

**UNIVERSITY OF MARYLAND
SCHOOL OF NURSING**

**EMPLOYER SURVEY OF FUTURE EDUCATIONAL NEEDS
FALL 2005**

Conducted by the UMB SON Office of Research

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A list of 66 Maryland Acute Care Hospitals and other health care agencies such as long term care, psychiatric hospitals, and outpatient centers that potentially employ University of Maryland School of Nursing graduates was mailed a survey consisting of a total of 38 open and closed ended items soliciting (a) projected needs for BSN prepared nurses over the next three years, (b) projected needs for the different types of advanced practice specialties, (c) institutional policies regarding formal and continuing education opportunities for RN employees, and (d) specific nursing continuing needs of employees. The survey was addressed to the administrator within each agency considered to have direct responsibility for overseeing the nursing mission in her/his institution. Following a total of three mailings, 33 of 66 surveys were returned for a 50% response rate.

Projected BSN and MS Educational Needs

Question 1a. How many of your current nursing staff, in your opinion, need to obtain the BSN degree?

The responses to this question ranged from 0 (Anne Arundel Med. Ctr.) to 600 (The Inova Fairfax Hospital including the Hospital for Children and the Heart & Vascular Institute). The median number needed was 177 and the combined estimate for all 33 hospitals was slightly more than 5000. A related item was asked concerning the need for *additional* nurses with a BSN over the next 3 years (see Table 3) below.

Question 1b. Which Masters specialty constitutes your facility's greatest need?

While respondents often mentioned more than one specialty, as indicated in Table 1 the most commonly mentioned specialties were clinical nurse specialists (often in medical surgical areas), various types of administration, and education. Actual responses for each hospital are provided in Table 1 below.

Question 1c. Number of nurses who need this type of Masters preparation (Q 1b).

The median number needed of individual specialties needed was 45 (ranging from 2 to 700) and the total number of masters prepared nursing needed was estimated to be 1,453. It should be noted, however, that often this projected number reflected more than one specialty which can be ascertained by an close examination of Table 1.

Questions 2a/2b. Masters specialty constituting the 2nd greatest need and estimated numbers.

These two questions repeated Questions 1b and 1c in order to provide respondents with a second choice for Masters specialties. Since some respondents volunteered more than one specialty for 1b, these individuals tended to put nothing for these items. