- 1 ☐ Yes (go to question 18)
2 ☐ No

17. If you answered '**No**' to question 16, what other facilities do you feel would be useful?

.....
.....
.....
.....

18. Do you believe there is integration between the content of the four subjects undertaken in Block II?

YES

NO

1. Nursing Practice II

☐
☐

2. Nursing the Aged

☐
☐

3. Mental Health Nursing

☐
☐

4. Maternal and Child Nursing

☐
☐

19. If you answered 'No' in any of the subject areas in question 18, please specify the areas where you believe links are **NOT** established.

.....

NURSING PRACTICE II

20. If you teach Nursing Practice II, please **RATE** each aspect of this subject by placing a **TICK** in the box you select as being most appropriate:

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5
<u>Content</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Presentation</u>					
Availability of teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible range of teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OFFICE
USE
ONLY

-

-

-

-

- -

- -

- -

- -

-

-

-

-

-

-

-

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5
<u>*Clinical Practice</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links (with theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benefit to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>#Simulated Clinical Days</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links (with theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benefit to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>+Clinical Visits</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links (with theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to Practice Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Videos</u>					
Benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Suggested Text</u>					
Readability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagrams/ Illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OFFICE
USE
ONLY

—
—
—

—
—
—

—
—
—

—
—
—
—

—
—
—
—

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5	OFFICE USE ONLY
<u>Assessments</u>						-
Fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
* Clinical practice sessions conducted each day in the ward area at the TAFE college						
# Simulated clinical day conducted at TAFE						
+ Clinical visits to health facilities one day per week during the Block II						
<u>Do you have any comments regarding clinical practice, simulated clinical days and clinical visits ?</u>						- -
.....						- -
.....						- -
.....						- -
.....						- -
<u>Please feel free to make ANY FURTHER COMMENTS on any of the above responses.</u>						- -
.....						- -
.....						- -
.....						
.....						

T2

P.6

NURSING THE AGED

OFFICE
USE
ONLY

21. If you teach Nursing the Aged please **RATE** each aspect of this subject by placing a **TICK** in the box you select as being most appropriate:

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5
<u>Content</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Presentation</u>					
Availability of teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible range of teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Tutorials</u>					
Organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>+Clinical Visits</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links (with theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to Practice Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Videos</u>					
Benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5	OFFICE USE ONLY
Assessment						
Fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have any comments regarding clinical visits?						- -
.....						- -
.....						- -
.....						- -
.....						- -
Please feel free to make ANY FURTHER COMMENTS on any of the above responses.						- -
.....						- -
.....						- -
.....						- -
.....						- -

MENTAL HEALTH NURSING

22. If you teach Mental Health Nursing please **RATE** each aspect of this subject by placing a **TICK** in the box you select as being most appropriate:

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5	
Content						
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Presentation						-
Availability of teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Possible range of teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Amount of preperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Learning Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5
<u>+Clinical Visits</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links (with theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to Practice Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Videos</u>					
Benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessment</u>					
Fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments regarding clinical visits?

.....

.....

.....

.....

Please feel free to make **ANY FURTHER COMMENTS** on any of the above responses.

.....

.....

.....

.....

OFFICE
USE
ONLY

—
—
—

—
—
—
—

—
—
—
—
—

— —

— —

— —

— —

— —

— —

— —

— —

MATERNAL AND CHILD NURSING

OFFICE
USE
ONLY

23. If you teach Maternal and Infant Health, please **RATE** each aspect of this subject by placing a **TICK** in the box you select as being most appropriate:

	VERY POOR 1	POOR 2	FAIR 3	GOOD 4	VERY GOOD 5
<u>Content</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Presentation</u>					
Availability of teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possible range of teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of preperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>+Clinical Visits</u>					
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Links (with theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to Practice Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Videos</u>					
Benefit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Assessment</u>					
Fairness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevance (to workplace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments regarding clinical visits?

.....

.....

.....

.....

Please feel free to make ANY FURTHER COMMENTS on any of the above responses.

.....
.....
.....
.....

24. Overall do you think your teaching in Block II has required students to:

- 1 ☐ recall facts
2 ☐ analyse and evaluate data
3 ☐ combination of both

25. Do you feel there was any DUPLICATION of topics in this Block?

- 1 ☐ Yes
2 ☐ No (proceed to question 27)

26. If you answered 'Yes' in question 25, please state which topic area/s have been duplicated.

TOPIC AREA/S
.....
.....
.....

27. In the space below, please make ANY OTHER COMMENTS you wish related to your Block II subjects.

.....
.....
.....
.....

