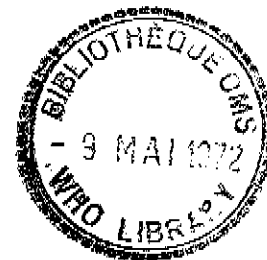


QUESTIONNAIRE ON LONG-TERM POST-BASIC NURSING EDUCATION
FOR THE PREPARATION OF TEACHERS OF NURSING

prepared by

NURSING UNIT, WHO/HQ, Geneva, Switzerland



Information and Instructions

1. This questionnaire is designed to obtain information mainly on post-basic nursing education programmes:
 - (a) that prepare teachers of nursing;
 - (b) that are at least one academic year (9 months) in duration;
 - (c) that are or have been assisted by the World Health Organization in one form or another (personnel, supplies, equipment, or fellowships).
2. If any school to which this questionnaire is sent also conducts a basic nursing education programme, no data on that programme should be included in the response except as appropriate under section H.
3. If any school to which this questionnaire is sent conducts more than one post-basic nursing education programme that meets the criteria listed in paragraph 1 above, we kindly request that for each additional programme the respondent complete a duplicate copy of the questionnaire, in which case(s) answers should be provided only for those questions marked with an asterisk (*). If more than one questionnaire is returned, please make sure that the name and address of the school or department appear on each.
4. We have tried to simplify your problem of answering the questions and our problem of tabulating replies by forming the questions in a way that requires, in most cases, either a number or a choice of answers. Brackets are provided for this purpose.
5. In the YES and NO columns, please answer all relevant questions by putting a cross (X) in the appropriate column. Where no response to a question is given in either of these two columns, it will be understood that the question is not applicable. Where no response to a question is given in the NUMBER column, it will be understood either that the question is not applicable or that the answer is not available.
6. Space is left at the bottom of each page for answering questions identified by the word "Other", or for any explanatory remarks you may wish to make. Please identify at the bottom of the page the question to which the answer or other remarks refer, e.g., 56 f (1).
7. Although such terms as "teacher training" and "nurse faculty" are not universally used, we used them in this document in order to make less awkward the phrasing of certain questions.

DATE QUESTIONNAIRE RECEIVED:

DATE QUESTIONNAIRE COMPLETED:

SIGNATURE OF RESPONSIBLE PERSON:



QUESTIONNAIRE CONCERNING POST-BASIC NURSING EDUCATION
PROGRAMMES FOR THE PREPARATION OF TEACHERS OF NURSING

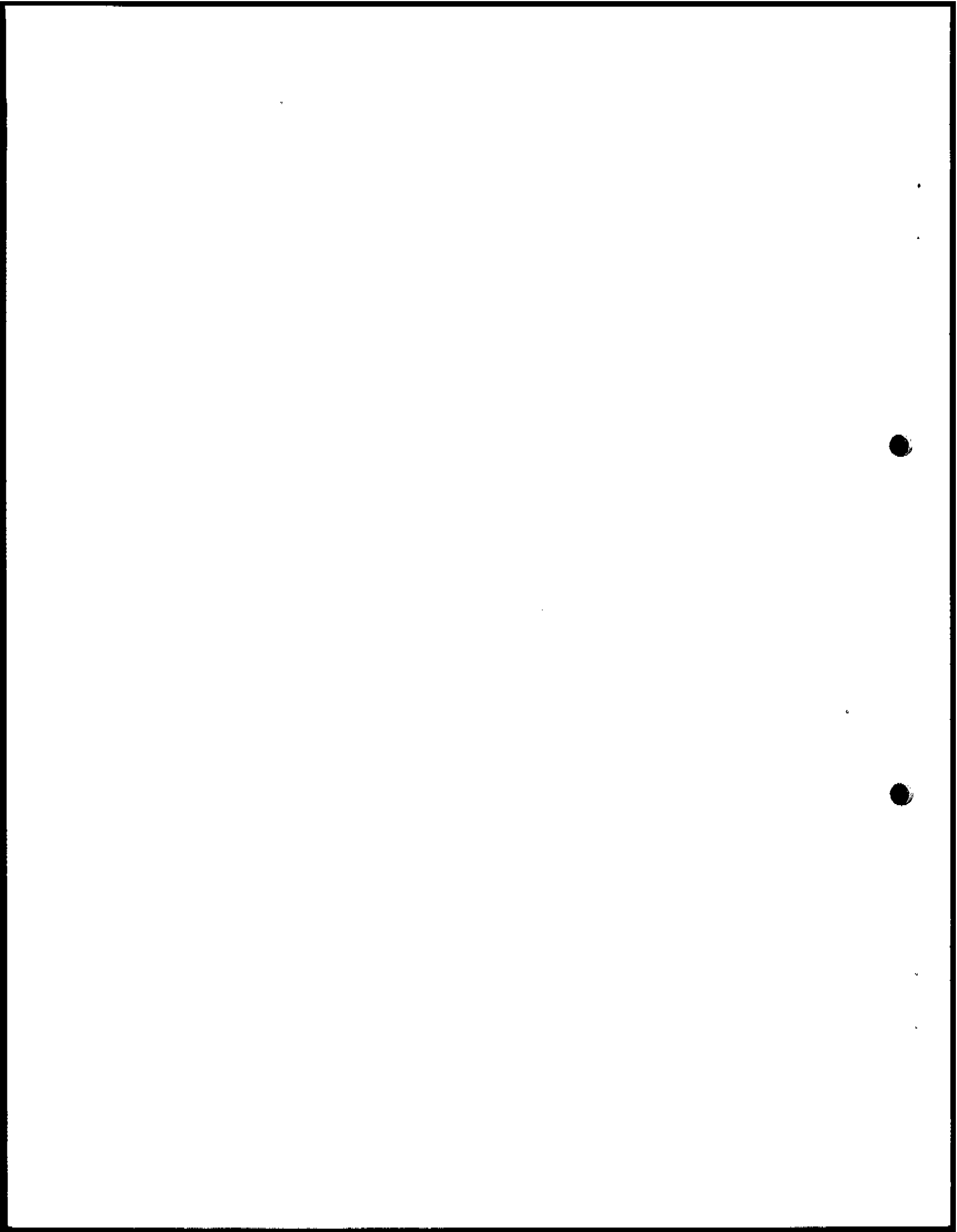
NAME OF SCHOOL (OR DEPARTMENT): _____

LOCATION OF SCHOOL: City _____ State _____ Country _____

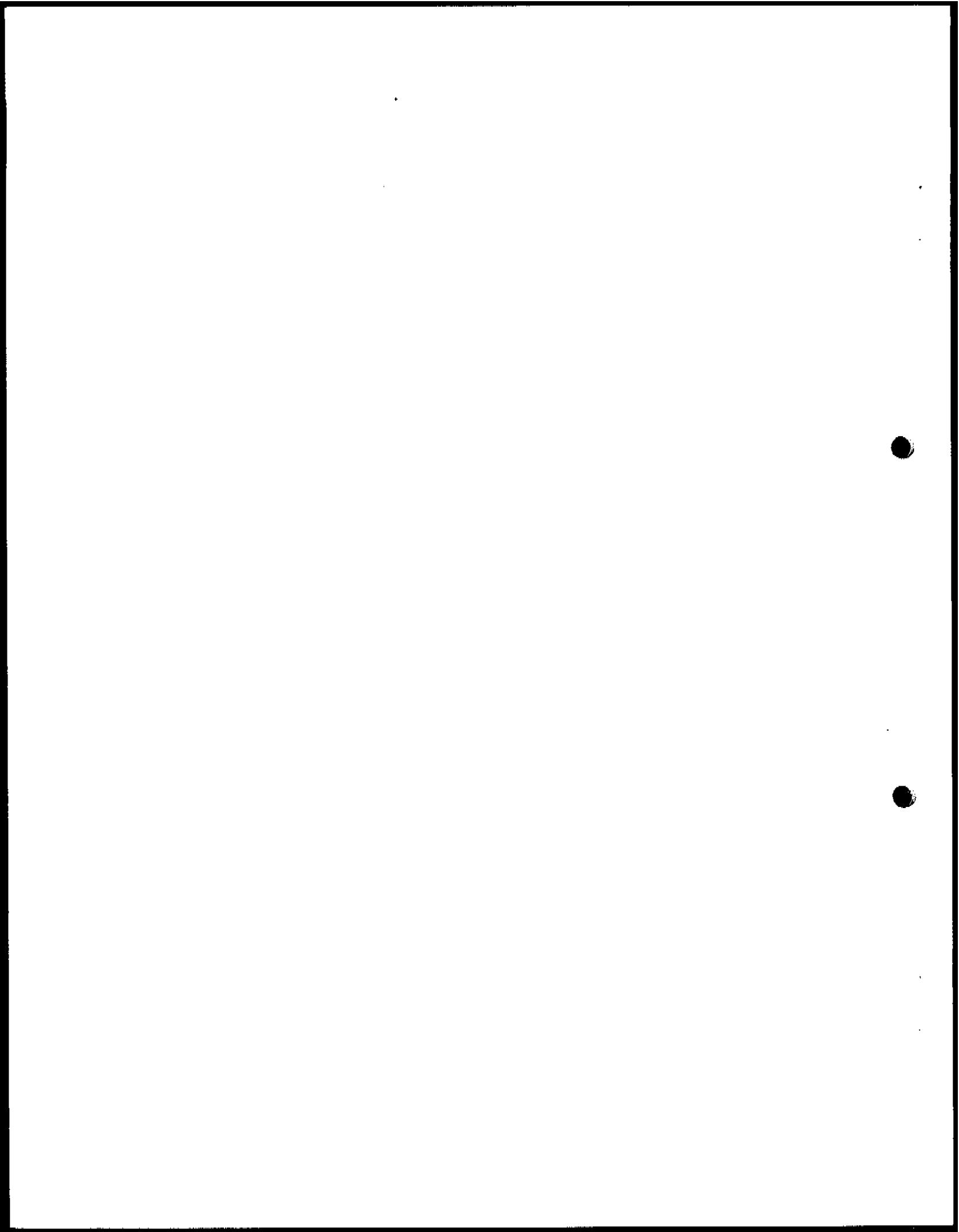
A. GENERAL INFORMATION RELATED TO THE POST-BASIC TEACHER TRAINING PROGRAMME

- | | <u>NUMBER</u> | <u>YES</u> | <u>NO</u> |
|--|---------------|------------|-----------|
| * 1. Duration of the teacher-training programme (Number of months) | () | | |
| 2. Is the teacher-training programme: | | | |
| (a) a regular university course? | () | () | |
| (b) a course in another educational institution? | () | () | |
| (c) an independent programme? | () | () | |
| (d) a unit within the Ministry of Health? | () | () | |
| 3. Does the teacher-training programme now receive funds from: | | | |
| (a) government (central, state, provincial)? | () | () | |
| (b) non-governmental organizations/agencies? | () | () | |
| (c) international organizations/agencies? | () | () | |
| (d) student fees? | () | () | |
| (e) private donations? | () | () | |
| (f) university? | () | () | |
| (g) other? (If yes, specify below) | () | () | |
| 4. Is there a specified group that acts in an advisory capacity concerning the teacher-training programme? | () | () | |
| 5. If the above answer is "yes", does that group include a nurse(s)? | () | () | |
| 6. Is the Director of the teacher-training programme a nurse? | () | () | |
| * 7. In what year were students first enrolled in the teacher-training programme? _____ | | | |
| * 8. What is the exact title of the qualification(s) granted to graduates of the teacher-training programme (e.g., Diploma in Teaching and Supervision in Medical-Surgical Nursing)?

