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ABSTRACT

The final report summarized the development of a health occupations continuing education center. The project was designed to assess the needs of selected health occupations at the vocational level and to develop guidelines for the establishment of a model for a health occupations continuing education center. The learning needs of licensed practical nurses, nurses aides, and operating room technicians were identified through questionnaires. Perceptions of their learning needs were also obtained from instructional and supervisory personnel. Based on the findings of the survey, guidelines were developed for the establishment and operation of a learning center with a flexible approach to programing to meet the wide diversity of identified needs. Appendixes to the 10-page summary comprise the body of the document and contain: (1) a statement of philosophy and objectives; (2) the guidelines written for the planning, implementation, and evaluation of the learning center; (3) samples of forms to be used in the center; (4) the survey questionnaires; and (5) the report abstract. (Author/RG)

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FINAL REPORT
DEVELOPMENT OF A HEALTH OCCUPATIONS
CONTINUING EDUCATION CENTER

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Project No. 40-74-D-4

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
SCHOOL OF HEALTH OCCUPATIONS
EVANSVILLE, INDIANA

June 15, 1975

State Board of
Vocational and Technical Education
Department of Public Instruction
Division of Vocational Education
State of Indiana

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INFORMATION SHEET

A. Kind of Project: (check one)

- | | | | |
|---|--|---|---|
| 1 | <input type="checkbox"/> Experimental | 4 | <input type="checkbox"/> Demonstration |
| 2 | <input type="checkbox"/> Developmental | 5 | <input type="checkbox"/> Evaluative |
| 3 | <input type="checkbox"/> Pilot | 6 | <input checked="" type="checkbox"/> Exemplary |

B. Population

TYPE	Numbers	
A Disadvantaged	A _____	Hospitals:
B Handicapped	B _____	195 Nurse aides
C Migrant	C _____	88 Practical nurses
D Minority	D _____	21 Operating Room technicians
E Combination of the above	E _____	3 Staff educators
F <u>Other Health Occupations workers and their work supervisors</u>	F <u>605</u>	2 O.R. supervisors
		43 Head nurses

GROUP	Numbers	
1 Pre-school	1 _____	Nursing homes:
2 Elementary	2 _____	183 Nurse aides
3 Junior High School	3 _____	34 Practical nurses
4 Middle School	4 _____	36 Charge nurses
5 Senior High School	5 _____	
6 Post Secondary	6 _____	
7 Adult	7 _____	
8 University	8 _____	
9 Employer representatives	9 <u>84</u>	
10 Employee	10 <u>521</u>	
11 Citizens	11 _____	
12 Parents	12 _____	
13 Combination of the above	13 _____	

LOCALITY (check the one which encompasses the locality involved)

a National	a _____
b State	b _____
c Region	c _____
d District	d _____
e County	e _____
f Area	f <u>X</u>
g Community	g _____
h School Corporation (LEA)	h _____

Statement of the problem. In spite of the fact that extensive effort has been expended in providing continuing education for members of the health occupations at the professional levels, few, if any, definitive attempts have been made to either identify the learning needs of members of the health occupations at the vocational levels or to provide resources through which their needs can be met.

Hospitals have been in the forefront in seeking to provide staff development programs for their personnel to insure a high quality of health care for their patients but the offerings have necessarily been restricted to their own employees. The increasing numbers and types of auxiliary health care groups have made it prohibitive for all but the largest institutions to conduct sufficient educational programs to insure worker competencies of all those needing instruction. An additional problem lies in the fact that the degree to which in-agency programs have indeed met the learning needs of the staff is not really known.

The increasing complexity of health care and externally imposed standards of training of various occupational groups have also created a need for new programs which have not been offered previously. Many health care facilities find that neither they nor the community have the educational resources needed to meet burgeoning learning needs. A School of Health Occupations with established basic training programs for some health occupations must begin to question whether it does not have some responsibility to participate in the area of continuing education.

Based on the assumption that there is a need for additional learning resources in the community, the purpose of the project was designed to develop a model for the establishment and administration of vocational health occupations continuing education centers.

Since a continuing education center must operate within the context of learners, learning needs, and the potential of the educational agency to meet learning needs, three occupational groups were chosen to survey their learning needs. The findings then served as the framework through which the following contributing objectives

could be achieved:

1. To identify the types of learning needs manifested and the numbers of potential participants in programs.
2. To determine which needs could be met through vocational education offerings.
3. To develop guidelines for establishing and administering a continuing education program for the health occupations at the vocational level.

Priority area. The operating definition of vocational education chosen was those learning experiences designed to assist a learner to develop that degree of skill and knowledge necessary for successful job entry and/or for continued growth on the job in an occupation requiring less than preparation at the associate degree level in the initial training program. This definition delimited the study to health care personnel below the level of the registered nurse and those occupational roles of a paraprofessional nature. The learning needs of this level are typically the concern of institutions of higher education. Furthermore, the educational resources of the School of Health Occupations are more consistent with the level of learning of the sub-professional auxiliary groups.

Since licensed practical nurses, operating room technicians and nurse aides are relatively typical of health care occupations trained at the vocational level, they were chosen as the target populations to which the project would first address itself. By further delimiting the sample to those employed in hospitals and nursing homes in the city, large groups which were readily accessible were involved. Additional groups and other occupational settings could be studied at a later date.

Strategies. The identification of learning needs was approached through two perceptual frameworks; namely, the perceptions of the workers themselves and the perceptions of supervisory and instructional personnel who have immediate knowledge of their job performances. Although there are other factors which should be considered in determining learning needs, such as quality of care audits, performance evaluations, morale indicators, grievance procedures and others, these were not considered in the study.

Separate questionnaires were developed for the three occupational groups and the supervisory and instructional personnel. The questionnaires sought to elicit the same types of data from each group, but they had to be slightly modified to fit the occupations and the employment settings. Supervisors were asked to complete an additional segment of the instrument concerning functions of each role and the adequacy of initial training programs to prepare each group for job entry. They identified urgent learning needs and suggested programs through free response items. Workers identified areas of learning needs through a check list and first programs desired through free response items.

The items on the instruments were structured for "yes," "no" and "no response" alternatives because it was felt that the target groups were inexperienced in completing questionnaires, and the simplest possible approach should be used. Most items could be scored through simple data processing, but some items required hand scoring.

With the permission of the administrators of the health care facilities, questionnaires were distributed at the places of employment in the manner approved by nursing service, but direct mailing was used for the returns.

Analysis. The study was not designed for advanced statistical computations. Simple frequencies and percentages of responses were adequate to provide the information sought. The study was descriptive and exploratory in nature. Although the free response items did complicate the analysis phase, the total information provided was helpful in clarifying the nature of the occupational environments and problems encountered in in-agency attempts to meet learning needs.

Analysis was both subjective and objective concerning the following points: adequacy of initial training programs to prepare for job entry, types of learning needs identified and numbers of potential participants, effectiveness of in-agency educational programs, congruence of perceptions of workers and work supervisors, reactions to the possible involvement of the School of Health Occupations in continuing education and potential of the School to meet the learning needs identified. From

these findings, guidelines for the establishment and operation of a continuing education center were derived.

Findings. Questionnaires were sent to all members of the three occupational groups employed in four hospitals and 13 nursing homes in the city. Head nurses and instructors in hospitals and the directors of nursing and charge nurses in nursing homes completed questionnaires to constitute the supervisory and instructional sample. The returns were expected to run about 40% in each occupational group. This generally was true except for practical nurses and nurse aides employed in hospitals, where the returns were 25% and 35% respectively. Some of the findings are as follows:

1. The learning needs of all the occupational groups ranged from simple basic performance deficits to needs for skill and knowledge extending beyond their initial job preparation.
2. The learning needs identified fell into three basic categories: namely, those which could be met through the independent efforts of an outside educational agency, those which could best be met in the occupational setting, and those which could be met through the initial efforts of an outside agency but which would require varying degrees of cooperation from employing agencies to implement clinical practice or to provide follow-up supervision on the job.
3. Among the real barriers to attendance at outside educational programs at the vocational level, lack of time and lack of money seemed to be predominant. Money was a more significant factor to nurse aides than to the other groups. However, interest in learning was high in all three groups.
4. There was relatively little specific agreement about learning needs of practical nurses employed in hospitals. The following findings are pertinent:
 - A. In the sample of supervisory personnel, 49% felt the newly graduated and employed practical nurses did not meet performance expectations on initial employment, and 33% felt their inservice education programs were not effective for this group.
 - B. Among the sample of practical nurses themselves, 34% felt their inservice programs were inadequate to meet their learning needs.

- C. Interest among the practical nurses in attending programs was very high with 91% wanting more learning opportunities, and 91% being willing to attend on their own time and 73% at their own expense. A need to learn procedural skills was expressed by 66% of the sample.
- D. Although specific learning needs identified by the practical nurses and the work supervisors were so diverse a true comparison was difficult, both instructional and supervisory personnel failed to identify team leading as an urgent learning need, but more practical nurses cited it than any other.

5. There was also relatively little agreement about the learning needs of practical nurses employed in nursing homes. The following findings are pertinent:

- A. In the sample of supervisory personnel, 39% felt the newly graduated and employed practical nurses do not meet performance expectations on initial employment. Although not all nursing homes reported a general inservice program for practical nurses, 39% of the work supervisors felt their programs were not effective.
- B. Among the sample of practical nurses themselves, 32% felt their inservice programs were inadequate to meet their learning needs.
- C. Interest among this group of practical nurses in learning was also high, with 91% wanting more learning opportunities, and 88% being willing to attend on their own time and 68% at their own expense. A need to develop procedural skills was expressed by 74% of the group.
- D. Only a few work supervisors perceived team leading and management as an urgent learning need, but the practical nurses themselves cited it as a priority need. However, both workers and work supervisors identified very diverse learning needs, making comparison difficult.

6. The learning needs of nurse aides employed in hospitals were very extensive, and the needs identified by some of them appeared to be inconsistent with the traditional role of the nurse aide. Pertinent findings are as follows:

- A. In the sample of supervisory personnel, 47% felt their nurse aides were not adequately prepared to meet employment expectations on initial job entry, and 21% felt their inservice programs for nurse aides were not effective. Among the nurse aides themselves, 23% felt their inservice programs failed to meet their needs.
- B. Interest in learning among the nurse aides was high, with 86% wanting more learning opportunities, 71% being willing to attend programs on their own time, and 43% at their own expense. A need for instruction in doing procedures was expressed by 70% of the sample.
- C. The nurse aides themselves identified a variety of specific learning needs, but more were of an advanced nature. The supervisory sample also identified widely different learning needs, but advanced learnings were predominant with basic skill training cited as second. No single specific priority learning need could be identified.

7. The learning needs of nurse aides employed in nursing homes were just as numerous and diverse as those expressed by their counterparts in hospitals. However, they did reflect distinct differences in utilization patterns. Specific findings are as follows:

- A. In the sample of supervisory personnel, 50% felt their nurse aides were not adequately prepared to meet employment expectations on job entry, and 36% felt their inservice programs for nurse aides were not effective. Only 11% of the nurse aides themselves felt their inservice programs did not meet their needs.
- B. Interest in having more learning opportunities was expressed by 86% of the group, with 71% being willing to attend programs on their own time and 37% at their own expense. Among this group 81% would like instruction to develop procedural skills.
- C. The largest single group of nurse aides citing a first program preference indicated basic training as their choice. However, when all other choices of a complex learning nature were grouped into the category of advanced care, it became the priority area. Work supervisors also identified advanced care as the priority need. However, within the categories of basic and advanced care the range of learning needs was very wide.

