

MT. SAN ANTONIO COLLEGE
SABBATICAL LEAVE REPORT

presented to the
Board of Trustees
Mt. San Antonio College

by
Evelyn M. Chamberlin
Chairman
Vocational Nursing Department

November, 1967

SABBATICAL LEAVE REPORT

Area of Activity

My Sabbatical Leave was taken during the Spring 1967 semester, and during this period I spent two quarters of full-time study in the Graduate School of Education at U.C.L.A. The course work taken and completed was in the areas of Vocational Education and The Junior College.

The area of Vocational Education involved studies of current concepts, changes, and legislation affecting the field. Independent study was undertaken in the field of psychological and sociological findings as they apply to the field of vocational guidance.

Instructor and student motivation and success were studied as they relate to sociological and psychological concepts. These studies were most stimulating and provocative. There is a great void in research in the field of Vocational Education which often makes it difficult to prove its worth statistically. I felt the association with Professor Melvin Barlowe, who is currently directing the research for the Council on Vocational Education's Report to Congress for January 1968, was most valuable. Assistant Professor Bruce Reinhart, who acted as advisor during Dr. Barlowe's absence, has given me much time for dialogue concerning research in progress at the University and through the Bureau of Industrial Relations which concerns the Vocational teachers in this state. This research has already proven of value in plans for future national legislation.

In the area of Junior College Education, innovations in instructional media and educational psychology were the principal studies. I was privileged to study with Dr. Arthur Cohen, nationally known for his work with Behavioral Objectives and as the director of the Junior College Clearinghouse for the U.S. Office of Education-sponsored Educational Research Information Center (ERIC). Dr. B. Lamar Johnson lead the seminar on Innovations in the Junior College. My areas of independent study were in methods of implementing innovations in the field of education and in findings from the field of Industrial Relations which might apply to leadership in education.

Value of Studies

My studies at U.C.L.A. have, in my opinion, already been of value to Mt. San Antonio College. With the stimulation and motivation from the University and with the time allowed and the personal and financial support from the college, I, with the Vocational Nursing staff, are developing an adjunct auto-tutorial laboratory adjoining the nursing laboratory. This facility will prove of value to the department as it is already stimulating greater interest in teaching and learning. I also believe that this small laboratory can serve as a model which may stimulate innovations in learning in other departments in the college.

My exposure to and work with the Behavioral Objectives concepts are also already proving to be of value to our department. We are using these concepts in evaluating our teaching, and are finding that their application is improving student performance in several areas.

I also feel that my association with the leadership group at the University and with my fellow students from many junior colleges as well as from several foreign countries has broadened my perspective so that I am able to be more objective and research-oriented toward problems in education which should make me a more valuable staff member. The overview I received has also brought a deeper appreciation of all the efforts that have made this college the fine institution it is today.

Finally, I believe that this sabbatical leave will help me to render more valuable service because I have returned renewed and refreshed. I hope to continue my studies and continue to bring new knowledge, concepts and enthusiasm to my work.

PROPOSAL FOR THE ESTABLISHMENT OF A SMALL-GROUP
LEARNING CENTER FOR VOCATIONAL NURSING PROGRAM
UTILIZING STUDENT-OPERATED AUDIO-VISUAL TEACHING AIDS

A Seminar Paper

Presented to

Dr. B. Lamar Johnson
University of California
Los Angeles

In Partial Fulfillment
of the Requirements for
Education 261D

by

Evelyn M. Chamberlin

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I. INTRODUCTION TO THE PROBLEM AREA

The Proposal in Brief. This paper outlines a proposal for establishing a small practice lab utilizing student-operated audio-visual teaching aids to be associated with the general clinical training area of the Vocational Nursing program at Mt. San Antonio College.

The Vocational Nursing Program. The Vocational Nursing program at Mt. San Antonio College is a three semester terminal course, with an integrated student-and-patient centered curriculum designed to prepare the student to qualify for licensure as a Vocational Nurse by the California Board of Vocational Nurse Examiners. The current enrollment is 100 students, divided among the three semesters. The department is also responsible for an Equivalency Program, designed to qualify certain experienced nurses' aids with specified experience for licensure as Vocational Nurses, which currently enrolls an additional 100 students, offered through the college Evening Division.