_____ | | | |
| 9. Are long-term post-basic nursing education programmes other than those for the preparation of teachers offered by the school? | () | () | |



- | | <u>NUMBER</u> | <u>YES</u> | <u>NO</u> |
|--|---------------|------------|-----------|
| 10. If the answer to the above is "yes", do the other long-term post-basic programmes offered include any in: | | | |
| (a) nursing service administration? | () | () | |
| (b) public health nursing? | () | () | |
| (c) clinical specialization? | () | () | |
| 11. Are there short-term post-basic offerings for the preparation of teachers of nursing? | () | () | |
| 12. If the answer to the above is "yes", are the short-term offerings in the form of: | | | |
| (a) evening classes? | () | () | |
| (b) seminars (workshops, study groups, etc.)? | () | () | |
| (c) summer courses? | () | () | |
| (d) refresher courses? | () | () | |
| (e) other? (If "yes", specify below) | () | () | |
| 13. How many students are now enrolled in short-term programmes for the preparation of teachers of nursing? | () | | |
| 14. Are similar short-term post-basic courses offered for nurses preparing for specialized fields other than teaching? | () | () | |
| 15. If the answer to the above is "yes", how many students are now enrolled in such short-term programmes? | () | | |
| 16. Total number of students enrolled in all post-basic nursing education programmes (long-term and short-term) offered by the school: | | | |
| (a) full-time students | () | | |
| (b) part-time students | () | | |
| B. FACULTY | | | |
| 17. Total faculty in all post-basic nursing education programmes offered by the school: | | | |
| (a) full-time faculty | () | | |
| (b) part-time faculty | () | | |
| * 18. Total faculty in the post-basic teacher-training programme: | | | |
| (a) full-time faculty | () | | |
| (b) part-time faculty | () | | |



	<u>NUMBER</u>	<u>YES</u>	<u>NO</u>
19. Total number of medical doctors contributing to all post-basic nursing education programmes offered by the school:			
(a) full-time medical doctors	()		
(b) part-time medical doctors	()		
* 20. Number of medical doctors contributing to the post-basic teacher-training programme:			
(a) full-time medical doctors	()		
(b) part-time medical doctors	()		
21. Total nurse faculty, full-time, who contribute to all post-basic nursing education programmes offered by the school:			
(a) national nurse faculty	()		
(b) WHO nurse faculty	()		
(c) other nurse faculty	()		
* 22. Number of nurse faculty, full-time, who contribute to the post-basic teacher-training programme:			
(a) national nurse faculty	()		
(b) WHO nurse faculty	()		
(c) other nurse faculty	()		
23. Total nurse faculty, part-time, who contribute to all post-basic nursing education programmes offered by the school:			
(a) national nurse faculty	()		
(b) WHO nurse faculty	()		
(c) other nurse faculty	()		
* 24. Number of nurse faculty, part-time, who contribute to the post-basic teacher-training programme:			
(a) national nurse faculty	()		
(b) WHO nurse faculty	()		
(c) other nurse faculty	()		
* 25. Number of nurse faculty posts now vacant in all post-basic nursing education programmes offered by the school:			
(a) full-time posts	()		
(b) part-time posts	()		
* 26. Number of nurse-faculty posts now vacant in the post-basic teacher-training programme:			
(a) full-time posts	()		
(b) part-time posts	()		



- | | <u>NUMBER</u> | <u>YES</u> | <u>NO</u> |
|--|---------------|------------|-----------|
| 27. Number of nurse faculty, in all post-basic nursing education programmes offered by the school, whose highest post-basic qualification is: | | | |
| (a) doctoral degree | () | | |
| (b) master's degree | () | | |
| (c) bachelor's degree | () | | |
| (d) licentiate | () | | |
| (e) diploma | () | | |
| (f) certificate | () | | |
| 28. Number of nurse faculty, in all post-basic nursing education programmes offered by the school, who have no post-basic qualifications. | () | | |
| * 29. Of the nurse faculty having no post-basic qualifications, how many teach in the post-basic teacher-training programme? | () | | |
| 30. Number of nurse faculty, in all post-basic nursing education programmes offered by the school, who have preparation in research methods. | () | | |
| * 31. Number of nurse faculty in the post-basic teacher-training programme who have had teaching experience in a basic school of nursing. | () | | |
| * 32. Which of the following clinical and functional specialities are represented in the nurse faculty of the post-basic teacher-training programme: | | | |
| (a) medical-surgical nursing | () | () | |
| (b) maternal and child health nursing | () | () | |
| (c) paediatric nursing | () | () | |
| (d) obstetrical nursing | () | () | |
| (e) midwifery | () | () | |
| (f) psychiatric nursing | () | () | |
| (g) public health nursing | () | () | |
| (h) nursing administration | () | () | |
| (i) other (If yes, specify below) | () | () | |
| 33. Is there an opportunity for planned collaboration between the nurse faculty of the school and faculty of other departments or institutions? | () | () | |
| * 34. The number of individuals (other than nurses and medical doctors who contribute to the post-basic teacher-training programme in the following specialized areas: | | | |



34./cont.