8. The perceptions of learning needs held by operating room technicians were dissimilar to the perceptions of their learning needs held by their work supervisors. Specific findings are as follows:

- A. The operating room supervisors felt the learning needs of the operating room technicians were adequately met through present efforts.
- B. Among the operating room technicians, 71% felt their inservice education programs were inadequate to meet their needs. Among the problems they identified were lack of relevance of programs and lack of enough programs to meet the requirements for continuing education established by the Association of Operating Room Technicians.
- C. Interest in learning among the technicians was high, with 75% wanting more learning opportunities, and 95% being willing to attend programs on their own time and 71% at their own expense.
- D. Although the learning needs of operating room technicians are highly specialized and require on-the-job instruction in many cases, some of their learning needs could be met through instruction in an outside educational agency.

Conclusions and recommendations. On the basis of the percentages of returns of questionnaires from each occupational group, generalizations cannot be drawn to the total target populations. Furthermore, the learning needs of the same occupational groups in other geographic locations would undoubtedly be different reflecting those factors which influence the need to learn. The perceptions of learning needs identified in the data can only refer to the samples and the specific locales from which the samples were drawn. However, the following conclusions were reached after review of the findings:

1. There is a need in the community for an additional source of learning for members of the health occupations at the vocational level. Many learning needs identified by the groups are not now being met through existing educational resources. However, the educational agency entering this type of education should develop a "learning center" rather than a "continuing education center" so that offerings can be flexible enough to meet the wide variety of needs expressed.
2. The development of a learning center to augment in-agency education is viewed with mixed reactions by respondents. While the majority of workers are supportive of the idea, supervisory and instructional personnel in hospitals tend to see a very selective involvement in limited areas as the most appropriate role.

The supervisory personnel in agencies with limited educational resources of their own tend to favor a broader participation by an outside educational agency because they carry dual instructional and supervisory roles. Attention they must give to instruction detracts from the time they can give to the care of patients.

The role of the School as a learning center for staff development would have to evolve gradually, just as adjustment to any change is slow. The viability of the learning center will depend on proof of ability to provide instruction which is effective and relevant to the workers.

3. There are real barriers to attending outside education programs among members of the health occupations at the vocational level, with lack of time and money being significant factors.

In spite of this, interest in learning is high, and sufficient numbers in the groups studied are willing to pay their own tuition to warrant offering programs. Fees must be kept as low as possible, and alternative sources of funding should be sought. Multiple scheduling of programs would be needed if all those wishing to attend are to be accommodated because of the work schedules in health care facilities.

4. The impact on the quality of care rendered to patients by educational offerings in the learning center will depend in a large measure on the degree to which cooperative relationships can be established with health care agencies for identification of learning needs and the planning, implementing and evaluation of programs.

Members of the occupational groups studied are seeking definitive help to grow on the job. While many of the learning needs identified in the study which were isolated and involved only a few workers can best be met in the occupational setting, some can be met independently by an outside educational agency, and many could be best met through initial instruction followed by planned supervised practice or follow-up on the job.

5. Careful selection of applicants for programs will be necessary so that the content is appropriate for the learners. In most instances, it is unlikely that a program for a given occupational role would be equally effective for workers coming from both hospitals and nursing homes if the objectives of learning are related to specific job performance. Furthermore, initial training programs for job entry no longer match the expectations for job performance many supervisors have. Upward shifts in job roles have occurred without the necessary advanced training to help the workers adjust.

On the basis of the study and review of related literature, guidelines were developed for the initial establishment and operation of a learning center. (See Appendix). Although these must be tentative and subject to testing in operation, it is recommended that the Evansville School of Health Occupations Learning Center be established and selected programs offered in the next school year so that any modification needed can be made.

It seems likely that unless health care facilities in the community adopt a more rigorous approach to on-going assessment of the learning needs of the health occupations at the vocational level, the specific learning needs of many will not be met. Increased involvement of all supervisory personnel in staff development so that teaching on the job is more fully recognized as an important part of their roles and recognition of every worker as a learner at a certain stage of development would greatly enhance the job performance of the ancillary groups of health care personnel. As long as instruction in the classroom is not augmented by assistance on the job to apply new learning in practice, staff development programs will fail to achieve their potential for improving the quality of care.

Evaluation of the project. In spite of the limitations inherent in the design of the study, the objectives were achieved. Future identification of learning needs of other health occupations groups in other occupational settings can be accomplished more easily through a much briefer questionnaire. The extensive information sought about the occupational and educational climates would no longer be necessary. This data, while only tangential to existing learning needs, was very helpful in establishing guidelines for the operation of the learning center. Information of this nature would be gathered in the future as a prerequisite to specific program planning as offerings are developed.

The need for the Learning Center has been established in terms of the three occupational groups studied. The execution of the project has placed the School of Health Occupations in contact with health care facilities in the area and has served as a declaration of interest. In response, suggestions about the learning needs of other occupational groups have been brought to the attention of the School. Discussion with administrators and supervisory personnel about methods, standards and procedures has served to identify potential problems and clarify possible avenues for cooperative relationships in developing the Learning Center. As with any innovation, adjustment comes slowly, but the stage has been set.

The attempt to determine the congruence of perceptions of learning needs held by supervisory personnel and workers was not completely successful. This can be attributed to many factors. The primary one seems to be that there is no definitive job description for a given occupational role. The functions of an employee in a role vary from one institution to another and even within an institution from one nursing unit to another. While obvious differences in perceptions exist, the only valid comparison would be between a group of workers in an occupational role and their particular supervisor.

The extent of learning needs expressed was overwhelming. Some could be grouped into instructional units, but the real crux of effective staff development was shown to reside in the fact that more attention must be paid to many disparate groups of individuals. More definitive identification of needs and more definitive program planning, although difficult to achieve, came through as an educational must.

During the course of the project, a new program for the preparation of food service supervisors was developed in answer to the urgent need in the area. Although this was not part of the original design of the study, it has offered the School an opportunity to experiment with techniques to implement classroom instruction concurrent with on-the-job learning. The approach used may very well serve as a model for instruction in other occupational groups.

The study has provided a good background for the development of the Learning Center, but the success of it as an instructional resource for staff development can only come through demonstrations of effectiveness. If careful development and continuous evaluation are used throughout the initial, developmental phase, the Learning Center can become an important component of the effort of the community to improve the quality of care given to patients.

APPENDIX AND SUPPLEMENTAL MATERIALS

Evansville School of Health Occupations Learning Center

Philosophy and Objectives

The Learning Center is an integral part of the School of Health Occupations in the Department of Adult and Vocational Education in the Evansville-Vanderburgh School Corporation and functions within the framework of the philosophy of the public school system and the philosophy of the Evansville School of Health Occupations.

The basic commitment of the School is to provide pre-service training programs in selected health occupations at the vocational level, but the faculty also believes that the School has a responsibility to contribute to the improvement of the quality of health care in the area it serves through the maintenance of a learning center for those members of the health occupations at the vocational level who have demonstrated learning needs which the School has the potential to meet and which are not being adequately met through other resources.

Therefore, the general purpose of the Learning Center is to provide organized learning experiences for those vocational health occupations which need opportunities to either acquire and maintain proficiency in their roles or to keep pace with new developments which affect their practice.

Since local educational resources are available to meet the learning needs of professional members of the health occupations, program offerings will be at the post-secondary level but less than the associate degree level. Educational resources are a precious commodity, and the efforts of all persons and agencies committed to this kind of education

should be coordinated so that maximum benefits are accrued with the most effective and efficient means possible.

The scope of the involvement of the Learning Center should be flexible to reflect the wide variety of learning needs of the groups it seeks to serve. Identification of learning needs should result from careful assessment of all available information including the viewpoints of employers as well as employees. Adult learners learn best when they are actively involved in all phases of the educational process.

Since the primary concern is to assist the worker to perform his job more effectively and to grow and develop as a member of the health occupations, offerings may range from initial, short term training programs to advanced educational experiences based on the initial job preparation. The Learning Center should be involved with, but not limited to, continuing education in the restrictive sense of the term.

The ultimate test of the effectiveness of job-related instruction is whether the learners demonstrate changes in behavior in successfully applying new knowledge and skills in practice. For this reason, a link between teacher, learner and work supervisor is very important. A close working relationship between the educational agency and employing agencies should be established as much as possible.

A decision to offer an educational program can only be made after the nature of the learning need is fully assessed. Some learning needs can best be met in the employment situation; some can be met effectively through the independent efforts of an educational agency; some require a combination of the efforts of both to achieve effective learning.

To fulfill its responsibilities in the field of continued learning for the health occupations at the vocational level, the Learning Center

establishes the following objectives:

1. To actively assess the learning needs of members of the health occupations at the vocational level through independent review as well as cooperative study with others.

2. To maintain on-going programs of learning experiences at the vocational level which meet internally developed standards of quality and any relevant standards advocated by outside agencies and associations.

3. To provide an advising service to workers to assist them to identify their learning needs and to locate appropriate learning experiences either in short term courses, credit courses or career ladder programs.

4. To plan, implement and evaluate educational offerings which are relevant to identified needs and consistent with the educational resources of the Learning Center.

5. To work cooperatively with other educational agencies and all interested health care agencies to improve the quality of health care rendered through the offering of instructional programs.

6. To continuously evaluate the effectiveness of the Learning Center and its relevance to the needs of the community.

Evansville School of Health Occupations Learning Center

Guidelines for Administration of the Learning Center

1. The Learning Center functions as a department of the School of Health Occupations under the supervision of the Director of the School.

2. Lines of authority and responsibility extend in the regular channels of the Evansville-Vanderburgh School Corporation through the Director of Practical Arts, Adult and Vocational Education.¹

3. Rules, policies and procedures directing the operation of the School of Health Occupations are also applicable to the Learning Center, subject to permissible modifications to implement administration.

4. An Advisory Committee on Continued Learning with broad community representation acts in an advisory capacity in the matters of policy and development concerning the Learning Center.

5. Membership on the Advisory Committee for Continued Learning shall provide representation from the following areas:

- A. School of Health Occupations
- B. Continuing education in nursing
- C. Allied health education
- D. Staff development departments in health care institutions
- E. Administration in health care facilities
- F. Supervisory staff in health care facilities
- G. Others to be added as their involvement in health education becomes relevant to the role of the Learning Center

¹See Appendix D.

6. The objectives of the Advisory Committee for Continued Learning shall be:

- A. To make recommendations concerning the role of the Learning Center in meeting the needs of the health occupations at the vocational level in the community.
- B. To share knowledge about educational needs in the area and efforts of other educational resources so that activities will be coordinated.
- C. To participate in the evaluation of the general effectiveness of the Learning Center.
- D. To review the representation on various planning committees to insure broad community involvement.
- E. To review program proposals as submitted by planning committees to insure the pertinence of programs to area needs and the adequacy of the educational base.
- F. To interpret the activities of the Learning Center in their professional contacts.
- G. To suggest instructional resources.

7. The regular faculty of the School of Health Occupations acts as a consulting body to facilitate the operation of the Learning Center.

8. A Coordinator of the Learning Center, or someone designated to act in that capacity, has responsibility for the activities of the Center under the supervision of the Director of the School of Health Occupations.

The role of the Coordinator shall include the following:

- A. Participating as a member of the faculty of the School of Health Occupations with voice but no vote in decisions regarding the primary programs in the health occupations.
- B. Consulting with the faculty about matters pertaining to proposed educational offerings in the Center and keeping them informed of activities.
- C. Coordinating all activities of the Center.
- D. Taking the initiative for investigating the learning needs in the health occupations at the vocational level through contacts with employing agencies, workers, supervisory health care personnel, and governmental and professional associations with relevant interests.

