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PROJECT PAPER

NUMBER 36

WARD SISTER PREPARATION

A CONTRIBUTION TO CURRICULUM BUILDING

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'We learn how to do things by doing
the things we are learning how to do'
Aristotle (Ethics)

September 1982
Price £1.00

King's Fund Centre
126 Albert Street
London NW1 7NF



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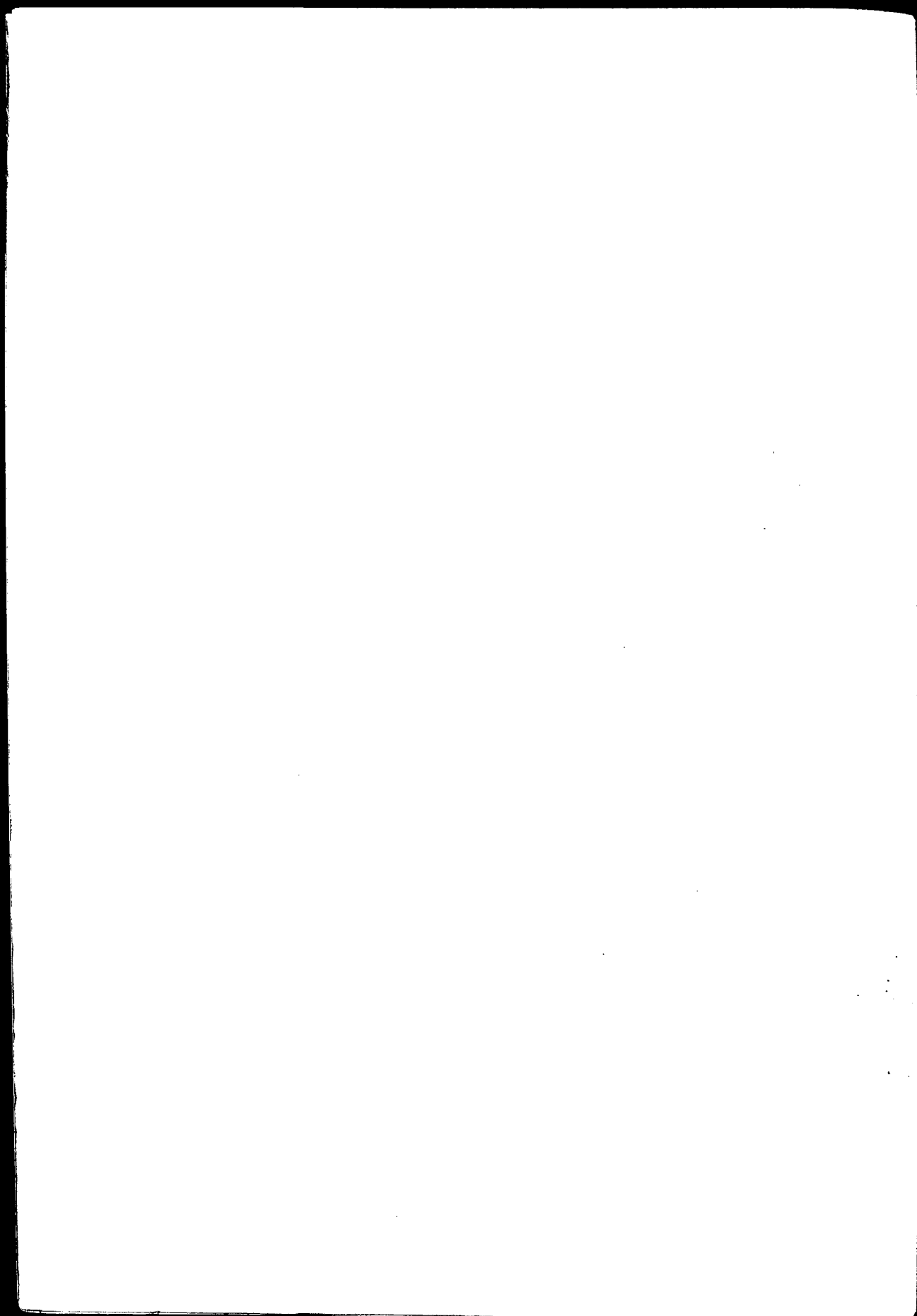
The feminine pronoun has been used throughout this document though all statements refer equally to both genders.

FOREWORD

Since December 1977, a group of people has met four times a year to assess, plan and evaluate the development of a curriculum for training ward sisters at Guy's and Whipps Cross Hospitals under the auspices of the King's Fund. Experience gained by the group is contained in the guidelines printed in this paper and it is hoped that they will assist anyone planning a curriculum for a similar course.

Time and the professional experience available to the group limited its work to nurses working in acute areas, including specialities such as paediatrics and midwifery. Regrettably the areas of psychiatry and primary care had to be excluded.

Education is a constantly changing process. The group has only partly accomplished its purpose and looks forward to hearing of the continuing refinement and development of the work it has begun.



INTRODUCTION

No one has the right to lay down a curriculum for others and the group responsible for the material in this paper do not want it to be used as a blueprint. Rather, it is meant to be a point of departure. The Fund's purpose is to guide, and what it contributes to a course must take account of the system in which it is to be used. The various ways of planning a curriculum described in this paper are minimal suggestions for others to build on.

Problems cannot be understood until they have been assessed. This can be done only by people working within the system or handling 'the patient'. The same is true of the evaluation of methods and the formulation of alternative modes of action. As parts of a car, for example, can be used in different models, so curriculum, assessment and evaluation integrated as one model can be adapted individually for use in others so long as they fit the overall system.

