Introduction

We are grateful to the National League for Nursing for graciously allowing the authors to add questions to the National League for Nursing National Survey of Nurse Educators: Compensation, Workload and Teaching Practices. The Nursing National Survey of Nurse Educators: Compensation, Workload and Teaching Practices survey was conducted between October 17, 2006 and January 12, 2007.

National League for Nursing-
Carnegie Foundation Nursing Education Study
Survey Instrument
2006-2007

In the schools where you are a faculty member or administrator: How much are students integrating classroom content with their clinical experience?

Not at all likely
Not much
Somewhat
A great deal

Please explain or describe reasons for your answer:

How do you bring clinical concerns into your classroom teaching?

How do you bring classroom content into your clinical?

How helpful have the following faculty development activities been in improving your teaching?

Educational conferences:
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Training in educational technology:
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful
Mentoring from a master teacher:
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Assistance from a teaching learning center on campus:
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Specific coaching in a new or difficult teaching area:
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Support from other teaching colleagues:
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

How helpful are the following sources of teaching feedback in improving your teaching?

Student evaluation of teaching
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Student evaluations of the course
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful
Supervisor evaluation of teaching
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Student test scores on teacher created tests
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Results of pass rates for the NCLEX
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Interest and engagement of students in the class
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Exit interview of senior nursing students
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Appraisals by other faculty sitting in on class
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful
The quality of students’ written papers
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Students’ questions and level of discussion in class
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

Quality of students’ clinical practice
N/A
Not at all helpful
Not very helpful
Somewhat helpful
Very helpful

How often are students at your school placed in a clinical training experience where they lack adequate background clinical knowledge?
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

How often are students at your school placed in clinical training experience where they lack adequate background clinical knowledge?
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

On average, how often do you use guest lecturers in your classes?
Never
1 – 2 times
3 – 4 times
5 or more times

What do you find most challenging about teaching nursing?
What are the rewards in teaching nursing for you?
How often do you use the following teaching and learning strategies?

Teacher-developed clinical case studies
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Student-developed clinical case studies
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Published clinical case studies
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Games
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Power point slides and printed outlines
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Simulation
Never
Very seldom
Somewhat seldom
Somewhat often
Very often
Computer assisted instruction
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Clinical post-conferences
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Student assignments required as pre-preparation for clinical assignments
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

How often do you use the following teaching and learning strategies?

Written assignments, academic papers
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Use of reflective journals or personal learning diaries by the students
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Questions directed to all students, where anyone may answer
Never
Very seldom
Somewhat seldom
Somewhat often
Very often
Soliciting student experiences of practice in the classroom
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Interviews of patients in the classroom
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Teacher-developed exercises for developing critical thinking skills
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Nursing care plans developed for patients assigned to students in the clinical setting
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Role playing using paid actors (or use of standardized patients)
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Role playing using students
Never
Very seldom
Somewhat seldom
Somewhat often
Very often
How often do you use the following learning strategies?

Demonstration and return demonstration of clinical skills in the skills lab
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Demonstration of medical devices and technologies that nurses use
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Planned student teacher conferences
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Test questions structured as multiple choice questions similar to the NCLEX exam
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

The use of clinical films or videos
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Finding evidence of best practices for assigned clinical diagnoses and treatments
Never
Very seldom
Somewhat seldom
Somewhat often
Very often
Questioning and evaluating the research literature
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

Use of personal Digital Assistants (PDA)
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

How often are students advanced in your school without meeting the learning objectives of prior courses?
Never
Very seldom
Somewhat seldom
Somewhat often
Very often

In your school, what level of mastery do students achieve in the following content areas?

Knowledge of NANDA taxonomies of nursing diagnosis, intervention and patient care outcomes
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Use of Personal Digital Assistants (PDA)
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Ability to use research and evaluation techniques to identify best practices in the clinical setting
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery
Skills for evidence-based practice
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Knowledge about medical diagnoses and treatments
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Frequently used technical skills and procedures such as inserting I.V.’s and catheterizing patients
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Making a case for action to physicians or other health care workers on the patient’s behalf
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

How to respond to patient care errors by the student nurse
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

How to respond to patient care errors made by other health care team members
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery
Health care economics
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Health care policy
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Community based health care
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery

Health care ethics
No mastery
Inadequate mastery
Some mastery
Adequate mastery
Complete mastery