Chapter Five

5. FINDINGS AND RECOMMENDATIONS

5.1. DISCUSSION

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

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

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

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

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

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

However there was a convincing notion from the majority of the sample (67%) that Enrolled Nurses had difficulty adjusting to their new role. Many of the reasons given related to a lack of confidence, the nature of the work and a general lack of experience, rather than any implication of curriculum deficit. One insight provided in the responses to these questions was “Some Registered Nurses are not aware of the limitations of the Enrolled Nurses’ role and expect them to do tasks above their level of training.” This lack of understanding of the Enrolled Nurse role was further emphasised when Registered Nurses from the sample were asked what were the duties that Enrolled Nurses were ill equipped to perform. The responses implied not only a lack of
knowledge of the content of the Enrolled Nurses’ educational preparation, but more importantly, a lack of knowledge as to the Enrolled Nurse’s role and function in the workplace. The same lack of knowledge was reinforced by the answers to the question as to what type of specialised ward equipment students were unable to use. Many of the answers given specified specialised equipment that is not generally appropriate for the role and function of Enrolled Nurses.

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

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

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

Examination of Registered Nurses’ expectations concerning Enrolled Nurses provided a diverse set of responses, many were very encouraging, specifying the asking of questions as one of their expectations. The responses of “performing care without supervision” or “taking initiative” highlighted some of the issues concerning ‘providing
care under the supervision of a Registered Nurse' and confirmed confusion over what constitutes 'supervision'. Probing as to why Enrolled Nurses failed to meet the expectations of Registered Nurses provided data with little consensus. Many of the comments implied a vague frustration but no one theme emerged. However the majority of Registered Nurses (69.1%) felt that Block 2 prepared student Enrolled Nurses to perform specialty nursing care to an acceptable standard. The Workplace supervisors who indicated concern about the educational preparation of Student Enrolled Nurses were not always sure what was included in the theoretical specialty component. Many of the areas that Registered Nurses identified as being necessary for inclusion in the program were already included, although several of these situations are difficult to simulate in the TAFE environment (crisis situations such as death, haemorrhage and psychosis). Registered Nurses identified other areas that they would like to see included in the educational preparation of Student Enrolled Nurses however the skills identified are not those that can be performed by an Enrolled Nurse.

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

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

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

5.3. IMPLICATIONS FOR NURSES IN EDUCATIONAL INSTITUTIONS

The Advanced Certificate in Nursing (Enrolled Nurse) course is based on the competencies of the Enrolled Nurse. The TAFE theoretical components of the course
are tightly structured with strict adherence to the entry requirements, course duration, curriculum structure and content that are set down by the NSW Nurses' Registration Board and NSW Department of Health. There are predetermined guidelines as to what skills can and cannot be performed by an Enrolled Nurse. This information does not appear to be widespread at the ward level.

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

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

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

5.5. RECOMMENDATIONS

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

5.5.1. RECOMMENDATION ONE

A larger study incorporating the concurrent longitudinal research to be undertaken. This study would allow multiple correlations to be carried out. Correlation of information gathered from students at various stages of their training could be examined. This could then be compared to the information gathered from teachers of Enrolled Nurses and Registered Nurses who are working with Enrolled Nurses at the same point in time.
This information would provide a comprehensive view of the current situation. Further analysis of the differences between Registered Nurse Survey One and Registered Nurse Survey Two and Teacher Survey One and Two may add weight to the implicit belief in the value of the clinical experience for learning.

5.5.2. RECOMMENDATION TWO

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

5.5.3. RECOMMENDATION THREE

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

5.5.4. RECOMMENDATION FOUR

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

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

5.5.6. RECOMMENDATION SIX

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

5.5.7. RECOMMENDATION SEVEN

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

5.6. CONCLUSION

The aim of this investigative study was to ascertain if the Advanced Certificate in Nursing (Enrolled Nurse) course is effective in preparing the Enrolled Nurse to meet the workplace demands. Results of the study indicate that the majority of Registered Nurses feel the course is effective in preparing the Enrolled Nurse for nursing in the specialty care workplace. Where discrepancies do exist, they are more likely to represent confusion over role boundaries than deficits within the curriculum. The objectives of the
study have been met, questions have been answered and new questions have emerged. The results of this study will be disseminated to teachers of nursing and through NSW hospitals to help inform the decision-makers.