The teaching staff is made up of Registered Nurses, all of whom are also credentialed vocational teachers. Each of the current full-time instructors has completed the Vocational Teacher Training Program at UCLA. This training program has, in addition to providing us with a sound background in

vocational education, instilled the values of continual evaluation and improvement in our teaching.

In addition to the standards established by the college, this program, along with other vocational nursing programs in California, is subject to the standards of the Board of Vocational Nurse Examiners with respect to curriculum, teacher qualifications, teacher-student ratios and instructional facilities.

Teaching Practices and The Environment for Innovation.

In 1962, in response to program growth, we adopted a form of team teaching. Stuart A. Dean has said of team teaching:

There are only a few definitions of team teaching available, and none of them say quite the same thing. Taken together, however, they suggest that for some of these questions and problems team teaching may have an answer. In effect they suggest that team teaching can take various forms, but that whatever its organization it is essentially a way of organizing the instructional program.¹

Although we pride ourselves on being nursing generalists who can still function in most areas of nursing, we felt that we would be more effective if we taught as much as possible in our areas of interest or greatest experience.

¹Dean, Stuart A., "Team Teaching: a Review," from Readings in the Methods of Education, Steves, Frank L., ed., New York: The Odyssey Press, Inc., 1964.

Our type of curriculum, the team teaching system, and a most favorable college administrative climate has produced a strong sense of unity among the instructors in our program. We plan together and share materials produced. An example is a department-developed file of test questions covering the entire curriculum. Student performance has continued to improve as measured by State Board examination grades and N.L.N. achievement test scores.

The desire to improve our teaching has regularly been a part of our weekly department meeting discussions. One problem which we have attempted to deal with is that we can not find prepared audio-visual materials to support or supplement our subject matter at an appropriate level. We have made posters, drawings and charts which are reasonably effective. This has been so time consuming, however, that we could never accomplish our goals in this area. Such materials also become worn with very little use.

Without ever having heard of Matthew Miles' description of "strategy" our group had become a "target system" at the second stage level of "awareness-interest."² At a display of hospital supplies, we saw a nursing skill being shown on an 8 mm Technicolor cartridge projector, and we felt we had found a key. One of the instructors bought a projector,

²Miles, Matthew B., "Educational Innovation: The Nature of the Problem," from Innovation in Education, Miles, Matthew B., ed., New York: Bureau of Publications, Teachers College, Columbia University, 1964, pp. 18 - 20.

camera and film. Three of the instructors made a brief film demonstrating how to give an injection. It took about two hours to complete, but the result is a film which can be used by a single student or small group of students, and can also be shown to larger groups in a conference room at the hospital, in the practice lab or in a classroom. The effective size of group to which such films can be shown is apparently much larger than is generally believed.

We anticipate being able to use these films with any size group we are likely to encounter. A study by the Methodist Church determined that under proper conditions, 8 mm sound film can be used effectively with groups far larger than the 50 normally recommended as maximum. In fact, they found that it could be used successfully with groups as large as 300.³

Subsequently, a second film was made as two instructors demonstrated a Drinker Respirator which was on loan to one of our affiliated hospitals. Based on this film, we are convinced that the "single concept" film is an excellent method of showing equipment at work, and will be particularly useful in exposing students to the use of unusual equipment, as well as for demonstrating the actions of drugs and the procedural techniques applicable to the field of study.

³Forsdale, Louis, "8 mm Motion Pictures in Education: Incipient Innovation," from *Innovation in Education*, Miles, (ed.), op. cit.

The enthusiasm generated from these projects brought other possibilities into focus: We saw for the first time the possibility of the use of a storeroom for a small practice lab, how the 35 mm slides we had made could come to life with the use of a tape recorder, and how other auto-tutorial techniques might be introduced. The systems approach to various areas of the curriculum now seems possible and appropriate.