28. Were you SATISFIED with the equipment used in the clinical area?

- 1 ☐ Yes (proceed to question 30)
2 ☐ No

		OFFICE USE ONLY
29.	<u>If you answered 'No' to question 28, please specify why you were DISSATISFIED:</u>	
	--
	--
	--
	--
30.	<u>Do you think the EQUIPMENT used in the TAFE Clinical Room is:</u>	
	1 <input type="checkbox"/> up to date with equipment used in current nursing practice in hospitals	-
	2 <input type="checkbox"/> some equipment was not in line with that used in current nursing practice in hospitals	
	3 <input type="checkbox"/> no/little equipment has been used in this Block	
31.	<u>If in question 30, you felt some of the equipment was not in line with that used in current nursing practice, please specify which equipment was not in line:</u>	--
	--
	--
	--
	--
32.	<u>Were you able to USE the EQUIPMENT when you needed to?</u>	-
	1 <input type="checkbox"/> Yes	
	2 <input type="checkbox"/> No	
	3 <input type="checkbox"/> Mostly	
33.	<u>If you could choose, which way would you prefer to deliver BLOCK II? (Please tick ONE box)</u>	-
	1 <input type="checkbox"/> The same way as currently offered	
	2 <input type="checkbox"/> Part-time during the evening	
	3 <input type="checkbox"/> Part-time during the day	
	4 <input type="checkbox"/> Short block sessions on weekends	
	5 <input type="checkbox"/> By correspondence with block workshop residentials	
	6 <input type="checkbox"/> Other, please specify:	

PART B. PROFESSIONAL CONSIDERATIONS

34. Briefly describe what you consider is the ROLE and FUNCTION of an Enrolled Nurse:

ROLE (i.e. What is an Enrolled Nurse?)

.....

.....

.....

.....

FUNCTION (i.e. What does an Enrolled Nurse do?)

.....

.....

.....

.....

35. In the space below, please make **ANY OTHER COMMENTS** you wish relating to Block II of the Advanced Certificate of Nursing (Enrolled Nurse) course:

.....

.....

.....

.....

.....

.....

.....

.....

 Please check that you
 have answered all
 relevant questions

 ALL AREAS WILL BE KEPT
 CONFIDENTIAL. THANK YOU
 FOR COMPLETING THIS SURVEY

Appendix 7

Dear Area (DON)

In the 1991 Enrolled Nurse Review many recommendations were made regarding the TAFE component of the Enrolled Nurse Education Program. One recommendation requested that TAFE undertake a research project aimed at evaluating the Advanced Certificate in Nursing (Enrolled Nurse) course.

To comply with this request, the opinions of three key groups of personnel involved in the program will be sought over a period of two years.i.e.

1. Student Enrolled Nurses and Enrolled Nurses.
2. Registered Nurses working with students and Enrolled Nurses at selected health care facilities.
3. Teachers involved in the Enrolled Nurse Education Program.

Work has commenced with regard to the student and teacher components. Attachment I presents an overview of the research process. You will note that Registered Nurses working with students will be surveyed by questionnaire. Later Registered Nurses working with Enrolled Nurses will be requested to participate in an informal interview. Enrolled Nurses having completed the course will be observed in clinical practice areas.

Twenty two Registered Nurses state-wide will be invited to participate in the first survey. Forty four Registered Nurses state-wide will be invited to participate in the second survey. With your permission, during visits to hospital wards Area/Regional Enrolled Nurse Coordinators will invite two Registered nurses who normally supervise students and Enrolled Nurses per participating TAFE colleges to contribute to the study.

Questionnaires are attached for your perusal (Attachment II), No names are requested and individual information collected will remain CONFIDENTIAL. Naturally, participation in this study is voluntary.

As you can appreciate the project, is quite extensive and its success depends upon the cooperation of participating hospitals. Your permission is therefore sought to undertake this important study. The information collected will be used to evaluate the educational preparation of Enrolled Nurses and monitor the specific workplace expectations and requirements.

The questionnaire and interview components will take approximately fifteen to twenty minutes to complete. The Enrolled Nurse observations will take approximately one to two hours, however there will be no disruption to the work area or ward routine.

Your cooperation and permission is requested to undertake the specified components of the research project commencing early this year. If acceptable please sign the attached consent form (Attachment III) and return it to us in the stamped addressed envelope provided.

Appendix 7

We have accepted responsibility for this project and your cooperation is very much appreciated. A copy of the completed results will be provided to all Area/Regional Health Services.