David Stufflebeam said that:

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


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Bibliography


Bibliography


Bibliography


Appendix One

Glossary of Terms

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

The First Level Nurse - The Registered Nurse, R.N.
"In any practice setting the Registered Nurse fulfils the obligations of the professional role, establishes and maintains enabling interactions in professional relationships, and provides effective and holistic care (ANF. 1989)
The first level nurse provides direction and guidance to the second level nurse on a continuing basis and retains accountability for nursing care.

The Second Level Nurse - The Enrolled Nurse, E.N.
This second level nurse practices in cooperation with, and under the direction and supervision of, the Registered Nurse and is responsible for those aspects of nursing care delegated by the Registered Nurse.

ANF
Australian Nursing Federation

ANRAC
Australian Nurse Registering Authority Conference

ANCI
Australian Nurse Council Incorporated

CNS
Clinical Nurse Specialist

DON
Director of Nursing

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

NSW TAFE Commission
New South Wales Technical and Further Education Commission

NRB
Nurses' Registration Board
Appendix Two

(on letterhead)

To Registered Nurse, Survey Participant,

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

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

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

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

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

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

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

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

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

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

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

Thank you for your time and input to this study.

Yours Sincerely

Frances Alexander
Teacher, North Sydney TAFE
Enrolled Nurse Education Program
NSW TAFE Commission
Registered Nurse Survey One
REGISTERED NURSE SURVEY 1.

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

Employing Health Facility/Hospital:

Survey clinical focus:

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

1. In which clinical area/s do you SUPERVISE student Enrolled Nurses during their essential clinical practice experience following Block I?
   (You may tick MORE than one answer)
   [  ] Medical
   [  ] Mental Health
   [  ] Surgical
   [  ] Palliative Care
   [  ] Medical/Surgical
   [  ] Operating Theatres
   [  ] Developmental Disability
   [  ] Paediatrics
   [  ] Rehabilitation
   [  ] Orthopaedics
   [  ] Maternal and Child Care
   [  ] Community Health
   [  ] Psychogeriatrics
   [  ] Aged Care
   [  ] Other, please specify

2. What TYPE OF NURSING is practiced in your clinical area?
   [  ] Team nursing
   [  ] Task allocation
   [  ] Patient allocation
   [  ] Other, please specify

3. How LONG have you been supervising student Enrolled Nurses during their essential clinical practice experience?
   [  ] Less than 6 months
   [  ] Between 6 months and 3 years
   [  ] Between 3 years and 6 years
   [  ] More than 6 years

4. Do NEW student Enrolled Nurses undertake a HOSPITAL ORIENTATION PROGRAM?
   [  ] Yes
   [  ] No (proceed to question 7)
   [  ] Don't know (proceed to question 7)
5. If you answered 'Yes' to question 4, what is the DURATION of the HOSPITAL Orientation Program?

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

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

1 □ Nurse Educator
2 □ Nurse Unit Manager
3 □ Registered Nurse
4 □ Other, please specify, .........................

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

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

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

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

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

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

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

1 □ Yes
2 □ No (proceed to question 12)
3 □ Don't know (proceed to question 12)
11. If you answered 'Yes' to question 9, how frequently do you need to refer students to policy statements/guidelines?

☐ Seldom
☐ Occasionally
☐ Frequently

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

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

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

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

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

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

☐ Yes (proceed to question 16)
☐ No
☐ Don't know (proceed to question 16)

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

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

16. Do you think student Enrolled Nurses have any difficulties in adjusting to their new role in the clinical area?

☐ Yes
☐ No (proceed to question 18)
☐ Don't know (proceed to question 18)
17. If you answered 'Yes' to question 16, please specify the types of difficulties you think students may experience:

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

18. Do you consider the time the student spends between Block I and Block II in gaining essential clinical nursing experience to be:

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

19. Overall, do you feel the Block I theoretical component prepares students to perform essential nursing care at an acceptable standard?

1. Yes (proceed to question 22)
2. No
3. Not Sure

20. If you answered 'No' or 'Not Sure' to question 19, please list the duties which you feel the student/s are ill-equipped to perform:

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

21. If you specified duties in question 20, do you consider the duties are insufficiently covered during their Block I theoretical component?

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

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

1. Yes
2. No (proceed to question 24)
3. Don't know (proceed to question 24)
23. If you answered 'Yes' to question 22, please indicate the type of equipment you feel students should be able to use:

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

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

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

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

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

25. Are there any area/s you would like to see included in the essential theoretical component that are not taught in Block I?