- E. Establishing a planning committee for each program.
- F. Serving as a member of all committees involving Center activities.
- G. Acting as a liaison officer with other educational and health care agencies.
- H. Serving as an expediter to plan and implement programs.
- I. Selecting applicants for admission to programs under the criteria established by planning committees.
- J. Obtaining qualified instructional personnel and assisting them as necessary.
- K. Maintaining records of all activities of the Center.
- L. Continuously evaluating the effectiveness of the Center.
- M. Acting as a counselor to learners to help them identify their learning needs and find learning resources available to them, either through short term courses or regular academic offerings.
- N. Acting as a program director or instructor when her expertise is relevant to program objectives.
- O. Consulting with the Director in matters pertaining to the budget for the Learning Center and investigating possible sources of funding.
- P. Preparing interim and annual reports as necessary.
- Q. Publicizing programs.
- R. Acting to maintain the quality of educational offerings through consultation with instructors and assessment of program plans.

Suggestions for the qualifications for the position of Coordinator of the Learning Center shall be as follows:

- A. A registered nurse, currently registered in the State of Indiana, and preferably with preparation at the master's level.
- B. Certification as a vocational teacher by the Indiana State Board of Vocational Education.
- C. A clinical area of expertise with appropriate experience.
- D. Knowledge and experience in working with adult learners.
- E. Knowledge and experience in continuing education.

- F. Knowledge and experience in teaching methodologies and program planning.
 - G. Knowledge of health occupations at the vocational level and preferably with experience working with them.
 - H. Ability to work with groups in a leadership role.
 - I. Knowledge of advising techniques in career counseling and sincere interest in the growth and development of members of the health occupations.
 - J. Accuracy in maintaining records.
9. The following policies shall pertain to instructional personnel:
- A. Instructional personnel for each program shall be selected on the basis of their educational preparation, their knowledge and expertise in the program area, their teaching skills, and their ability to work with adult learners.
 - B. Instructional personnel, other than guest lecturers, shall obtain certification as a vocational teacher by the Indiana State Board of Vocational Education as soon as the training schedule makes this feasible.
 - C. Salaries of instructional personnel are paid according to their educational and experiential background as outlined by School Corporation Board policies.
 - D. Curriculum Vita² shall be on file for all instructional participants.
10. Tuition for programs shall be based on instructional costs, and care shall be taken that required textbooks or other materials are appropriate for the programs but kept as reasonable as possible.
11. Requests from any individual, association or agency for specific programs will be considered, and a decision to offer a program shall be based on verification of the learning need and the potential of the Learning Center to meet the need. The following factors shall be considered:
- A. Views of supervisory personnel in agencies employing potential participants.
 - B. Views of potential participants.

²See Appendix E.

- C. Policies and rules of employing agencies and Indiana State or federal agencies which are applicable to the occupational group and the learning need.
- D. Any relevant standards of health associations and accrediting bodies.
- E. Adequacy of the educational resources of the Learning Center to meet the learning need effectively.
- F. Number of potential participants.
- G. Availability of other programs to meet the learning need. A program shall not duplicate an offering of another educational or health care facility unless the available offering is not adequate to meet the needs of the learners to be served. The Learning Center shall keep informed of educational offerings presented by local universities, hospitals, the Indiana Vocational Technical College and others in the area.

12. In the case of multiple requests for programs, priorities of scheduling will be determined on the basis of the program which meets more of the following criteria:

- A. The program is urgently needed to assist health care facilities to meet licensing or accrediting standards.
- B. The program is needed to assist workers to meet re-licensure or re-certification standards.
- C. The offering of the program has the potential for contributing to an improved quality of care for patients.
- D. Offering the instruction would help remove performance deficits of workers already employed in the occupational role.
- E. A large number of workers need the educational experience. (Generally, the more workers needing the instruction, the more urgent the need.)
- F. The learning need involves a group of workers without access to any other educational resources. (Generally, a minimum of 20 participants is needed to make the offering of a program feasible, but there may be mitigating circumstances.)
- G. Offering the program would help reduce the instructional burden of health care facilities with limited educational resources.
- H. The program reflects those learning needs which the workers view as important and involves instruction appropriate for the educational role.

- I. The program reflects those learning needs which supervisory personnel view as important.
- J. The Learning Center has the required educational resources to function effectively in the area of instruction.
- K. The cost of conducting the program is within the budget of the Learning Center.

13. Program approval shall be obtained from any appropriate state authority or professional association where such approval is necessary for certification of the learning experience. Examples are as follows:

- A. Indiana State Board of Health
- B. Indiana State Board of Vocational Education
- C. American Dietetic Association
- D. Indiana Statewide Plan for Continuing Education in Nursing, Region 13
- E. Association of Operating Room Technicians
- F. Others as pertinent to occupational groups

14. A certificate of course completion shall be given to each participant who is successful in meeting program standards.

- A. The Learning Center accepts the concept that all efforts of an individual already employed in the health occupations to acquire, maintain and develop the abilities, skills, knowledge and attitudes necessary to do his job or function more adequately is continuing education.
- B. The continuing education unit (10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction) shall be used in recording participation in programs for all those already employed in the health occupations. The continuing education units assigned to a program shall be recommended by the planning committee and approved by the Director of the School.
- C. Continuing education units will not be awarded for those completing training programs prior to job entry unless they are making a transition from another health occupation.

D. If a program is developed to help participants meet re-licensure or re-certification procedures, applicable standards will be met, and the certificate of course completion shall be so designated.

E. Continuing education units for clinical practice hours will not be awarded unless established standards for the experience are met and supervision by qualified personnel is available. If standards are met, continuing education units may be awarded in the ratio of 1 continuing education unit to 20 clock hours of organized, supervised practice.

15. Each program offered shall meet the standards established by the Learning Center.

Evansville School of Health Occupations Learning Center
Guidelines for Program Planning, Implementation and Evaluation

1. A planning committee for each program shall be appointed by the coordinator of the Learning Center after conferring with the Director of the School. Members of a planning committee shall be chosen so that each of the following areas are represented:

- A. School of Health Occupations
- B. Health care agencies employing potential participants
- C. Learners or practitioners in the target occupational group
- D. Professional personnel supervising workers in the occupational group
- E. Instructional personnel with expertise in the program area
- F. All personnel who will supervise field experience if planned clinical practice is included in the program. These members are added after enrollment of participants.

2. The planning committee will be responsible for confirming the learning need, preparing a program proposal and subsequently participating in the planning, implementing and evaluating of the program under the leadership of the primary instructor.

3. A program proposal³ shall reflect serious consideration given to the basis and level of the learning need, the purpose and nature of the proposed program, the participants to be served, the basis for admission and projection of the educational facilities and resources needed.

4. The proposal is reviewed by the Advisory Committee for Continued Learning. The final decision to offer the program is made by the Director of the School of Health Occupations.

³ See Appendix F.

5. Programs may be developed in a variety of formats depending on the objectives to be achieved, and they may be concerned with assisting learners in any of the following areas:

- A. Acquiring new knowledge or skills in their occupational roles or in a specialized area of functioning in their roles
- B. Acquiring new knowledge or skills to make a transition from one occupational setting to another
- C. Re-training for their occupational roles to remove performance deficits or to restore competence after an absence from employment
- D. Training to meet health care standards for their current roles
- E. Training in basic short term courses for initial job entry
- F. Changing attitudes or values
- G. Acquiring knowledge or skills necessary to work effectively with co-workers and/or assume leadership responsibilities
- H. Acquiring knowledge or skills necessary to function as a teacher of patients or co-workers
- I. Implementing the application of knowledge to practice
- J. Learning to assume responsibility for continued growth as a person and member of a health occupation
- K. Understanding the scope and limitations of their occupational roles within the health care system

6. A fully detailed course outline is developed by the primary instructor and approved or modified as necessary on recommendation of the planning committee. The format of the course outline shall follow the pattern¹ approved by the Learning Center and shall incorporate the following standards:

- A. Instruction shall be based on what the learners already know or can do.
- B. Objectives shall be clearly stated in behavioral terms, made known to the learners and related to their need to know or do.

¹See Appendix G.

- C. The content shall be appropriate for the level of the learners and for the achievement of the stated objectives.
- D. Active participation of the learners shall be included as much as possible.
- E. Teaching methodologies shall reflect variety and are selected with due concern for their educational effectiveness.
- F. Learning resources and tools shall be identified or made available. A bibliography shall be included.
- G. Clinical practice or laboratory practice, if included, shall be explicitly detailed with objectives, standards to be achieved, learning experiences, time required, place and supervisory personnel. A manual to direct clinical practice shall be prepared, and both learner and supervisor shall have copies.
- H. The educational facilities and resources and the time allowed shall be adequate to enable the learners to achieve the stated objectives.
- I. The instructor shall engage the learners in on-going self-evaluation of their progress.

7. . . A synopsis of the course outline⁵ shall be prepared and copies provided for each participant so that each learner can be actively involved in the teaching and learning.

8. An application for shall be submitted by each applicant, and admission shall be based on priorities and standards established by the planning committee. Particular care should be taken to insure that the nature of the program and the level of instruction is appropriate to meet the learning needs of the applicant.

9. The instructor maintains attendance records⁷ of students and instructional personnel.

⁵See Appendix II.

⁶See Appendix I.

⁷See Appendix J.

10. Standards for successful completion of a program shall be determined and made known to the participants in advance.

- A. If minimal criteria, such as attendance, are set, and there are no objective techniques of evaluation used, the reporting system will be based on "S" for satisfactory and "U" for unsatisfactory.
- B. If program objectives and planning involve specific assessment of achievement, the instructor may use either the system described in A or a four point system based on "A" for excellent, "B" for good, and "C" for acceptable, and "U" for unacceptable.
- C. If supervised clinical practice is included, a specific evaluation tool using a two point scale shall be devised based on the objectives and standards. The supervisor of the field experience completes this evaluation.
- D. In any evaluation of student achievement, the standards must be clear, observations of performance must be adequate, and the learner must be actively involved in the assessment.
- E. No uniform attendance requirement is established. In case of absence, an instructor may assign make-up work as necessary to insure that the learner has achieved the objectives of the class units missed. If absence is too extensive to make this feasible, the participant must be informed immediately.

11. Evaluation of the effectiveness of each program should be as complete as possible. Depending on the nature of the program, multiple approaches to evaluation should be used. Although the focus of evaluation will be on the specific objectives of the program, other aspects must be considered. Any, or all, of the following aspects may be pertinent to the evaluation:

- A. Evaluation of the instruction by participants. A general form⁸ is used, and the instructor adds any questions necessary to explore the effectiveness of specific aspects of the program. The instructor summarizes these and writes a brief resume on the Report of the Educational Program.⁹
- B. Evaluation of teaching and learning by the instructor. This includes the assessment of the total instructional process, Problems encountered, and recommendations for further offerings. This evaluation is entered on the Report of the Program.

⁸See Appendix K.

⁹See Appendix L.

- C. Evaluation of the effect of the learning experience on work performance as perceived by work supervisors and learners. This information is obtained through discussion.
- D. Evaluation of the total program by the planning committee to include the following areas:
 - (1) Achievement of program objectives
 - (2) Adequacy of learning experiences in classroom
 - (3) Adequacy of learning experiences in clinical practice
 - (4) Clarity of instructions for clinical practice
 - (5) Recommendations for improvement in classroom and field experience
 - (6) Effect of the learning experience on the job performance of participants
 - (7) Recommendations concerning future offerings of the program

This evaluation is written into the minutes of the meeting of the planning committee.

- E. Assessment of the cost of conducting the program. This information is prepared on the Financial Report of the Program.¹⁰
- F. Review of the program by the Advisory Committee for Continued Learning. This evaluation is written into the minutes of the meeting.

12. At the conclusion of the program the following records are prepared, or filed:

- A. The Program is entered on the student's card file, Participant's Composite Instructional Record.¹¹ On the reverse side of this form guidance contacts are recorded.
- B. A folder is set up for each student and filed alphabetically. The application for admission and any other pertinent data are included.
- C. The program is assigned a code number based on the year, LC for "learning center" and a number for the chronological appearance of the program. Example: 1975 LC 1
- D. A course packet is prepared for the program and filed by its code number. The following are included:
 - (1) Attendance record for learners and instructors
 - (2) Report of the Educational Program

¹⁰ See Appendix M.