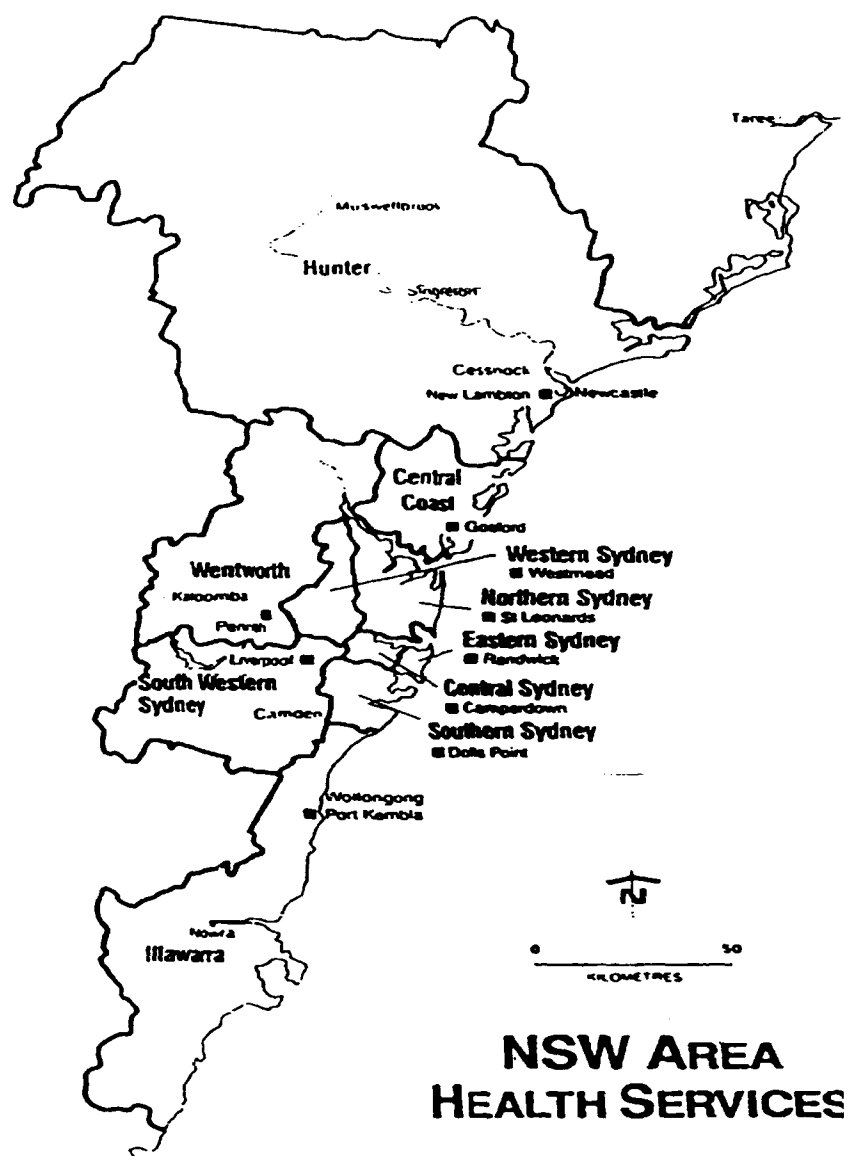
Please do not hesitate to call us on telephone No (02) 2173686 or (02) 9015955 if you have any queries.

Yours sincerely,

Frances Alexander
Teacher, North Sydney TAFE
TAFE Enrolled Nurse Education Program

Appendix Eight

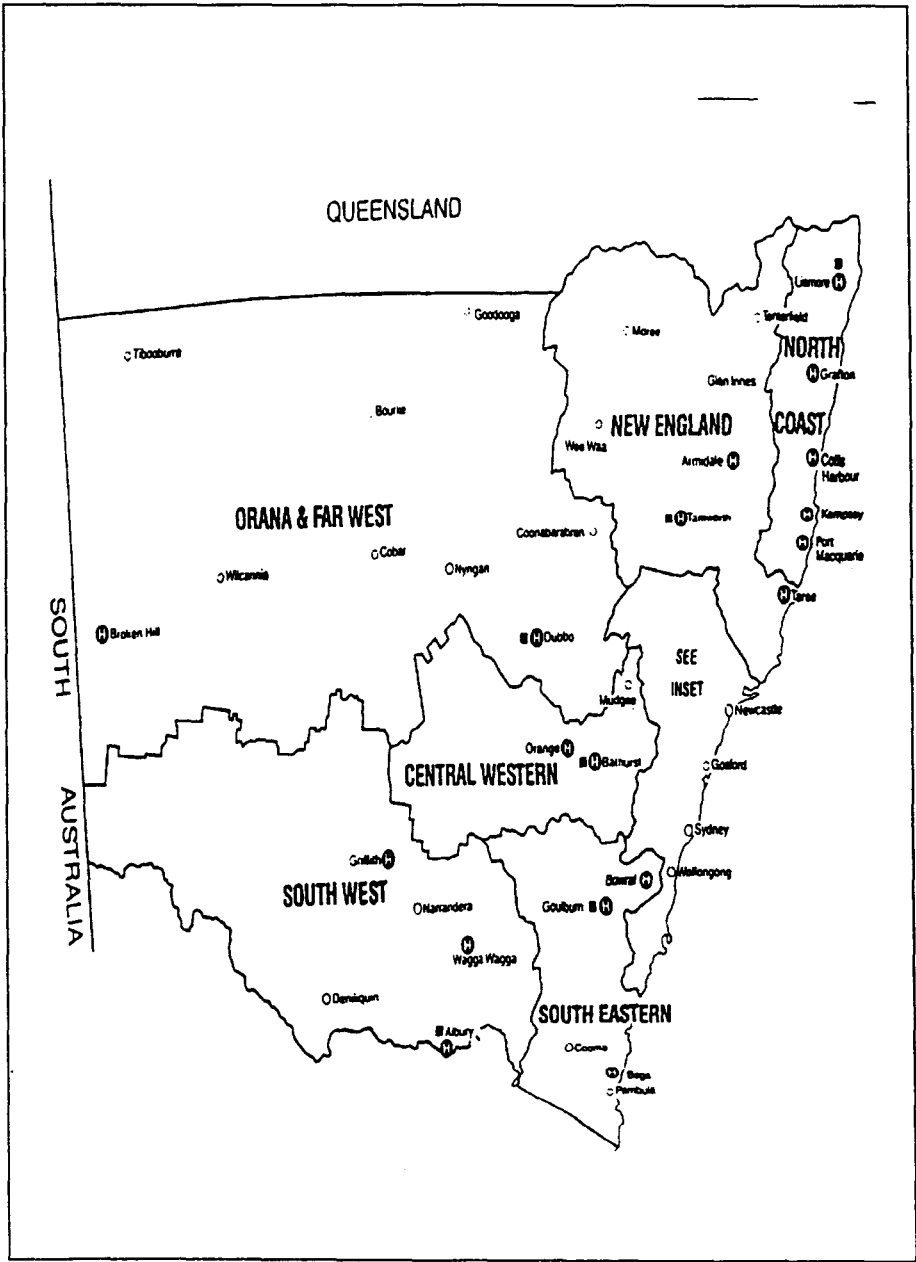
Metropolitan TAFE Colleges that conduct the Advanced Certificate in Nursing
(Enrolled Nurse) Course.