	<u>NUMBER</u> <u>FULL-TIME</u>	<u>NUMBER</u> <u>PART-TIME</u>
(a) social sciences	()	()
(b) humanities	()	()
(c) biological sciences	()	()
(d) physical sciences	()	()
(e) nutrition and diet therapy	()	()
(f) pharmacology	()	()
(g) epidemiology	()	()
(h) education	()	()
(i) statistics	()	()
(j) social welfare	()	()
(k) physical education	()	()
(l) other (Specify speciality and number below)		

C. STUDENTS IN THE LONG-TERM POST-BASIC TEACHER-TRAINING PROGRAMME

	<u>NUMBER</u>	<u>YES</u>	<u>NO</u>
* 35. Current student enrolment in the long-term post-basic teacher-training programme:			
(a) full-time students	()		
(b) part-time students	()		
* 36. Total of graduates from the teacher-training programme since its inception.	()		
* 37. Are students in the programme provided free board?		() ()	
* 38. Are students in the programme provided free lodging?		() ()	
* 39. Do students in the programme receive a stipend from:			
(a) Government?		() ()	
(b) UNICEF?		() ()	
(c) WHO?		() ()	
(d) other? (If yes, specify below)		() ()	
* 40. How many students now enrolled in the programme receive a fellowship or similar financial aid?	()		
* 41. How many students currently enrolled are on official leave of absence from their work?	()		
* 42. Of these, how many continue to receive part or all of their salary?	()		
* 43. What is the average age of students currently enrolled? (Number of years)	()		



- | | <u>NUMBER</u> | <u>YES</u> | <u>NO</u> |
|--|---------------|------------|-----------|
| * 44. Is the programme limited only to female students? | | () | () |
| * 45. Is the programme limited only to national students? | | () | () |
| * 46. How many years of general education are required for enrolment? | () | | |
| * 47. How many years of professional nursing education are required for enrolment? | () | | |
| * 48. What is the minimum number of years of professional nursing experience required for enrolment? | () | | |
| * 49. What is the average number of years of professional nursing experience that students currently enrolled had prior to their enrolment in the programme? | () | | |
| * 50. How many students currently enrolled had some advanced nursing courses prior to enrolment in the programme? | () | | |
| * 51. Of this number, how many had studied: | | | |
| (a) general nursing | () | | |
| (b) medical-surgical nursing | () | | |
| (c) maternal and child health nursing | () | | |
| (d) paediatric nursing | () | | |
| (e) obstetrical nursing | () | | |
| (f) midwifery | () | | |
| (g) psychiatric nursing | () | | |
| (h) public health nursing | () | | |
| (i) nursing administration | () | | |
| (j) nursing education | () | | |
| (k) other (Specify below the field(s) and number) | | | |
| * 52. Are candidates required to undergo a pre-entrance examination? | | () | () |
| * 53. If the answer to the above is "yes", does the examination include: | | | |
| (a) a vocational guidance test? | | () | () |
| (b) a language test? | | () | () |
| (c) the writing of a paper on a particular subject? | | () | () |
| (d) a supervised nursing experience? | | () | () |
| (e) a voice and speech test? | | () | () |
| (f) other? (If yes, specify below) | | () | () |



NUMBER YES NO

D. OVERALL PROGRAMME OF STUDIES OF THE LONG-TERM POST-BASIC TEACHER-
TRAINING PROGRAMME

* 54. For which of the following clinical or functional areas does
the long-term post-basic teacher-training programme prepare
teachers:

- (a) general nursing? () ()
- (b) medical surgical nursing? () ()
- (c) maternal and child health nursing? () ()
- (d) paediatric nursing? () ()
- (e) obstetrical nursing () ()
- (f) midwifery () ()
- (g) psychiatric nursing () ()
- (h) public health nursing? () ()
- (i) nursing administration? () ()
- (j) nursing research? () ()
- (k) other? (If yes, specify below) () ()