Finally, the careful selection of students is vital to the success of a programme. This is neglected at your peril.

Hazel O Allen
May 1982



SECTION 1

COURSE GUIDELINES

Preparation for the role of the ward sister

- 1 The aim of the course
- 2 Entry requirements
- 3 Length of the course
- 4 Aims and outline of subjects to be studied
- 5 Organisation and pattern of studies

Fundamentally, adults learn by acquisition and experimentation. Adult learners who are nurses, are person-centred and problem-centred. They also anticipate a learning process which will yield immediate benefits. Therefore, for a continuing education programme in nursing to be effective, the time between education and the application of that education must be relatively short.

Elda S Popiel,
Nursing and the process
of continuing education

1 The aim of the course

The aim of the course is to prepare registered general nurses to function efficiently as ward sisters. The skills and expertise inherent in the role of the ward sister will be developed to the fullest degree.

Underlying this aim is the belief that the best and quickest method of preparing the ward sister is in the real life situation. In this situation the nurse will encounter the day to day problems and challenges of running a ward but will have the advantage of the support of a tutor to guide her studies in relationships and communications and have an experienced ward sister to act as a role model. Here the nurse will explore, study and develop skills in the different and complex aspects of the ward sister's role - as manager, clinician, teacher and as the lynch-pin of the caring team co-ordinating the delivery of care to the best advantage for the patients.

2 Entry requirements

Registered general nurses with at least 18 months post registration experience (this to exclude post-registration courses or further training courses of any description). Normally the nurse would be expected to be newly appointed to the post of ward sister, in charge of the ward.

3 Length of the course

The length of the course will be 24 weeks exclusive of annual leave.

4 Aims and outline of subjects to be studied

The listed aims are worded broadly. More detailed and, where possible, appropriate behavioural objectives should be defined for each part of the course. The list of subjects for each aim is not exhaustive, neither is the list in any priority order.

Aim 1

At the end of the course the nurse will be able to develop and implement the principles of clinical management and understand the role and responsibility of the ward sister.

The nurse will be able to construct and administer individual nursing care plans based on the nursing process following the pattern of assessing needs, planning nursing care programmes, delivery of the care and evaluation of the care. This includes knowledge of:

the principles of clinical management and the nursing process

the role and responsibility of the ward sister to the patients in delivery of care

ethical and legal implications in the treatment and care of patients and ability to take appropriate action

the extended role of the nurse

methods of assessing needs - physical, psychological and social

methods of planning nursing care programmes

administration and delivery of nursing care

methods of evaluating nursing care

developing and testing tools for assessing needs and evaluating care and the use of case notes, records, charts and reports

features of stress and anxiety in patients and relatives and counselling skills in response to such stress

Aim 2

At the end of the course, the nurse will have an appreciation of her role as a teacher and a basic knowledge and skill in teaching and assessing. She will appreciate the need for a continuing communication between the school and the ward. This includes knowledge of:

the role and responsibility of the ward sister as a teacher

the needs, expectations and levels of teaching for different groups

the organisation of clinical resources and studies

setting objectives for clinical experience and learning

methods of preparation and teaching with relevance for the learner

methods of assessment

recording and reviewing students' progress, counselling and reporting

Aim 3

At the end of the course the nurse will be skilled in the organisation and management of the ward, including the appraisal of needs, solving problems of ward management, setting priorities and goals and utilisation of time, resources and personnel to the best advantage. This includes knowledge of:

the role and responsibility of the ward sister as the nurse in charge of the ward

communication and good working relationships with the staff and other members of the health care team

leadership skills that promote effective team work

efficient ward organisation, making maximum and economical use of resources

implementing operational policies and procedures and questioning and offering suggestions for change when appropriate

assessing the short and long term needs of the ward

setting priorities and planning in relation to staff deployment; utilising of resources and time and appreciating discretionary powers

evaluating the organisation and management of policies and procedures and planning their further development

systems of maintaining accurate records and reports

effective holiday and duty rotas

the Health and Social Services and other organisations and agencies providing facilities and care including their selection and the mobilisation of the facilities provided

the structure and function of health service provision

committee procedure

legal procedures for complaints from patients and relatives and an awareness of the existence and availability of national procedures

Aim 4

At the end of the course the nurse will demonstrate knowledge and skills in personnel management. This includes knowledge of:

principles of personnel management

identifying and demonstrating the role of the ward sister in personnel management

identifying the roles of other nursing staff in relation to the work of the ward sister

identifying the need for, and demonstrating professional development

identifying the need for and methods of orientating new staff

an awareness of the importance of industrial relations in the Health Service

identifying the need for staff welfare and an awareness of the facilities available

promoting a high degree of morale amongst staff

discussing the effects of stressful situations on individual members of staff

recognition of the signs and symptoms of stress in self and others and how such episodes can be averted or relieved

Aim 5

At the end of the course the nurse will have developed an appreciation of research. This includes knowledge of:

the role and responsibility of the ward sister regarding research

the principles and basic methods of research

how to select, read and interpret research material

how to implement relevant research findings for improved patient care

the ethical implications of research

5 Organisation and pattern of studies

The detailed objectives for the clinical theoretical studies for each part of the course will be defined by a Curriculum Committee and a comprehensive programme planned which will communicate everything about the course to the course participants and preceptors.* There will be close integration of theory and practice and the learning centres will set up a small Steering Group of key people involved in planning the course development and monitoring it throughout.