Metropolitan TAFE Colleges with Enrolled Nurse Courses:
Meadowbank
North Sydney
Sydney
St. George

Appendix Nine

Rural TAFE colleges that conduct the Advanced Certificate in Nursing(Enrolled Nurse) Course



Rural TAFE Colleges for Enrolled Nurse Programs:

- Gunnedah
- Cootamundra
- Dubbo
- Newcastle
- Shell Harbour

Background to Question Selection

Question 1.

Respondents were asked the name of the ward. This question was included to ascertain which respondents replied to the initial survey and to furnish a possibility of follow up for non respondents.

Question 2.

In this question respondents were asked in what clinical area they supervised Enrolled Nurses during their specialty clinical area experience. This allowed the researcher to ensure all specialty areas were represented in the sample.

Question 3.

Respondents were asked what type of nursing was practiced in their specialty area. This question was included as there is growing concern over the various types of nursing practiced in diverse nursing areas. (Dewar. B.J. 1992) Team nursing has the advantage that a Registered Nurse can be a team leader and Enrolled Nurses can make up members of the team. This would allow for the Registered Nurse to act in a supervisory capacity and perform nursing care of a more complex character such as injections, tracheostomy care or complex dressings. Nursing that is practiced by a task allocation model can result in Enrolled Nurses performing more of the physical work and routine menial tasks. Patient allocation assumes that members of the team are able to care for their allocated patients independently. This type of nursing provides a dilemma for Enrolled Nurses who cannot administer medications. When discerning Registered Nurse perceptions of Enrolled Nurses the type of nursing practiced in the specialty area may have an impact on that perception.

Question 4.

This question asked Registered Nurses how long they have been supervising student Enrolled Nurses during their specialty clinical area experience.

Question 5.

This question was included to enquire whether student Enrolled Nurses undertake a specialty area Orientation program.

Question 6.

Registered Nurses who answered that student Enrolled Nurses did undertake a specialty area orientation program were asked who conducted the specialty area orientation program.

3. 9. 3 Information Relating to Learner Performance After the Theoretical

Instruction. Questions 12-27.

To gain information relating to learner performance after the two blocks of TAFE theoretical instruction, questionnaires were administered to a random sample of Registered Nurse workplace supervisors. These Registered Nurse workplace supervisors were surveyed in both the essential care area as well as the specialty care areas. Questions asked Registered Nurses is they felt that Enrolled Nurses had adequate educational preparation for their hospital clinical experience.

Question 12.

This question is designed as a net to gather qualitative information relating to the expectations that Registered Nurses have of student Enrolled Nurses undertaking their specialty clinical practice experience.

Question 13.

Registered Nurses were asked if student Enrolled Nurses undertaking their specialty clinical experience in their area met their expectations.

Question 14

Registered Nurses who answered that student Enrolled Nurses failed to meet their expectations in the previous question were asked to specify in what way/s they failed.

Question 15

This question was included to enquire of Registered Nurses if they perceived student Enrolled Nurses as having difficulty in adjusting to their new role in the specialty clinical area.

Question 16

If Registered Nurses answered that student Enrolled Nurses had difficulty adjusting to their role this question asked them to specify the types of difficulties that they thought students might experience.

Question 17

This question asked Registered Nurses to consider the amount of time the student spent in the specialty clinical area

Question 18

To gather information relating to the theoretical preparation of student Enrolled Nurses Registered Nurses were asked whether students were able to perform in the specialty area at an acceptable standard.

Question 19

The qualitative nature of this question was designed to gather information relating to the duties that Registered Nurses felt student Enrolled Nurses were ill equipped to perform.

Question 20

Registered Nurses were asked if the duties that they felt student Enrolled Nurses were ill-equipped to perform were insufficiently covered in the Block 2 theoretical component.

Question 21

Registered Nurses were asked if there was any specialised ward equipment that students were unable to use that they should have been able to use.

Question 22

Registered Nurses who answered that there was specialised equipment that students were unable to use were asked to indicate the type of equipment.

Question 23

Registered Nurses were asked to specify the main areas that they felt students were well prepared for their specialty nursing practice.

Questions 24 and 25

Registered Nurses were asked if there were any areas that are not taught in the block 2 theoretical component that should be included and if there are areas not taught they were asked to describe what areas they felt should be included.

