

## **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