¹¹ See Appendix N.

- (3) Financial Report of the Program
- (4) Synopsis of the Course Outline
- (5) Full course outline

- E. The program proposal is filed for future reference.
- F. The Participants' Evaluations of the Educational Program are filed until the program is repeated.

The guidelines identified for the operation of the Learning Center will undoubtedly require modifications after the testing period. Furthermore, they have been developed to facilitate the offering of a new level of education within the parameters of an existing educational system. For this reason, the guidelines and records could not be expected to meet the precise requirements of another agency establishing a similar program, just as the learning needs identified in the study would probably not reflect the learning needs of the same occupational groups functioning in another locality.

It is anticipated that the guidelines will be used to establish the Learning Center and to conduct seven educational offerings during the next school year based on the needs identified. The final revisions in the guidelines will be derived from those experiences.

The tools used for the identification of learning needs will also be revised in preparation for surveying the learning needs of other occupational groups in other occupational settings. Greater precision in the items and fewer free-responses would facilitate the identification process. Also, some areas included in the questionnaires which contributed significantly to understanding the educational climate can be reduced or eliminated in future surveys. For example, items concerned with the extensive background data of the respondents elicit the kinds of information an instructor needs about the participants in a particular educational

program so that teaching and learning can be made relevant to the learners. The gathering of this kind of extensive information at the time of instruction will assume more importance than it would in preliminary survey efforts.

If the Learning Center operates effectively and makes a contribution to improved job performance in the area the School of Health Occupations serves, it can become a significant part of the total effort of preparing members of the health occupations at the vocational level to assume the responsibilities appropriate to their roles.

APPENDIX E

Evansville School of Health Occupations
REQUEST FOR CURRICULUM VITA FOR PARTICIPATION IN
INSTRUCTIONAL PROGRAMS

Social Security Number: _____

Name: _____
Last First Middle or Maiden

Address: _____ Birthdate _____

Phone: _____ Professional registration: Type _____ No. _____

Membership in professional associations _____

Honors, publications, special areas of expertise: _____

Educational Preparation

	Years	Name and Location of Institution	Date of Completion	Degree or Credit Earned
High School				
College or University				
Other				

College Major: _____

Occupational Experience

Name of Firm	Position	City or Town	Number of Months	Beginning Date	Ending Date

APPENDIX F

Evansville School of Health Occupations Learning Center
PROGRAM PROPOSAL

Date _____ Chairman of planning committee _____

Sponsoring agency or agencies _____

Title of program _____

Basis of learning need _____

Occupational group to be served and level of instruction _____

Purpose of program _____

Brief proposed course description _____

Number of participants _____ Priorities of admission _____

Standards for admission _____

Suggested class hours _____ Suggested clinical practice hours _____

Suggested class schedule _____ Starting date _____

Facilities needed _____

Probable educational resources needed _____

Approval needed _____

Suggested CFI's _____

Suggested instructor _____

APPENDIX G

Evansville School of Health Occupations Learning Center
 FORMAT FOR COURSE OR PROGRAM OUTLINE

Title _____ Dates offered _____

Principal instructor _____ Total hours of instruction _____

Date and hours	Major Goals (To assist the student to:)	Behavioral Objectives (The student will be able to:)	Learning Experiences	Evaluation Techniques

APPENDIX H

Evansville School of Health Occupations Learning Center
FORMAT FOR SYNOPSIS OF COURSE OUTLINE

TITLE OF PROGRAM _____ DATE STARTED _____

PRINCIPAL INSTRUCTOR _____ DATE ENDING _____

SPONSORING AGENCY, OR AGENCIES _____

PARTICIPANTS AND LEVEL OF INSTRUCTION _____

GENERAL PURPOSE OF THE PROGRAM _____

OBJECTIVES _____

CLASSES: Time _____ Place _____ Total hours _____

Text or other required materials _____

Schedule of meetings _____

Resume of content of each class (Use as much space as needed)

CLINICAL PRACTICE OR LABORATORY PRACTICE (IF INCLUDED) (Use as much space as needed)

Time, place, hours:

Supervisory personnel:

Objectives:

Standards of performance:

Directions for learning experiences:

Techniques of evaluation: (If an individual performance evaluation form is used, students should have a copy or access to it.)

CRITERIA FOR SUCCESSFUL COURSE COMPLETION:

APPENDIX I

Evansville School of Health Occupations Learning Center
1900 Stringtown Rd., Evansville, Indiana 47711

APPLICATION FOR ADMISSION

Mr. _____ Date _____
NAME: Mrs. _____ Date of Birth _____
Miss _____
(last) (first) (middle)

ADDRESS: _____ Phone _____
(number) (street)

(city) (state) (zip)
Soc. Sec. Number _____

High School _____ Graduate? Yes ___ No ___
(name) (city)

If you did not graduate from high school, do you have a GED certificate? Yes ___ No ___

College _____ Graduate? Yes ___ No ___
(name) (city)

College program taken _____

Special training: Course taken _____

From what agency _____
(name) (city)

Date completed _____

LPN ___ RV ___ ORT ___ NURSE AIDE ___ OTHER (Specify) _____

Employer _____
(name) (address)

Give your job title, or describe what you do _____

Name of your immediate supervisor on the job _____

If you are in nursing, indicate the kind of patients you work with _____

How many years of experience have you had in your present type of work? _____

If you are returning to work after a period of unemployment, indicate how long you did not work _____

NAME OF COURSE IN WHICH YOU WISH TO ENROLL _____

WHO IS RESPONSIBLE FOR PAYING YOUR TUITION? _____

PLEASE STATE WHY YOU WANT TO ENROLL IN THIS COURSE _____



APPENDIX K

Evansville School of Health Occupations Learning Center
PARTICIPANT'S EVALUATION OF EDUCATIONAL PROGRAM

PROGRAM TITLE _____ DATE _____

YOUR POSITION: RN _____ LPN _____ NURSE AIDE _____ OTHER (specify) _____

INSTRUCTIONS: Please read before answering questions.

Please be open and candid in your appraisal of the program you are just completing. Your responses will be completely anonymous. Some of the questions may not be pertinent to this particular program. Answer only those questions which apply. In the column at the right place an "X" in the space which best reflects your opinion about the question posed. The key is as follows:
UN means unsatisfactory; SAT means adequate, G means good, above average.
If a 'write in' response is required, please be as brief and clear as you can.

AREA TO BE EVALUATED	UN	SAT	G
1. Was the time of the meetings convenient?			
2. Were the facilities for the meeting (room etc.) adequate?			
3. Were the communications of the leader clear and effective?			
4. Were the contributions of guest speakers (if any) valuable?			
5. Were the instructional methods effective?			
6. Did you have enough opportunity to discuss and ask questions?			
7. Did teaching aids (films, slides, handouts, etc., if used) contribute significantly to your learning?			
8. If group work, or laboratory work, or supervised practice were a part of this program, did you find this a good learning experience? If unsatisfactory, please indicate the problem:			
9. Was the content organized and relevant to what you wanted to know?			
10. Will what you learned help you on your job?			
11. Were the objectives set for the program achieved? If unsatisfactory, please indicate the problem:			
12. Was the level of presentation of material appropriate for you? If unsatisfactory, please check: The content was: already familiar _____ too simple _____ too advanced _____ not relevant to me _____			
13. Please describe how you think this learning experience will effect what you do on the job.			
14. What other learning opportunities do you feel you need to do your job effectively?			
15. Make any comments or suggestions about the program you wish.			

Use the reverse side if necessary.

APPENDIX L

Evansville School of Health Occupations Learning Center
REPORT OF EDUCATIONAL PROGRAM

TITLE OF PROGRAM _____ CODE NO. _____

DATE STARTED _____ DATE ENDED _____ NUMBER OF PARTICIPANTS _____

COOPERATING AGENCY (if any) _____

LOCATION OF PROGRAM _____

INSTRUCTIONAL HOURS: Class presentation _____ Clinical supervision _____

Other _____

CLASSIFICATION OF PROGRAM: Professional _____ Vocational-technical _____

Liberal education _____ Job entry _____ Job re-training _____

Role maintenance _____ Role advancement _____

INSTRUCTIONAL LEVEL: Introductory _____ Intermediate _____ Advanced _____ Open _____

TYPE OF PARTICIPANTS: RN _____ LPN _____ NURSE AIDE _____ OTHER (specify) _____

PRIMARY INSTRUCTOR (Course director) _____

CONSULTANTS, GUESTS, PARTICIPATING CLINICAL INSTRUCTORS _____

COURSE DESCRIPTION _____

TEXTBOOK USED: _____

FORMAT OF PROGRAM (Include teaching methods, educational resources) _____

CONTINUING EDUCATION UNITS AWARDED _____ APPROVED BY _____ DATE _____



EVALUATION OF THE INSTRUCTIONAL PROCESS BY THE PRIMARY INSTRUCTOR: Include a resume of the degree to which instructional objectives were achieved, the adequacy of the instructional plan and resources, problems of implementation, and recommendations.

BRIEF RESUME OF THE EVALUATION OF THE EFFECTIVENESS OF THE PROGRAM MADE BY PARTICIPANTS:

APPENDIX M

Evansville School of Health Occupations Learning Center
FINANCIAL REPORT OF PROGRAM

COURSE CODE: _____

COURSE TITLE: _____

Instructor: _____

Date Began: _____

Date Ended: _____

Total Hours: _____

TOTAL CHARGES TO STUDENT: _____

Tuition _____

Books _____

Other _____

TOTAL RECEIPTS: _____

BOOK LIST:

JUSTIFICATION OF CHARGES:

Purchase of books and instructional materials: _____

Instructor's salary (1122.1) _____

TOTAL _____

OTHER COSTS: Handouts, reference materials, etc.

TOTAL RECEIPTS _____ TOTAL DUESSES _____ PROFIT/LOSS _____

APPENDIX N

Evansville School of Health Occupations Learning Center
PARTICIPANT'S COMPOSITE INSTRUCTIONAL RECORD

Name _____ Position _____

Address _____ Phone _____

Date	Program	Code No.	Class Hours	Practice Hours	Achievement	CEU

"5x8 file card"

Evansville School of Health Occupations
1900 Stringtown Rd., Evansville, Indiana 47711

LEARNING NEEDS OF LICENSED PRACTICAL NURSES, NURSE AIDES, AND OPERATING
ROOM TECHNICIANS AS SEEN BY STAFF DEVELOPMENT PERSONNEL IN HOSPITALS

The data obtained in this survey will not be used to identify you as an individual or the agency with which you are associated. Responses will be tabulated to reflect trends and educational needs within the selected categories of employers and employees.

INSTRUCTIONS: Please read before answering the questions.

Answer questions from your own personal point of view.

Many of the questions can be answered by placing an "X" in the space reflecting your view.

If a "write-in" response is required, please answer as briefly and clearly as you can.

Questions are included for three categories of health occupations: licensed practical nurses, nurse aides and operating room technicians. If any question is asked for which you do not know the answer, please write "Don't Know" in the space provided for the answer.

Please return the questionnaire in the stamped envelope provided as soon as possible.

(H1) Please indicate your role: RN ___ IPN ___ Other (specify) _____

LEARNING NEEDS OF LICENSED PRACTICAL NURSES

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE NEWLY GRADUATED AND EMPLOYED PRACTICAL NURSE:

Do the newly graduated and employed practical nurses have the knowledge and skill necessary to meet the demands of the beginning staff IPN role in your hospital? Yes ___ No ___ (D1)

IF YOUR ANSWER IS "NO", PLEASE ANSWER THE FOLLOWING QUESTIONS

(H2) What deficits in skills or knowledge do you find? (Specify) _____

How does the education institution attempt to make up these deficits?