The Problem Which Occasions This Proposal. Part of our problem results from an increasing number of students in the program and an increase in the number of medical-technical programs using the hospitals' educational facility capability. This trend has all but eliminated the opportunity for additional guided practice of skills and procedures beyond that provided in scheduled clinical and laboratory classes. Contrary to views held by many leading nurse educators, we believe some skill practice is necessary. We are supported in this belief by the published views of the Department of Practical Nursing of the National League for Nursing.⁴ Since additional nursing laboratory classrooms are so expensive to equip and are not practical for general student use, we need to find other solutions.

A second part of the problem is that nursing today is

⁴Criteria for the Evaluation of Educational Programs in Practical Nursing. New York: National League for Nursing, Department of Practical Nurse Programs, 1965, p. 8.

taught primarily in the patient setting. With each student having a different patient experience, we often find that we are doing a one-to-one teaching job which, while ideal for the individual student being attended, often leaves fourteen other students with needs unmet for a period of time.

A current philosophy in nursing education circles is that the student nurse should be self-directive and use the problem solving technique. We believe that many methods of teaching should be employed in teaching nursing. Our philosophy is that the student needs skills and techniques before she "problem solves" on a patient. To quote from John Bartky:

There are as many possible educational approaches as there are points on the continuum between direction and laissez faire. Each of these has its own unique use. The adequate teacher employs them all.⁵

The third consideration is that our vocational nursing students seem reluctant to use the excellent college library facilities. Our Vocational Nursing holdings are selected by the faculty and the division librarian, considering the objectives of our program. Yet students will read the most tattered old nursing journal copy from our office bookcase during class break time or lunch time, sitting in the class-

⁵Bartky, John A., "The Nature of Teaching Method," Readings in the Methods of Education, Steeves (ed.), op. cit., p. 12.

room, although they have access to a complete and current selection at the library.

We believe that these problems can be reduced, and that we can improve our teaching and enrich the program, with the effective use of audio-visual and audio-tutorial material and methods.

II. THE PROPOSAL

The Proposal in Detail. We propose to establish a small practice lab, utilizing student-operated audio-visual teaching aids, physically associated with the regular clinical training areas used currently by the program.

The room to be used for the laboratory is the size of a small classroom. It has been used for storage by the Vocational Nursing department. Some of the equipment in the room is no longer of value to us and will be removed. The anatomic models, charts, etc., stored there will be retained and thus be more accessible to the students. Some of the storage cabinets will be removed and additional lighting and electrical outlets installed. The room is located between the Vocational Nursing faculty offices and one of the laboratory-classrooms, and has a direct entry door from the hall.

The equipment to be installed will include a complete patient unit which we will remove from the laboratory-classroom and an extra Chase patient-doll which we already have. Demonstration tables and chairs which are now in the storeroom will remain. We will build four portable folding booths, 48" tall by 36" long by 20" deep, which can be placed on the laboratory tables when students wish to do individual study.

The audio-visual equipment will include four Technicolor 8 mm cartridge-loading film projectors, two film strip projectors, a portable screen, a Carousel 35 mm slide projector

and two audio tape machines. Equipment needed for skills practice will be stored in cabinets in the adjacent laboratory-classroom.

The faculty will make most of their own films, slides, and tapes. There are also some materials on the market which will fit our needs. An important factor is that these materials will be available when they are needed by either the faculty or the students. The 8 mm cartridge-loaded film is inexpensive enough and easily enough stored that we can keep them in the practice lab, where they will also be available to the faculty for classroom use or for transportation to the hospitals for small-group conferences as needed.

It will be necessary for students and faculty to schedule the use of the practice laboratory or at least to check to see when it will be available. We do not believe this will be a problem because of the manner in which classes are scheduled. Instructors are available from 7:30 am until 4:00 pm. The evening division instructors are available at 5:00 pm. If students wish to use the practice laboratory between 4:00 pm and 5:00 pm, special arrangements can be made for them.

Recently, Dr. Milo Johnson, President of Mt. San Jacinto College, invited me to visit that college and to observe and discuss the considerable experimentation with audio-tutorial teaching techniques which is being conducted at

this school. I studied under Dr. Johnson in the Vocational Teacher Training Program at UCLA some years ago, and he has made his advice and counsel available to me whenever asked since then. After talking to his staff at Mt. San Jacinto College, I realize, based on their extensive experience with such techniques, that the production of audio-tutorial material is not an easy task.

