

OPINIONS OF SELECTED GRADUATE PROFESSIONAL NURSES OF
THEIR UNDERGRADUATE PREPARATION IN ADMINISTRATION
FOR GRADUATE NURSING RESPONSIBILITIES

by

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Study of Selected Graduate Professional Nurses of Their Under-
graduate Preparation in Administration and Nursing
Responsibilities

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understanding encouragement during the writing of this thesis.
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and were usable.

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The opinion-questionnaire was mailed to eighty-five graduates of a selected basic professional nursing program. Eleven of the questionnaires were returned and could not be used. Of the remaining questionnaires, forty-three or fifty-seven percent were returned and were usable.

The analysis of data revealed that there was no definite pattern of responses upon which conclusions could be drawn. However, the analysis did reveal that questions concerning ward management functions received a much higher percentage of positive responses than did the questions that were concerned with general nursing functions. The data also revealed that the two most frequently suggested areas in need of emphasis in this course were discussion of and practice in the duties of the head nurse, and the utilization of community agencies by the hospital nurse.

This abstract of about 250 words is approved as to form and content. I recommend its publication.

Signed

Patricia Vander Zest

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Everett C. Hughes, Helen MacGill Hughes, and Irvin Grosscher,
Twenty Thousand Nurses Tell Their Story. (Philadelphia: J. B.
 Lippincott Co., 1953), p. 135.

CHAPTER I

THE PROBLEM

Introduction

As the demand for nursing services increased, the role of the graduate professional nurse changed. Inherent in this change, was a shift in emphasis in the primary functions of the professional nurse. Where previously the hospital employed nurse was engaged in giving nursing care at the bedside, she is now organizing and directing the work of the nonprofessional nursing personnel. A study conducted by Hughes, Hughes, and Deutscher reported that the professional nurse was predominantly the administrator or organizer while the practical nurse was the bedside worker in the hospital unit.¹

If the graduate professional nurse is to fulfill this role of an administrator and organizer, she must receive preparation for these administrative responsibilities at the basic level. To the basic professional nursing program has been delegated the responsibility of preparing professional nurses with a knowledge of administration. In 1949, the National League for Nursing Education Nursing Organization Curriculum Conference recommended that the graduates of a basic professional nursing program be prepared as general

¹Everett C. Hughes, Helen MacGill Hughes, and Irvin Deutscher, Twenty Thousand Nurses Tell Their Story, (Philadelphia: J. B. Lippincott Co., 1958), p. 135.

practitioners in nursing with elementary and fundamental skills in teaching and management.²

Statement of the Problem

The problem of the study was to ascertain whether the graduates of a selected basic professional nursing program were prepared with an understanding of administration that enabled them to assume the responsibilities of a graduate professional nurse.

Purposes of the Study

The purposes of this study were: (1) to ascertain whether the graduates of a selected basic professional nursing program believed that they had received preparation in administration that enabled them to assume the responsibilities of the graduate professional nurse; (2) to analyze the data to determine the areas in the administrative preparation identified by these graduates as being inadequate; and (3) to present suggestions for curriculum changes based on the opinions of these graduates concerning their program.

Justification of the Problem

The curriculum of a good educational program is dynamic for it is constantly undergoing evaluation and revision. This dynamic

²National League for Nursing Education, Nursing Organization Curriculum Conference, (Curriculum Bulletin No. 1., New York: National League for Nursing Education, 1950), pp. 103-104.

process is necessary because the needs of the community change and unless the curriculum is revised to meet these needs, the students will not be prepared for a functioning role in society.

Evaluation as a process is concerned with the determination of the extent to which educational objectives have been obtained.³ Evaluation may be accomplished while the course is in progress or at its completion. In reference to the latter, Barr, Burton, and Brueckner stated "valuable evidence of the worth or effectiveness in a course of study may be found in the opinions of the teachers or pupils using the course."⁴

Nursing authorities have accepted that one of the aims of the basic professional nursing program is to prepare graduates with an understanding of administration. It was believed that a study of the opinions of the graduates of a selected basic nursing program concerning their preparation in administration would yield information that would contribute to the evaluation process involved in the development of the basic professional nursing program.

Scope and Limitations

This study was limited to graduates of a selected basic professional nursing program. The population of the study was comprised

³Ralph W. Tyler, Basic Principles of Curriculum and Instruction, (Syllabus for Education 360, Chicago: University of Chicago Press, 1950), pp. 68-69.

⁴A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, (New York: Appleton-Century Crofts Inc., 1947), p. 429.

of individuals who were graduated from this program during the two year period prior to the study.

A limitation to the study was the inability of the investigator to contact all of the selected population as the present addresses of some were not available.

A further limitation was that a portion of the population had not worked as graduate professional nurses and their opinions could not be used.

Definition of Terms Used

For the purposes of this study, the following definitions were used:

Graduate Professional Nurse. An individual who was graduated from an accredited school of nursing and who has been licensed to practice nursing in her state.

Nonprofessional nursing personnel. Licensed practical nurses and ward attendants who are concerned with direct nursing care of patients and who work under the direction of a graduate professional nurse.

Role. ". . . the cluster of functions that come to be expected of a given class of workers within positions that they typically occupy in the organizations or social systems in which they work."⁵

⁵Kenneth D. Benne and Warren Bennis, "The Role of the Professional Nurse," American Journal of Nursing, LIX (February, 1959), p. 196.

Function. ". . . a nucleus of activities, responsibilities, duties, tasks, so homogeneous in character that they fall logically into a unit for the purpose of execution."⁶

Administration. ". . . the guidance, leadership and control of the efforts of a group towards some common goal."⁷

Organization of the Remainder of the Study

Chapter Two contains a summary of the review of literature that was done to provide a background for the study by identifying the role of the graduate professional nurse and the nature of administration. A discussion of the method and techniques of research is presented in Chapter Three. Chapter Four contains the analysis of the collected data. Chapter Five contains a summary of the study and conclusions and recommendations made.

⁶Ordway Tead and Henry J. Metcalf, Personnel Administration, (New York: McGraw Hill, 1933), p. 350.

⁷William Newman, Administrative Action, (New York: Prentice-Hall, Inc., 1951), p. 4.

CHAPTER II

REVIEW OF LITERATURE

To determine the role of the graduate professional nurse in the hospital situation and ascertain the nature of administration, a survey of literature was made.

The literature reviewed consisted of professional nursing journals and related literature. Professional nursing periodicals surveyed were The American Journal of Nursing, Nursing Outlook, and Nursing World, from 1949 to 1959. Related literature composed of articles and books on administration and books dealing with trends in nursing were also reviewed.

The Role of the Graduate Professional Nurse in the Hospital Situation

Following the Second World War, there was a discrepancy between the available numbers of graduate professional nurses and the need for professional nursing services. Factors which contributed to this need were an increase in the life span of the population, newer techniques in medical treatment, a more health conscious population, and additional areas of health service requiring professional nursing services.

In concert with other health agencies, hospitals were faced with the responsibility of providing optimum patient care with a limited number of graduate professional nurses. In an effort to fulfill this obligation, hospitals were forced to incorporate into their nursing

service departments nonprofessional nursing personnel. As Mary Roberts stated:

As demands for nursing services increased, methods for integrating the services of nonprofessional workers in comprehensive programs of nursing service became of paramount interest to all planning agencies.¹

Initially, it was believed that the use of the nonprofessional worker would be a temporary state of affairs until enough graduate professional nurses could be educated. However, the shortage of graduate professional nurses persists, although the enrollment of students in the basic professional programs has increased and it has become apparent that nonprofessional assistance has developed into an integral part of the nursing situation.

On the hospital wards of today, nursing services are organized so that both the nonprofessional and professional nursing personnel work together with a common goal--optimum patient care. The nonprofessional workers, in general, are not prepared to administer nursing care without supervision. This has created a situation in which the nonprofessional worker centers her activities around the bedside while the graduate professional nurse is involved with directing and co-ordinating the actions of the bedside worker. An illustration of this was given by Hughes, Hughes, and Deutscher when they stated:

¹Mary Roberts, American Nursing, (New York: The MacMillan Co., 1954), p. 487.

²Ibid., p. 178.

³Roberts, op. cit., p. 495.

The care of the person--the bedside, or "touch" tasks, as they are called--is now largely in the hands of auxiliary nurses; and among the several ranks of the auxiliaries this responsibility is, in turn, passed down so that, as one research worker put it, it is as though education were separating the nurse from her patient, and even among the auxiliaries, the nurse aide is likely to provide a greater proportion of direct patient care than is a licensed practical nurse.²

In referring to the predominate activities of the graduate professional nurse, Hughes, Hughes, and Deutscher also stated that:

Any graduate professional nurse today will have considerable administrative and supervisory duties, and whether or not she is a head nurse or a charge nurse she will bear some responsibilities for the auxiliaries who work under her.³

Since the preparation of the nonprofessional worker limits their responsibilities, it was recognized that they should work under supervision. To maintain quality nursing care and adequate supervision for the nonprofessional worker, it was essential that a method for assigning patient care be devised by nursing service administration. The method that appeared to be the most satisfactory means of providing optimum patient care and supervision of nonprofessional personnel was team nursing. Team nursing was described by Mary Roberts as "an administrative device for providing services of a spectrum range as needed by the individual patients in a group assigned to a team by the head nurse."⁴ Leino enlarged upon this definition and stated that

²Everett C. Hughes, Helen MacGill Hughes, and Irvin Deutscher, Twenty Thousand Nurses Tell Their Story, (Philadelphia: J. B. Lippincott Co., 1958), p. 131.