Instructing on the job in a one-to-one relationship Yes ___ No ___ (D2)

Providing classroom instruction Yes ___ No ___ (D3)

Requesting the IPN to provide instruction by unit personnel Yes ___ No ___ (D4)

Do you feel the efforts to meet the above learning needs of the new practical nurse are sufficient? Yes ___ No ___ (D5)

(H3) Approximately what percent of IPN's graduate before the practical nurse achieves full competency? (Specify) _____

Do you feel an out-of-hospital program (beyond the basic program) such as a home care program is needed for the assumption of full responsibility of IPN in your institution? Yes ___ No ___ (D6)

Would educational programs by an outside agency to promote job readiness of LPN's facilitate the work of your department? . . . Yes ___ No ___ (D7)

(H4) If you feel an outside agency could function effectively in helping new practical nurses in making up performance deficits for what course or programs do you see an immediate need? (specify) _____

(H5) How do you feel this would be an advantage for you? (specify) _____

(H6) In what ways might it prove to be a disadvantage? (specify) _____

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF LPN'S IN GENERAL IN YOUR HOSPITAL:

Does your department offer separate educational programs for LPN's? . . . Yes ___ No ___ (D8)

Does the content of any of your scheduled programs deal with the knowledge, skills and functions of LPN's? Yes ___ No ___ (D9)

Is the content of any of your scheduled programs oriented toward the learning needs of LPN's beyond the immediate employment situation? . . . Yes ___ No ___ (D10)

(H7) What, if any, difficulties do you encounter in conducting effective educational programs for LPN's? (specify) _____

Do you feel LPN's need learning opportunities not now available to them? Yes ___ No ___ (D11)

If continuing education credits are eventually required for licensure renewal for LPN's, do you anticipate developing programs in your hospital to help meet this requirement? Yes ___ No ___ (D12)

(H8) If continuing education programs for LPN's were made available by an outside agency, try to list a few courses or programs for which you see an immediate need. (specify) _____

(H9) Please indicate how you feel an outside agency could function best in the area of continuing education to complement your educational efforts without duplication. (specify) _____

LEARNING NEEDS OF NURSE AIDES

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE NEWLY EMPLOYED NURSE AIDE:

IN WHICH OF THE FOLLOWING WAYS ARE NURSE AIDES PREPARED TO FUNCTION IN YOUR HOSPITAL?

- Trained in your own basic nurse aide program Yes ___ No ___ (D13)
- Accepted for employment without additional training if they have completed a basic course elsewhere Yes ___ No ___ (D14)
- Require also a specialized training program for special areas Yes ___ No ___ (D15)
- Apprentice training (learn by doing the job) Yes ___ No ___ (D16)
- Require completion of the Red Cross Course in Home Care of the Sick Yes ___ No ___ (D17)

IF YOU DO CONDUCT YOUR OWN BASIC TRAINING PROGRAM FOR NURSE AIDES, PLEASE ANSWER THE FOLLOWING QUESTIONS.

- Do you begin a class only when you have positions open? Yes ___ No ___ (D18)
- (H10) How frequently do you find it necessary to conduct classes? (specify) _____
- Do you encounter any difficulties in conducting your training program for nurse aides? Yes ___ No ___ (D19)
- (H11) Indicate the training manual you use in your course. (specify) Own, American Hospital Ass., etc. _____

- Do you feel the theory and basic skills for nurse aides could be taught effectively by an outside agency? Yes ___ No ___ (D20)
- If an outside agency taught the preclinical portion of the nurse aide training program, could your own personnel then supervise them effectively in clinical practice? Yes ___ No ___ (D21)
- If an outside agency did cooperate with you in teaching the preclinical part of the nurse aide training program, would this free the instructor now doing this to use her efforts in an area in which you want to work but have not had the time? Yes ___ No ___ (D22)

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF NURSE AIDES IN GENERAL IN YOUR HOSPITAL (AFTER INITIAL TRAINING):

- Does your department offer separate educational programs for nurse aides? Yes ___ No ___ (D23)
- Does the content of any of your scheduled programs deal with the knowledge, skills and functions of nurse aides? Yes ___ No ___ (D24)
- Is the content of any of your programs oriented to the learning needs of nurse aides beyond the immediate employment situation? Yes ___ No ___ (D25)

(H12) What, if any, difficulties do you encounter in conducting effective educational programs for nurse aides? (specify) _____

(H13) If continuing education programs were made available by an outside agency, try to list a few courses for which you see an immediate learning need by nurse aides but which is not now met by your department. (specify) _____

LEARNING NEEDS OF OPERATING ROOM TECHNICIANS

Does the education department have any responsibility for the orientation of new ORT's? Yes ___ No ___ (D26)

Do you provide separate educational programs for ORT's? Yes ___ No ___ (D27)

Do ORT's attend educational programs scheduled by your department jointly with other levels of personnel? Yes ___ No ___ (D28)

Do your ORT's have an organized educational program offered them or their unit? Yes ___ No ___ (D29)

Do you feel your ORT's need learning opportunities not presently available to them? Yes ___ No ___ (D30)

(H14) If continuing education programs for ORT's were offered by an outside agency, try to list a few of their learning needs that you are aware of. (specify)

(H15) Please make any comments you wish about the role of the School of Health Occupations in continuing education:

Evansville School of Health Occupations
1900 Stringtown Rd., Evansville, Indiana 47711

LEARNING NEEDS OF LICENSED PRACTICAL NURSES, NURSE AIDES AND OPERATING
ROOM TECHNICIANS AS SEEN BY REGISTERED NURSES WHO SUPERVISE
THEIR WORK IN HOSPITALS

The data obtained in this survey will not be used to identify specific agencies or individuals. Responses will be tabulated to reflect trends and educational needs within the selected categories of employing agencies and employees.

INSTRUCTION: Please read before answering questions.

Answer questions from your own personal point of view.

Many of the questions can be answered by placing an "X" in the space reflecting your view.

If a "write-in" response is required, please answer as briefly and clearly as you can. Questions are included for three categories of health occupations: licensed practical nurses, nurse aides and operating room technicians. Do not answer questions in any section which pertain to a class of workers not actually working under your supervision.

Head nurses will constitute the major group of respondents, except in the operating room where the OR supervisor is also asked to fill out a questionnaire.

Please return the questionnaire in the stamped envelope provided as soon as possible.

(H1) Please specify your clinical service _____

(H2) What is your title? Supervisor ___ Head Nurse ___ Other (specify) _____

LEARNING NEEDS OF LICENSED PRACTICAL NURSES

IN WHICH OF THE FOLLOWING AREAS DO LICENSED PRACTICAL NURSES FUNCTION ON YOUR UNIT?

- Direct nursing care of patients Yes ___ No ___ (D1)
- Administering medications Yes ___ No ___ (D2)
- Administering treatment Yes ___ No ___ (D3)
- Team leading Yes ___ No ___ (D4)
- Conducting team conferences Yes ___ No ___ (D5)
- Planning nursing care Yes ___ No ___ (D6)
- Evaluating nursing care Yes ___ No ___ (D7)
- Teaching patients and/or families Yes ___ No ___ (D8)
- Supervising the work of others Yes ___ No ___ (D9)
- Planning the work of others Yes ___ No ___ (D10)
- Functioning as charge nurse on a unit Yes ___ No ___ (D11)
- Functioning as charge nurse of two or more units Yes ___ No ___ (D12)

- Reporting to, and taking orders from, physicians Yes ___ No ___ (D13)
- Reporting to the on-coming shift Yes ___ No ___ (D14)
- Teaching personnel Yes ___ No ___ (D15)
- Evaluating personnel Yes ___ No ___ (D16)
- Charting Yes ___ No ___ (D17)
- (H3) Other (specify) _____

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE NEWLY GRADUATED AND EMPLOYED PRACTICAL NURSES:

Do the newly graduated and employed practical nurses have the knowledge and skill necessary to meet the demands of the beginning staff LPN role on your unit? Yes ___ No ___ (D18)

IF YOUR ANSWER IS "NO"; PLEASE ANSWER THE FOLLOWING QUESTIONS:

(H4) What deficits in skills or knowledge do you find? (specify)

How do you attempt to make up these deficits?

- One-to-one instruction by your personnel Yes ___ No ___ (D19)
- Instruction by education dept Yes ___ No ___ (D20)

Do you feel the efforts to meet the immediate learning needs of the newly graduated practical nurse are effective? Yes ___ No ___ (D21)

Do you feel an outside agency could conduct programs (beyond the basic training program) which would develop a greater degree of readiness for full job responsibilities in the new graduate practical nurses? Yes ___ No ___ (D22)

(H5) If you feel an outside agency could function effectively in helping newly employed practical nurses in making up performance deficits, for what course or programs do you see an immediate need? (specify)

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF LICENSED PRACTICAL NURSES IN GENERAL ON YOUR UNIT:

Does your institution conduct a learning program for LPN's? Yes ___ No ___ (D23)

IF YOUR ANSWER IS "YES", PLEASE ANSWER THE FOLLOWING QUESTIONS:

Do the LPN's attend programs jointly with other levels of personnel? Yes ___ No ___ (D24)

Are any programs oriented to the specific job demands for LPN's? Yes ___ No ___ (D25)

Are any programs concerned with the learning needs of LPN's beyond the immediate employment situation? Yes ___ No ___ (D26)

Do you feel the educational programs are effective in meeting the learning needs of your LPN's? Yes ___ No ___ (D27)

(H7) What, if any, difficulties do you see being encountered in conducting effective educational programs for LPN's? (specify)

LEARNING NEEDS OF NURSE AIDES

IN WHICH OF THE FOLLOWING AREAS DO NURSE AIDES FUNCTION ON YOUR UNIT?

Direct nursing care of patients Yes ___ No ___ (D28)

Administering medications Yes ___ No ___ (D29)

Administering simple treatments Yes ___ No ___ (D30)

Administering or monitoring complex treatments (O2, IV, etc.) Yes ___ No ___ (D31)

(H8) List complex treatments for which they bear or share responsibility. (specify) _____

Observing patients and recording on charts Yes ___ No ___ (D32)

Planning nursing care Yes ___ No ___ (D33)

Evaluating nursing care Yes ___ No ___ (D34)

Teaching patients and/or families Yes ___ No ___ (D35)

Supervising the work of others Yes ___ No ___ (D36)

Planning the work of others Yes ___ No ___ (D37)

Functioning in the charge role on a unit Yes ___ No ___ (D38)

Functioning in the charge role on two or more units Yes ___ No ___ (D39)

Reporting to, and taking orders from physicians Yes ___ No ___ (D40)

Teaching personnel Yes ___ No ___ (D41)

Evaluating personnel Yes ___ No ___ (D42)

Supervising and/or modifying menus Yes ___ No ___ (D43)

Reporting to the on-coming shift Yes ___ No ___ (D44)

(H9) Other (specify) _____



ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE NEWLY EMPLOYED NURSE AIDE:

IN WHICH OF THE FOLLOWING WAYS ARE NURSE AIDES PREPARED TO FUNCTION IN YOUR INSTITUTION?