Questions 26 and 27

Registered Nurses were asked if there were any situations where they felt students were totally unprepared and if so to describe those situations.

3. 9. 4 Information Relating to Workplace Experience. Questions 28 - 36

To gain information relating to workplace experience, the questionnaires administered to a random sample of Registered Nurse workplace supervisors working in essential

care and specialty areas asked these Nurses to identify various aspects of the Enrolled Nurse experience on their ward.

In an attempt to contain costs and facilitate expediency the questions relating to learner performance and workplace experience were grouped together on the one questionnaire (See appendix 1).

Questions 28 and 29

Registered Nurses were asked about direct learning situations in the workplace. They were asked if students spent time in direct learning situations and how much time they spent in these situations.

Questions 30 and 31

Registered Nurses were asked about assessment in the workplace. How, where and by whom are students assessed.

Question 32

Registered Nurses were asked to rate the supervision of student Enrolled Nurses in their specialty clinical area using a five-point scale.

Question 33

Registered Nurses were asked to rate the supervision of student Enrolled Nurses in their specialty clinical area following Block 2 using a five-point scale.

Questions 34 and 35

Registered Nurses were asked if they believed that students were given the assistance they required and if not, why not.

Question 36

In this question respondents were invited to make any other comments they wished relating to student Enrolled Nurses that had completed Block 2 of the Advanced Certificate in Nursing (Enrolled Nurse) course.

3. 9. 5 Information in regard to professional issues. Questions 37 - 44.

The 'Part B' section of the questionnaire related only to questions pertaining to professional issues.

Question 37

The first question asked Registered Nurses to describe what they considered to be the role and function of Enrolled Nurses.

Questions 38 and 39

These questions asked Registered Nurses if they thought that the ANRAC competencies pertaining to the Enrolled Nurse matched the workplace reality and if they thought they did not they were asked to specify in which way they thought they didn't match.

Questions 40 and 41

These questions asked Registered Nurses if they supervised Enrolled Nurses who have completed the Advanced Certificate course and if they do, they were asked to rate their workplace performance using a five point scale.

Questions 42 and 43

Registered Nurses were asked if they felt a greater variety of post basic courses should be available for Enrolled Nurses. They were then asked to prioritise post basic courses from the list provided

Question 44

This question invited Registered Nurses to make any other comments they wished in relation to the practice of nursing for Enrolled Nurses.

3. 9. 6 Supplementary question. Questions 7 - 11

Questions 7- 11 were included to provide snapshot information relating to the Enrolled Nurses' workplace as well as links with the NSW Health Department study.

Question 7.

Registered Nurses who answered that student Enrolled Nurses did undertake a specialty area orientation program were asked whether the orientation program included information regarding broader community related services in the specialty area. This question was included in response to a Health Department request for this information.

Questions 8, 9 and 10.

These questions all relate to the existence, availability and frequency of use of policy statements and guidelines. This question was included in response to a Health Department request for this information.

Question 11.

This question asks on average how many Registered Nurses and Enrolled Nurses would be rostered to a ward on morning and evening shift. The inclusion of this question allows a view of the skill mix available in specialty areas. This question would be correlated with a similar question relating to the essential care area in Registered Nurse Survey 1.

There was interlinking of these questions with questions on other surveys, specifically the Registered Nurse Questionnaire One survey, the Teacher surveys one and two and the Enrolled Nurse surveys One to Five.

Appendix Eleven

Registered Nurse Survey Sample 2.

Using a stratified random sample, four wards from each region have been selected for the administration of the first Registered Nurse survey. Below is the list of hospitals and clinical areas of those wards selected in the sample.

note: The rural health regions below refer to the old Health Department regions.

HEALTH REGION	HOSPITAL NAME	CLINICAL AREA
NORTH COAST	KEMPSEY	PEDIATRICS
	KEMPSEY	REHABILITATION
	KEMPSEY	MEDICAL
	KEMPSEY	SURGICAL
NORTHERN SYDNEY	LADY DAVIDSON	MEDICAL
	MACQUARIE	MENTAL HEALTH
	ROYAL NORTH SHORE	MED / RESP.
	RYDE	MED/SURG.
ORANA &FW	DUBBO BASE	MEDICAL
	BOURKE	MED/SURG
	GILGANDRA	MED / SURG/PAEDS/CAS
	WARREN	AGED CARE / MED
SOUTH SYDNEY	SUTHERLAND	FEMALE SURGICAL
	GARRAWARRA	AGED CARE - LOW DEP.
	ST GEORGE	MEDICAL
	ST GEORGE	SURGICAL
SOUTH EAST	BRAIDWOOD	MED/SURG / AGED CARE
	MERCY CARE, YOUNG	AGED CARE / MED
	QUEANBEYAN	MEDICAL / AGED CARE
	YOUNG	MEDICAL
SOUTH WEST	GRIFFITH BASE	MEDICAL
	GRIFFITH BASE	SURGICAL
	HAY	MED/SURG
	NARRANDERA	MEDICAL
SOUTH WEST SYDNEY	LIVERPOOL	SURGICAL
	LIVERPOOL	SURGICAL
	BANKSTOWN	MEDICAL
	LIDCOMBE	REHABILITATION
WENTWORTH	GOVERNOR PHILLIP	AGED CARE / PSYCH
	BODINGTON	AGED CARE
	QUEEN VIC. MH WENT.FALL	AGED CARE / REHAB
	QUEEN VIC. MH WENT.FALL	AGED CARE / REHAB
CENTRAL COAST	GOSFORD	MEDICAL
	WYONG	MEDICAL / AGED CARE
	WOY WOY	REHABILITATION
	GOSFORD	MEDICAL
CENTRAL SYDNEY	WESTERN SUBURBS	MEDICAL
	OUR LADY OF LORETO	SURGICAL
	CONCORD	SURGICAL
	CONCORD	MEDICAL
CENTRAL WEST	BATHURST	MEDICAL
	CONDOBOLIN	MED / SURG / PAEDS.
	ORANGE	FEMALE SURGICAL
	ORANGE	MALE MEDICAL
EASTERN SYDNEY	ST VINCENTS	MED/SURG - RENAL & NEURO
	PRINCE HENRY	MED/SURG - GASTRO
	PRINCE HENRY	MED/SURG - NEURO
	PRINCE HENRY	MED - HAEM/ONC