We do have two factors in our favor, however. Technicolor Corp. provides editing and cartridge loading as part of its regular customer service, and there is a machine on the market costing less than \$500.00 which splices individual 35 mm slides into a filmstrip.

Plans for Implementing the Proposal. The proposal has been presented and general approval obtained through several informal discussions with our College President, Dr. Oscar Edinger, our Director of Instruction, Mrs. Marie Mills, the Dean of the Library, Miss Harriet Genung, and the Dean of Technical and Vocational Education, Mr. Irvin Colt. The materials needed will be provided from various budgets.

We have submitted requests to Business and Operations for the removal of unused equipment to storage, the removal of some cabinets and the addition of lighting and electrical outlets. The library, after discussion with each department and consideration of student numbers, sets a budget for books and audio-visual equipment and materials for the year.

Equipment is bought for the college rather than for the department, but equipment can remain, on special request, chiefly in a given department. The Dean of Library will arrange for us to have two tape recorders, a film strip viewer, a portable screen, an overhead projector and a supply of 35 mm film. Permission has also been obtained to use part of our budget for reference books for books which are to be placed in the practice laboratory.

The Dean of Technical and Vocational Education is arranging through as special project for the 8 mm Technicolor Cartridge Projectors, camera and movie film supply. As previously mentioned, we will use the materials already in the department, such as the Chase doll, patient unit, and anatomical models.

As the equipment becomes available, the Vocational Nursing faculty will plan together the preparation and production of instructional material for inclusion in the audio-visual library to be available in the practice lab. Priorities will be established, based on student needs. Consideration will also be given to production difficulty, as we recognize the necessity to start from the simple and work toward the more complex, progressing from "amateur" status to the "expert" level.

III. ASSUMPTIONS UNDERLYING THE PROPOSAL

The proposal is based on three underlying assumptions.

Students Need Additional Guided Practice. The first assumption underlying this proposal is that our students (some or all) need guided practice with basic skills and procedures beyond that provided in scheduled laboratory classes.

The Vocational Nursing students are probably more homogenous than most Junior College student groupings, but we do have differences in age, life experience and manual dexterity which affects the rate of learning for nursing skills. Although we follow the vocational education concept that material should be taught as closely as possible to the time it is to be applied, the patients do not always have the particular problem or have it long enough to accommodate this objective. Consequently, the student does not always have the opportunity to reinforce her current learning by practice. This student, in preparation for assignment to a particular type of clinical experience or to a certain type of ward, might need to practice or review certain skills again. A small group could, for example, view 8mm films demonstrating body mechanics and positioning of a patient, and follow this viewing by practicing in the patient unit with the Chase doll or on each other.

Among the first-semester students, the differences are particularly apparent. There are always some who have had previous experience or are particularly adept in skills, and a certain number who are less adept than the group in the manipulatory skills. Having this practice area available will help both the accelerated group and the slow group.

The faster group will be able to avoid being a "captive audience" becoming increasingly bored with repetition of material already learned. They can use their time more effectively, choosing additional activities which are more challenging and instructive.⁶

There are often one or two students who are such slow starters that it is necessary for them to repeat the first semester if they wish to continue. Our policy requires a grade of C in nursing in order for the student to proceed to the next semester. Most often these students are so motivated that they will repeat and do succeed. We believe that such students, with the opportunity for more personal effort in the practice laboratory, might be able to improve their skills through the use of the practice equipment and supporting audio-visual aids to the point where they could achieve the required C level in their first semester.

Postlethwait describes the dangers of an inflexible

⁶Postlethwait, S. N., J. Novak, and H. Murray, An Integrated Experience Approach to Learning With Emphasis on Independent Study. Minneapolis: Burgess Publishing Company, 1966, p. 8.

course of study:

Therefore students having equal capacities may differ greatly in the level of subject matter exposure. Placing these people together in one rigid program of study often results in dulling the desire and curiosity of the well-informed student while creating an overwhelming and impossible situation for the student who is ill prepared.⁷

The practice lab, used as described, should help us eliminate some of the effect of such differences in our program.

Self-operated Teaching Aids are a Practical Approach.