The course will be divided into two terms of twelve weeks each. It will start with an introductory period during which the course participant will be given details of reading, study, individual and group assignments.

For the first twelve weeks the course participants will be supernumerary and most of the formal teaching/studies will be completed during this time. They will be supported and supervised by the preceptors. The ward sister will be the role model whom the course participants will 'shadow' in order to observe, study and investigate the different aspects of the job - daily and more long term, and how the demands of the role are met in practice. Problem areas will be identified and critically analysed and the course participants will be expected to share in solving them. At the same time, the underlying knowledge required for the role will be taught and studied, this will be done by seminars, tutorials, discussions, individual study and assignments; lectures will be kept to a minimum. Resources will be drawn from a wide field, both from the Health Service and elsewhere, in order to give the course participants the benefit of the most knowledge and expertise in each subject. Visits will be paid to all the relevant departments in the hospital and community and to other organisations and agencies which can contribute to the course in any way.

*Preceptor:- A nurse who is able to combine the skills in teaching and nursing, and by calling upon knowledge from both areas to use relevant learning experiences arising from the clinical milieu.

Most of the written work will be completed in Part 1 of the course. At the commencement of the course, the course participant will be requested to write an essay on the 'role of the ward sister'. This will be used for discussion and also a comparison, as the exercise will be repeated at the end of the six months. Other work will include a selection of 3 - 6 essays, covering non-clinical management; a book review, either of a research project or a management study; and a nursing care study based on the Nursing Process. Finally, an in-depth project will be completed, usually covering a subject of the course participant's choice. The written work throughout the course will be graded.

During the second 12 weeks, participants will take on fully the role of the ward sister, supported by the preceptors.

One day will be set aside at the end of the course for consolidation and review.

SECTION 2

CURRICULUM PLAN

- 1 Please note the contents section is not in a priority order
- 2 The resources and methods section is for use when planning each course

Aim 1 - Management of Patient Care

At the end of the course the nurse will understand the principles of clinical management and the role and responsibility of the ward sister.

At the end of the course the nurse will be able to draw up and administrate individual nursing care plans based on the nursing process following the pattern of assessing needs, planning nursing care programmes, delivery of the care and evaluation of the care. This will involve proficiency in devising and testing tools for each stage of the process.

Objectives	Content	Resources & Methods
The nurse will be able:	<u>Clinical Management</u>	
1.1 to identify the principles of clinical management	a) management of patient care b) nursing and medical records c) clinical developments d) development and trends in nursing care e) quality of nursing care (standards of nursing)	
1.2 to be capable of undertaking the responsibility of the ward sister to the patient in the delivery of care	a) ward sister as co-ordinator of care b) ward rounds c) priorities d) written and verbal work e) accountability f) confidentiality g) needs of specialist groups, e.g. elderly, children	

Objectives	Content	Resources & Methods
1.3 to identify, to examine and to select from the various forms of the organisation of patient care	<p>Daily organisation of nursing care</p> <p><u>Allocation</u></p> <ul style="list-style-type: none"> a) team allocation b) patient allocation c) task allocation d) progressive patient care e) primary nursing (1) 	
1.4 to formulate and implement individual nursing care plans based on the nursing process	<p><u>Nursing process:</u></p> <ul style="list-style-type: none"> a) theory b) nursing history c) assessing needs d) nursing care plans e) delivery of care f) evaluation of care given g) developing and testing tools 	
1.5 to identify the ethical and legal implications involved in the treatment and care of patients AND to take appropriate action	<p><u>Duties of the nurse regarding:</u></p> <ul style="list-style-type: none"> a) International Code of Nursing Ethics b) Health and Safety at Work Act c) accidents and incidents d) drug incidents e) property of patients f) wills g) transplant donations h) gifts and donations i) patients' protection and rights 	
1.6 to identify the extended role of the nurse	<ul style="list-style-type: none"> a) I.V. additives policy and procedure b) others (according to individual needs) 	
1.	<p>Primary nursing - defined in this text as 'the distribution of nursing so that the total care of an individual patient is the responsibility of one nurse. It refers to nurses in the hospital setting who provide the initial patient assessment and assume accountability for planning comprehensive twenty four hour care for an individual patient.'</p>	

Objectives	Content	Resources & Methods
1.7 to identify features of stress and anxiety in patients and relatives to demonstrate counselling skills in response to stress and anxiety in patients and relatives	<ul style="list-style-type: none">a) signs and symptoms of stressb) stress in hospitalc) counselling skillsd) resuscitatione) terminal caref) bereavementg) hospice movementh) Coroner's rolei) Registrar's role - certificates etc. <p>(see also 4.6)</p>	

Aim 2 - Teaching

At the end of the course, the nurse will have an appreciation of her role as a teacher and a basic knowledge and skill in teaching and assessing. She will appreciate the need for a continuing communication between the school and the ward.