HUNTER	JOHN HUNTER	SURG / OBSTET/GYNAE
	ST JOSEPH'S HOME	AGED CARE - PSYCH
	RANKIN PARK	AGED / MED /REHAB.
	STOCKTON	D.D - MULTIPLE
ILLAWARRA	BULLI	SURGICAL
	BULLI	MEDICAL
	PORT KEMBLA	SURGICAL
	PORT KEMBLA	SURGICAL
NEW ENGLAND	ARMIDALE & NEW ENG.	AGED CARE
	MANNING VALLEY H/S	SURGICAL
	INVERELL HEALTH SERVICE	SURGICAL
	ARMIDALE & NEW ENGLAND	MEDICAL
WESTERN SYDNEY	MOUNT DRUITT	SURGICAL
	MOUNT DRUITT	MED/ SURGICAL
	WESTMEAD	MED/ SURGICAL/BRAIN INJURY
	WESTMEAD	MEDICAL

MACQUARIE UNIVERSITY

ETHICS REVIEW COMMITTEE (HUMAN SUBJECTS)

(1) TITLE OF PROJECT/COURSE:

PERCEPTIONS OF THE NEW ADVANCED CERTIFICATE
IN NURSING (ENROLLED NURSE) COURSE.

(2) INVESTIGATORS:

Principal Investigator: FRANCES ALEXANDER

Co-investigators/Associates/Supervisors:
DR. A KOOP

Position of Principal Investigator: STUDENT

School: EDUCATION

(3) FUNDING AGENCY: N/A

(4) LOCATION

Selected NSW TAFE colleges and hospitals

(5) SUMMARY OF PROJECT:

AIM; To investigate the teacher's perceptions of the effectiveness of the Enrolled Nurse curriculum and relate these perceptions to those of Registered Nurses working with Enrolled Nurses who are currently involved in the program.

BENEFITS; General, professional and historical interest possibly influencing further curriculum development.

METHODOLOGY; All full time teachers involved in the program will be invited to participate in a questionnaire with follow up interviews. Two samples of Registered Nurses will be randomly selected from participating hospitals across the state and requested to participate in a questionnaire.

(6) PARTICIPANTS:

Two groups of participants will be invited to partake in this research.
Participants will be;
Full time teachers involved in the TAFE educational component of Enrolled Nurses program
Registered Nurses working with Enrolled Nurses in the clinical care settings of hospitals participating in the Enrolled Nurse program.

(7) RECRUITMENT:

The research project is explained to all teachers on the program the importance of the information is emphasized and their participation in the project is requested. The teachers and the researcher are both invited to sign the cover letter as indication of their willingness to partake in the project. The procedure is repeated with Registered Nurses working in the hospital clinical setting. (Attachment 1)

(8) STRESS/INVASIVE PROCEDURES: N/A

(9) MEDICATION/DRUGS: N/A

(10) RISK: N/A

(11) DECEPTION: N/A

(12) DEBRIEFING/FEEDBACK: At completion of the research project a summary of the findings will be available to all participants. Teachers and participating hospitals will be notified of the availability and location of the research

(13) CONSENT (participants):

Provision has been made to discuss this project with teachers and answer any questions that may concern them.. Teachers are assured of confidentiality both verbally and in writing. Registered Nurses are assured of confidentiality and names are not required. The cover letter accompanying the questionnaire gives contact names and telephone numbers to access

— information regarding the research project. In all cover letters it is stressed that participation in this study is voluntary.

(14) CONSENT (institutional):

The need for the information that will be gained from this study was recommended by a Review conducted on behalf of the Minister for Health in 1991. Executive personnel from both the NSW TAFE Commission and the NSW Department of Health participated in this Review. Personnel from both Departments will be monitoring the progress of the study.

(15) CONSENT (other involved professional workers): N/A

(16) CONFIDENTIALITY:

All data collected will be destroyed at the conclusion of this project. Participant's names will not be used in the presentation of results of this study.