The second assumption is that the use of self-operated teaching aids situated in a self-contained small laboratory unit can provide such practice at a minimum of cost, with a minimum of extra teacher time, and a high level of effectiveness.

As previously mentioned, one of the programs operated by our department is the Vocational Nursing Equivalency Education program offered through the Evening Division. This program is provided under the provisions of the California Professional and Vocational Regulations, Title 16. These provisions cover persons experienced as nurses aids and orderlies, and establish that such persons may take 450 hours of formal class work, 90 hours of which consist of supervised clinical laboratory experience. Along with this class work,

⁷Postlethwait, op. cit., p. 2.

the student verifies 36 months of specified paid work experience to the Board of Vocational Nurse Examiners and is then permitted to take the Vocational Nursing licensure examination. There are restrictions on persons receiving their license in this manner, imposed by employers and by boards of licensure of certain other states. Nevertheless, it is the only way many self-supporting people have been able to become licensed, and thus serves as a valuable adjunct to the regular Vocational Nursing program.

This Equivalency Education group are among the hardest working, most sincere and highly motivated groups we have ever taught. They are introduced in this discussion because one of the principle weaknesses in their program is the lack of opportunity for guided practice. The class meets twice a week for six hours, and while the instructor demonstrates nursing skills, there is not sufficient time for return demonstration. Although these students work as nurses aides on a full-time basis, and must have work experience in the specified areas of practice designated by the Board of Nurse Examiners, there are experiences and principles we believe important which they may miss. This group consistently wants more from the program than their class time permits. These students and their instructors are most anxious to have the use of the practice lab. Its use should strengthen their program without materially increasing costs or teaching

time and effort, just as it will strengthen the regular day program.

In my visit to Mt. San Jacinto College, I discovered that they envision developing their entire Vocational Nursing class-laboratory in the manner we plan for our practice lab. Each patient unit will have beside it a study carrel where the student will use audio tapes, visual aids and books, and will then turn to the patient unit to perform the skill studied. Other study carrels will be provided in the room to be used for the study of the related materials not requiring laboratory practice.

Parenthetically, as I thought about their plan I realized that I have been using a "live audio tape" for many years in my teaching, consisting of a student in the bed, serving as "patient" and at the same time reading from the book as another student "nurse" performed the nursing skill. While reasonably effective, this practice does often lead to distractions.

Better Use Will Be Made of a Facility Located in a Familiar Environment. The third assumption is that the students will make more effective use of such a facility if it is located as part of the regular departmental environment. Postlethwait's experience indicated that it was better to equip his botany laboratory with audio-tutorial equipment

than to add the facility to the central library.⁸ In addition to lack of accessibility, both botany and nursing equipment would be cumbersome for a central library facility.

Following the same reasoning, Mt. San Jacinto College elected to set up the specialized carrels in the Business Education room rather than placing them in the library area.

The experience of our department is that our students seek and need identification with their instructors. The study of nursing, being a specialty, needs the interpretation of material or the assistance with a skill provided by an expert practitioner in the field rather than by a librarian.

We have the feeling, as has been mentioned, that most vocational students, and certainly our Vocational Nursing students, find the central library environment uncomfortable, and, in some cases, threatening. The probability of their making effective use of such a supplementary teaching facility will be much higher if it is located in the familiar department environment than if it were a part of the central library. In Postlethwait's words:

The inconvenience of getting information is an impediment of learning. It is human nature to follow the path of least resistance.⁹

⁸Postlethwait, op. cit., p. 4.

⁹Postlethwait, op. cit., p. 4.

IV. PLANS FOR EVALUATION

We plan, of course, to evaluate the project, once it has been implemented and some experience with it is gained. The evaluation can not be as rigorous in the beginning as we would like. Perhaps we will find better methods. Bruce Monroe, under the auspices of the UCLA School of Education, is evaluating the audio-tutorial program at Mt. San Jacinto College, and we may find that his methods can be applied to evaluating our project.

Our present plan is to evaluate the effectiveness of the project by making comparisons of present and future scores on National League for Nursing Achievement Tests, State Board licensure examinations, and teacher-made tests. These are currently our principle indicators for various other evaluative studies, and we have maintained complete historical records of these scores as well as entrance test scores for a number of years.