³Ibid., p. 178.

⁴Roberts, op. cit., p. 495.

team nursing was "a group of professional and nonprofessional nursing service personnel working together in planning, giving and evaluating patient centered nursing care to a group of patients."⁵

The nursing team was described as a group of professional and nonprofessional nursing personnel who together work toward the administration of optimum patient care to each individual patient. The role of the team leader in the organization of the nursing team was assigned to the graduate professional nurse. Lambertson, writing about the team leader, stated that:

The team leader is a member of the nursing team and as such participates in the provision of nursing care. She assumes the administrative responsibilities of assignment to and supervision of the team, in addition to her function as a practitioner.⁶

Inherent in the role of the team leader then was the function of coordinating the actions of the nursing team and directing the team members towards the common goal of optimum patient care. Leino described the functions of the team leader as: (1) identifying the patients' nursing problem; (2) interpreting the nursing problem to the team members and seeking their cooperation in planning; (3) formulating and recording the nursing care plan; (4) differentiating and delegating all aspects of nursing care; (5) directing the program of nursing care; and (6) recording and evaluating the results of nursing care.⁷

⁵Ameliao Leino, "Organizing the Nursing Team," American Journal of Nursing, LI (November, 1951), 665.

⁶Eleanor Lambertson, Nursing Team Organization and Functioning, (New York: Teachers College Columbia Bureau of Publications, 1953), p. 29.

⁷Leino, op. cit., p. 665-666.

In 1954, the American Nurses' Association recognized that the changing practices of nursing service in hospitals as well as in other fields of nursing required that the functions of the graduate professional nurse be defined. After two years of study, the Committee on Functions, Standards and Qualifications published a detailed description of the role of the graduate professional nurse who is employed in hospital nursing. The functions as published in 1956 were:

Statement of Functions

- I. The general duty nurse is aware of the total nursing needs of the patient and is responsible for seeing that they are fulfilled.
 - A. Prepares, administers, and supervises a patient care plan for each patient in the group for which she is responsible.
 1. Makes a detailed evaluation of his physical needs, habits, and resources.
 2. Evaluates his spiritual, emotional, social and economic needs, habits, and resources.
 3. Becomes familiar with available resources, personnel and physical facilities of the hospital and community.
 4. Cooperates and shares responsibility with general duty nurses, the head nurses, supervisor, attending physician and other personnel.
 5. Communicates and acts as a liason between patient, family physician, hospital personnel, and community agencies.
 6. Interprets to the patient that he himself is the most effective resource in promoting successful therapy and rehabilitation.

7. Applies knowledge of drugs, other therapeutic methods and diagnostic tests based on understanding established principles and precautions.
 - B. Applies scientific principles in performing nursing procedures and techniques through constant evaluation in the light of nursing and medical progress.
 - C. Performs therapeutic measures prescribed and delegated by medical authority.
 1. Recognizes the need for and participates in the interpretation of treatments to the patient, especially forms of therapy which may seem radical or unusual to the patient or family.
 - D. Continuously evaluates symptoms, reactions, progress.
 1. Observes, records, reports to the appropriate person symptoms, reactions and progress.
 - E. Assist in patient education and rehabilitation including promotion of mental and physical health.
 - F. Assists in the provision of optimum physical and emotional environment.
 - G. Teaches and directs nonprofessional nursing personnel for whom she is assigned responsibility.
- II. The general duty nurse participates in the administration of nursing service in a general or specific hospital.
- A. Interprets philosophy, aims, and policies of hospital administration to:
 1. Patients and family
 2. Hospital personnel
 3. Allied health groups
 4. Community
 - B. Participates in intra- and inter-departmental activities designed to assist the hospital and nursing administration in improving the services of the hospital.
 - C. Establishes and maintains good interpersonal relationships.

D. Co-ordinates the objectives and aims of nursing services.

E. Assumes responsibility for contributing to the educational program of any student who is having clinical experience under the nurse's guidance.

F. Contributes to the improvement of nursing care.

III. Fulfill community obligation as a citizen and a nurse.

A. Assumes a responsibility for professional growth and development.

B. Assumes responsibilities and obligations for citizenship.⁸

The graduate professional nurse's role has been described as that of a nursing practitioner with additional preparation in administration.⁹ In the role of a team leader, it is evident that the graduate professional nurse has definite administrative responsibilities. It is further evident that the functioning of the nursing team depends to a large extent upon her administrative capabilities. Many nursing authorities have emphasized that the graduate professional nurse will not accept these administrative responsibilities nor is it right to expect her to do so without preparation. Goddard in reference to this concluded that:

Unless the training of the professional nurse includes a study of administrative practice, when she reaches a position of authority she is ill prepared for it. It must be remembered

⁸American Nurses Association, "Statement of Functions, Standards and Qualifications," American Journal of Nursing, LVI (July, 1956) pp. 898-899.

⁹Eleanor Lambertson, Education for Nursing Leadership, (Philadelphia: J. B. Lippincott Co., 1958), p. 181.

that administrative practice is not confined to the top level of authority, that all who occupy positions which call for planning and direction of the work of others need to exercise administrative skills.¹⁰

Finer also stated "that administration should be an integral and compulsory part of the basic curriculum . . ."¹¹ Nursing authorities reiterated this by stressing the need for administrative practice within the basic professional nursing program.

It was revealed in the literature that the role of the graduate professional nurse is changing from that of a bedside worker to that of a director of the activities of the bedside worker. The bedside workers are nonprofessional personnel who were introduced into the nursing situation to supplement the inadequate numbers of professional nurses. As a means of providing adequate supervision of these non-professional personnel and maintaining optimum patient care, the organization of nursing teams was proposed.

The graduate professional nurse as a member of the nursing team serves as the leader of the team and in this capacity organizes and co-ordinates the team so that patient centered care can be provided. Preparation of qualified leaders is required for the successful operation of the nursing team and it has been established that administration is an important part of this preparation. It was also established that the preparation of the graduate professional nurse

¹⁰H. A. Goddard, Principles of Administration Applied to Nursing Services, (Geneva: World Health Organization, 1958), p. 11.

¹¹Herman Finer, Administration and the Nursing Services, (New York: The MacMillan Co., 1952), p. 273.

for this role should be accomplished in the basic professional nursing program.

The Nature of Administration

Administration as a process has been known to man since the origin of mankind. However, until the first part of the twentieth century little effort was made to develop the component parts into a factual body of knowledge. Prior to this time, methods of administration were passed from one person to another in an apprentice-like fashion.

Administration has been defined by Newman as "the guidance, leadership and control of the efforts of a group of individuals towards some common goal."¹² It has also been referred to as an enabling process that allows the group to achieve a given goal through the leadership, guidance, and control of the activities of the group members. To understand how this enriches the working order of the group, it is necessary to have an understanding of the nature of the administrative process. Understanding of the administrative process is enhanced when it is divided into the component parts of the process.

Gulick described seven activities which are basic to administration. These were:

<u>Planning,</u>	that is, working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise;
------------------	--

¹²William H. Newman, Administrative Action, (New York: Prentice-Hall Inc., 1951), p. 4.

- Organizing, that is, the establishment of the formal structure of authority through which work subdivisions are arranged, defined, and coordinated for the defined objective;
- Staffing, that is, the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work;
- Directing, that is, the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise;
- Reporting, that is, keeping those to whom the executive is responsible informed as to what is going on, which thus included keeping himself and his subordinates informed through records, research, and inspection;
- Co-ordinating, that is, the all important duty of inter-relating the various parts of the work;
- Budgeting, with all that goes with budgeting in the form of fiscal planning, accounting, and control.¹³

Newman, commenting on these processes or activities, stated that "these processes are present to a greater or lesser degree in all executive jobs, that is, in jobs at different levels and in various fields."¹⁴ In reference to the hospital situation, Finer stated that while all the activities or elements are directly associated with the chief executive ". . . to all other executives, to the very least performer of the bed-making function in an administrative organization some of the elements

¹³Luther Gulick, "Notes on the Theory of Organization," Papers on the Science of Administration, edited by Luther Gulick and L. Urwick, (New York: Institute of Public Administration, 1937), p. 13.

¹⁴Newman, op. cit., p. 9.

apply."¹⁵ Administration is then seen as a means of organizing a given task for the completion of some goal.

Although the processes or techniques of administration may be utilized by an individual person, they are of particular value to the individual who directs the work of others. Newman emphasized that knowledge of the job is an important element but when the individual who directs others has an understanding of the administrative process, the accomplishment of the group purposes are achieved with more ease.¹⁶ It appeared then that any individual who has the responsibility for the direction and the supervision of the activities of others must have an understanding of the nature of administration.