Trained in your own basic nurse aide training program Yes ___ No ___ (D45)

Accepted for employment if trained in another basic nurse aide program Yes ___ No ___ (D46)

Require also a specialized training program for specific area of work Yes ___ No ___ (D47)

Apprentice training (learn by doing on the job) Yes ___ No ___ (D48)

Require completion of Red Cross Course in Home Care of the Sick Yes ___ No ___ (D49)

Does the present training required as preparation for being a nurse aide in your institution consistently prepare them for all the things you expect them to know or do on your unit on job entry? Yes ___ No ___ (D50)

(H10) If your answer is "no", in what areas, functions or skills must further training be provided? (specify) _____

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE NURSE AIDES IN GENERAL ON YOUR UNIT:

Does your institution conduct a general learning program for nurse aides? Yes ___ No ___ (D51)

IF YOUR ANSWER WAS "YES," PLEASE ANSWER THE FOLLOWING QUESTIONS:

Do the nurse aides attend programs jointly with other levels of personnel? Yes ___ No ___ (D52)

Are any programs oriented to the specific job demands for nurse aides? Yes ___ No ___ (D53)

Are any programs concerned with the educational needs of nurse aides beyond the immediate employment situation? Yes ___ No ___ (D54)

Do you feel the educational programs are effective in meeting the needs of your nurse aides? Yes ___ No ___ (D55)

(H11) What, if any, difficulties do you see being encountered in conducting an effective learning program for nurse aides? (specify) _____

(H12) If educational programs for nurse aides were made available by an outside agency, list a few topics for which you see an urgent learning need. (specify) _____

LEARNING NEEDS OF OPERATING ROOM TECHNICIANS
(Answer questions in this section only if you supervise ORT's)

H13) How many ORT's are on your staff? (specify) _____

(H14) What is the nature of the work they do? Circulate _____ Scrub _____
Other (specify) _____

Is there a discrepancy between the knowledge and skill of the new ORT and the beginning level demands of the job? Yes ___ No ___ (D56)

IF YOUR ANSWER IS "YES", PLEASE ANSWER THE FOLLOWING QUESTIONS:

(H15) What expectations of them do you have for which the basic training program has not prepared them? (specify) _____

How do you attempt to make up this deficit?

One-to-one instruction by your personnel Yes ___ No ___ (D57)

Classes Yes ___ No ___ (D58)

(H16) Other (specify) _____

Are these efforts to make up performance deficits effective? Yes ___ No ___ (D59)

Do you feel an outside agency could conduct a program which would help the new ORT reach the expected level of competency more quickly? Yes ___ No ___ (D60)

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF YOUR ORT'S IN GENERAL:

Do you conduct a regular educational program for your ORT's within your own department? (i.e. unit in-service) Yes ___ No ___ (D61)

Do your ORT's attend learning programs developed by the education department in your hospital? Yes ___ No ___ (D62)

IF YOUR ANSWER IS "YES", PLEASE ANSWER THE FOLLOWING QUESTIONS:

Do they attend these programs jointly with other personnel? Yes ___ No ___ (D63)

Is any of the content of these programs oriented to the specific job of the ORT's? Yes ___ No ___ (D64)

Does the content of these programs encompass broader learning experiences beyond the immediate job situation? Yes ___ No ___ (D65)

Are these programs effective in meeting the learning needs of your ORT's? Yes ___ No ___ (D66)

Do you feel your ORT's need learning experiences not presently available to them? Yes ___ No ___ (D67)

(H17) If programs for ORT's were made available by an outside agency, try to list a few topics for which you feel there is a learning need. (specify)

(H18) Please make any comments you wish about the role of the School of Health Occupations in continuing education.

Evansville School of Health Occupations
1900 Stringtown Rd., Evansville, Indiana 47711

LEARNING NEEDS OF LICENSED PRACTICAL NURSES AND NURSE AIDES IN NURSING
HOMES AS SEEN BY REGISTERED NURSES IN SUPERVISORY ROLES

The data obtained in this survey will not be used to identify specific agencies or individuals. Responses will be tabulated to reflect trends and educational needs within the selected categories of agencies and employees.

INSTRUCTIONS: Please read before answering:

Answer questions from your own personal point of view.

Many of the questions can be answered by placing an "X" in the space reflecting your view.

If a "write-in" response is required, please answer as briefly and clearly as you can.

It is assured that in nursing homes direct supervisory responsibility for licensed practical nurses and nurse aides may be held either by the Director of Nursing Service or a registered nurse at some other level of charge nurse capacity. If both supervisory levels are represented, questionnaires should be filled out by both.

Please return the questionnaire in the stamped envelope provided as soon as possible.

(H1) Please indicate the types of patients cared for by your institution
(specify) _____

(H2) Please indicate your position _____

LEARNING NEEDS OF LICENSED PRACTICAL NURSES

IN WHICH OF THE FOLLOWING AREAS DO LICENSED PRACTICAL NURSES FUNCTION IN YOUR INSTITUTION?

- Direct nursing care of patients Yes ___ No ___ (D1)
- Administering medications Yes ___ No ___ (D2)
- Administering treatments Yes ___ No ___ (D3)
- Team leading Yes ___ No ___ (D4)
- Conducting nursing team conferences Yes ___ No ___ (D5)
- Planning nursing care Yes ___ No ___ (D6)
- Evaluating nursing care Yes ___ No ___ (D7)
- Teaching patients and/or families Yes ___ No ___ (D8)
- Supervising the work of others Yes ___ No ___ (D9)
- Planning the work of others Yes ___ No ___ (D10)
- Functioning as charge nurse of a unit or floor Yes ___ No ___ (D11)
- Functioning as charge nurse of two or more units Yes ___ No ___ (D12)

- Reporting to, and taking orders from physicians Yes ___ No ___ (D13)
- Reporting to the on-coming shift Yes ___ No ___ (D14)
- Teaching personnel Yes ___ No ___ (D15)
- Evaluating personnel Yes ___ No ___ (D16)
- Charting Yes ___ No ___ (D17)
- (H3) Other (specify) _____

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE NEWLY GRADUATED AND EMPLOYED PRACTICAL NURSE:

Do the newly graduated practical nurses have the knowledge and skill necessary to meet the demands of the beginning staff LPN role in your institution? Yes ___ No ___ (D18)

IF YOUR ANSWER IS "NO", PLEASE ANSWER THE FOLLOWING QUESTIONS:

(H4) What deficits in skills or knowledge do you find? (specify)

How do you attempt to make up these deficits?

- One-to-one instruction Yes ___ No ___ (D19)
- Organized class instruction Yes ___ No ___ (D20)

Do you feel your efforts are effective in meeting these immediate learning needs of the newly graduated practical nurse? Yes ___ No ___ (D21)

Do you feel an outside agency could conduct programs (beyond the basic training level) which would develop a greater degree of readiness for full job responsibilities in the new graduate practical nurse? Yes ___ No ___ (D22)

(H5) If you feel an outside agency could function effectively in helping newly employed LPN's in making up performance deficits, for what course or programs do you see an immediate learning need?

(specify) _____

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF LICENSED PRACTICAL NURSES IN GENERAL IN YOUR INSTITUTION:

Does your institution conduct a general learning program for licensed practical nurses? Yes ___ No ___ (D23)

IF YOUR ANSWER IS "NO", PLEASE ANSWER THE FOLLOWING QUESTIONS:

Do the LPN's attend these programs jointly with other levels of personnel Yes ___ No ___ (D24)



Are any programs oriented to the specific job demands of LPN's in your institution? Yes ___ No ___ (D25)

Are any programs concerned with the educational needs of LPN's beyond the immediate employment situation? Yes ___ No ___ (D26)

Do you feel the educational programs you provide are effective in meeting the learning needs of your LPN's? Yes ___ No ___ (D27)

(H) What, if any, difficulties do you encounter in conducting effective educational programs for your LPN's? (specify)

(I) If educational programs were made available by an outside agency, list a few topics for which you see an immediate learning need. (specify)

LEARNING NEEDS OF NURSE AIDES IN NURSING HOMES AS SEEN BY REGISTERED NURSES IN SUPERVISORY ROLES

IN WHICH OF THE FOLLOWING AREAS DO NURSE AIDES FUNCTION IN YOUR INSTITUTION?

Direct nursing care of patients Yes ___ No ___ (D28)

Administering medication Yes ___ No ___ (D29)

Administering simple treatments Yes ___ No ___ (D30)

Administering or monitoring complex treatments (O2, IV, etc.) Yes ___ No ___ (D31)

(H) List complex treatments for which they commonly are responsible either doing or monitoring (specify) _____

Observing patients and recording on charts Yes ___ No ___ (D32)

Planning nursing care Yes ___ No ___ (D33)

Evaluating nursing care Yes ___ No ___ (D34)

Teaching patients and/or families Yes ___ No ___ (D35)

Supervising the work of others Yes ___ No ___ (D36)

Planning the work of others Yes ___ No ___ (D37)

Functioning in their role on a unit Yes ___ No ___ (D38)

Functioning in their role on two or more units Yes ___ No ___ (D39)

Receiving, and taking orders from, physicians Yes ___ No ___ (D40)

- Teaching personnel Yes No (D41)
- Evaluating personnel Yes No (D42)
- Supervising and/or modifying menus Yes No (D43)
- Reporting to on-coming shift Yes No (D44)
- (H9) Other (specify) _____

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE NEWLY EMPLOYED NURSE AIDE:

IN WHICH OF THE FOLLOWING WAYS ARE NURSE AIDES PREPARED TO FUNCTION IN YOUR INSTITUTION?

- Trained in your own standard nurse aide training program Yes No (D45)
- Will accept for employment a nurse aide trained in another institution Yes No (D46)
- Also require a special training program for caring for patients in nursing homes Yes No (D47)
- Apprentice training (learning by doing) Yes No (D48)
- Require completion of Red Cross Course in Home Care of the Sick Yes No (D49)

Does the present training you require for your nurse aides in your institution consistently prepare them for all the things you expect them to know or do on job entry? Yes No (D50)

(H10) If your answer is "No", in what areas, functions or skills do you provide further training? (specify) _____

IF YOU CONDUCT YOUR OWN BASIC TRAINING PROGRAM FOR NURSE AIDES, PLEASE ANSWER THE FOLLOWING QUESTIONS:

Do you train in a class only when you have vacancies on your staff? Yes No (D51)

(H11) How many nurse aides do you usually train at a time? _____

(H12) How frequently do you find it necessary to conduct training programs? (specify) _____

Do you encounter difficulties in conducting your own training programs? Yes No (D52)

(H13) If your answer is "Yes", specify the types of problems you encounter _____

(H14) Indicate the training manual you use in your course (specify, (Am, American Hospital Ass., etc.) _____

Do you feel the theory and basic nursing skills for nurse aides could be taught by an outside agency? Yes ___ No ___ (D51)

If an outside agency taught the preclinical part of the training program, could your own personnel then supervise the clinical practice? Yes ___ No ___ (D52)

Would having an outside agency teach the preclinical part of the training program work to your advantage? Yes ___ No ___ (D53)

(H15) In what ways would it help you? (specify) _____

(H16) In what ways might it be a disadvantage? (specify) _____

ANSWER THE FOLLOWING QUESTIONS IN TERMS OF YOUR NURSE AIDES IN GENERAL:

Do you conduct a general learning program for your nurse aides? Yes ___ No ___ (D54)

IF YOUR ANSWER IS "YES", PLEASE ANSWER THE FOLLOWING QUESTIONS:

Is the content of this program concerned with their specific functioning on the job? Yes ___ No ___ (D55)

Does the content also encompass learning opportunities beyond the immediate employment situation? Yes ___ No ___ (D56)

Do nurse aides attend programs jointly with other levels of personnel? Yes ___ No ___ (D57)

Do you feel your programs are effective in meeting the educational needs of your nurse aides? Yes ___ No ___ (D58)

(H17) What, if any, difficulties do you encounter in maintaining an educational program for your nurse aides? (specify) _____

Do you feel your nurse aides need learning experiences not presently available to them? Yes ___ No ___ (D59)

(H18) If outside programs (including basic training) were made available for nurse aides, try to list a few areas in which you would be a need.

(H19) If you are an experienced participant in the role of the school in the health occupations in continuing education:



Evansville School of Health Occupations
 1900 Stringtown Rd., Evansville, Indiana 47711

SURVEY OF THE CONTINUING EDUCATION NEEDS OF LICENSED PRACTICAL NURSES

The data obtained in this survey will not be used to identify specific agencies or individuals. Responses will be tabulated to reflect trends and educational needs within the selected categories of employing agencies and employees.