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

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

<table>
<thead>
<tr>
<th>AREA</th>
<th>REASON</th>
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<tbody>
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</tbody>
</table>

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

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

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

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

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

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

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

1. Yes
2. No (proceed to question 31)
3. Don't know (proceed to question 31)
30. If you answered 'Yes' to question 29, approximately how much time do students spend in direct learning situations when working in the essential clinical area?

<table>
<thead>
<tr>
<th>LEARNING SITUATION</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared inservice on your ward</td>
<td>0-4 5-12 13-24</td>
</tr>
<tr>
<td>Prepared inservice away from your ward</td>
<td>0-4 5-12 13-24</td>
</tr>
<tr>
<td>With a Registered Nurse on your ward</td>
<td>0-4 5-12 13-24</td>
</tr>
<tr>
<td>Other, please specify,</td>
<td>0-4 5-12 13-24</td>
</tr>
</tbody>
</table>

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

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

32. If you answered 'Yes' to question 31, please tick the appropriate box/s in relation to clinical assessment of student Enrolled Nurses. (you may tick more than one answer).

HOW are students assessed?

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

WHERE are students assessed?

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

WHO assessed students?

a. Clinical Nurse Educator
b. Registered Nurse
c. Clinical Nurse Specialist (CNS)
d. Nurse Unit Manager (NUM)
e. Other, please specify, ............................
33. How do you RATE the SUPERVISION of student Enrolled Nurses in the essential clinical area?

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

34. Following Block 1 what LEVEL OF SUPERVISION of student Enrolled Nurses do you consider necessary in the essential clinical area?

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

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

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

36. If you answered 'No' to question 35, why do you think students are UNABLE to get assistance? (you may tick MORE than one answer).

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

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

ROLE: .................................................................
.................................................................
.................................................................
.................................................................

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

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

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

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

PLEASE CHECK THAT YOU HAVE ANSWERED ALL RELEVANT QUESTIONS

ALL AREAS WILL BE KEPT CONFIDENTIAL
THANK-YOU FOR COMPLETING THIS SURVEY.
Registered Nurse Survey Two
REGISTERED NURSE SURVEY 2.

(Office Use Only)

a. Employing Health Facility/Hospital: .......................................................... 2

b. Survey clinical focus: ......................................................................................

Listed below are several questions. Some require you to

**FILL IN** the dotted lined areas, whereas others require

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

Please answer all questions where possible.

PART A. STUDENT ENROLLED NURSES' SPECIALTY CLINICAL PRACTICE EXPERIENCE

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

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

   **AREA/S**
   a. Medical
   b. Mental health
   c. Surgical
   d. Palliative care
   e. Medical/Surgical
   f. Operating Theatres
   g. Developmental Disability
   h. Paediatrics
   i. Rehabilitation
   j. Orthopaedics
   k. Maternal and Child Care
   l. Community Health
   m. Psychogeriatrics
   n. Aged Care
   o. Other, please specify: ..........................................................  

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

   1 □ Team nursing
   2 □ Task allocation
   3 □ Patient allocation
   4 □ Other, please specify, ..........................................................  

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

   1 □ Less than 6 months
   2 □ Between 6 months and 3 years
   3 □ Between 3 years and 6 years
   4 □ More than 6 years
5. Do new student Enrolled Nurses undertake a **SPECIALTY AREA** Orientation Program?
   1. Yes
   2. No (proceed to question 8)
   3. Don't know (proceed to question 8)

6. If you answered 'Yes' to question 5, who **CONDUCTS** the **SPECIALTY AREA** Orientation Program?
   1. Nurse Educator
   2. Nurse Unit Manager
   3. Registered Nurse
   4. Another Enrolled Nurse
   5. Don't know
   6. Other - please specify, .........................

7. Does the Orientation Program include information regarding broader community related services in your specialty clinical area?
   1. Yes
   2. No
   3. Don't know

8. Does the specialty clinical area have **ANY** written policy statements/guidelines regarding the clinical practice of student Enrolled Nurses?
   1. Yes
   2. No (proceed to question 11)
   3. Don't know (proceed to question 11)

9. If you answered 'Yes' to question 8, are policy statements/guidelines regarding the PRACTICE of student Enrolled Nurses either issued to students OR available on the ward for students to read?
   1. Yes
   2. No (proceed to question 11)
   3. Don't know (proceed to question 11)

10. If you answered 'Yes' to question 8, how **FREQUENTLY** do you need to refer students to policy statements/guidelines?
    1. Seldom
    2. Occasionally
    3. Frequently
11. On an average morning and evening shift, approximately how many Registered Nurses, Enrolled Nurses and student Enrolled Nurses are rostered to your ward?