The Equivalency Education group and the "slow starter" group should provide some evidence of the value of the practice lab within a semester. The department has an evaluation procedure used for each clinical laboratory experience. Although there are many variables present, we are often able to identify trends in grade changes following an innovation in teaching technique, facilities improvements or curriculum changes.

We recognize that the time-tested technique of employing a control group, in this case a group which would not have access to the project facility, would provide a more rigorous evaluation. However, we do not feel that it would be either fair or expedient to utilize a control group test in this type of situation. In a relatively small, closely integrated program such as ours, the injustices, both real and imagined, to those denied the use of this innovation would more than offset any evaluative benefits derived. Further, we question the right of a community-supported educational institution to arbitrarily deny the benefits of an instructional improvement to certain students for purely evaluative purposes, unless the school has a clear mandate from its community to do so.

V. CONCLUSION

The proposed practice laboratory, oriented around the use of self-operated audio-tutorial and audio-visual aids, will be of value to the Vocational Nursing program at Mt. San Antonio College, not only as an instructional aid, but also as a model for use in the development of audio-visual and audio-tutorial material. An impediment to the use and development of such material has been not having materials and facilities conveniently located. As Matthew Miles has concluded:

At the user level it appears that many factors of technical innovations influence diffusion including (as well as cost) feasibility, ease of availability when use is desired, and convenience of use. Direct experience with a particular device and any associated materials seems essential for an adoption decision.¹⁰

We presently view audio-tutorial methods only as adjuncts to present instruction methods. However, I can see broader possibilities after visiting Mt. San Jacinto College, seeing the students at work, and sitting in an audio-tutorial booth for a demonstration. Possibly, experience with our "Island of Innovation" will lead to further study by our group and by others into more effective methods

¹⁰Miles, op. cit., p. 636.

of presenting the various areas of the vocational nursing curriculum. It may be that our current laboratory-classrooms will be replaced with a practice lab of perhaps six patient units, each with adjacent audio-tutorial instruction facilities.

All of us on the Vocational Nursing faculty at Mt. San Antonio College are very stimulated by this proposal, and are anxious to get on with its implementation. My twelve years of experience at the college working with this program leads me to believe this mood will continue. We enjoy and are excited about our teaching because of the instructional philosophy of the college. Put very simply, this philosophy can be reduced to two statements:

1. The teacher is the one most important factor in student learning.
2. Expect change, and welcome it, but don't throw out the baby with the bath water.

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Mt. San Jacinto College. Personal Interviews with Dr. Milo Johnson, President, and Dr. Joseph Bishop, Director of Instruction. February, 1967.

A STUDY OF DEMOGRAPHIC AND SOCIO-ECONOMIC CHARACTERISTICS

AS PREDICTORS OF
VOCATIONAL NURSE TRAINING COMPLETION

A Research Proposal

Presented to

Dr. Bruce Rinehart

University of California
Los Angeles

In Partial Fulfillment
of the Requirements for
Education 262 I

by

Evelyn M. Chamberlin

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STATEMENT OF PURPOSE

It is the purpose of this investigation to study the relationships between the demographic and socio-economic characteristics which are typically recorded on admission application forms or which can be elicited in the course of brief counseling interviews and the completion or non-completion of California public junior college vocational nurse training programs to determine if such relationships exist to a degree that they can serve as useful predictors to guidance counselors in counseling and making admissions recommendations concerning prospective program entrants.

STATEMENT OF PROBLEM UNDERLYING PROPOSAL

Vocational nursing educators are continually concerned with the problem presented by students who enroll in their vocational nursing programs but do not complete the course. Their concern arises both from the wasted effort involved in incomplete training in a field where a continuing shortage of graduates exists, and from the waste and defeat injected into the lives of the students who fail to finish their training.

While some of the non-completing students withdraw because of inability to perform satisfactorily in the training program, a majority withdraw because of a variety of personal reasons which can be broadly categorized in the areas of health,

financial, family and marital problems, insufficient motivation, and inability to adjust to the emotional environment of nursing work. A certain amount of attrition is probably inevitable, but vocational nursing educators are always looking for ways to reduce it.

One source to which vocational nursing educators turn in an effort to reduce such attrition is to the admissions process where an attempt can be made to eliminate probable failures through pre-admission counseling and admission standards. Admissions testing and prerequisite educational requirements can to a large degree establish a base of academic ability commensurate with the requirements of the training program. It is left to those responsible for guidance counseling to try to steer away from the program those applicants who are emotionally unsuited or whose probable personal problems will prevent completion. Time available for such guidance is limited, and information is restricted to that which can be obtained in a brief interview and from application form data.

If useful predictors could be established from the basic demographic and socio-economic information available in the guidance interview, counselors could be more confident both in their guidance effort and in their admissions recommendations with respect to marginal applicants.

BACKGROUND OF THEORY AND RESEARCH

A great deal of speculation regarding the relationships between motivation or prediliction to disruptive problems and sociological characteristics has taken place in recent years, particularly with respect to minority and disadvantaged population groups. Wispe has observed that young people from impoverished groups pay lip service to the middle-class work ethic but that they do not believe in it because they do not believe that the promised rewards are really available to them.

A National League for Nursing study in 1951 found some relationship between personal factors and achievement, but they were not sufficiently strong to increase the predicting success of their entrance tests used alone. They felt, however, that such factors as marital status, educational level and achievement, age, urban or rural background and motivation for nursing warranted further investigation.¹

Grubbs reported a positive relationship between student class rank and home responsibilities.² Rowan found that older students with less formal education ranked higher scholastically in a school of practical nursing than younger students with more formal education.³ Layton concluded that improved counseling procedures could reduce drop-outs.⁴ Meadow found no significant predicting relationship between family occupational background, race, or religion and seven criteria of success in a Chicago practical nursing school.⁵

HYPOTHESIS TO BE TESTED

1. A measurable relationship exists between each of a series of selected demographic and socio-economic characteristics obtainable from brief interview and application data and the success criterion of completion or non-completion of a vocational nursing program.
2. These measurable relationships are of sufficient significance that they may be used as effective predictors of the success criterion.
3. The relative strength of the relationships can be measured to an extent that they can be significantly ranked and weighted in terms of their individual relative predictor value.

POPULATION AND SAMPLE TO BE USED

The sample for this study will be drawn from the total number of persons who have recently attended public junior college vocational nursing training programs in California. The sample to be used will be a randomly selected group of non-completing and completing students from this population.

PROCEDURES TO BE USED

1. From a representative sample of ten vocational nursing programs, the names and addresses of the last 50 students who dropped out of the program and the last 50 students who completed the program will be obtained.

- 2. From the completion and non-completion lists, 200 names will be randomly selected from each.
- 3. A questionnaire will be sent to the selected group asking for the selected demographic and socio-economic information. The questionnaire will be designed and additional question material will be included so as to reduce the possibility of the respondent recognizing the purpose of the questionnaire or reading into it and responding to a perceived intent of the researcher.
- 4. A random sub-sample of 20 respondents and 20 non-respondents will be personally interviewed and responses to the same informational items will be obtained from them.

ANALYSIS OF DATA

- 1. Responses to each selected questionnaire item will be classified and tabulated.
- 2. Relationships between each of the selected items and the success criterion will be measured, all other data being held equal, through the use of multiple regression techniques.
- 3. The nature of the relationship function between each item and the success criterion will be analyzed and an appropriate significance standard selected, in each case to be tested in terms of the null hypothesis that no relationship exists.

4. The relative strength of each significant relationship will be ranked and given relative weighting as a predictor.
5. The interview data will be compared to the matched questionnaire responses to measure the reliability of the questionnaire response, and the interview data from non-respondents will be compared to respondent data to test for any specific variation produced by the response - non-response factor itself.

ANALYSIS OF THE OUTCOME

From the analyzed data, generalizations will be drawn, as warranted, for the use of guidance counselors in guiding and selecting potential students who possess those demographic and socio-economic characteristics demonstrably related to the completion criterion of success or failure.

References

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See also:

Wispe, Lerven G. "Motivation." Occupation Outlook Quarterly. 9: No. 3, pp. 13-15.