* 55. For which of the following levels of position and responsibility
is the programme preparing teachers:

- (a) educational practitioner (e.g. tutor, clinical teacher,
lecturer)? () ()
- (b) educational leader (e.g. director of nursing school,
clinical speciality)? () ()
- (c) educational specialist (e.g. planning and direction of
educational programmes, educational research)? () ()



* 56. Describe the subjects offered, in the terms indicated in the chart. Fill column D only if the teacher-training programme is more than one academic year. In column E indicate both the discipline of the teacher and, where relevant, whether that teacher is a medical doctor (MD). (See examples given as a guide.)

A	B	C	D	E	F	G
Subject	Elective or required (E or R)	Length in Hours	Year in which given	Type of Teacher	Is it given jointly with students of other disciplines?	Is it given jointly with nursing students enrolled in other programmes?
e.g. Health Statistics	R	20	1st	Statistician (MD)	Yes	Yes
e.g. Medical-Surgical Nursing	R	80	1st	Nurse	No	Yes



- | | <u>YES</u> | <u>NO</u> |
|---|------------|-----------|
| * 57. In relation to the theoretical and practical content of the course in <u>Methods of Teaching</u> , in which of the following activities is the <u>student teacher</u> involved: | | |
| (a) assigned reading in text books and periodicals? | () | () |
| (b) independent reading in relation to problems discussed in class? | () | () |
| (c) writing of professional articles? | () | () |
| (d) observation of experienced teachers? | () | () |
| (e) preparation and presentation of special assignments: | | |
| (i) individual, in writing? | () | () |
| (ii) individual, in class? | () | () |
| (iii) group, in class? | () | () |
| (f) participation in: | | |
| (i) panel discussions? | () | () |
| (ii) nursing education committee meetings? | () | () |
| (iii) faculty meetings? | () | () |
| (iv) professional association meetings? | () | () |
| (v) nursing service committees? | () | () |
| (g) planning and conducting: | | |
| (i) panel discussion? | () | () |
| (ii) nursing education and/or nursing service committee meetings? | () | () |
| (iii) professional association meetings? | () | () |
| (h) study and evaluation of a curriculum? | () | () |
| (i) development of philosophy and objectives of a curriculum? | () | () |
| (j) planning overall curricular content? | () | () |
| (k) preparing timetables? | () | () |
| (l) preparing course outlines, including objectives and content? | () | () |
| (m) unit and lesson planning? | () | () |
| (n) tests and examinations: | | |
| (i) constructing? | () | () |
| (ii) administering? | () | () |
| (iii) scoring ? | () | () |
| (iv) interpreting results? | () | () |



	<u>YES</u>	<u>NO</u>
(o) appraisal of performance of nursing students in either the basic professional or the auxiliary education programme:	()	()
(i) studying the student's personal file?	()	()
(ii) observing the student's performance and reporting verbally on same?	()	()
(iii) writing anecdotal notes?	()	()
(iv) completing appraisal report on student?	()	()
(v) discussing appraisal report with student?	()	()
(vi) using a rating scale?	()	()
(p) in respect of either of the basic professional or the auxiliary nursing education programme, participation in:		
(i) recruitment?	()	()
(ii) selection?	()	()
(iii) counselling	()	()
(iv) promotion?	()	()
(q) evaluating own progress and performance?	()	()
(r) evaluating performance of fellow student teachers?	()	()
(s) evaluating the teacher-training programme?	()	()
* 58. Does the course in <u>Methods of Teaching</u> precede the student teacher's field practice?	()	()
* 59. Is the course in <u>Methods of Teaching</u> integrated with the student teacher's field practice?	()	()
* 60. Does the student teacher learn of:		
(a) the overall administrative policies and procedures of schools of nursing?	()	()
(b) budgetary planning and management?	()	()
(c) requirements and procedures concerning the provision of faculty and physical facilities for schools of nursing?	()	()
* 61. Is provision made for the student teacher to:		
(a) learn of research methodology?	()	()
(b) apply such knowledge during her studies:		
(i) by planning and designing a study?	()	()
(ii) by preparing a thesis?	()	()



