

APPENDIX A

NURSING CLINICAL TEACHER EFFECTIVENESS INVENTORY
FACULTY FORM

School: _____

Your name: _____

Clinical Setting (e.g. med/surg, peds, psych): _____

Are you full-time or part-time? _____

Your age: _____ Gender: _____

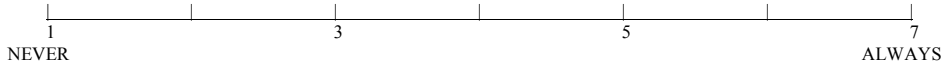
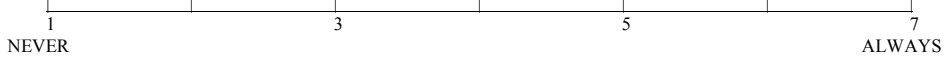

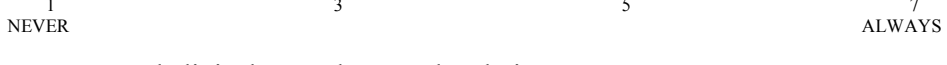
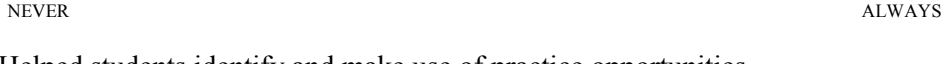
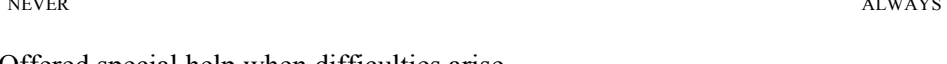



Race: _____ Clinical Rotation End Date: _____

How many years have you been a clinical nursing instructor? _____

What is the highest degree you have obtained? _____

What nursing credentials/certifications do you hold? _____

Please grade your performance as a nursing clinical instructor during the clinical rotation you just completed using the scale provided. Regard the scale as a continuum where 1 equals NEVER and 7 equals ALWAYS. You may mark your score anywhere on the scale.

1. Explained clearly

2. Emphasized what is important

3. Stimulated student's interest in the subject

4. Was not accessible to students

5. Demonstrated clinical procedures and techniques

6. Helped students identify and make use of practice opportunities

7. Offered special help when difficulties arise

8. Was poorly prepared for teaching

9. Enjoyed teaching


10. Encouraged active participation in discussion
 1 3 5 7
 NEVER ALWAYS
11. Geared instruction to students' level of readiness
 1 3 5 7
 NEVER ALWAYS
12. Understood what students are asking or telling
 1 3 5 7
 NEVER ALWAYS
13. Answered carefully and precisely questions raised by students
 1 3 5 7
 NEVER ALWAYS
14. Questioned students to elicit underlying reasoning
 1 3 5 7
 NEVER ALWAYS
15. Helped students organize their thoughts about patient problems
 1 3 5 7
 NEVER ALWAYS
16. Promoted student dependence
 1 3 5 7
 NEVER ALWAYS
17. Demonstrated poor clinical skills and judgment
 1 3 5 7
 NEVER ALWAYS
18. Demonstrated communication skills
 1 3 5 7
 NEVER ALWAYS
19. Revealed little reading in his/her area of interest
 1 3 5 7
 NEVER ALWAYS
20. Discussed current developments in his/her field
 1 3 5 7
 NEVER ALWAYS
21. Directed students to useful literature in nursing
 1 3 5 7
 NEVER ALWAYS
22. Demonstrated a breadth of knowledge in nursing
 1 3 5 7
 NEVER ALWAYS
23. Recognized own limitations
 1 3 5 7
 NEVER ALWAYS

24. Took responsibility for own actions
 1 3 5 7
 NEVER ALWAYS
25. Was a good role model
 1 3 5 7
 NEVER ALWAYS
26. Enjoyed nursing
 1 3 5 7
 NEVER ALWAYS
27. Made specific suggestions for improvement
 1 3 5 7
 NEVER ALWAYS
28. Provided constructive feedback on students' performance
 1 3 5 7
 NEVER ALWAYS
29. Identified students strengths and limitations objectively
 1 3 5 7
 NEVER ALWAYS
30. Observed students' performance
 1 3 5 7
 NEVER ALWAYS
31. Communicated expectations of students poorly
 1 3 5 7
 NEVER ALWAYS
32. Had unrealistic expectations of students
 1 3 5 7
 NEVER ALWAYS
33. Gave students positive reinforcement for good contributions, observations, and performance
 1 3 5 7
 NEVER ALWAYS
34. Corrected students mistakes without belittling them
 1 3 5 7
 NEVER ALWAYS
35. Did not criticize students in front of others
 1 3 5 7
 NEVER ALWAYS
36. Provided support and encouragement to students
 1 3 5 7
 NEVER ALWAYS
37. Was unapproachable
 1 3 5 7
 NEVER ALWAYS

38. Encouraged a climate of mutual respect
 1 3 5 7
 NEVER ALWAYS
39. Listened attentively
 1 3 5 7
 NEVER ALWAYS
40. Showed a personal interest in students
 1 3 5 7
 NEVER ALWAYS
41. Demonstrated empathy
 1 3 5 7
 NEVER ALWAYS
42. Demonstrated enthusiasm
 1 3 5 7
 NEVER ALWAYS
43. Was a dynamic, energetic person
 1 3 5 7
 NEVER ALWAYS
44. Was self-confident
 1 3 5 7
 NEVER ALWAYS
45. Used criticism of teaching performance constructively
 1 3 5 7
 NEVER ALWAYS
46. Was open-minded and non-judgmental
 1 3 5 7
 NEVER ALWAYS
47. Had a good sense of humor
 1 3 5 7
 NEVER ALWAYS
48. Was disorganized
 1 3 5 7
 NEVER ALWAYS

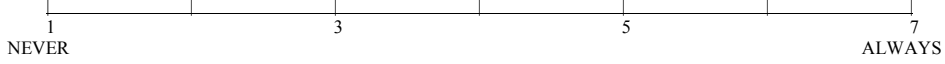
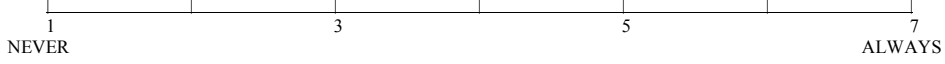
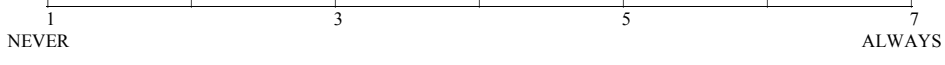
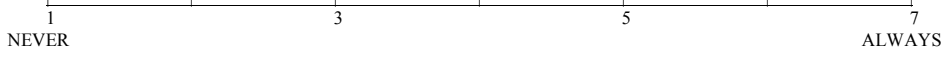





NURSING CLINICAL TEACHER EFFECTIVENESS INVENTORY

STUDENT FORM

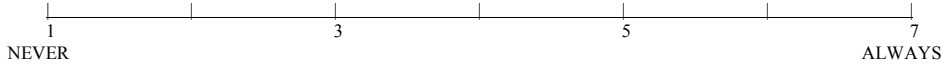
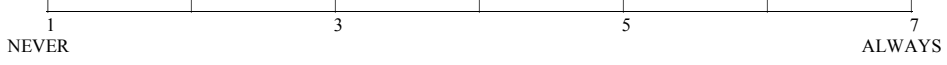
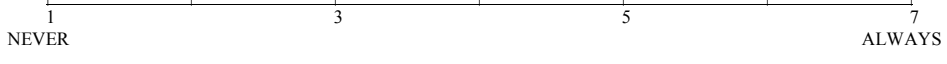



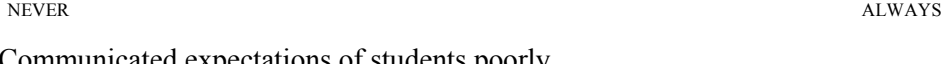

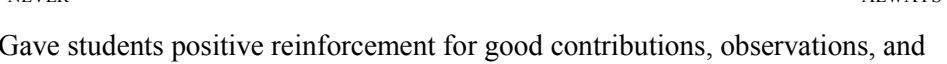
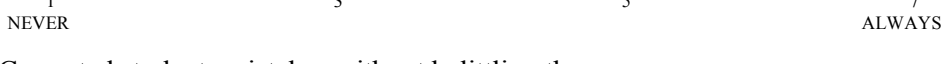

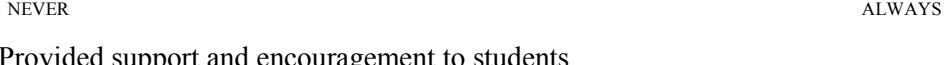


School: _____
 Name of Clinical Instructor: _____
 Clinical Setting (e.g. med/surg, peds, psych): _____
 Year in the Nursing Program (first, second, bridge) _____
 Your age: _____ Gender: _____ Race: _____
 Date rotation ended: _____

Please grade the effectiveness of your clinical instructor using the scale provided. Regard the scale as a continuum where 1 equals NEVER and 7 equals ALWAYS. You may mark your response anywhere on the scale.

My clinical instructor . . .

1. Explained clearly

2. Emphasized what is important

3. Stimulated student's interest in the subject

4. Was not accessible to students

5. Demonstrated clinical procedures and techniques

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48. Was disorganized
- 1 3 5 7
NEVER ALWAYS

APPENDIX B

PROGRAM HEAD SURVEY

Program: _____
 Program Coordinator: _____
 Address: _____
 Phone number: _____ E-mail Address: _____
 Date of Interview: _____

I am conducting a study about the effectiveness of part-time faculty in ADN nursing clinicals. In order to prepare for this study, I would like to ask you some questions. Please consider the spring, 2002 semester as you answer.

1. How many full-time faculty do you plan to employ in the clinical setting?
2. How many first-year clinical sections will be taught by full-time faculty?
3. How many second-year clinical sections will be taught by full-time faculty?
4. How many part-time faculty do you plan to employ in the clinical setting?
5. How many first-year clinical sections will be taught by part-time faculty?
6. How many second-year clinical sections will be taught by part-time faculty?
7. How many first-year ADN students do you expect to enroll in clinicals?
8. How many clinical rotations will each first-year student have?
9. How many clinical instructors will each first-year student have (will they rotate faculty as they rotate clinical sites, or will they stay with one faculty member)?
10. How many clock hours will each first-year student spend in the clinical setting?
11. How many second-year ADN students do you expect to enroll in clinicals?
12. How many clinical rotations will each second-year student have?
13. How many clinical instructors will each second-year student have (will they rotate faculty as they rotate clinical sites, or will they stay with one faculty member)?
14. How many clock hours will each second-year student spend in the clinical setting?
15. Does your program use any sort of a pre-test post-test to measure student learning (i.e.: Mosby Assess Test, NLN tests, tests of critical thinking)?
16. For my study, I plan to ask students and clinical faculty to complete a questionnaire about faculty effectiveness at the end of each clinical rotation for the spring semester (2002). Individual responses and the individual faculty member will remain confidential. The questionnaire would take about 15 minutes to complete. Would you be willing to have your program participate in this study?