(Example) RN EN SEN
Morning 1 2 3
Evening 1 2 3

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

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

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

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

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

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

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

16. If you answered 'Yes' to question 15, please specify the types of difficulties you think students may experience:

1
2
3
17. Do you consider the TIME the student spends in this area gaining specialty clinical nursing experience to be:

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

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

1. Yes (proceed to question 21)
2. No
3. Not sure

19. If you answered 'No' or 'Not Sure' to question 18, please list the DUTIES which you feel the student/s are ILL-EQUIPPED to perform:

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

20. If you specified duties in question 19, do you consider the duties are INSUFFICIENTLY COVERED during their Block II theoretical component?

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

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

21. Is there any specialized ward EQUIPMENT that students are UNABLE TO USE that you feel they should be able to use?

1. Yes
2. No (proceed to question 23)
3. Don't know (proceed to question 23)

22. If you answered 'Yes' to question 21, please indicate the TYPE of specialized equipment you feel students should be able to use:

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

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

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

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

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

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<th>AREA</th>
<th>REASON</th>
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26. Are there any situations in which you feel the student/s are totally UNPREPARED?

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

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

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

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

1. Yes
2. No (proceed to question 30)
3. Don't know (proceed to question 30)
29. If you answered 'Yes' to question 28, approximately how much time do students spend in direct learning situations in the specialty clinical area?

<table>
<thead>
<tr>
<th>LEARNING SITUATION</th>
<th>HOURS</th>
<th>more than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared inservice on your ward</td>
<td>0-4</td>
<td>5-12</td>
</tr>
<tr>
<td>Prepared inservice away from your ward</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>With a Registered Nurse on your ward</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other, please specify,</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

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

(you may tick more than one answer).

HOW are students assessed?

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

WHERE are students assessed?

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

WHO assessed students?

a. Clinical Nurse Educator
b. Registered Nurse
c. Clinical Nurse Specialist (CNS)
d. Nurse Unit Manager (NUM)
e. Other, please specify, .....................
32. How do you RATE the SUPERVISION of student Enrolled Nurses in this specialty clinical area?

- Very easy
- Easy
- Moderate
- Difficult
- Very difficult

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

- Seldom
- Occasional
- Regular
- Frequent
- Continuous

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

- Yes (proceed to question 36)
- No
- Don't know (proceed to question 36)

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

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

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

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(PART B OVER PAGE)
### PART B: PROFESSIONAL ASPECTS

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

**ROLE:**

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

**FUNCTION:**

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

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

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

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

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

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

1. Yes
2. No (proceed to question 42)
3. Don't know (proceed to question 42)

41. If you answered 'Yes' to question 40, on average how would you rate Advanced Certificated Enrolled Nurses in regard to their workplace performance as a second level nurse practitioner?

1. Very Poor
2. Poor
3. Fair
4. Good
5. Very good
42. Do you feel a greater variety of post basic courses should be available for Enrolled Nurses?

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

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

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

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

........................................................................................................................................
........................................................................................................................................
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Teacher Survey One
1. WHICH SUBJECT AREA/S DO YOU TEACH MOST FREQUENTLY DURING BLOCK 1, (you may tick more than one answer):
   a. Biological Aspects
   b. Clinical Care
   c. Nursing Practice
   d. Other, please specify:

2. WHAT TYPE OF NURSING is practiced in your clinical area?
   a. Team Nursing
   b. Task Allocation
   c. Patient Allocation
   d. Clinical Care

3. HOW LONG have you been working on the Enrolled Nurse Program?
   a. Less than 6 months
   b. Between 6 months and 3 years
   c. Between 3 years and 6 years
   d. More than 6 years

4. IN GENERAL how satisfied are you with Block 1?
   a. Very satisfied
   b. Satisfied
   c. No feeling either way
   d. Dissatisfied
   e. Very dissatisfied

Please answer all questions where possible.
5. If you answered 'Yes' to question 4, what is the DURATION of the HOSPITAL Orientation Program?

1. Less than 1 day
2. 1 to 2 days
3. More than 2 days
4. Don’t know

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

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

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

1. Yes
2. No (proceed to question 9)
3. Don’t know (proceed to question 9)

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

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

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

1. Yes
2. No (proceed to question 12)
3. Don’t know (proceed to question 12)

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

1. Yes
2. No (proceed to question 12)
3. Don’t know (proceed to question 12)
11. If you answered 'Yes' to question 9, how FREQUENTLY do you need to refer students to policy statements/guidelines?

1 ☐ Seldom
2 ☐ Occasionally
3 ☐ Frequently

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

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

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

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

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

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

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

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

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

..............................................................
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17. Do you consider the TIME the student spends between Block I and Block II in gaining essential clinical nursing experience to be:

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

18. Overall, do you feel the Block I theoretical component PREPARES STUDENTS to perform essential nursing care at an acceptable standard?

1. Yes (proceed to question 21)
2. No
3. Not Sure

19. If you answered 'No' or 'Not Sure' to question 18, please list the DUTIES which you feel the student/s are ILL-EQUIPPED to perform:

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

20. If you specified duties in question 19, do you consider the duties are INSUFFICIENTLY COVERED during their Block I theoretical component?

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

21. Is there any ward EQUIPMENT that students are UNABLE to use that you feel they should be able to use?

1. Yes
2. No (proceed to question 23)
3. Don't know (proceed to question 23)

22. If you answered 'Yes' to question 21, please indicate the TYPE of equipment you feel students should be able to use:

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

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<th>AREA</th>
<th>REASON</th>
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</table>

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

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

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

<table>
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<th>AREA</th>
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</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>SITUATION</th>
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</tbody>
</table>

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

1. Yes
2. No (proceed to question 30)
3. Don't know (proceed to question 30)
29. If you answered 'Yes' to question 28, approximately how much time do students spend in direct learning situations when working in the essential clinical area?

<table>
<thead>
<tr>
<th>LEARNING SITUATION</th>
<th>HOURS</th>
<th>more than</th>
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<tr>
<td></td>
<td>0-4</td>
<td>5-12</td>
</tr>
<tr>
<td>Prepared inservice on your ward</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Prepared inservice away from your ward</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>With a Registered Nurse on your ward</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other, please specify,</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>


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

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

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

(you may tick more than one answer).

HOW are students assessed?

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

WHERE are students assessed?

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

WHO assessed students?

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

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

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

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

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

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

1. Yes (proceed to question 36)
2. No
3. Don’t know (proceed to question 36)

35. If you answered 'No' to question 34, why do you think students are UNABLE to get assistance? (you may tick MORE than one answer).

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

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

ROLE: .........................................................

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

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<tr>
<td>1</td>
<td>Yes (proceed to question 39)</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Don’t know (proceed to question 39)</td>
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</table>

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

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

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

**ALL AREAS WILL BE KEPT CONFIDENTIAL**

**THANK-YOU FOR COMPLETING THIS SURVEY.**
Teacher Survey Two
Listed below are several questions. Some require you to fill in the dotted line areas, whereas others require you to tick your most appropriate answer/s in the box.

Please answer all questions where possible.

1. TAFE COLLEGE: .................................................................

2. Main Block II subject/s taught: .........................................

PART A. COURSE EVALUATION

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

(Please tick ONE box)

1 □ Very Satisfied
2 □ Satisfied
3 □ Dissatisfied
4 □ Very Dissatisfied
5 □ Unsure

4. Are you satisfied with the range of subjects taught in the specialty areas of Block II?

1 □ Yes (proceed to question 6)
2 □ No
3 □ Not sure (proceed to question 6)

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

AREAS

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

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

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

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

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

1 □ Yes (proceed to question 8)
2 □ No
7. If you answered 'No' to question 6 please specify the areas in which you feel that the curriculum does not equip the student for their specialty clinical experience:

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

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

1 □ too much
2 □ too little
3 □ about the right amount

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

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

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

SHORTER TIME OR LONGER TIME

1 | 2
---|---
i | Nursing Practice II □ □
ii | Mental Health □ □
iii | Maternal & Child Nursing □ □
iv | Nursing the Aged □ □
v | *Clinical Practice □ □
vi | #Simulated Days □ □
vii | +Clinical Visits □ □
viii | Masteries □ □
ix | Other, please specify □ □

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

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

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

1 □ About right
2 □ Too much theory
3 □ Too much practical
4 □ Not enough theory
5 □ Not enough practical
12. Do you think all the content taught in Block II will be useful in the workplace?

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

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

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<thead>
<tr>
<th>CONTENT</th>
<th>REASON(S)</th>
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<tbody>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Sufficient Resources</th>
<th>Insufficient Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Students</td>
<td>□</td>
<td>□</td>
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</table>

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

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

1. Yes (go to question 18)
2. No

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nursing Practice II</td>
<td>☐</td>
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</tr>
<tr>
<td>2. Nursing the Aged</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Mental Health Nursing</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Maternal and Child Nursing</td>
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19. If you answered 'No' in any of the subject areas in question 18, please specify the areas where you believe links are NOT established.

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NURSING PRACTICE II

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

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**Clinical Practice**
- Relevance (to workplace)
- Links (with theory)
- Benefit to student

**Simulated Clinical Days**
- Relevance (to workplace)
- Links (with theory)
- Benefit to student

**Clinical Visits**
- Relevance (to workplace)
- Links (with theory)
- Opportunity to Practice Skills

**Videos**
- Benefit
- Learning
- Relevance (to workplace)
- Quality

**Suggested Text**
- Readability
- Relevance (to workplace)
- Detail
- Diagrams/ Illustrations
### Assessments

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

Do you have any comments regarding clinical practice, simulated clinical days and clinical visits?

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

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

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Do you have any comments regarding clinical visits?

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

MENTAL HEALTH NURSING

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

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Do you have any comments regarding clinical visits?

Please feel free to make **ANY FURTHER COMMENTS** on any of the above responses.
If you teach Maternal and Infant Health, please RATE each aspect of this subject by placing a TICK in the box you select as being most appropriate:

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Do you have any comments regarding clinical visits?

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

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

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

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

1 □ Yes
2 □ No (proceed to question 27)

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

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

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

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

1 □ Yes (proceed to question 30)
2 □ No
29. If you answered 'No' to question 28, please specify why you were DISSATISFIED:

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30. Do you think the EQUIPMENT used in the TAFE Clinical Room is:

1 □ up to date with equipment used in current nursing practice in hospitals
2 □ some equipment was not in line with that used in current nursing practice in hospitals
3 □ no/little equipment has been used in this Block

31. If in question 30, you felt some of the equipment was not in line with that used in current nursing practice, please specify which equipment was not in line:

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32. Were you able to USE the EQUIPMENT when you needed to?

1 □ Yes
2 □ No
3 □ Mostly

33. If you could choose, which way would you prefer to deliver BLOCK II? (Please tick ONE box)

1 □ The same way as currently offered
2 □ Part-time during the evening
3 □ Part-time during the day
4 □ Short block sessions on weekends
5 □ By correspondence with block workshop residential
6 □ Other, please specify: ..................................................
PART B. PROFESSIONAL CONSIDERATIONS

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

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

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

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

Please check that you have answered all relevant questions

ALL AREAS WILL BE KEPT CONFIDENTIAL. THANK YOU FOR COMPLETING THIS SURVEY
Appendix 7

Dear Area (DON)

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

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

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

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

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

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

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

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

Your cooperation and permission is requested to undertake the specified components of the research project commencing early this year. If acceptable please sign the attached consent form (Attachment III) and return it to us in the stamped addressed envelope provided.
We have accepted responsibility for this project and your cooperation is very much appreciated. A copy of the completed results will be provided to all Area/Regional Health Services.

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

Yours sincerely,

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

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

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

NSW AREA HEALTH SERVICES
Appendix Nine

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

Rural TAFE Colleges for Enrolled Nurse Programs:
- Gunnedah
- Cootamundra
- Dubbo
- Newcastle
- Shell Harbour

Queensland
New England
Central Western
South West
South Eastern
North
Coast
Orana & Far West
South Australia

183
Appendix Ten

Background to Question Selection

Question 1.
Respondents were asked the name of the ward. This question was included to ascertain which respondents replied to the initial survey and to furnish a possibility of follow up for non respondents.

Question 2.
In this question respondents were asked in what clinical area they supervised Enrolled Nurses during their specialty clinical area experience. This allowed the researcher to ensure all specialty areas were represented in the sample.

Question 3.
Respondents were asked what type of nursing was practiced in their specialty area. This question was included as there is growing concern over the various types of nursing practiced in diverse nursing areas. (Dewar. B.J. 1992) Team nursing has the advantage that a Registered Nurse can be a team leader and Enrolled Nurses can make up members of the team. This would allow for the Registered Nurse to act in a supervisory capacity and perform nursing care of a more complex character such as injections, tracheostomy care or complex dressings. Nursing that is practiced by a task allocation model can result in Enrolled Nurses performing more of the physical work and routine menial tasks. Patient allocation assumes that members of the team are able to care for their allocated patients independently. This type of nursing provides a dilemma for Enrolled Nurses who cannot administer medications. When discerning Registered Nurse perceptions of Enrolled Nurses the type of nursing practiced in the specialty area may have an impact on that perception.
Appendix Ten

Question 4.
This question asked Registered Nurses how long they have been supervising student Enrolled Nurses during their specialty clinical area experience.

Question 5.
This question was included to enquire whether student Enrolled Nurses undertake a specialty area Orientation program.

Question 6.
Registered Nurses who answered that student Enrolled Nurses did undertake a specialty area orientation program were asked who conducted the specialty area orientation program.


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

Question 12.
This question is designed as a net to gather qualitative information relating to the expectations that Registered Nurses have of student Enrolled Nurses undertaking their specialty clinical practice experience.
Appendix Ten

Question 13.
Registered Nurses were asked if student Enrolled Nurses undertaking their specialty clinical experience in their area met their expectations.

Question 14
Registered Nurses who answered that student Enrolled Nurses failed to meet their expectations in the previous question were asked to specify in what way/s they failed.

Question 15
This question was included to enquire of Registered Nurses if they perceived student Enrolled Nurses as having difficulty in adjusting to their new role in the specialty clinical area.

Question 16
If Registered Nurses answered that student Enrolled Nurses had difficulty adjusting to their role this question asked them to specify the types of difficulties that they thought students might experience.

Question 17
This question asked Registered Nurses to consider the amount of time the student spent in the specialty clinical area.

Question 18
To gather information relating to the theoretical preparation of student Enrolled Nurses Registered Nurses were asked whether students were able to perform in the specialty area at an acceptable standard.

Question 19
The qualitative nature of this question was designed to gather information relating to the duties that Registered Nurses felt student Enrolled Nurses were ill equipped to perform.
Appendix Ten

Question 20

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

Question 21

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

Question 22

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

Question 23

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

Questions 24 and 25

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

Questions 26 and 27

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


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

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

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

Questions 28 and 29
Registered Nurses were asked about direct learning situations in the workplace. They were asked if students spent time in direct learning situations and how much time they spent in these situations.

Questions 30 and 31
Registered Nurses were asked about assessment in the workplace. How, where and by whom are students assessed.

Question 32
Registered Nurses were asked to rate the supervision of student Enrolled Nurses in their specialty clinical area using a five-point scale.

Question 33
Registered Nurses were asked to rate the supervision of student Enrolled Nurses in their specialty clinical area following Block 2 using a five-point scale.

Questions 34 and 35
Registered Nurses were asked if they believed that students were given the assistance they required and if not, why not.
Appendix Ten

Question 36

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

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

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

Question 37

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

Questions 38 and 39

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

Questions 40 and 41

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

Questions 42 and 43

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

Question 44

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

3.9.6 Supplementary question. Questions 7 - 11

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

Question 7.

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

Questions 8, 9 and 10.

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

Question 11.

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

There was interlinking of these questions with questions on other surveys, specifically the Registered Nurse Questionnaire One survey, the Teacher surveys one and two and the Enrolled Nurse surveys One to Five.
Registered Nurse Survey Sample 2.

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

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

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(1) **TITLE OF PROJECT/COURSE:**

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

(2) **INVESTIGATORS:**

- **Principal Investigator:** FRANCES ALEXANDER
- **Co-investigators/Associates/Supervisors:** DR. A KOOP
- **Position of Principal Investigator:** STUDENT
- **School:** EDUCATION

(3) **FUNDING AGENCY:** N/A

(4) **LOCATION**

Selected NSW TAFE colleges and hospitals

(5) **SUMMARY OF PROJECT:**

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

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

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

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

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

(8) STRESS/INVASIVE PROCEDURES: N/A

(9) MEDICATION/DRUGS: N/A

(10) RISK: N/A

(11) DECEPTION: N/A

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

(13) CONSENT (participants):

Provision has been made to discuss this project with teachers and answer any questions that may concern them. Teachers are assured of confidentiality both verbally and in writing. Registered Nurses are assured of confidentiality and names are not required. The cover letter accompanying the questionnaire gives contact names and telephone numbers to access
information regarding the research project. In all cover letters it is stressed that participation in this study is voluntary.

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

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

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

(17) OTHER ETHICAL ISSUES: N/A

(18) Expected COMMENCEMENT date of project: March 1992

Expected COMPLETION date of project: May 1994
(19) CERTIFICATION:

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

Signed:

Name (block letters): F J ALEXANDER

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

Date: 28th June 1993

Signature of Supervisor:
( where applicable)

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

Signature:

Date:
Directory of CODING - REGISTERED NURSE SURVEY No. 2
Coding schedule for registered nurse survey 2

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

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

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

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

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

**Code as**
- Team nursing 1
- Task allocation 2
- Patient allocation 3
- Other 4

Log "other" on the sheet provided

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

**Code as**
- Less than 6 months 1
- Between 6 months and 3 years 2
- Between 3 years and 6 years 3
- More than 6 years 4
5. Do new student Enrolled Nurses undertake a **SPECIALTY AREA ORIENTATION PROGRAM**? 

**Code as**
- Yes 1
- No 2
- Don't know 3

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

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

**Log other on the sheet provided**

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

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

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

**Code as**
- Yes 1
- No 2
- Don't know 3

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

**Code as**
- Yes 1
- No 2
- Don't know 3
Appendix Thirteen

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

**Code as**
- Yes 1
- No 2
- Don't know 3

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

**Code as**
- Seldom 1
- Occasionally 2
- Frequently 3

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

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

- comment 2

**Log comments on sheet provided**

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

**Code as**
- Yes 1
- No 2
- Don't know 3
14. If you answered 'No' to question 12, please specify the way/s in which students undertaking their specialty clinical practice experience **FAIL TO MEET** your expectations:

   comment 2

   **Log comments on sheet provided**

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

   **Code as**
   Yes 1
   No 2
   Don't know 3

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

   comment 2

   **Log comments on sheet provided**

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

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

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

   **Code as**
   Yes 1
   No 2
   Not sure 3
Appendix Thirteen

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

   comment 2

   Log comments on sheet provided

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

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

   Log other on the sheet provided

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

   Code as
   Yes 1
   No 2
   Don't know 3

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

   comment 2

   Log comments on sheet provided

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

   comment 2

   Log comments on sheet provided
Appendix Thirteen

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

Code as
Yes 1
No 2
Don't know 3

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

Log comments on sheet provided

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

Code as
Yes 1
No 2
Don't know 3

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

Log comments on sheet provided

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

Code as
Yes 1
No 2
Don't know 3

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

<table>
<thead>
<tr>
<th>LEARNING SITUATION</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-4</td>
</tr>
<tr>
<td>Prepared inservice on your ward</td>
<td>1</td>
</tr>
<tr>
<td>Prepared inservice away from your ward</td>
<td>1</td>
</tr>
<tr>
<td>With a Registered Nurse on your ward</td>
<td>1</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>1</td>
</tr>
</tbody>
</table>

Log other on the sheet provided
30. Are students **ASSESSED** during their specialty clinical practice experience on your ward?

**Code as**
- Yes 1
- No 2
- Don't know 3

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

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

**HOW are students assessed?**
- a Self assessment
- b General observation of students' actions by staff
- c Mastery skills assessment
- d Other

**Log other on the sheet provided**

**WHERE are students assessed?**
- a On the ward
- b In a simulated area
- c In an office
- d Other

**Log other on the sheet provided**

**WHO assessed students?**
- a Clinical Nurse Educator
- b Registered Nurse
- c Clinical Nurse Specialist (CNS)
- d Nurse Unit Manager (NUM)
- e Other

**Log other on the sheet provided**

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

**Code as**
- Very easy 1
- Easy 2
- Moderate 3
- Difficult 4
- Very difficult 5
33. Following Block II what LEVEL OF SUPERVISION of student Enrolled Nurses do you consider necessary in this specialty clinical area?

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

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

- Yes 1
- No 2
- Don't know 3

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

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

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

Log other on the sheet provided

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

comment 2

Log comments on sheet provided

PART B: PROFESSIONAL ASPECTS

Do not code Question 37

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

Code as

- Yes 1
- No 2
- Don't know 3
39. If you answered 'No' to question 37, please specify in what way/s the ANRAC competencies do not match the workplace reality:

comment 2

Log comments on sheet provided

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

Code as
Yes 1
No 2
Don't know 3

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

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

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

Code as
Yes 1
No 2
Don't know 3

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

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

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

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

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

   comment  2

   Log comments on sheet provided