Objectives	Content	Resources & Methods
<hr/>		
The nurse will be able:		
2.1 to identify the role and responsibility of the ward sister as a teacher	a) formal teaching b) informal teaching c) liaison with school of nursing	
<hr/>		
2.2 to identify the needs, expectations and levels of teaching for different groups	a) the education and training programmes of various groups of nurses b) the education and training of patients, relatives, voluntary workers, medical staff, professions allied to medicine and domestic staff c) health education	
<hr/>		
2.3 to identify the clinical resources and plan the experience for the individual needs	a) planning ward experience b) role of tutors and clinical teachers c) clinical nurse specialists	
<hr/>		
2.4 to set objectives for clinical experience and learning	a) objective setting b) ward learning objectives for learners c) objectives for ward staff	
<hr/>		

Objectives	Content	Resources & Methods
2.5 to identify, select, prepare and use relevant methods of teaching	teaching methods e.g: i) clinical nursing round ii) case study iii) role play iv) tutorials v) ward reports	
2.6 to identify learner's progress to assess learner's performance to discuss and advise learner's performance with the learner to write a report at the end of the review	a) learner interview and guidance b) continuous observation and identification of strengths and weaknesses c) learner's progress reports d) statutory assessment	

Aim 3 - Ward Management

At the end of the course the nurse will be skilled in the organisation and management of the ward including the appraisal of needs, solving problems of ward management, setting priorities and goals and utilisation of time, resources and personnel to the best advantage.

Objectives	Content	Resources & Methods
<hr/>		
The nurse will be able:		
3.1 to identify the role and responsibility of the ward sister as the nurse in charge of the ward	ward sister's job description	
<hr/>		
3.2 to communicate with the ward staff and other members of the health care team and to develop good working relationships	<p>A <u>Communication</u></p> <p>a) principles b) methods c) barriers</p> <p>B <u>Interpersonal Relationships</u></p> <p>a) psychology b) establishment c) maintenance d) termination</p> <p>C <u>Multidisciplinary Care</u></p> <p>a) role of multidisciplinary team b) role of health care departments c) role of ancillary departments</p> <p>D <u>Unit Meetings</u></p> <p>E <u>Night Staff</u></p>	
<hr/>		

Objectives	Content	Resources & Methods
3.3 to demonstrate leadership skills that promote effective team work	a) problem-solving b) decision-making c) group dynamics d) team work e) responsibility f) accountability g) authority h) delegation	
3.4 to demonstrate efficient ward organisation, making maximum and economical use of resources	Budget Control <u>Deployment of:</u> a) staff b) time c) equipment	
3.5 to implement operational policies and procedures, and to question and offer suggestions for change when appropriate	<u>Hospital Policy and Procedures</u> a) fire b) major accident c) security, hazards d) nursing policies and procedures	
3.6 to identify the short and long term needs of the ward to evaluate the ward management to plan further development	a) assessment of short and long term needs b) goal setting c) evaluation (management audit)	

Objectives	Content	Resources & Methods
3.7 to maintain accurate records and reports	nursing records and reports	
3.8 to plan effective duty and holiday rotas	a) duty rotas b) requests c) sickness d) relief and agency staff e) night duty	
3.9 to identify, select and mobilise the facilities provided by the Health and Social Services and Voluntary Bodies for care in the community	a) health visiting b) community nursing c) home helps d) meals on wheels e) Day Hospitals f) Day Centres g) Social Services h) accommodation for specialist needs e.g. elderly, mentally handicapped	
3.10 to identify, select and mobilise patient support groups	a) League of Friends b) patient associations c) voluntary organisations d) hospital radio	
3.11 to identify the local procedures for complaints from patients and relatives to be aware of the existence and availability of national procedures	a) local procedures b) potential complaints c) role of Community Health Councils d) national procedures - role of Ombudsman	

Objectives	Content	Resources & Methods
3.12 to identify the structure and function of health service provision	<ul style="list-style-type: none">a) Department of Health and Social Securityb) Regional Health Authoritiesc) District Health Authoritiesd) hospital management at local levele) private medicine	
3.13 to have a working knowledge of committee procedure	<ul style="list-style-type: none">a) setting up a committeeb) functions of a committeec) role of committee membersd) committee procedure	

Aim 4 - Personnel Management

At the end of the course the nurse will demonstrate knowledge and skills in personnel management.

Objectives	Content	Resources & Methods
<hr/>		
The nurse will be able:		
4.1 to identify and demonstrate the role of the ward sister in personnel management	a) trained staff review and reporting b) appraisal c) writing reports and references d) job description e) appointments, resignations f) interviewing skills	
<hr/>		
4.2 to identify the need for, and demonstrate professional development	a) staff appraisal b) nursing press c) professional organisations d) conferences, study days	
<hr/>		
4.3 to identify the need for, and methods of orientating new staff	a) interviewing b) planning c) supervising d) counselling	
<hr/>		
4.4 to show an awareness of the importance of Industrial Relations within the Health Service	a) complaints procedure b) grievance procedure c) District Health Authority disciplinary procedure d) professional disciplinary machinery e) Industrial Tribunal f) role of trades unions	
<hr/>		

Objectives	Content	Resources & Methods
4.5 to identify the need for staff welfare and to be aware of the facilities available	a) sickness b) absence c) Occupational Health Service	
4.6 to discuss the effects of stressful situations on individual members of staff to recognise the signs and symptoms of stress in herself and others to identify how stressful situations can be averted or relieved	a) stressful situations b) recognising stress c) preventing stress d) relieving stress e) role of counsellors (see also 1.7)	
4.7 to promote a high degree of morale amongst staff	job satisfaction and rewards	
4.8 to identify the roles of nursing staff in relation to the work of the ward sister	roles of permanent ward staff and senior nurse managers	

Aim 5 - Nursing Research

At the end of the course the nurse will have developed an appreciation of research.