(17) OTHER ETHICAL ISSUES: N/A

(18) Expected COMMENCEMENT date of project: March 1992

Expected COMPLETION date of project: May 1994

(19) CERTIFICATION:

To the best of my belief the proposed project conforms in all respects with the NH&MRC Guidelines (1985 and supplements thereto).

Signed:

Name (block letters): F J ALEXANDER

Phone: (02) 436 2382 (H)
 (02) 901 5955 (W)

Date: 28th June 1993

Signature of Supervisor:
(where applicable)

(20)COMMENTS FROM SCHOOL ETHICS COMMITTEE/HEAD OF SCHOOL:

Signature:

Date:

Directory of CODING - REGISTERED NURSE SURVEY No. 2

Coding shedule for for registered nurse survey 2

Start form Question 2, the section above Question 2 has been completed on every registered nurse survey

- 2 In which clinical area/s do you supervise student nurses during their specialty clinical practice experience following Block II?

CODE AS 1 FOR THE TICKED BOXES AND LEAVE THE OTHERS BLANK

- | | |
|----------------------------|----------------------|
| a Medical | b Mental Health |
| c Surgical | d Palliative Care |
| e Medical/Surgical | f Operating Theatres |
| g Developmental Disability | h Paediatrics |
| i Rehabilitation | j Orthopaedics |
| k Maternal and Child Care | l Community Health |
| m Psychogeriatrics | n Aged Care |
| o Other | |

3. What **TYPE OF NURSING** is practiced in your clinical area?

Code as

- | | |
|--------------------|---|
| Team nursing | 1 |
| Task allocation | 2 |
| Patient allocation | 3 |
| Other | 4 |

Log "other" on the sheet provided

4. How **LONG** have you been supervising student enrolled nurses during their specialty clinical practice experience?

Code as

- | | |
|------------------------------|---|
| Less than 6 months | 1 |
| Between 6 months and 3 years | 2 |
| Between 3 years and 6 years | 3 |
| More than 6 years | 4 |

5. Do new student Enrolled Nurses undertake a **SPECIALTY AREA ORIENTATION PROGRAM**?

Code as

Yes	1
No	2
Don't know	3

6. If you answered 'Yes' to question 5, who **CONDUCTS** the **SPECIALTY AREA** Orientation Program?

Code as

Nurse Educator	1
Nurse Unit Manager	2
Registered Nurse	3
Another Enrolled Nurse	4
Don't know	5
Other	6

Log other on the sheet provided

If respondents have ticked more than one of the above options, they can be coded as,

Registered Nurse &/or Another Enrolled Nurse	0
Nurse unit manager & registered nurse & clinical nurse specialist	7
Nurse Unit Manager &/or Registered Nurse	8
Nurse Unit manager &/or Clinical care coordinator	9

7. Does the Orientation Program include information regarding broader community related services in your specialty clinical area?

Code as

Yes	1
No	2
Don't know	3

8. Does the specialty clinical area have **ANY** written policy statements/guidelines regarding the clinical practice student Enrolled Nurses?

Code as

Yes	1
No	2
Don't know	3

9. If you answered 'Yes' to question 8, are policy statements/guidelines regarding the **PRACTICE** of student Enrolled Nurses either issued to students **OR** available on the ward for students to read?

Code as

Yes	1
No	2
Don't know	3

10. If you answered 'Yes' to question 8, how **FREQUENTLY** do you need to refer students to policy statements/guidelines?

Code as

Seldom	1
Occasionally	2
Frequently	3

11. On an average morning and evening shift, approximately how many Registered Nurses, Enrolled Nurses and student Enrolled Nurses are rostered to your ward?

	RN	EN	SEN
Morning	1	2	3
Evening	1	2	3

12. What are your expectations of student enrolled nurses undertaking their speciality clinical practice experience?

comment 2

Log comments on sheet provided

13. Do student Enrolled Nurses who are undertaking their specialty clinical practice experience in your area meet **YOUR EXPECTATIONS**?

Code as

Yes	1
No	2
Don't know	3

14. If you answered 'No' to question 12, please specify the way/s in which students undertaking their specialty clinical practice experience **FAIL TO MEET** your expectations:

comment 2

Log comments on sheet provided

15. Do you think student Enrolled Nurses have any **DIFFICULTIES** in adjusting to their new role in the specialty clinical area?

Code as

Yes	1
No	2
Don't know	3

16. If you answered 'Yes' to question 14, please specify the types of **DIFFICULTIES** you think students may experience:

comment 2

Log comments on sheet provided

17. Do you consider the time the student spends in this area gaining specialty clinical nursing experience to be:

Code as

too long	1
too short	2
about right	3
don't know	4

18. Overall, do you feel the Block II theoretical component **PREPARES STUDENTS** to perform in this specialty clinical area at an acceptable standard?

Code as

Yes	1
No	2
Not sure	3

19. If you answered 'No' or 'Not Sure' to question 17, please List the **DUTIES** which you feel the student/s are **ILL-EQUIPPED** to perform:

comment 2

Log comments on sheet provided

20. If you specified duties in question 18, do you consider the duties are **INSUFFICIENTLY COVERED** during their Block II theoretical component?

Code as

Yes	1
No	2
Students need more time in practice to gain confidence	3
Other	4

Log other on the sheet provided

21. Is there any specialized ward equipment that students are unable to use that you feel they should be able to use?

Code as

Yes	1
No	2
Don't know	3

22. If you answered 'Yes' to question 20, please indicate the type of specialized equipment you feel students should be able to use:

comment 2

Log comments on sheet provided

23. Please specify the main areas in which you feel students are **WELL PREPARED** for specialty nursing practice following their Block II theoretical component:

comment 2

Log comments on sheet provided

Appendix Thirteen

24. Are there any area/s you would like to see included in the theoretical component relating to this specialty that are not taught in Block II?

Code as

Yes	1
No	2
Don't know	3

25. If you answered 'Yes' to question 23, briefly describe what area/s and why you believe such areas should be included in the Block II component:
comment 2

Log comments on sheet provided

26. Are there any situations in which you feel the student/s are totally unprepared?

Code as

Yes	1
No	2
Don't know	3

27. If you answered 'Yes' to question 25, briefly describe the situations in which they are totally unprepared:

comment 2

Log comments on sheet provided

28. Other than an orientation program that students may or may not attend, are there any other periods of time students spend in a direct learning situation?

Code as

Yes	1
No	2
Don't know	3

29. If you answered 'Yes' to question 27, approximately how much time do students spend in **DIRECT LEARNING SITUATIONS** in the specialty clinical area ?

LEARNING SITUATION

HOURS

	0-4	5-12	13-24	more than 25
Prepared inservice on your ward	1	2	3	4
Prepared inservice away from your ward	1	2	3	4
With a Registered Nurse on your ward	1	2	3	4
Other, please specify	1	2	3	4

Log other on the sheet provided

30. Are students **ASSESSED** during their specialty clinical practice experience on your ward?

Code as

Yes	1
No	2
Don't know	3

31. If you answered 'Yes' to question 29, please tick the appropriate box/s in relation to clinical assessment of student Enrolled Nurses.

CODE AS 1 FOR THE TICKED BOXES AND LEAVE THE OTHERS BLANK

HOW are students assessed?

- a Self assessment
- b General observation of students' actions by staff
- c Mastery skills assessment
- d Other

Log other on the sheet provided

WHERE are students assessed?

- a On the ward
- b In a simulated area
- c In an office
- d Other

Log other on the sheet provided

WHO assessed students?

- a Clinical Nurse Educator
- b Registered Nurse
- c Clinical Nurse Specialist (CNS)
- d Nurse Unit Manager (NUM)
- e Other

Log other on the sheet provided

32. How do you **RATE** the **SUPERVISION** of student Enrolled Nurses in this specialty clinical area?

Code as

Very easy	1
Easy	2
Moderate	3
Difficult	4
Very difficult	5

33. Following Block II what **LEVEL OF SUPERVISION** of student Enrolled Nurses do you consider necessary in this specialty clinical area?

Seldom	1
Occasional	2
Regular	3
Frequent	4
Continuous	5

34. Do you believe students are given the assistance they require?

Yes	1
No	2
Don't know	3

35. If you answered 'No' to question 33, why do you think students are unable to get assistance?

CODE AS 1 FOR THE TICKED BOXES AND LEAVE THE OTHERS BLANK

- a Students did not ask for assistance
- b No-one available to assist
- c Staff are too busy to be able to provide assistance
- d Students asked for unnecessary assistance due to lack of confidence
- e Other

Log other on the sheet provided

36. In the space below, please make **ANY OTHER COMMENTS** you wish relating to student Enrolled Nurses following Block II of the Advanced Certificate of Nursing (Enrolled Nurse) course:

comment 2

Log comments on sheet provided

PART B: PROFESSIONAL ASPECTS

Do not code Question 37

38. Do you think the ANRAC competencies do not match the workplace reality?

Code as

Yes	1
No	2
Don't know	3

39. If you answered 'No' to question 37, please specify in what way/s the ANRAC competencies do not match the workplace reality:

comment 2

Log comments on sheet provided

40. In your specialty area do you supervise Enrolled Nurses who have completed the Advanced Certificate in Nursing course?

Code as

Yes	1
No	2
Don't know	3

41. If you answered 'Yes' to question 38, on average how would you rate Advanced Certificated Enrolled Nurses in regard to their workplace performance as a second level nurse practitioner

Code as

Very poor	1
Poor	2
Fair	3
Good	4
Very good	5

42. Do you feel a greater variety of post basic courses should be available for Enrolled Nurses?

Code as

Yes	1
No	2
Don't know	3

42. Please indicate the six priority areas you consider to be necessary post basic courses for Enrolled Nurses.

CODE AS 1 FOR THE TICKED BOXES AND LEAVE THE OTHERS BLANK

- a surgical nursing
- b maternity
- c operating theatre
- d medical nursing
- e aged care
- f paediatrics
- g mental health
- h community nursing

Appendix Thirteen

- i developmental disability nursing
- j infection control
- k accident & emergency
- l orthopaedic nursing
- m oncology/palliative care
- n care mothercraft
- o rehabilitation
- p behavioural sciences
- q AIDS education
- r diabetic education
- s drug and alcohol education
- t other, please specify.

43. In the space below, please make any other comments you wish relating to the practice of Enrolled Nurses:

comment 2

Log comments on sheet provided