INSTRUCTIONS: Please read before answering.

Answer questions from your own personal point of view.

Many of the questions can be answered by placing an "X" in the space reflecting your view.

If a "write-in" response is required, please answer as briefly and clearly as you can. Please return the questionnaire in the stamped envelope provided as soon as possible.

GENERAL INFORMATION

(1) Age: 18-30 ___ 31-40 ___ 41-50 ___ 51-60 ___ over 60 ___ (H2) Sex: M ___ F ___
 (3) Year graduated ___ (H4) Graduate of ___ School of
 Practical Nursing (H5) City ___ (H6) Previous employment
 in nursing before present job: Years ___ Months ___

PREVIOUS EXPERIENCE

Position	Clinical service (medical, surgical, etc.)	Years

PRESENT EMPLOYMENT

(H7) Length of time in present job: Years ___ Months ___
 (H8) Employer: Hospital ___ Nursing Home ___ Other (specify) ___
 (H9) Clinical service: Med. and/or surg. ___ OB ___ Ped. ___ Ortho ___ CR ___ FR ___
 CSR ___ Psychiatry ___ Int. care ___ Other (specify) ___
 Long term care (geriatrics or chronic illness) ___
 (H10) Nature of your job (check all that apply): Direct care of patients ___
 Team leading responsibilities ___ Charge nurse of unit or floor ___
 Charge nurse of several units or floors ___ Other (specify) ___
 (H11) Who supervises your work: Doctor ___ RN ___ Another LPN ___ No one ___

EDUCATIONAL EXPERIENCES YOU HAVE HAD DURING YOUR PRESENT JOB

(H12) Inservice education offered by your employer: Often ___ Occasionally ___ Never ___

(H13) Outside workshops or programs: Often ___ Occasionally ___ Never ___

List topics if you have attended any: _____

Have inservice programs met your learning needs? Yes ___ No ___ (D1)

(H14) If they haven't, how have they failed? (specify) _____

Have outside programs met your learning needs? Yes ___ No ___ (D2)

(H15) If they haven't, how have they failed? Too technical ___

Too complex ___ Not well prepared ___ Not relevant to my job ___

Other (specify) _____

FUTURE LEARNING NEEDS

Does your employer expect you to know or do things you aren't prepared for? Yes ___ No ___ (D3)

In thinking about your need to continue to learn and grow in your job and as a person, would you like to have more learning opportunities than are presently available? Yes ___ No ___ (D4)

FOLLOWING ARE SOME AREAS IN WHICH PROGRAMS COULD BE DEVELOPED. PLEASE INDICATE YOUR INTEREST BY CHECKING "YES" OR "NO" FOR EACH ONE.

Skills (procedures), how to actually do specific procedures Yes ___ No ___ (D5)

(H16) List any procedures you need to learn: _____

Are you presently required to do these procedures? Yes ___ No ___ (D6)

Understanding why a certain procedure is done, effects and dangers Yes ___ No ___ (D7)

(H17) List any procedures you would like to learn more about: _____

Are you presently doing these procedures? Yes ___ No ___ (D8)

Knowledge about certain job functions Yes ___ No ___ (D9)

Team leading responsibilities Yes ___ No ___ (D10)

- Charge nurse responsibilities Yes ___ No ___ (D11)
- Observing patients and recording Yes ___ No ___ (D12)
- Planning nursing care Yes ___ No ___ (D13)
- Conducting team conferences Yes ___ No ___ (D14)
- Administrative responsibilities Yes ___ No ___ (D15)
- Understanding your co-workers Yes ___ No ___ (D16)
- Institutional department relations Yes ___ No ___ (D17)
- Growth and development of the individual Yes ___ No ___ (D18)
- The patient as a person Yes ___ No ___ (D19)
- Chronic illnesses Yes ___ No ___ (D20)
- Acute illnesses Yes ___ No ___ (D21)
- Mental illness Yes ___ No ___ (D22)

- The child as a patient Yes ___ No ___ (D23)
- The infant, mother and family Yes ___ No ___ (D24)
- Geriatrics (care of the aging) Yes ___ No ___ (D25)
- Rehabilitation Yes ___ No ___ (D26)
- Social welfare agencies Yes ___ No ___ (D27)
- Death and dying Yes ___ No ___ (D28)
- Legal aspects of nursing Yes ___ No ___ (D29)
- (H18) Other (specify) _____

FIGURE CASE 10

- Are you thinking of changing to another type of work in the health field? Yes ___ No ___ (D30)
- FOR WHAT REASONS DO YOU TAKE YOUR JOB IN THE AREAS YOU INDICATED AN INTEREST?
- Personal satisfaction Yes ___ No ___ (D31)
 - Work offers a challenge in my Yes ___ No ___ (D32)
 - For quality of my promotion Yes ___ No ___ (D33)

To improve your performance on your present job Yes ___ No ___ (D34)

To accumulate credits for license renewal Yes ___ No ___ (D35)

To prepare for a job in another institution Yes ___ No ___ (D36)

Are you considering entering a program in the future to become an RN? Yes ___ No ___ (D37)

WHICH OF THE FOLLOWING REASONS HAVE, OR MIGHT, PREVENT YOU FROM ENROLLING IN EDUCATIONAL PROGRAMS?

Lack of money Yes ___ No ___ (D38)

Lack of time Yes ___ No ___ (D39)

Programs not available Yes ___ No ___ (D40)

Programs available not relevant to me or my job Yes ___ No ___ (D41)

Programs available but too far from home Yes ___ No ___ (D42)

Lack of interest in attending Yes ___ No ___ (D43)

Programs offered do not fit my time schedule Yes ___ No ___ (D44)

(H19) Other (specify) _____

IF PROGRAMS IN YOUR AREAS OF INTEREST WERE MADE AVAILABLE LOCALLY, WHICH OF THE FOLLOWING TYPES OF PROGRAM PLANNING WOULD BE MOST-SATISFYING FOR YOU?

Morning classes Yes ___ No ___ (D45)

Early afternoon classes (1:00 PM to 3:30 PM) Yes ___ No ___ (D46)

Late afternoon classes (4:00 PM to 5:30 PM) Yes ___ No ___ (D47)

Evening classes (6:00 PM to 9:00 PM) Yes ___ No ___ (D48)

Concentrated day long workshop-type programs Yes ___ No ___ (D49)

Several hours at a time but once a week over a period of time Yes ___ No ___ (D50)

Several hours at a time several times a week Yes ___ No ___ (D51)

Joint programs with registered nurses Yes ___ No ___ (D52)

Would you attend classes at your own expense? Yes ___ No ___ (D53)

Would you attend classes on your own time? Yes ___ No ___ (D54)

Would you be more willing to attend classes if you had financial help? Yes ___ No ___ (D55)

(H20) If the School of Health Occupations developed a continuing education program for LPN's, what is the very first program you would like to see offered? (specify) _____

(H21) Please make any suggestions or comments you wish about the role of the School of Health Occupations in helping to meet the continuing education needs of licensed practical nurses:

Evansville School of Health Occupations
1900 Stringtown Rd., Evansville, Indiana 47711

SURVEY OF THE CONTINUING EDUCATION NEEDS OF OPERATING ROOM TECHNICIANS

The data obtained in this survey will not be used to identify specific agencies or individuals. Responses will be tabulated to reflect trends and educational needs within the selected categories of employing agencies and employees.

INSTRUCTIONS: Please read before answering.

Answer questions from your own personal point of view.

Many of the questions can be answered by placing an "X" in the space reflecting your view.

If a "write-in" response is required, please answer as briefly and clearly as you can. Please return the questionnaire in the stamped envelope provided as soon as possible.

GENERAL INFORMATION

(H1) Age: 1-20 ___ 21-30 ___ 31-40 ___ 41-50 ___ over 51-60 ___ over 60 ___ (H2) Sex: M ___ F ___

HOW DID YOU MANAGE TO BECOME AN OPERATING ROOM TECHNICIAN?

Hospital training program for operating room technicians Yes ___ No ___ (D1)

ORT training program in an educational agency Yes ___ No ___ (D2)

Had OR experience in nurse's training but didn't become a nurse . . . Yes ___ No ___ (D3)

Just learned direct teaching on the job Yes ___ No ___ (D4)

Training in US Government armed services program Yes ___ No ___ (D5)

(H3) What year did you complete the training to become an CRT? _____

Did you graduate from the ORT training program in the Evansville School of Health Occupations? Yes ___ No ___ (D6)

(H4) How many years experience as an-ORT did you have before your present job? (specify) _____

PRESENT EMPLOYMENT

(H5) Length of time in your present job: Years ___ Months ___

(H6) Nature of your job: Circulate ___ Scrub ___ Other (specify) ___

(H7) Who supervises your work? Doctor ___ RN ___ Other (specify) ___

(H8) Place of work: OR ___ Del. Room ___ ER ___ Other (specify) ___

EDUCATIONAL EXPERIENCES YOU HAVE HAD DURING YOUR PRESENT JOB

(H9) Inservice education offered by employing agency: Often ___ Occasionally ___
Never ___

(H10) Outside workshops and programs: Often ___ Occasionally ___ Never ___

List topics _____

Have inservice programs offered by your employer met your learning needs? Yes ___ No ___ (D7)

(H11) If not, how have they failed? _____

Have outside programs you have attended met your learning needs? . . . Yes ___ No ___ (D8)

(H12) If not, how have they failed? Too technical ___ Too complex ___

Not well prepared ___ Not relevant to my job ___

Other (specify) _____

FUTURE LEARNING NEEDS

Does your employer expect you to know or do things which you haven't been prepared for? Yes ___ No ___ (D9)

thinking about your need to continue to learn and grow in your job and as a person, would you like more learning opportunities than are presently available to you? Yes ___ No ___ (D10)

FOLLOWING ARE SOME AREAS IN WHICH PROGRAMS COULD BE DEVELOPED. PLEASE INDICATE YOUR INTEREST BY CHECKING "YES" OR "NO" FOR EACH ONE.

Skills (procedures), how to actually perform specific procedures. . Yes ___ No ___ (D11)

(H13) List the procedures _____

Understanding procedures: why they are done, effects, dangers, etc. Yes ___ No ___ (D12)

Equipment, purpose, operation and care Yes ___ No ___ (D13)

(H14) Specify type of equipment _____

Operative procedures, effects and prognosis Yes ___ No ___ (D14)

Interpersonal relations Yes ___ No ___ (D15)

Institutional department relations Yes ___ No ___ (D16)

Life support measures Yes ___ No ___ (D17)

Responsibilities in circulating for operative procedures Yes ___ No ___ (D18)

Functions in the delivery room Yes ___ No ___ (D19)

- Functions in the Emergency Room Yes ___ No ___ (D20)
- Legal aspects Yes ___ No ___ (D21)
- Safety regulations Yes ___ No ___ (D22)
- Microbiology Yes ___ No ___ (D23)
- Functions in the recovery room Yes ___ No ___ (D24)
- (H15) Other (specify) _____

FUTURE CAREER PLANS

Are you thinking of changing your job to another type of work in the health field? Yes ___ No ___ (D25)

FOR WHAT REASONS WOULD YOU TAKE COURSES IN THE AREAS YOU INDICATED AN INTEREST?

- Personal satisfaction Yes ___ No ___ (D26)
- To qualify for a raise in pay Yes ___ No ___ (D27)
- To qualify for a promotion (added job responsibilities) Yes ___ No ___ (D28)

- To improve your performance on your present job Yes ___ No ___ (D29)
- If "credits" were required for certification renewal Yes ___ No ___ (D30)
- To prepare for a job in another institution Yes ___ No ___ (D31)

Are you considering entering a training program for another type of work? Yes ___ No ___ (D32)

WHICH OF THE FOLLOWING REASONS HAVE, OR MIGHT, PREVENT YOU FROM ENROLLING IN EDUCATIONAL PROGRAMS?