	<u>YES</u>	<u>NO</u>
E. FIELD PRACTICE ASPECTS OF THE PROGRAMME OF STUDIES FOR STUDENT TEACHERS		
* 62. Which of the following criteria are used to determine the admission of a student teacher to field practice experience:		
(a) scholastic standing in formal courses?	()	()
(b) satisfactory appraisal of practice teaching within the teacher-training institute?	()	()
(c) both of the above?	()	()
* 63. Are the student-teacher's field practice experiences afforded:		
(a) in a single period of time?	()	()
(b) in two or more periods of time?	()	()
(c) throughout the entire period of study?	()	()
* 64. Is the student teacher required to spend a period of time in observing prior to actual field practice participation in:		
(a) classroom teaching?	()	()
(b) teaching and supervision in the curative and/or preventive services?	()	()
* 65. Which of the following field practice experiences are afforded the student teacher:		
(a) actual personal practice in planning and providing patient care?	()	()
(b) formal teaching of nursing students in either basic professional or auxiliary education programmes?	()	()
(c) teaching and supervision of either basic professional nursing students or auxiliary nursing students in the curative and/or preventive services?	()	()
(d) collaboration with teachers of either the basic school of professional nursing or the auxiliary nursing school in planning learning experiences for students of either school?	()	()
(e) collaboration with teachers of either the basic school of professional nursing or the auxiliary nursing school and/or the nursing service personnel in planning weekly and daily patient-care assignments for students of either school?	()	()
* 66. Is the student teacher's field practice experience about equally divided between giving formal classes and participating in teaching and supervision in the curative and/or preventive services?	()	()
* 67. If the answer to the above is "no", to which area of experience is more time devoted:		
(a) formal classes?	()	()
(b) teaching and supervision in the curative and/or preventive services?	()	()



- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| * 68. Are the nurse faculty of the teacher-training programme responsible for: | | |
| (a) planning the student teacher's field practice experience? | () | () |
| (b) supervising the field practice experience? | () | () |
| (c) providing sustained guidance and assistance during the field practice experience? | () | () |
| (d) demonstrating teaching methods to student teachers in the curative and/or preventive service practice areas? | () | () |
| * 69. Are the field practice experiences of student teachers formally supervised by: | | |
| (a) nursing instructors of the basic school of nursing? | () | () |
| (b) nursing service personnel? | () | () |
| * 70. Is the performance of the student teacher in the field practice areas formally appraised by: | | |
| (a) nursing instructors of either the basic professional school of nursing or the auxiliary nursing school? | () | () |
| (b) nursing service personnel? | () | () |
| * 71. Are the field practice areas utilized by student teachers within easy travelling distance from: | | |
| (a) each other? | () | () |
| (b) the teacher-training institute? | () | () |
| (c) the students' homes? | () | () |
| * 72. As part of her field practice experience, does the student teacher engage in: | | |
| (a) providing teaching to either basic professional nursing students or auxiliary nursing students in the form of: | | |
| (i) formal lectures? | () | () |
| (ii) individual patient-centred (client-centred) conferences? | () | () |
| (iii) ward rounds? | () | () |
| (iv) group discussions? | () | () |
| (v) interviewing of patients? | () | () |
| (vi) assignment and evaluation of patient-care studies? | () | () |
| (vii) demonstration of nursing techniques: | | |
| - in the field practice area? | () | () |
| - on a student acting as a patient? | () | () |
| - on a mannikin? | () | () |
| (viii) field trips? | () | () |



72./cont.