Summary

The survey of literature made, revealed that due to a changing nursing situation, the role of the graduate professional nurse progressed from that of bedside nursing to organizing and directing the activities of others and that preparation in administration was needed for this role. It was also stressed that this preparation should be accomplished in the basic professional nursing program.

Administration is composed of seven basic activities. A knowledge of these activities enables an individual who has direction over the efforts of others to carry out his responsibilities with more

¹⁶Newman, op. cit., p. 2.

efficiency. For this reason, it was recognized that the graduate professional nurse needs a sound preparation in administration to fulfill the role of organizer and director of the activities of other workers.

CHAPTER III

METHODOLOGY

The purposes of this chapter were to describe the method of research used, the development of the specific research tool and the collection of data.

The Method

The problem of this study was to determine if the graduates of a selected basic professional nursing program believed that they had received the preparation in administration that enabled them to assume the responsibilities of the graduate professional nurse. Since this problem was essentially one of determining the facts concerning a given situation, the normative survey method of research appeared to be the most appropriate means of obtaining information. The normative survey method according to Good and Scates is used in ". . . those studies that purport to present the facts concerning the nature and the status of anything--a group of persons, a number of objectives, a set of conditions, a class of events, a system of thought or any other kind of phenomena. . ."¹

¹Carter V. Good and Douglas E. Scates, Methods of Research, (New York: Appleton-Century-Crofts Inc., 1954), p. 259.

The Technique

Several techniques may be used by the researcher who employs the normative survey method. Predominate among these techniques is the mail questionnaire. The mail questionnaire was described by Good and Scates as:

. . . a form prepared and distributed to secure responses to certain questions; as a general rule these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge. The questionnaire has been used increasingly, however, to inquire into the opinions and attitudes of a group.²

Some of the advantages of using the mail questionnaire were listed by Parten as, (1) it is possible to cover a wider geographical area than can be accomplished by personal interview; (2) the informant may answer questions more frankly since anonymity is assured; (3) personal antagonism to investigators which may lead to refusal to give the desired information is avoided; (4) the questions are standardized; and (5) the questionnaire can be answered at the convenience of the respondent.³

Since it was not possible to obtain the information required for this study by personal contact techniques, the questionnaire technique was utilized.

²Ibid., p. 606.

³Mildred Parten, Surveys, Polls and Samples, (New York: Harper and Brothers, 1950), pp. 94-95.

Development of Questionnaire

The questionnaire used in the study was developed by establishing the criteria upon which the questionnaire was based, testing the questions for clearness and applicability and conducting a pilot study to determine if the research tool provided the information needed and if the data would lend itself to analysis.

The criteria, previously established through the selection of the functions of the graduate professional nurse in which the processes of administration were inherent, was the basis upon which the questions in the questionnaire were founded. The American Nurses' Association Statement of Functions of the General Duty Nurse⁴ was the description of functions used. These functions were analyzed to determine the processes of administration, as described by Gulick,⁵ that would be utilized by the graduate professional nurse in the performance of these functions. The analysis revealed that in all of the functions listed, one or more process of administration were inherent. The only process not directly associated was budgeting. The analysis of these functions to determine the processes of administration inherent in these functions is presented in Appendix A.

⁴American Nurses' Association, "Statement of Functions, Standards and Qualifications," American Journal of Nursing, LVI (July, 1956), pp. 898-899.

⁵Luther Gulick, "Notes on the Theory of Organization," Papers on the Science of Administration, edited by Luther Gulick and L. Urwick, (New York: Institute of Public Administration, 1937), p. 13.

These criteria were employed because it was believed that since the processes of administration were inherent in the functions of the graduate professional nurse, the opinion of the graduate that her preparation in administration had assisted her in fulfilling the responsibilities of the graduate professional nurse, would indicate whether or not the preparation in administration was adequate.

Although the criteria established was the basis upon which the questions were formulated, reference in each question was also made to a course that these graduates had during their senior year in this selected basic nursing program. The course, Patient Care and Ward Management, had provided these graduates with a study of administration and some practice in the uses of administration in the clinical situation. The justification for using this course was a need for each of the questions to be associated with the preparation in administration received by these graduates in the basic program.

Following the establishment of the criteria, the questions for the questionnaire were formulated. The type of question decided upon for this opinion-questionnaire was a combination of the short answer and the yes and no answer. In this manner, the respondent could answer each question with a yes or no and could also state the reason for her opinion. The advantage of utilizing this combination was found in the fact that very few question items are uniformly yes or no and that by offering the respondent the opportunity to qualify her answer, this handicap of the yes and no question could be minimized. Rummel stated that the short answer form of question ". . . may provide a

verbal picture of how a respondent feels about a topic, what it means to him, and the background of his answer."⁶ This type of question appeared then to be an appropriate means of obtaining the opinions of the population.

The clearness and applicability of the questions were tested by submitting the questionnaire to a jury of five graduate professional nurses. On the suggestions of this jury minor changes were made in the opinion-questionnaire.

Selection of Population

The population was comprised of individuals who were graduated from a selected basic professional nursing program during a two year period prior to this study. This school of nursing was a part of a university located in the Rocky Mountain area. This population was selected because all members had had the same background and experience within the educational structure of the school. It was also believed that these graduates would have a more recent memory of this experience as well as an approximately equal opportunity to utilize this experience as a graduate professional nurse.

The Pilot Study

In the opinion of Good and Scates, the pilot study offers a means of determining if the research tool will provide the information

⁶J. Francis Rummel, An Introduction to Research Procedures in Education, (New York: Harper and Brothers, 1958), p. 90.

required and if the data will lend itself to analysis.⁷ The pilot study was conducted in a manner that as closely approximated the actual study as was feasible. Nine individuals were selected from the total population and the questionnaire was given to them. Six of this group returned the questionnaire by mail to the investigator. The remaining three were not returned. The data obtained from the six questionnaires indicated that the research tool provided the information needed and the data would lend itself to analysis. No revisions were made in the opinion-questionnaire and it was approved for use in the study. A copy of the opinion-questionnaire is found in Appendix D.

The Larger Study

The questionnaire was then mailed to the remainder of the population. Accompanying it was a brief letter which explained the purposes of the study, the time it would take to complete the form, and the reason for their participation. A copy of this letter is found in Appendix B. A stamped self-addressed envelope was also included for their convenience in returning the form.

Follow-up Procedure

Rummel stated that ". . . unless a research worker uses some type of follow-up procedure to solicit the cooperation of recipients

⁷Good and Scates, op. cit., pp. 622-623.

of his questionnaire, he is likely to receive an insufficient return of the completed instruments."⁸ Of the various techniques which may be used as a follow-up device, the one selected for this study was a post-card reminder. Two weeks after the mailing of the questionnaire, a reminder to return the form was sent to each respondent in the form of a post-card. A copy of this post-card is found in Appendix C.

Returns of the Completed Questionnaire

A total of eighty-five questionnaires, including the pilot study, were mailed to the respondents. Of this number, seven were returned as being undeliverable as the correspondent had moved and had left no forwarding address. Four forms were returned by the respondents and could not be used in the study because the respondent had not worked as a graduate professional nurse. Forty-three opinion-questionnaires were returned and were able to be used. Although this return comprised only fifty-seven percent of the remaining population, it was deemed sufficient for the purposes of this study. It was believed that the majority of non-returned forms were due to the fact that these members of the population were not engaged in the practice of professional nursing.

⁸Rummel, op. cit., p. 105.

CHAPTER IV

The Summary

This chapter presented a discussion of the normative survey method of research and the questionnaire technique of research as they were used in this study. A report was also given of the development of the opinion-questionnaire that was used in this study and the collection of data.

The opinion-questionnaire contained a brief statement that the respondents were requested to answer each question as completely as possible and to explain their reasons for each answer. The majority of the respondents answered each question with a yes or no response and explained their reasons for each answer. The opinion-questionnaire was completed by 100 respondents and the results are presented in Appendix B. In Table I found in Appendix B, a summary of the data on the opinion-questionnaire is given. The opinion-questionnaire was completed by 100 respondents.

Question one in the opinion-questionnaire was: "Do you believe that the course, Patient Care and Management (Total Nursing Practice) helped you as a graduate nurse to plan for and carry out a nursing care plan for each patient for whom you are responsible?"

Question two in the opinion-questionnaire was: "Do you believe that the course, Patient Care and Management (Total Nursing Practice) helped you as a graduate nurse to plan for and carry out a nursing care plan for each patient for whom you are responsible?"

Question three in the opinion-questionnaire was: "Do you believe that the course, Patient Care and Management (Total Nursing Practice) helped you as a graduate nurse to plan for and carry out a nursing care plan for each patient for whom you are responsible?"

Do you believe that the course, Patient Care and Management (Total Nursing Practice) helped you as a graduate nurse to plan for and carry out a nursing care plan for each patient for whom you are responsible?

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

The opinion-questionnaire was sent to eighty-five graduates of a specific basic professional nursing program. Eleven questionnaires could not be utilized. Of the remaining questionnaires, forty-three or fifty-seven percent of the questionnaires were returned and were usable.

The opinion-questionnaire contained nineteen questions that the respondents were requested to answer with a yes or no response. The respondents were then asked to explain their reason to each of these questions. The majority of the respondents answered with either a yes or no response and explained their choice of answer. A few respondents answered the questions with neither a yes or no response and usually stated a reason for their inability to indicate a yes or no. The opinion-questionnaire is contained in its entirety in Appendix D.

In Table I found in Appendix E, a summary of the yes, no and not indicated responses to the opinion-questionnaire is found.

Question one in the opinion-questionnaire contained four parts. The responses to each of these four parts is presented separately.

Question 1, part a.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to plan for and carry out a nursing care plan for each patient for whom you are responsible?

In response to this question, thirty-eight of the respondents answered yes, three answered no, and two did not indicate either a yes or no response.

The predominate reason that was given by the thirty-eight respondents who answered yes was that this course provided them with the experience of being responsible for the formulation of the nursing care plans for many types of patients. Illustrations of the reasons stated by these respondents are:

The course gave the student nurse the opportunity to gain the experience of setting up total nursing care plan.

This course helped me to understand that every pt. (sic) is an individual with his own problems, social emotional etc. Therefore every nursing care plan should be based on individual needs.

The eight weeks that were spent in the course gave us a more concentrated study and did help much in learning to manage and plan complete care for all types of patients.

The three respondents who answered this question with a no answer gave as their reasons:

I feel that I learned patient care and planning previous to this course.

As a single staff nurse responsible for close to eighty-five patients with two lay people under me, I was not able to use this part of my training.

Although I worked 15 months in a hospital since graduation, the staff was not orientated to nursing care plans.

The two respondents who did not indicate either a yes or no response gave as their reasons:

Helped but not adequate for type of teaching needed in public health.

No experience in hospital work or personnel management since graduation.

Question 1, part b.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to evaluate the social, emotional, spiritual and economic needs of the patient as a basis for the nursing care plan?

In response to this question, twenty-five of the respondents answered yes, sixteen answered no and two did not indicate either a yes or no response.

The predominate reason that was given by the twenty-five respondents who answered yes was that this course provided through the class discussions and the clinical experience the opportunity to practice evaluating the patients as a basis for the nursing care plan. A few in this group expressed the opinion that this concept was taught throughout the total nursing program and that this course strengthened these earlier learnings. Illustrations of the reasons stated by these respondents are:

The ward experience along with the course helped you to see that there was more than physical needs.

We participated and planned team conferences in which we learned some of the criteria for determining these needs and we also presented this to our nonprofessional team members.

I believe that it did help somewhat but these aspects are taught throughout the entire nursing program.

The predominate reason that was given by the sixteen respondents who answered no was that this aspect of the functions of the nurse was

not stressed due to the type of institution in which the clinical practice for this course took place. Illustrations of the reasons stated by these respondents are:

There were very few social-economic factors to pay attention to because our course was in a private institution.

I think because this course came with a private hospital, it wasn't emphasized as much as in a city hospital.

The two respondents who did not indicate either a yes or no response gave as their reasons:

As a single staff nurse responsible for close to eighty patients with two lay people under me, I was not able to use this part of my training.

Helped but not adequate for type of teaching needs in public health.

Question 1, part c.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to evaluate the physical needs, habits, and resources of the patient as a basis for a nursing care plan?

In response to this question, thirty-two of the respondents answered yes, nine answered no and two declined to indicate either a yes or no response.

The predominate reason that was given by the thirty respondents who answered yes was that this course helped them by providing the opportunity to practice planning for the care of each patient. Illustrations of the reasons stated by these respondents are:

Because of the conferences held on the ward during this course as well as discussion in class itself concerning the importance of a nursing care plan for each patient.

You learned that in order to plan a good nursing care plan the above had to be included.

Through making assignments for pt. (sic) care--considering above aspects of pts. (sic) needs.

Nine respondents answered this question with a no. One did not indicate a reason and the remaining eight gave as their reasons:

Because I work in psychiatry and we don't have much to do with physical needs as for habits--we often try to alter there.

The course dealt more with just the care plans and not very much emphasis on physical needs.

I feel that more time was spent during the eight weeks of the "course" on ward management than on pt. (sic) care.

Have yet to integrate this factor into my nursing. See need but can't get it into nsg. (sic) care.

I think I was made fairly well aware of these aspects of pt. (sic) care before I started my senior year.

Courses previous to this stressed these points more.

Team nursing at _____ Hospital had never gotten further off the ground than trying to divide work up so that most important tasks received attention and an attempt at making personnel happier.

I don't feel that evaluation of physical needs, habits, and resources was stressed in this course.

Of the two respondents who did not indicate either a yes or no response, only one respondent stated her reason for doing so. This reason was:

No experience in hospital work or personnel work since graduation.

Question 1, part d.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to employ the counsel and the help of the supervisor, head nurse, and general duty nurses when planning the care for a specific patient?

In response to this question, thirty-nine of the respondents answered yes, three answered no, and one did not indicate either a yes or no response.

The predominate reason that was given by the thirty-nine respondents who answered yes was that this aspect of formulating the nursing care plan was stressed and ample opportunity was given for practice. Illustrations of the reasons stated by these respondents are:

By having daily team conferences with the above people we were able to obtain more information and ideas as to how to manage the specific patient.

Became aware of possibilities of giving better pt. (sic) care through counseling or team conferences. Course gave opportunity to organize such conferences (made nursing more interesting also).

Because as a course in team nursing, we were taught to and allowed to practice with all team members and with the aid of team conferences were able to apply the above.

The three respondents who answered this question with a no gave as their reasons:

Under the circumstances in which I was, I feel the persons mentioned were not too helpful. There was apparently some negative feelings about team nursing or the course on the part of these personnel.

We were counseled mainly by our instructors and head nurse not by the supervisor or other personnel in the hospital.

Very little help came from supervisors or head nurses- the rapport one could establish with the general duty nurses was the greatest aid; however, this was our first experience in a hospital outside of _____ hospital and _____ hospital, and it seemed we met a lot of resentment with some 3 year graduates. Though this is a basic problem which can only be worked on by explaining the purpose of our program, clarifying etc. I imagine that the longer the students go to _____ hospital this will "iron out".

One respondent did not indicate either a yes or no and did not state a reason.

Question two is divided into two parts. Each part of this question will be presented separately.

Question 2, part a.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped prepare you to utilize the resources of the other departments within the hospital (i.e. physical therapy, x-ray, social service) when formulating a nursing care plan for a patient?

In response to this question, twenty-four of the respondents answered yes, sixteen answered no and three did not indicate either a yes or no answer.

The predominate reason given by the twenty-four respondents who answered yes was that this course gave them the opportunity to utilize these services and thus the importance of using them was stressed. Illustrations of the reasons stated by these respondents are:

Because again it was demonstrated in the course how to use these resources and the importance of doing so.

For the first time, I had to deal with these depts. (sic) rather than having the head nurse or assistant head nurse take care of these contacts for me.

Became more aware of the need for co-operating with the other departments and learning about their services and had to organize pt. (sic) care to include these services.

The predominate reason that was given by the sixteen respondents who answered no was that while this subject might have been mentioned in class they had little opportunity to utilize these resources.

Illustrations of the reasons stated by these respondents are:

This area was not especially emphasized except for knowing how to contact these areas and generally the head nurse was responsible for this.

I felt that we were limited more to the immediate ward situation and had contact with other resources only if previously ordered by Dr. (sic).

Not utilized, but part of orientation gave members of these services chance to tell me what their programs were.

Of the three respondents who did not indicate either a yes or no answer, one did not state a reason. The other two gave as their reasons:

I have never had to do this.

No experience in hospital work or personnel management since graduation.

Question 2, part b.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped prepare you to utilize community agencies (i.e. the Heart Association, Visiting Nurses Service, Cancer Society) when formulating a nursing care plan for a patient?

In response to this question, fifteen of the respondents answered yes, twenty-seven answered no, and one did not indicate either a yes or no response.

The predominate reason that was given by the fifteen respondents who answered yes was that this course by providing them with the opportunity to be responsible for the total care of a group of patients helped them realize the importance and the means of utilizing these community agencies. Illustrations of the reasons stated by these respondents are:

Many of these agencies were required and called in-the importance of each soon learned.

Again the responsibility rested with me.

It made us aware of the many facilities available. Was a great deal of help during our public health course.

The predominate reason that was given by the twenty-seven respondents who answered no was that the use of community agencies was not stressed in this course and that this information had been acquired through other courses in the basic program. Illustrations of the reasons stated by these respondents are:

Little emphasis on this during the course.

Gained this experience in Public Health Nursing but had little to do with referrals in team nursing.

Other course seemed to give more opportunity to utilize such organizations.

The one respondent who did not indicate either a yes or no response did not state a reason.

Question three is divided into three parts. Each part will be presented separately.

Question 3, part a.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the need of the nonprofessional personnel for supervision?

In response to this question, thirty-eight of the respondents answered yes, three answered no and two did not indicate either a yes or no response.

The predominate reason that was given by the thirty-eight respondents who answered yes was that their experience in directing and organizing the work of the nonprofessional worker contributed to their understanding of this need for supervision. Illustrations of the reasons stated by these respondents are:

You are responsible for the care given by the nonprofessional thus it is your responsibility to direct them to the extent each individual needs supervision.

Helped me to understand why they need supervision--also to recognize the areas where it will most probably be necessary.

It made me realize that nonprofessional personnel need supervision, but I also learned and remembered that it must be a very gentle and diplomatic type of supervision.

The three respondents who answered no gave as their reasons:

I believe that I realized this before this particular course.

Previously learned.

Nothing outstanding in relation to the course itself. We had been exposed to nonprof. (sic) personnel through our entire training.

Of the two respondents who did not indicate either a yes or no response, one did not state a reason. The other stated:

No experience in supervision of nonprofessional personnel that would be applicable here.

Question 3, part b.

Do you believe that the course Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the need of the nonprofessional personnel for instruction?

In response to this question, forty of the respondents answered yes to this question, two answered no and one did not indicate either a yes or no response.

The predominate reason that was given by the forty respondents who answered yes to this question was that this course provided them with this understanding through the class discussions and clinical practice. Illustrations of the reason stated by these respondents are:

It was shown thru (sic) our course how very much nonprofessional personnel relied on the graduate for instruction.

By evaluating them and their capabilities--seeing that they did only procedures that they were prepared for--or teaching them what they were capable of doing.

Many points were covered explaining what nonprofessional personnel were expected to know and what areas they needed instruction.

The two respondents who answered this question with a no answer gave as the reasons for this answer:

I was aware of this need before I started this course in the sense that I believe that all staff needs constant in-service education.

I believe that I realized the need of this before this course.

The one respondent who did not indicate either a yes or no response stated that:

No experience with supervision of nonprofessional personnel that would be applicable here.

Question 3, part c.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the capabilities of the nonprofessional personnel?

In response to this question, forty of the respondents answered yes, two answered no and one did not indicate either a yes or no response.

The predominate reason that was given by the forty respondents who answered this question yes was that through the clinical experience of acting as a team leader they learned the importance and the means of evaluating the capabilities and limitations of the nonprofessional worker. Illustrations of the reasons stated by these respondents are:

For the 1st (sic) time, I was directly responsible for the quality of their work and really recognized their abilities and limitations.

As team leader we worked with the same people over a week and were gaining experience in determining the capabilities of these nonprofessional members.

It is of the utmost importance for the capabilities to be recognized in order to lessen the possibilities of accidents and when you as the team leader were responsible for the actions of your members you were careful about recognizing their limitations.

The two respondents who answered this question with a no stated that:

Must be learned by experience with each person.

Depended upon the individual situation.

The one respondent who did not indicate either a yes or no response gave as her reason:

No experience with supervision of nonprofessional personnel that would be applicable here.

Question four is divided into three parts. Each part is presented separately.

Question 4, part a.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the abilities and limitations of the professional and nonprofessional student of nursing?

In response to this question, thirty of the respondents answered yes, ten answered no and three did not indicate either a yes or no.

The predominate reason that was given by the thirty respondents who answered yes was that the experience of acting as a team leader helped them in evaluating the capabilities of the nonprofessional student while their own experience as students helped them the most in evaluating the capabilities of the professional student. Illustrations of the reasons stated by these respondents are:

I have worked with both in hospitals where professional and nonprofessional students were being trained--and I find it quite easy to recognize the abilities and limitations of the student.

Because the course gave an opportunity to work either with junior students as well as members of our class. Also were given the opportunity to work with student aides and practical nurses.

It helped me understand the nonprofessional student, however, my own experience as a student is my greatest guide in dealing with a professional student.

Of the ten respondents who answered no four did not state a reason; the other six gave as their reasons:

This varies so much with each institution that found it no help at all.

This I feel is gained more through experience in working as a graduate than through one course.

Was not emphasized. Found this through own experience.

I felt that these were recognized prior to taking the course.

I have not worked with nonprofessional student but with professional student in a university program. I had difficulty in accepting limitations.

I feel that I probably judge students in relation to myself as a student.

The three respondents who did not indicate either a yes or no answer gave as their reasons:

Nonprofessional--yes; Professional--no; is it realistic to expect this of a student herself?

Did not work with them.

Have had no experiences as a graduate working with students.

Question 4, part b.

Do you believe that the course Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize

the need of both the nonprofessional and professional student of nursing for incidental teaching?

In response to this question, thirty-four of the respondents answered yes, five answered no and four did not indicate either a yes or no response.

The predominant reason given by the thirty-four respondents who answered yes was that the class discussions and clinical practice aided them in recognizing this need. Illustrations of the reasons stated by this group are:

Guidance with discussion in class over incidents observed by instructor, with incidents introduced by students helped.

As you observe other members of your team, you will often find opportunities to teach them and other helpful hints.

Being a team leader brings these members to you for help, questions, etc. Team nursing helps one be aware of the responsibility and what to do about it in order to meet these needs.

Of the five respondents who answered this question no, one did not state a reason. The others gave the following reasons:

This was largely the responsibility of the instructors of these students.

I believe this was more apparent after I got out of training. I do not recall thinking about it as a student or as a result of this course.

Was not emphasized. Found this through own experience.

Not particularly.

One of the four who did not indicate either a yes or no response did not state a reason. The other three stated that:

Did not work with them. before the course.

Have had no experience as a graduate in working with students.

I have given incidental teaching but it was not hospital orientated and am not sure recognition of need is a result of this class.

Question 4, part c.

Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the need of both the nonprofessional and professional student of nursing for supervision?

In response to this question, thirty-seven of the respondents answered yes, three answered no and three did not indicate either a yes or no response.

The predominate reason stated by these respondents who answered yes was that this recognition developed their own student experience and from the clinical practice as a team leader. Illustrations of the reasons stated by these respondents are:

We not only realize this ourselves as students which we still were, but also recognized how necessary it was for the nonprofessional student to be closely supervised.

As I worked with these people, I became aware that they often need to be aware of another making them "toe the line" and help them in areas of weakness.

Because I found myself left with a list of last minute checking and finishing up if I failed to supervise closely enough through the day.

One of the respondents who answered no, did not give a reason.

The other two stated:

I think I realized this before the course.

Was not emphasized. Found this through own experience.

The three respondents who did not indicate either a yes or no response gave as their reasons:

I can't say that this course alone was so important in this area.

Did not work with them.

Have had no experience as a graduate in working with students.

Question 5.

Do you believe that the course in Patient Care and Ward Management (Team Nursing Practice) helped prepare you to assign patients to personnel according to individual patient needs and capabilities of the personnel?

In response to this question, forty-one of the respondents answered yes, one answered no and one did not indicate either a yes or no response.

The predominate reason that was given by these forty-one respondents was that the course emphasized this aspect of the nurses role and provided them with the opportunity to practice. Illustrations of the reasons stated by these respondents are:

This was a point covered very adequately in the course and one which proved to be more meaningful as time progressed--It naturally took some time to get acquainted with both personnel and patients.

Very much so this course gave me a great deal of insight into the type of nurse each pt. (sic) needed and we actually did this.

This was one of the outstanding parts of the course. As a graduate this is a definite responsibility and must be done with some thought.

The one respondent who answered no gave the following reason:

I believe this takes more experience than is within the scope of this one course.

The one respondent who did not indicate either a yes or no response gave her reason as:

No experience in hospital work or personnel management since graduation.

Question 6.

Do you believe that the course Patient Care and Ward Management (Team Nursing Practice) helped you to interpret the philosophy, policies, and aims of the hospital to hospital personnel, the patients, and the patients family?

In response to this question, twenty-five of the graduates answered yes, sixteen answered no and two did not indicate either a yes or no response.

The predominate opinion given by the twenty-five respondents who answered yes was that this course through class discussions and clinical practice helped them realize the importance of knowing the philosophy, aims, and policies of the institution. Illustrations of the reasons given by these respondents are:

Made me aware of need for interpretation and that it was my responsibility to supply this for others.

Because we discussed hospital philosophy and policies in class and I became more aware of their importance to the individual patients.

This was covered in class and gave us a new concept of hospital administration.

The predominate reason given by the sixteen respondents who answered no was that this aspect of the nurse role had not been emphasized in this course. Illustrations of the reasons given by these respondents are:

I do not recall this being brought out in this course.

Not this course alone but an integration of all my training classes.

Because I do not feel that this was brought to mind enough to practice it ourselves.

Of the two who did not indicate either a yes or no, one did not state a reason; the other respondent gave as her reason:

No experience in hospital work or personnel management since graduation.

Question 7.

Do you think that the course, Patient Care and Ward Management (Team Nursing Practice) helped prepare you to analyze nursing procedures for their effectiveness and improvement?

In response to this question, twenty-eight answered yes, twelve of the respondents answered no, and three did not indicate either a yes or no answer.

The predominate reason that was given by the twenty-eight respondents who answered yes was that this course assisted them by presenting methods of analyzing procedures in class discussion and by providing them with the opportunity to carry out such procedure analysis. Illustrations of the reasons given by these respondents are:

Practice and experience will always test the effectiveness of a procedure. You could not help but see whether certain things were effective if you tried them out.

I feel this was most beneficial in my now nursing career. Much planning was necessary and now I know how to go about doing it.

Because we worked on individual projects in which we did analyze nursing procedures, hosp. routines, etc.

The predominate reason that was given by the twelve respondents who answered no to this question was that this aspect of the nurse's role was not included in the class discussions nor stressed in the clinical practice. Illustrations of the reasons given by these respondents are:

Do not remember if we discussed nursing resources and their effectiveness.

There was little or no consideration of this topic but as a graduate it is an important part of nursing function and progress.

Don't honestly remember this even being considered in any way in classes or ward work.

Of the three respondents who did not indicate either a yes or no response, one did not give a reason; the other two stated:

Do not recall this in the course.

No experience in hospital work or personnel management since graduation.

Question 8.

Do you think the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the importance of good interpersonal relations in order to accomplish effective nursing care?

In response to this question, forty of the respondents answered yes, two answered no and one did not indicate either a yes or no response.

The predominate reason that was given by the forty respondents who answered yes to this question was that this topic was discussed in the class discussion and the clinical practice area served to point out the importance of good interpersonal relations. Illustrations of the reasons given by these respondents are:

By actual experience, it showed me that personnel will do a good job or not depending on whether they like the person giving the assignment.

I myself felt a part of the team than in courses where we were just on the ward two days a week. Thus I was aware of what poor relationships between members could do to the effectiveness of the team.

One cannot hope to concentrate on good nursing care until the staff who is to carry out has some understanding of themselves and their co-workers in work situation and can overcome fear of personal criticism in order to work toward better nursing care.

This was stressed at length.

The two respondents who answered no to this question gave the following reasons:

The course may have helped, but it should have been understood before the senior year that good IRP (sic) makes for good nursing care.

I was always aware of this.

The one respondent who did not indicate either a yes or no response did not state a reason.

Question 9.

Do you believe that there were aspects of this course that should have been emphasized more?

In response to this question twenty-nine of the respondents answered yes, ten answered no and four did not indicate either a yes or no response.

Twenty-nine of the respondents answered yes to this question. The suggestions that they made as to areas that they would like to see emphasized in this course are listed below. Following each suggestion, the number of respondents who gave this suggestion is indicated.

Use of community agencies. (6)

Practice in and discussion of the duties of the head nurse. (5)

Importance of communication. (2)

Inter-personal relations. (2)

Practice in adapting equipment and personnel to the ward situation. (2)

More team leading practice. (2)

Relations between various hospital departments. (2)

Evaluation of the background (social, physical, etc.) of the patient as an aid to developing the nursing care plan. (1)

How to deal with racial prejudices. (1)

Malpractice insurance. (1)

Responsibilities of the graduate professional nurse. (1)

Methods of instructing nonprofessional workers. (1)

Use of role playing as an aid to learning. (1)

How to delegate responsibility. (1)

Practice with working with nonprofessional personnel. (1)

Evaluation of procedures. (1)

More information on philosophy, aims and policies of the hospital. (1)

Preparation of the patient with chronic illness so that he will accept, understand and be able to live with his illness. (1)

The predominate reason given by the ten respondents who answered no to this question was that this course was complete and they could not think of any areas that should be stressed more. Illustrations of the reasons given by these respondents are:

I felt this course was a very complete course and very valuable to the student nurse. Now she was working and learning nursing on a graduate level.

I feel that this was a very adequate well taught and supervised one--I have found it very useful in my graduate experiences.

I cannot remember thinking the course lacked anything.

Of the four respondents who did not indicate either a yes or no response, two did not state a reason. The remaining two respondents gave the following as their reasons:

I did not have the type or enough experience to tell.

No experience in hospital work or personnel management since graduation.

Question 10.

Do you think that there are other aspects that should be included in this course?

In response to this question, seventeen of the respondents answered yes, twenty-one answered no and five did not indicate either a yes or no response.

Of the seventeen respondents who answered yes to this question, two did not offer any comments as to that area they would like to have included in this course. The suggestions of the other fifteen respondents are listed below. Following each suggestion, the number of respondents who gave this suggestion is indicated.

Discussion of and practice in the duties of the head nurse. (4)

Use of community agencies. (2)

Promotion of inter-personal relationships between various status levels in the hospital. (2)

Methods of adapting personnel to ward situations. (2)

More emphasis on individual patient care as the dependency role of the patient, the importance of rehabilitation and the care of the chronically ill. (2)

How to handle problems that arise with personnel. (1)

How to apply team nursing concepts to nursing situations in which the team method is not used. (1)

Inter-personal relations. (1)

Scheduling of hours. (1)

Employing the counsel and the help of the supervisor, head nurse and general duty nurses. (1)

More team leading. (1)

Malpractice. (1)

The predominate reason that was given by the twenty-one respondents was that this course had been quite complete and they could

not think of any further areas that should be included. Illustrations of the reasons given by these respondents are:

Feel course was complete and thorough.

I feel this course was sufficient.

The course was well planned--not unnecessary repetition of things learned earlier. We enjoyed learning something new--like legal aspects of nursing, and proper ways to become registered in another state.

Of the five respondents who did not indicate either a yes or no response, three did not state a reason. The other two respondents gave as their reasons:

No experience in hospital work or personnel management since graduation.

It's been a long time since I had the course and I can't recall clearly enough.

Question 11.

Do you think that the course aided you in assuming the responsibilities of the graduate nurse, other than has been mentioned in the preceding questions?

In response to this question twenty-six of the respondents answered yes and seventeen answered no.

The predominate reason that was given by the twenty-six respondents who answered yes was that this course by giving them the responsibilities of a graduate nurse gave them self confidence and aided them in making the transition from the level of student performance to that of a graduate professional nurse. Illustrations of the reasons given by these respondents are:

I feel it gave me more confidence, by allowing me practical experience in applying my nursing education and working with all members of the team, more like a graduate nurse. It actually gave same feeling of what we were going to feel as graduates, more than any other teaching area. The classes themselves, I did not have much use for, but the ward experience was good.

Helped with the transition from the student to grad. (sic) by practical experience as leader and theory basic to understanding administrative problems.

A course of this type is most essential to a graduate nurse who had the responsibility of being in charge--on any level, team leader, assist. (sic) head nurse, etc.

Most of all it succeeded in presenting the over all picture of a patient stay in the hospital and what was expected of the nonprofessional nurse throughout his stay.

The predominate reason that was given by the seventeen respondents who answered no was that the questions in the opinion-questionnaire appeared to cover the areas that this course pertained to. Illustrations of the reasons stated by these respondents are:

The course appeared to be a summation of all I learned during the previous years. I feel that it was adequate.

Not that I can think of.

Questions seem to cover various aspects of course quite completely.

Summary

This chapter contained the analysis of the data obtained from forty-three opinion-questionnaires which were returned to the researcher.

Twenty-two or over 50 percent of the respondents answered yes to each question concerning the functions of the graduate professional

nurse except question two part b, which concerned the use of community agencies by the graduate professional nurse.

Aspects of the functions of the graduate professional nurse which received the highest percentage of yes answers were: (1) the development of the nursing care plan, (2) the direction and co-ordination of the actions of the nonprofessional worker and, (3) the importance of interpersonal relations.

Part a and part d of question one were two of the questions concerned with the function of the graduate professional nurse as she develops a nursing care plan. Part a was concerned with the development of the nursing care plan itself and thirty-eight or 88 percent of the respondents answered yes. Part d was concerned with the employment of the counsel and help of the head nurse, the supervisor, and the general duty nurse in the formulation of the nursing care plan and thirty-nine or 91 percent of the respondents answered yes.

Parts a, b, and c of question three and question five were concerned with the function of the graduate professional nurse when she co-ordinates and directs the actions of nonprofessional workers.

Part a of question three was concerned with that aspect of this function which deals with the recognition by the graduate nurse of the need for nonprofessional workers to have supervision. Thirty-eight or 88 percent of the respondents answered yes.

Part b of question three was concerned with that aspect of this function which deals with the recognition of the need of the nonprofessional worker to have instruction. Forty or 93 percent of the respondents answered yes.

Question five was concerned with that aspect of this function which deals with the assignment of patients to personnel according to patient need and capabilities of personnel. Forty-one or 96 percent of the respondents answered yes.

Question eight was concerned with the recognition of the importance of interpersonal relations in accomplishing effective nursing care. Forty or 93 percent of the respondents answered yes.

The lowest percentage of yes answers were given by the respondents to question one, part b, question two, parts a and b, and question six.

Question one, part b was concerned with the function of the graduate professional nurse as she evaluates the spiritual, emotional and economic needs of the patient as a basis for the nursing care plan. Twenty-five or 58 percent of the respondents answered yes.

Part a of question two was concerned with the utilization of other hospital departments by the graduate nurse as she formulates a nursing care plan. Twenty-four or 56 percent of the respondents answered yes.

Part b of question two was concerned with the utilization of community agencies by the hospital nurse as she formulates a nursing care plan for the patient. Fifteen or 35 percent of the respondents answered yes.

Question six was concerned with the function of the graduate professional nurse as an interpreter of the philosophy, aims and policies of the hospital. Twenty-five or 58 percent of the respondents answered yes.

Questions nine, ten and eleven were not directly concerned with the functions of the graduate professional nurse but were concerned with the opinions of the respondents relative to the course, Patient Care and Ward Management.

Question nine asked the respondents if there were areas in this course that they felt should be emphasized more. Twenty-nine or 68 percent of these respondents answered yes. The most frequently suggested areas that should be emphasized more were discussion of and practice in the duties of the head nurse, and the use of community agencies.

Question ten asked the respondents if there were areas that they would like to see included in this course. Seventeen or 39 percent of the respondents answered yes. The most prevalent suggestions as to areas that should be included in this course were the duties of the head nurse and the promotion of interpersonal relationships between various status levels in the hospital.

Question eleven asked the respondents if this course, Patient Care and Ward Management had helped them in fulfilling other responsibilities of the graduate professional nurse that had not been mentioned in this opinion-questionnaire. The twenty-six respondents who answered yes to this question stated that this course had aided them by giving them self confidence through the experience of performing graduate nurse functions while yet a student.

The conclusions and recommendation based upon this analysis of data is presented in chapter five.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this study was to ascertain whether the graduates of a selected basic professional nursing program were prepared with an understanding of administration that enabled them to assume the responsibilities of the graduate professional nurse.

The purposes of this study were (1) to ascertain whether the graduates of a selected basic professional nursing program believed that they had received preparation in administration that enabled them to assume the responsibilities of the graduate professional nurse; (2) to analyze the data to determine the areas in the administrative preparation identified as being inadequate; and (3) to present suggestions for curriculum changes based on the opinion of these graduates concerning their program.

The method used in the study was the normative survey and the research technique employed was an opinion-questionnaire. The questions in the opinion-questionnaire were based upon criteria obtained by identifying the functions of the graduate professional nurse in which the processes of administration are inherent. Each question also was related to a course, Patient Care and Ward Management, which had been given the respondents during the senior year in the basic professional nursing program. The objective of this course

was to provide a study of the administrative process as well as an opportunity to apply these processes.

A review of literature was made to provide the background for the study by identifying the role of the graduate professional nurse in the hospital and ascertaining the nature of administration.

The analysis of the data revealed that twenty-two or over fifty percent of the respondents answered each question that concerned the functions of the graduate professional nurse, except question two, part b, with a yes. Question two, part b was concerned with the function of the graduate professional nurse as she utilizes the community agencies and only fifteen or thirty-five percent of the respondents answered yes to this question.

The analysis of the data also revealed that the highest percentage of yes answers were given to the questions dealing with the formulation of the nursing care plan, the employment of the counsel and the help of the head nurse, the supervisor, and general duty nurses as the nurse plans for the care for each patient; the direction and co-ordination of the activities of the actions of the nonprofessional worker; and the importance of interpersonal relations.

The lowest percentage of yes answers were given by the respondents to those questions which were concerned with the utilization of community agencies; the utilization of other hospital departments; the evaluation of the spiritual, emotional and economic needs of the patient as a basis for the nursing care plan; and the importance of the

nurse as an interpreter of the philosophy, aims, and policies of the hospital.

Several suggestions were made by the respondents as to areas in the course which they believed should either be included or emphasized. Suggestions given most frequently were that discussion of and practice in the duties of the head nurse be included, and that more emphasis be placed upon the use of community agencies by the hospital nurse.

Conclusions

Because no pattern of responses was obtained from the analysis of data, no definite conclusions can be drawn. However, it appeared from the high percentage of yes responses given to the questions, which were concerned with ward management functions, that functions related to this aspect of nursing had been emphasized. The high percentage of no answers that were given to the questions concerned with evaluating the physical, social, economic, and spiritual needs; utilizing the resources of other hospital departments; utilizing of community agencies; and interpreting the aims, philosophy, and policies of the hospital compared with the percentage of no responses to questions dealing with ward management functions appeared to indicate that these functions had not been as strongly emphasized in this course. However, most of those who responded with a no answer in relation to evaluating the physical, social, economic and spiritual needs of the patient and the use of community agencies indicated that these functions had been emphasized in other courses throughout the basic curriculum.

The analysis also revealed that the two most frequently suggested areas in need of emphasis in this course were discussion of and practice in the duties of the head nurse and the utilization of community agencies by the hospital nurse.

Recommendations

On the basis of the data obtained in the study the following recommendations are made:

1. That throughout the curriculum increased emphasis be given to the consideration of other hospital departments in the formulation of the nursing care plan and the role of the nurse as an interpreter of hospital policies, philosophy and aims.
2. That in the course, Patient Care and Ward Management, increased emphasis be placed upon the use of community agencies by the hospital nurse and the evaluation of the total needs of the patient as a basis for planning nursing care.
3. That students in this program be given increased opportunity to work with the head nurse and also that the functions of the head nurse be included in class discussions. In this manner, it is hoped that the student will become orientated to the functions of the head nurse so that she can, if necessary, perform these functions. The objective of this

is not, however, to prepare these students for the position of head nurse upon graduation.

Further recommendations are:

1. That a similar study be made on succeeding classes to determine if, with the suggested recommendations, the administrative preparation more adequately assists the graduates of this program to fulfill her functions as a graduate professional nurse.
2. That a study be made of opinions of employers of the graduates of this specific basic nursing program to ascertain whether these graduates do utilize their preparation in administration.

L.S., William F. Bowers, *et al.*, *et al.*, *et al.*,
New York: American Museum of Natural History, 1942.

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ANALYSIS OF THE FUNCTIONS OF THE GENERAL DUTY NURSE TO LATERAL ADMINISTRATIVE FUNCTIONS IN THE NURSING

FUNCTION

1-1000

The general duty nurse administers and supervises patient care plan for group of patients who are responsible to the nurse.

1. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

2. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

3. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

APPENDIX A

4. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

5. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

6. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

7. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

8. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

9. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

10. Nurse is responsible for the physical, mental, and emotional well-being of the patient.

11. The general duty nurse is responsible for the physical, mental, and emotional well-being of the patient.

1-1000

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ANALYSIS OF THE FUNCTIONS OF THE GENERAL DUTY NURSE TO DETERMINE PROCESSES OF ADMINISTRATION INHERENT IN THE FUNCTIONS

FUNCTION	PROCESS
I. The general duty nurse administers and supervises a patient care plan for each patient in the group for which she is responsible.	
a. Makes a detailed evaluation of his physical needs, habits, and resources.	planning
b. Evaluates his spiritual, emotional, social and economic needs, habits, and resources.	planning
c. Becomes familiar with available resources, personnel, and physical facilities of the hospital and community.	planning
d. Co-operates and shares responsibility with general duty nurses, the head nurses, supervisor, attending physician and other personnel.	organizing and co-ordination
e. Communicates and acts a liason between the patient, family, physician, hospital personnel and community agencies.	co-ordinating and reporting
f. Interprets to the patient that he himself is the most effective resource in promoting successful therapy and rehabilitation.	planning, co-ordination and directing
g. Applies knowledge of drugs, other therapeutic methods and diagnostic tests based on understanding established principles and precautions.	directing
II. The general duty nurse teaches and directs nonprofessional nursing personnel for whom she is assigned responsibility.	directing, staffing

III. The general duty nurse participates in the administration of the nursing services in a general or specific hospital.

- | | |
|---|--|
| a. Interprets the philosophy, aims, and policies of hospital administration to: | planning, co-ordinating |
| 1. patient and family | |
| 2. hospital personnel | |
| 3. allied health groups | |
| 4. community | |
| b. Participates in intra- and inter-departmental activities designed to assist the hospital and nursing administration in improving the services of the hospital. | organization, co-ordination, reporting |
| c. Establishes and maintains good interpersonal relations. | directing, staffing |
| d. Co-ordinates the objectives and aims of nursing service. | planning, organization, staffing, directing. |
| e. Assumes responsibility for contributing to the educational program of any student who is having clinical experience under the nurses guidance. | staffing, directing |
| f. Contributes to the improvement of nursing care. | planning |

U. S. State Department
January 10, 1941

Dear

I am a graduate student in the Department of Education at the University of Chicago. I am writing you to express my interest in the work of the National Youth Administration. I have been following the work of the N.Y.A. for some time and I am very impressed by the results of the program.

I am writing you to express my interest in the work of the National Youth Administration. I have been following the work of the N.Y.A. for some time and I am very impressed by the results of the program. I am writing you to express my interest in the work of the National Youth Administration. I have been following the work of the N.Y.A. for some time and I am very impressed by the results of the program.

APPENDIX B

I have been following the work of the National Youth Administration for some time and I am very impressed by the results of the program. I am writing you to express my interest in the work of the National Youth Administration. I have been following the work of the N.Y.A. for some time and I am very impressed by the results of the program.

I have been following the work of the National Youth Administration for some time and I am very impressed by the results of the program. I am writing you to express my interest in the work of the National Youth Administration. I have been following the work of the N.Y.A. for some time and I am very impressed by the results of the program.

Thank you for your attention.

Sincerely,

Miss Mary Jean Knochenhauer

Miss Mary Jean Knochenhauer is a graduate student at the University of Chicago, Department of Education. She is currently completing the requirements for her M.A. degree.

Miss Mary Jean Knochenhauer

2492 South Humboldt
Denver 10, Colorado

Dear

I am a graduate student at the University of Colorado Graduate School, Department of Nursing. I have selected as my thesis subject a study of the opinions of selected graduate nurses as to how well prepared they believe they were to assume the administrative responsibilities of the graduate nurse.

I am writing to you because I would like to know your opinions on this subject. Along with this letter, I have enclosed an opinionnaire. As you will notice, the questions in the opinionnaire refer to a course that you had during your senior year entitled, "Patient Care and Ward Management." Completion of the form will take about thirty minutes of your time and I would be most grateful if you would take the time to complete the form.

Names will not be used in the study and I will make no attempt to identify the individual respondents. I would like you to be as objective as possible in filling out the opinionnaire as the information obtained will be used to evaluate the course in this area.

I have enclosed a stamped envelope for your convenience. If you will complete and return the opinionnaire to me by the sixteenth of July, it will be greatly appreciated.

Thank you for your co-operation.

Sincerely,

(Miss) Mary Jean Knochenhauer

Miss Mary Jean Knochenhauer is a graduate student at the University of Colorado Graduate School, Department of Nursing. Your consideration in completing the opinionnaire for her will be appreciated.

(Miss) Patricia VanderLeest, Thesis Chairman

Dear Graduate,

Recently you received an questionnaire
concerning your preparation for administrative responsibilities of the graduate
nurse. Your reply is necessary to completion
of my thesis. If you have not returned this
form as yet, I would be most appreciative if
you would do so at your earliest convenience.
Thank you for your cooperation.

Sincerely,

Miss Jean Arthur Baker

APPENDIX C

Dear Graduate,

Recently you received an opinionnaire concerning your preparation for the administrative responsibilities of the graduate nurse. Your reply is necessary to completion of my thesis. If you have not returned this form as yet, I would be most appreciative if you would do so at your earliest convenience. Thank you for your cooperation.

Sincerely,

Mary Jean Knochenhauer

OPTIONAL

YEAR GRADUATED _____

POSITION THAT YOU HOLD FOR THE FIRST
SIX MONTHS AFTER GRADUATION _____

POSITION THAT YOU NOW HOLD _____

INSTRUCTIONS: The following questions refer to the service that you
had during your senior year with the "United States
Ward Management" (1944-1945). Please
please answer **APPENDIX D** on with a yes or no. After
answering each question, please explain in the space
that is provided the reason for your answer. If you
are unable to answer the question with a yes or no,
please explain in the space provided.

EXAMPLE: The New York Yankees will win the
World Series this year.

SEASON:

Because they have a
good baseball team.

OPINIONNAIRE

REASON:

YEAR GRADUATED _____

POSITION THAT YOU HELD FOR THE FIRST
SIX MONTHS AFTER GRADUATION _____

POSITION THAT YOU NOW HOLD _____

INSTRUCTIONS: The following questions refer to the course that you had during your senior year entitled "Patient Care and Ward Management" (Team Nursing Practice). Would you please answer each question with a yes or no. After answering each question, please explain in the space that is provided the reason for your answer. If you are unable to answer the question with a yes or no, please explain in the space provided.

EXAMPLE: The New York Yankees will win the World Series this year.

YES _____ NO _____

REASON:

REASON:

Because they have a good baseball team.

REASON:

page two

1. Do you believe that the course, Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to:

- a. plan for and carry out a nursing care plan for each patient for whom you are responsible?

YES _____ NO _____

REASON:

- b. evaluate the social, emotional, spiritual, and economic needs of the patient as a basis for the nursing care plan?

YES _____ NO _____

REASON:

- c. evaluate the physical needs, habits, and resources of the patient as a basis for a nursing care plan?

YES _____ NO _____

REASON:

- d. employ the counsel and the help of supervisors, head nurses, and general duty nurses when planning the care for a specific patient?

YES _____ NO _____

REASON:

page three

2. Do you believe that the course in Patient Care and Ward Management (Team Nursing Practice) helped prepare you to:

- a. utilize the resources of the other departments within the hospital (i.e. physical therapy, x-ray, social services) when formulating a nursing care plan for a patient?

YES _____ NO _____

REASON:

- b. utilize community agencies (i.e. the Heart Association, Visiting Nurses Service, Cancer Society) when formulating a nursing care plan for a patient?

YES _____ NO _____

REASON:

3. Do you believe that the course in Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to:

- a. recognize the need of the non-professional personnel for supervision?

YES _____ NO _____

REASON:

- b. recognize the need of the non-professional personnel for instruction?

YES _____ NO _____

REASON:

page four

c. recognize the capabilities of the non-professional personnel?

(Team Nursing Practice) helped prepare you to assign patients to personnel according to individual patient needs? YES _____ NO _____

REASON:

REASON:

4. Do you believe that the course in Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to:

a. recognize the abilities and limitations of the professional and non-professional student of nursing?

philosophy, policies, and aims of the hospital? YES _____ NO _____

REASON: the patients and the patient's family?

REASON:

b. recognize the need of both the professional and non-professional student of nursing for incidental teaching?

Do you think that the course in Patient Care and Ward Management (Team Nursing Practice) helped prepare you to identify procedures for their effectiveness and importance? YES _____ NO _____

REASON:

REASON:

c. recognize the need of both the professional and non-professional student of nursing for supervision?

YES _____ NO _____

REASON:

Do you think that the course Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the importance of good interpersonal relations in order to accomplish effective nursing care?

REASON:

page five

5. Do you believe that the course in Patient Care and Ward Management (Team Nursing Practice) helped prepare you to assign patients to personnel according to individual patient needs and capabilities of the personnel?

REASON:

YES _____ NO _____

REASON:

10. Do you think that there are other aspects that should be included in this course?

6. Do you believe that the course in Patient Care and Ward Management (Team Nursing Practice) helped prepare you to interpret the philosophy, policies, and aims of the hospital to hospital personnel, the patients and the patient's family?

REASON:

YES _____ NO _____

11. Do you think that the course should you be expanding the responsibilities of the graduate nurse, other than just what mentioned in the preceding questions?

7. Do you think that the course in Patient Care and Ward Management (Team Nursing Practice) helped prepare you to analyze nursing procedures for their effectiveness and improvement?

REASON:

YES _____ NO _____

8. Do you think that the course Patient Care and Ward Management (Team Nursing Practice) helped you as a graduate nurse to recognize the importance of good interpersonal relations in order to accomplish effective nursing care?

REASON:

YES _____ NO _____

page six

9. Do you believe that there were aspects of this course that should have been emphasized more?

YES _____ NO _____

REASON:

10. Do you think that there are other aspects that should be included in this course?

YES _____ NO _____

REASON:

11. Do you think that the course aided you in assuming the responsibilities of the graduate nurse, other than has been mentioned in the preceeding questions?

YES _____ NO _____

REASON:

TABLE 1

NUMBERS AND PERCENTAGES OF YES, NO AND NOT INDICATED
ANSWERS OF 43 RESPONDENTS TO A 19 QUESTION
OPINION-QUESTIONNAIRE

Question	YES		NO		NOT INDICATED		TOTAL	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
1, a.	38	88	3	7	2	5	43	100
1, b.	25	58	16	37	2	5	43	100
1, c.	32	74	9	21	2	5	43	100
1, d.	39	91	3	7	1	2	43	100
2, a.	26	56	16	37	1	2	43	100
2, b.	15	35	27	63	1	2	43	100
3, a.	38	88	3	7	2	5	43	100
3, b.	40	93	2	5	1	2	43	100
3, c.	40	93	2	5	1	2	43	100
4, a.	30	70	10	23	3	7	43	100
4, b.	34	79	5	12	4	9	43	100
4, c.	37	86	3	7	3	7	43	100
5.	41	96	1	2	1	2	43	100
6.	25	58	16	37	2	5	43	100
7.	28	65	12	28	3	7	43	100
8.	40	93	2	5	1	2	43	100
9.	29	68	10	23	4	9	43	100
10.	17	39	21	48	5	12	43	100
11.	26	61	17	39	0	0	43	100

TABLE I
 NUMBERS AND PERCENTAGES OF YES, NO AND NOT INDICATED
 ANSWERS OF 43 RESPONDENTS TO A 19 QUESTION
 OPINION-QUESTIONNAIRE

Question	<u>YES</u>		<u>NO</u>		<u>NOT INDICATED</u>		<u>TOTAL</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
1, a.	38	88	3	7	2	5	43	100
1, b.	25	58	16	37	2	5	43	100
1, c.	32	74	9	21	2	5	43	100
1, d.	39	91	3	7	1	2	43	100
2, a.	24	56	16	37	3	7	43	100
2, b.	15	35	27	63	1	2	43	100
3, a.	38	88	3	7	2	5	43	100
3, b.	40	93	2	5	1	2	43	100
3, c.	40	93	2	5	1	2	43	100
4, a.	30	70	10	23	3	7	43	100
4, b.	34	79	5	12	4	9	43	100
4, c.	37	86	3	7	3	7	43	100
5.	41	96	1	2	1	2	43	100
6.	25	58	16	37	2	5	43	100
7.	28	65	12	28	3	7	43	100
8.	40	93	2	5	1	2	43	100
9.	29	68	10	23	4	9	43	100
10.	17	39	21	48	5	12	43	100
11.	26	61	17	39	0	0	43	100