- Lack of money Yes ___ No ___ (D33)
- Lack of time Yes ___ No ___ (D34)
- Programs not available Yes ___ No ___ (D35)
- Programs available not relevant to me or my job Yes ___ No ___ (D36)
- Programs available but too far from home Yes ___ No ___ (D37)
- Lack of interest in attending Yes ___ No ___ (D38)
- Programs offered do not fit my time schedule Yes ___ No ___ (D39)

(H1) Other (specify) _____

IF PROGRAMS IN YOUR AREAS OF INTEREST WERE MADE AVAILABLE LOCALLY WHICH OF THE FOLLOWING TYPES OF PROGRAM PLANNING WOULD BE BEST FOR YOU?

- Morning classes Yes No (D40)
- Early afternoon classes (1:00 PM to 3:30 PM) Yes No (D41)
- Late afternoon classes (4:00 PM to 5:30 PM) Yes No (D42)
- Evening classes (6:00 PM to 9:00 PM) Yes No (D43)
- Concentrated day long workshops Yes No (D44)
- Several hours at a time but once a week over a period of time. Yes No (D45)
- Several hours at a time several times a week over a period of time Yes No (D46)
- Joint programs with registered nurses Yes No (D47)
- Would you attend classes at your own expense? Yes No (D48)
- Would you attend classes on your own time? Yes No (D49)
- Would you be more willing to attend classes if you had financial help? Yes No (D50)

(H17) If the School of Health Occupations develops a continuing education program for operating room technicians, what is the very first program you would like to see offered? (specify) _____

(H18) Make any comments you wish about the learning needs of operating room technicians and how you think they should be met and what you would like to see the Evansville School of Health Occupations do in this area:

Evansville School of Health Occupations
1900.Stringtown Rd., Evansville, Indiana 47711

SURVEY OF THE CONTINUING EDUCATION NEEDS OF NURSE AIDES

The data obtained in this survey will not be used to identify specific employers or individuals. Responses will be tabulated to reflect trends and educational needs within the categories of employing agencies and employees.

INSTRUCTION: Please read before answering.
Answer questions from your own personal point of view.
Many of the questions can be answered by placing an "X" in the space reflecting your view.
If a "write-in" response is required, please answer as briefly and clearly as you can.
Please return the questionnaire in the stamped envelope provided as soon as possible.

GENERAL INFORMATION

(H1) Age: 18-30 _____ 31-40 _____ 41-50 _____ 51-60 _____ over 60 _____ (H2) Sex: M _____ F _____

(H3) Last grade of school _____

HOW DID YOU LEARN TO BECOME A NURSE AIDE?

- Just learned on the job Yes ___ No ___ (D1)
- Had some nurse's training Yes ___ No ___ (D2)
- Hospital training program for nurse aides Yes ___ No ___ (D3)
- Nursing home training program for nurse aides Yes ___ No ___ (D4)
- Red Cross Course in the care of the sick Yes ___ No ___ (D5)

(H4) How many years experience have you had in nursing before your present job? _____

PREVIOUS EXPERIENCE

POSITION	CLINICAL SERVICE (MEDICAL, SURGICAL, ETC.)	YEARS

PRESENT EMPLOYMENT

(H5) Length of time in present job: Years _____ Months _____

(H6) Employer: Hospital _____ Nursing home _____ Other (specify) _____



(H7) Clinical service: Med. and/or surg. _____ OB _____ Ped. _____ Ortho _____ OR _____
FR _____ CSR _____ Psychiatry _____ Intensive care _____ Other (specify) _____
_____ Long term care (geriatrics or chronic illness) _____

(H8) Nature of your present job (check all that apply): Direct care of patients _____
Supervising work of others _____ Other (specify) _____

(H9) Who supervises your work? Doctor _____ RN _____ LPN _____ No one _____
Other (specify) _____

EDUCATIONAL EXPERIENCES YOU HAVE HAD DURING YOUR PRESENT JOB:

(H10) In-service education offered by employer: Often _____ Occasionally _____
Never _____

(H11) Workshops or programs put on by others: Often _____ Occasionally _____
Never _____
Please list general topics _____

If you have attended in-service programs offered by your employer,
have they met your learning needs? Yes ___ No ___ (D6)

(H12) If your answer was "No", what was wrong with the programs?

If you have attended outside programs (not where you work), were the
programs satisfying? Yes ___ No ___ (D7)

(H13) If your answer was "No", what was wrong with the programs? Too
technical _____ Too compl-x _____ Not well prepared _____
Not relevant to my job _____ Other (specify) _____

FUTURE LEARNING NEEDS

Does your employer expect you to know or do things which you haven't
been prepared for? Yes ___ No ___ (D8)

In thinking about your need to continue to learn and grow in your job
and as a person, would you like to have more learning opportunities
than you are presently available to you? Yes ___ No ___ (D9)

FOLLOWING ARE SOME AREAS IN WHICH EDUCATIONAL PROGRAMS MIGHT BE DEVELOPED.
INDICATE YOUR INTEREST BY CHECKING "YES" OR "NO" FOR EACH ONE:

How to actually do certain procedures Yes ___ No ___ (D10)

(H14) List procedures you would like to learn to do:

Understanding why certain procedures are done, effects and dangers Yes ___ No ___ (D11)

Are you presently doing any of these procedures you want to learn about? Yes ___ No ___ (D12)

My part on the nursing team Yes ___ No ___ (D13)

Being responsible for a group of patients Yes ___ No ___ (D14)

Observing patients and reporting accurately Yes ___ No ___ (D15)

How nursing care is planned Yes ___ No ___ (D16)

Administering medications Yes ___ No ___ (D17)

How to participate in nursing conferences Yes ___ No ___ (D18)

How to supervise the work of others Yes ___ No ___ (D19)

Getting along with co-workers Yes ___ No ___ (D20)

How we grow and develop as human beings Yes ___ No ___ (D21)

The patient as a person Yes ___ No ___ (D22)

Chronic illness Yes ___ No ___ (D23)

Acute illness Yes ___ No ___ (D24)

Mental illness Yes ___ No ___ (D25)

The child as a patient Yes ___ No ___ (D26)

Mother, infant and family Yes ___ No ___ (D27)

Growing old Yes ___ No ___ (D28)

What social welfare agencies help and how Yes ___ No ___ (D29)

Helping the dying patient and the family Yes ___ No ___ (D30)

Getting sick from being in the hospital or nursing home Yes ___ No ___ (D31)



(H15) Other (specify) _____

FUTURE WORK PLANS

Are you thinking of changing your job to another type of work in the health field? Yes ___ No ___ (D32)

FOR WHAT REASONS WOULD YOU TAKE COURSES IN THE AREAS YOU INDICATED AN INTEREST?

Personal satisfaction Yes ___ No ___ (D33)

To qualify for a raise in pay Yes ___ No ___ (D34)

To qualify for a promotion Yes ___ No ___ (D35)

To improve your performance on your present job Yes ___ No ___ (D36)

To get a job in another institution Yes ___ No ___ (D37)

Are you considering entering a training program to become a nurse? Yes ___ No ___ (D38)

WHICH OF THE FOLLOWING REASONS HAVE, OR MIGHT, PREVENT YOU FROM ENROLLING IN EDUCATIONAL PROGRAMS?

Lack of money Yes ___ No ___ (D39)

Lack of time Yes ___ No ___ (D40)

Programs not available Yes ___ No ___ (D41)

Programs available do not apply to me or what I do Yes ___ No ___ (D42)

Programs available but too far from home Yes ___ No ___ (D43)

Lack of interest in attending Yes ___ No ___ (D44)

Programs offered do not fit my time schedule Yes ___ No ___ (D45)

(H1) Other (specify) _____

IF PROGRAMS THAT YOU WERE INTERESTED IN WERE OFFERED LOCALLY, WHICH OF THE FOLLOWING TYPES OF PROGRAM PLANNING WOULD BE BEST FOR YOU?

Morning classes Yes ___ No ___ (D46)

Early afternoon classes (1:00 PM to 3:30 PM) Yes ___ No ___ (D47)

Late afternoon classes (4:00 PM to 5:30 PM) Yes ___ No ___ (D48)

Evening classes (7:00 PM to 9:00 PM) Yes ___ No ___ (D49)

Concentrated day long workshops Yes ___ No ___ (D50)

- Two to four hours at a time once a week over a longer period . . . Yes ___ No ___ (D51)
- Would you attend classes at your own expense? Yes ___ No ___ (D52)
- Would you attend classes on your own time? Yes ___ No ___ (D53)
- Would you be more willing to attend classes if you had financial help? Yes ___ No ___ (D54)

(H17) If the School of Health Occupations develops a continuing education program for nurse aides, what is the very first program you would like to see offered?

(specify) _____

(H18) Please make any suggestions or comments you wish about the educational needs of nurse-aides and how you think they should be met:

FINANCIAL STATEMENT FOR FINAL REPORT ENDING

June 30, 1975

(Date)

Project Number 40-74-D-4

ITEMS	Project Budget as FY 19 revised		Total Expenditures on Project		End of Project Balance:	
	Agency	Federal	Agency	State/Federal	Agency	State/Federal
A. DIRECT EXPENDITURES						
1. Personnel		\$14,500.00		\$14,368.25		\$131.75
2. Contractual services		300.00		283.12		16.88
3. Employee benefits						
4. Travel		250.00		107.97		142.03
5. Supplies and materials		500.00		406.06		93.94
6. Communications (include phone calls, printing)		600.00		760.55		-160.55
7. Properties (rentals or purchase of equip.)						
8. Facilities						
9. Product production and dissemination						
10. Project Evaluation						
B. INDIRECT EXPENDITURES	\$6,500.00		\$5,405.48		\$1,094.52	
C. TOTAL EXPENDITURES	\$6,500.00	\$18,300.00	\$5,405.48	\$17,875.49	\$1,094.52	\$424.51

Director: *[Signature]*

LEA: Evansville-Vanderburgh School Corporation

Project Monitor

ABSTRACT FOR PROJECT NO. 40-74-D-4
DEVELOPMENT OF A HEALTH OCCUPATIONS CONTINUING EDUCATION CENTER

This project was developed under a grant from the Indiana State Board of Vocational and Technical Education in cooperation with the Evansville School of Health Occupations, Evansville-Vanderburgh School Corporation.

In spite of burgeoning numbers and types of health care workers at the ancillary level and the pressure of increased demands for programs to insure worker competencies, few attempts have been made to identify their learning needs or to develop educational resources to meet them. This project was designed to investigate the learning needs of selected health occupations at the vocational level and develop guidelines for the establishment of a model for a health occupations continuing education center.

The learning needs of licensed practical nurses, nurse aides and operating room technicians were identified through questionnaires. Perceptions of their learning needs were similarly obtained from instructional and supervisory personnel.

Although generalizations could not be drawn about the occupational groups, the desired information about types of learning needs, numbers of potential participants in programs and possible problems in providing educational offerings was obtained.

Some significant findings were as follows:

1. The extremely diverse learning needs of the occupational groups could be met best through establishment of a "learning center" rather than a narrowly defined "continuing education center".
2. There are sufficient numbers in the groups studied willing to attend program on their own time and at their own expense to warrant offerings by an outside educational agency.
3. The educational resources of the School of Health Occupations are adequate to provide programs for selected learning needs although varying degrees of cooperation with employing agencies would be required depending on the instructional objectives.

On the basis of the findings, guidelines for a model learning center were developed. It was recommended that the Evansville School of Health Occupations Learning Center be established and tested in operation offering selected programs based on the learning needs identified.