	<u>YES</u>	<u>NO</u>
(b) supervising the practice of either basic professional nursing students or auxiliary nursing students in:		
(i) the nursing and/or other laboratories?	()	()
(ii) caring for equipment and supplies?	()	()
(iii) keeping records and preparing reports?	()	()
(iv) team nursing?	()	()
(v) teaching the patient and family?	()	()
(c) the use, during her teaching, of:		
(i) bulletin boards?	()	()
(ii) nursing procedure manual?	()	()
(iii) pictures, diagrams, charts?	()	()
(iv) X-rays?	()	()
(v) preserved specimens?	()	()
(vi) fresh specimens?	()	()
(vii) live animal demonstrations?	()	()
(viii) tape recordings?	()	()
(d) participating in the evaluation and revision of:		
(i) nursing policies?	()	()
(ii) nursing procedures?	()	()
(iii) nursing rules and regulations?	()	()
(e) an involvement in the extra-curricular activities of the nursing students in either the basic professional nursing or the auxiliary nursing education programme, namely:		
(i) the student association (union)?	()	()
(ii) professional meetings?	()	()
(iii) social and cultural projects?	()	()
(iv) sports?	()	()

F. EVALUATION OF THE STUDENT TEACHER

* 73. Are the organization and administration of examinations under the control of:		
(a) the faculty of the teacher-training programme?	()	()
(b) the faculty of the institution to which the teacher-training programme is affiliated?	()	()
(c) a state or other agency?	()	()



- | | <u>YES</u> | <u>NO</u> |
|---|------------|-----------|
| * 74. Is the teacher who is responsible for teaching a particular subject also responsible for: | | |
| (a) designing the examination in this subject? | () | () |
| (b) administering the examination? | () | () |
| (c) marking the examination? | () | () |
| * 75. Is an examination paper studied (and revised, if appropriate) by one or more members of the faculty (other than the individual who designed the paper) prior to its being administered? | () | () |
| * 76. Are external examiners invited to assist in: | | |
| (a) designing examinations? | () | () |
| (b) administering examinations? | () | () |
| (c) marking examinations? | () | () |
| * 77. Is there provision for the formal recorded appraisal of the student teacher's field practice experience? | () | () |
| * 78. If the answer to the above is "yes", does the field practice grade count in terms of the student teacher's successful completion of the programme of studies? | () | () |
| * 79. Is a final practical examination administered?
(If "yes", describe the procedure briefly below) | () | () |

G. EVALUATION OF THE TEACHER-TRAINING PROGRAMME

- | | | |
|---|-----|-----|
| * 80. Have techniques and methods been developed for evaluating the teacher-training programme? | () | () |
| * 81. Has the teacher-training programme been formally evaluated? | () | () |
| * 82. If the answer to the above is "yes", did the evaluation reveal that the teacher-training programme provided the student with: | | |
| (a) a clear understanding of the teaching-learning process? | () | () |
| (b) a sound knowledge of educational theory and practice? | () | () |
| (c) adequate skills in teaching methods? | () | () |
| (d) a sound knowledge of the clinical subject he or she will teach? | () | () |
| (e) adequate orientation to professional problems? | () | () |
| (f) adequate opportunities to participate in practice teaching? | () | () |
| (g) opportunities to become acquainted with broad fields of learning? | () | () |
| (h) sufficient opportunities for learning and applying: | | |
| (i) research techniques? | () | () |
| (ii) evaluation techniques? | () | () |



	<u>NUMBER</u>	<u>YES</u>	<u>NO</u>
* 83. Is there a regular schedule of follow-up of graduates of the teacher-training programme?		()	()

H. MISCELLANEOUS QUESTIONS

* 84. Approximately what percentage of the graduates of the teacher-training programme are assured of postings as teachers:			
(a) 0% to 25% ?		()	()
(b) 26% to 50% ?		()	()
(c) 51% to 75% ?		()	()
(d) 76% to 100% ?		()	()
* 85. How many of those who graduated from the teacher-training programme since its inception are now employed as teachers in nursing?	()		
86. As regards leadership in nursing in both clinical and functional areas, would you consider that the need for adequately prepared teachers is <u>greater</u> than the need for clinical specialists and for administrators and supervisors?		()	()
87. How many <u>basic</u> professional nursing education programmes exist in your country?	()		
88. Approximately how many students are currently enrolled in such programmes?	()		
89. How many teaching posts have been established, in your country, for programmes in which professional nursing personnel are being prepared?	()		
90. How many of such teaching posts are currently filled?	()		
91. How many teaching posts have been established, in your country, for programmes in which auxiliary nursing personnel are being prepared?	()		
92. How many of such teaching posts are currently filled?	()		