Objectives	Content	Resources & Methods
The nurse will be able:	<u>Role of the ward sister in nursing and medical research:</u>	
5.1 to identify the role and responsibility of the ward sister regarding research	a) participation b) application c) patient protection	
5.2 to identify the principles of research to discuss the basic research methods used in nursing	a) principles of research b) basic research methods c) research process	
5.3 to select, read and interpret research material	a) criteria for selection of information b) collection of information c) interpretation of research material	
5.4 to implement relevant research findings for improved patient care	application of research findings, implementation and evaluation	
5.5 to identify the ethical implications of research	ethics of research	

SECTION 3

THE PHILOSOPHY OF ASSESSMENT/APPRaisal OF
TRAINEES TO THE WARD SISTERS' TRAINING WARD
PROJECT

Terminology

Specialized language occasionally causes some difficulties of understanding so we feel it important to clear up any doubts in order not to cause confusion. In this way it is hoped that ambiguity may be avoided and meanings made clear. The definitions draw heavily upon the glossary of terms used in the 'Course Evaluation Package' published by the Joint Board of Clinical Nursing Studies.

Evaluation - A systematic examination of a whole course, in order to bring about improvements and developments in the course programme.

Assessment - The testing of course members using practical, written and verbal methods to measure the acquisition of skills, knowledge and attitudes stated by the course objectives as expected outcomes.

It will be understood by this that an assessment is defined as being 'measurement by as objective a method as possible, of the learning achieved by the trainee.' Evaluation, on the other hand, is 'the collective measurement of groups of trainees and preceptors' - thus assessment in the course is used for individuals and evaluation for the course.

Both aims and objectives have been written in terms of the trainee's behaviour after the course in order to provide aids for the trainee and the preceptors. The written declaration of aims converts the ideas and principles from being implicit to explicit and it is hoped in this way that the educational process is open. It is felt that, as with aims and objectives, so should evaluation/assessment be written. In conjunction with the aims and objectives it is essential to define the methods of achieving them so that the results of evaluation may show that different settings have different advantages and disadvantages for the trainee.

Both preceptors and trainees should note the methods used on all occasions whether lecture, peer group discussion, problem solving etc. In such a way it will be easier to define whether the objective is being criticized or the method.

Written assessment should firstly assist the trainee, who is provided with an objective measurement of his/her progress and secondly, should provide a collective assessment of a group of trainees which represents an evaluation of the preceptors' course and teaching efficiency. Both are integral and the key to successful training.

Evaluation so frequently comes at the end of the course of events that it would seem that it is a way of looking back to see where we have been. However, it is more important than this for it is also a promise for the future. Past events cannot be changed but feedback (evaluation) signposts the road ahead. Curriculum evaluation comes before change, precedes planning for change, precedes the re-setting of expected outcomes.

Evaluation includes both the quantitative and qualitative values and is the process of feedback which goes on constantly (formative), either explicitly or implicitly. Measurement in any form creates a minefield of problems. 'Home made' questionnaires are a valuable source of data for the curriculum evaluators and most frequent questions on evaluation tools are geared to trainee and preceptor ideas, feelings and experiences about the course programme.

The summative evaluation for this course should take place at the end of the first three months and again at the end of the course (i.e. after the end of the trainees' three months running of their own ward). The instruments that have been developed (Course Evaluation 1 and 2) provide responses with several alternatives from which the trainee can choose the one most like what she feels or thinks. They also include forced responses of an open-ended nature which it is hoped will be helpful in providing data unanticipated by the preceptors. The responses will be sorted into categories suggested by the data.

It is accepted that data collected in this way will be treated with the full knowledge of the dangers inherent in accepting the findings as conclusive evidence of curriculum success or failure. Hopefully it will provide information about the direction for continuing curriculum development and indicators for change. This may be used in conjunction with other types of feedback, both formal and informal.

A report incorporating a summary of the questionnaires completed by the trainees will be made available to the preceptors and the Curriculum Committee.

Assessment of trainee progress will be done for three basic purposes:

1. to determine trainee attainment of the behaviours established by the objectives
2. to assess the success of the learning experiences offered
3. to predict professional competence in the ward sister role

The written aims and objectives for the course are prerequisites for assessment which may be seen as being of benefit to the trainee, the teacher and for the purpose of research.

Formative (in course or continuous) assessment will be fed back to the trainee for the purposes of aiding his/her professional development; summative or terminal assessment will be used for the purpose of establishing competence. There seems to be a need to assess: knowledge, skills and attitudes, in relation to the Course Objectives.

It is suggested that this may take place in various ways:

1. Ongoing (in-course or continuous) assessment during the first three months of:
 - a) written work, e.g. essays and problem-solving exercises
 - b) nursing records kept by the trainees, e.g. Kardex reports and/or nursing care plans
 - c) self-evaluation prepared by the trainee in the form of audit
2. Ongoing assessment during the second three months by:
 - a) the use of the Ward Sister Assessment Form designed for the course

It may be used to determine the extent to which the course objectives have been achieved. It can be used continuously or in retrospect and can be used to measure individual achievement.

- b) the observation of trainees

The skills that need to be learned by the ward sister trainees are numerous. They can be grouped into broad categories such as interviewing skills, problem-solving skills and specific skills in clinical care: for example writing nurse care plans. The subjective assessment by a preceptor is considered at present to be the most practical method. That being the case, there is an obligation on the preceptor to devise methods of testing the observations against the trainees comments, because they (the trainees) must see and comment on any assessment report which is written about them. For example, it is difficult to establish exactly what did happen in a teaching episode with a patient.

The trainee's memory of what happened and her ability to recall words and the tone used and the missing verbal and non-verbal clues from the patient are difficult to demonstrate.

It may be possible to record such an interview and to discuss this when it can be replayed and, more accurately recalled.

3. Interview at the end of the course

This should take the form of self-evaluation, where the trainees exchange views and issues related to the course and their own development with the trainees who immediately succeed them.

4. Pre and post course constructs of the role of the ward sister

A discussion should be arranged at the beginning of the course to form an 'identikit' of the role of the ward sister. This should be written up by the trainees and the exercise repeated at the end of the six months and the two constructs compared.

It is important that the trainees should know how they are progressing through each three months module and a structured discussion should be arranged at the beginning of the course and a feed-back given at work, the practical assessment and problem-solving abilities and presentation of oral evidence.

Appraisal

The National Nursing Staff Committee recommend that appraisal of new staff should take place six months after appointment and that this should be carried out by the individual's immediate manager. While appraisal is a useful exercise, it is suggested that this does not take place at the end of this course, as three months is too short a time for a full appraisal to be done. However, it is suggested that with the agreement of the trainee and his/her manager, the appraisal at six months should be made available to the preceptors in order that strengths and weaknesses may be identified which may reflect on strengths and weaknesses of the course.

SECTION 4

COURSE EVALUATION

PART 1

COURSE EVALUATION

This questionnaire is to enable you to write your thoughts and comments about the first three months of the training course. This will help us to evaluate the course and to make changes as necessary which will be of benefit to those coming on the course in future. Please give as much information as possible and write on additional paper if there is insufficient space for your comments.

Thank you for your help

Course Preparation

1. Did you receive all the information you required before commencing the course? YES/NO
2. If no, what further information should have been provided?

Course Aims

Give **detailed** comments as to what extent the following aims have been fulfilled in Part 1 of the course.

Aim 1 - Management of Patient Care

At the end of the course the nurse will understand the principles of clinical management and the role and responsibility of the ward sister.

At the end of the course the nurse will be able to draw up and administrate individual nursing care plans based on the Nursing Process following the pattern of assessing needs, planning nursing care programmes, delivery of the care and evaluation of the care. This will involve proficiency in devising and testing tools for each stage of the process.

Comments

Aim 2 - Teaching

At the end of the course, the nurse will have an appreciation of her role as a teacher and a basic knowledge and skill in teaching and assessing. She will appreciate the need for a continuing communication between the school and the ward.

Comments

Aim 3 - Ward Management

At the end of the course the nurse will be skilled in the organisation and management of the ward including the appraisal of needs, solving problems of ward management, setting priorities and goals and utilisation of time, resources and personnel to the best advantage.

Comments

Aim 4 - Personnel Management

At the end of the course the nurse will demonstrate knowledge and skills in personnel management.

Comments

Aim 5 - Nursing Research

At the end of the course the nurse will have developed an appreciation of research.

Comments

Content

1. What aspects of the course did you find particularly helpful?

2. Were there any aspects you feel should be omitted from future courses?

2.1 internal visits

2.2 external visits

2.3 discussions

2.4 written assignments

2.5 clinical experience

2.6 courses

3. Are there any other aspects that you feel should have been covered?
4. Are there any aspects that you feel should have been covered in more depth?
5. Did you find the written assignments helpful? YES/NO
Please add your comments about any which you found particularly helpful or unhelpful.
6. Was the feed back on the work you submitted adequate and helpful? YES/NO
Please add your comments.
7. Were the library facilities adequate? YES/NO
Please add your comments on the different libraries you have used.

8. Did you find the clinical experience: very valuable/valuable/of little value/no value?

Please add your comments about this aspect of the course.

9. What did you find most helpful in your observations of the ward sister at work?

Teaching

1. How did you find the level of teaching, discussion etc.?

2. Which methods of teaching did you find most helpful?

Were there any methods of teaching which you did **not** find helpful?

Please give your reasons for your answers.

General

1. What could have been done to make the course of more value?

2. Do you feel the course has equipped you adequately to enable you to run a ward on your own? YES/NO
Please add your comments.

3. Has the course helped you to change your interpersonal relationships?
If so, specify.

4. Please add any further comments you wish to make about the course.

SECTION 5

COURSE EVALUATION

PART 2

COURSE EVALUATION

This questionnaire is to enable you to write your thoughts and comments about the second three months of the training course. This will help us to evaluate the course and to make changes as necessary which will be of benefit to those coming on the course in future. Please give as much information as possible and write on additional paper if there is insufficient space for your comments.

Thank you for your help.

Preparation for Part 2

1. Did you receive all the information you required concerning Part 2?
YES/NO
2. If no, what further information should have been provided?

Course Aims

Give detailed comments as to what extent the following aims have been fulfilled in Part 2 of the course.

Aim 1 - Management of Patient Care

At the end of the course the nurse will understand the principles of clinical management and the role and responsibility of the ward sister.

At the end of the course the nurse will be able to draw up and administrate individual nursing care plans based on the nursing process following the pattern of assessing needs, planning nursing care programmes, delivery of the care and evaluation of the care. This will involve proficiency in devising and testing tools for each stage of the process.

Comments

Aim 2 - Teaching

At the end of the course the nurse will have an appreciation of her role as a teacher and a basic knowledge and skill in teaching and assessing. She will appreciate the need for a continuing communication between the school and the ward.

Comments

Aim 3 - Ward Management

At the end of the course the nurse will be skilled in the organisation and management of the ward including the appraisal of needs, solving problems of ward management, setting priorities and goals and utilisation of time, resources and personnel to the best advantage.

Comments

Aim 4 - Personnel Management

At the end of the course the nurse will demonstrate knowledge and skills in personnel management.

Comments

Aim 5 - Nursing Research

At the end of the course the nurse will have developed an appreciation of research.

Comments

Content

1. In what ways were you able to apply aspects of Part 1 of the course during Part 2?

2. Has anything you gained from your visits during Part 1 proved useful to you in Part 2? YES/NO
If yes, please give details.

3. Have you been able to apply any knowledge gained from the **written** assignments which you completed in Part 1? YES/NO
If yes, please give details.

4. Have you been able to apply any theory learnt in Part 1 to the practical situation? YES/NO
If yes, please give details.

5. Was the support you received from the Preceptors adequate and helpful? YES/NO
In what ways? (include any suggestions you have for improving this aspect)

6. Has the clinical experience gained during Part 1 had any influence in your current practice? YES/NO
Please give details.

7. Did any of the activities of the ward sister role models, whom you observed in Part 1 positively or negatively influence any of your activities in Part 2? Positively/Negatively/Both
Please elaborate.

General

1. Did you call on the Preceptors for advice at anytime? YES/NO
What was the result? Please give details.
2. Were you able to call on anyone else for advice? YES/NO
Please give details.
3. Please comment on the seminars and final consolidation day in Part 2.
4. How worthwhile on the whole have you found Part 2 of the course?
Please give details.

5. Do you now feel more able to run a ward on your own as a result of the course? YES/NO
Please add your comments.

6. What effect did you find that Part 1 of the course had on the establishment of interpersonal relationships during Part 2?

7. What behavioural changes, if any, have taken place on your part that can be attributed to Part 1 of the course?

8. What problems have you experienced in Part 2? (other than any already mentioned)

9. Has your attendance at the course motivated you to continue to study the subjects covered? YES/NO
If yes, what areas are of most interest to you?

10. From your practical experience in Part 2 have you identified any areas that you feel should have been included in Part 1?

YES/NO

If yes, please specify.

11. Have the results of your research led to any changes in your work? YES/NO

If yes, please give details.

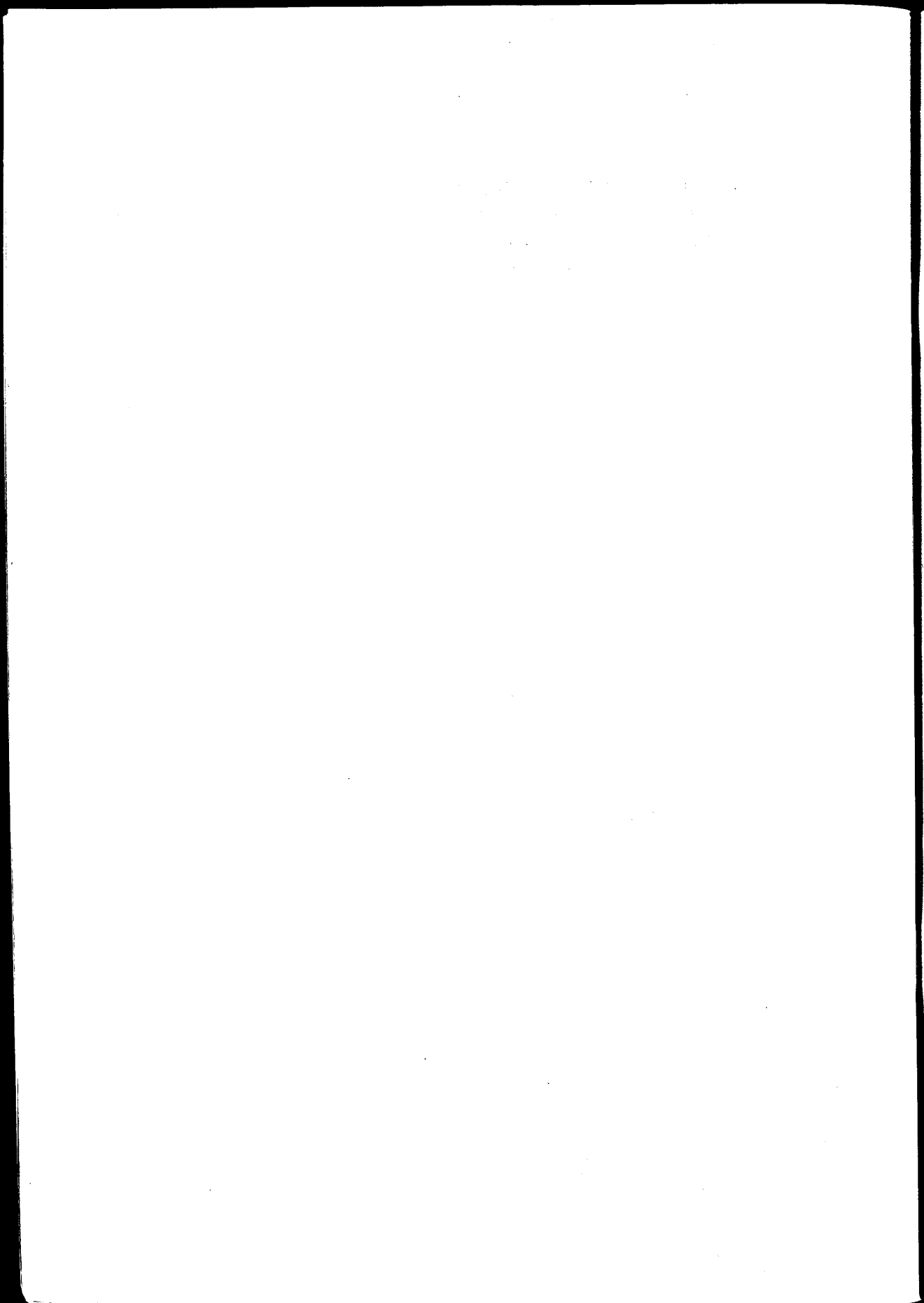
12. Has the whole course fulfilled your own expectations and objectives? Yes/No/Partly

Were there any disappointments? YES/NO

If yes, please give details.

13. Have you any suggestions for improving the courses?

14. Please write a brief letter to a senior staff nurse who is to be promoted to a ward sister's post, telling her about the course, including your own feelings and reactions to the course, and any useful tips you would give her.



SECTION 6

WARD SISTER ASSESSMENT FORM

1. MANAGEMENT OF PATIENT CARE

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
1.1 co-ordinates patient care										
1.2 ensures that individual nursing care plans based on the Nursing Process are formulated and implemented										
1.3 uses a problem-solving approach in patient care										
1.4 ensures all nursing records are accurately kept										
1.5 shows knowledge of new developments and trends in nursing care adapts accordingly										
1.6 communicates with patients										
1.7 maintains a good relationship with hospital departments										

(Tick columns where applicable)

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
1.8 is aware of legal and ethical implications involved in the care of patients										
takes correct action										
1.9 acts according to the law and hospital policy regarding the administration and storage of drugs										
1.10 is aware of intravenous therapy policy										
carries out the procedure accurately										
1.11 organises patient care in the ward by means of: a) patient allocation b) task allocation c) team allocation (delete where not applicable)										
1.12 meets the needs of the dying patient										
supports and counsels relatives and staff at this time										

Comments

(Tick columns where applicable)

2. TEACHING

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
2.1 teaches all grades of nursing staff in the ward										
2.2 identifies the needs, expectations and levels of teaching required for different individuals										
2.3 uses various methods of teaching in the ward (specify in 'comments' below)										
2.4 interviews learners at the beginning of their experience in the ward (to identify needs)										
2.5 assesses and completes records of the learners performance at intervals during their ward experience										
2.6 assesses qualified and unqualified staff										

(Tick columns where applicable)

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
2.7 a) identifies learning needs of patients and relatives										
b) gives appropriate advice										
c) checks that they have adequate understanding										

(Tick columns where applicable)

Comments

3. WARD MANAGEMENT

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
3.1 communicates and liaises with other members of the health care team										
3.2 a) demonstrates leadership skills that promote effective team work										
b) develops working relationships										
3.3 demonstrates efficient ward organisation making maximum and economical use of resources										
3.4 implements operational policies and procedures										
offers suggestions for change where appropriate										
3.5 assesses the short and long term needs of the ward										
plans further development										
3.6 plans effective duty and holiday rotas										

(Tick columns where applicable)

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
3.7 identifies, selects and mobilises the facilities available for the continuation of patient care in the community										
3.8 recognises potential complaints and attempts to solve problems										
3.9 attends unit meetings										

Comments

(Tick columns where applicable)

4. GENERAL MANAGEMENT

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
4.1 recognises the signs and symptoms of stress in herself										
and others										
4.2 provides support and counsels staff whenever necessary										
4.3 seeks help and support from an appropriate source for herself										
4.4 shows an awareness of the importance of industrial relations in the health service										
4.5 recognises the role of the nursing officer										
and refers problems and issues										

Comments

(Tick columns where applicable)

5. NURSING RESEARCH

	very well	well	adequate	badly	very badly	always	most of the time	sometimes	seldom	never
5.1 selects, reads and applies relevant research findings for improved patient care										
5.2 aware of the ethical implications of research for patients and staff										
and takes appropriate action										

Comments

(Tick columns where applicable)

I have read this paper
(Any comments below)

Signature

CURRICULUM PLANNING COMMITTEE MEMBERS

Miss Hazel O Allen (Chairman)	Assistant Director, King's Fund Centre
Mrs Ruth Calcott	Tutor/Preceptor, Whipps Cross Hospital
Miss Julia Fabricius	Ward Sister Preceptor, Guy's Hospital
Miss Sally Farnish	Research Associate, Nursing Research Unit, Chelsea College
Mr Bernard Finn	Professional Officer, The Joint Board of Clinical Nursing Studies
Miss Judith Lathlean	Research Fellow, Nursing Research Unit, Chelsea College
Mrs Dorothy Longworth	Acting Director of Nurse Education, Guy's Health District
Mrs Alison Monk	Ward Sister Preceptor, Whipps Cross Hospital (*until April 1980)
Mr John Murrell	Director of Post Graduate Studies, Homerton College, Cambridge
Miss Carol Neve	Ward Sister, St Thomas' Hospital
Miss Dorothy Sykes	Director of Nurse Education, West Roding District
Miss B B Whyte	Director of Nurse Education, Guy's Health District (*until April 1981)
Mrs Po Cheng Wood	Ward Sister Preceptor, Whipps Cross Hospital (*from April 1980)
Miss Trudy Wood	Tutor/Preceptor, Guy's Hospital
Miss Christine Davies	Project Officer, King's Fund Centre (in attendance)

King's Fund



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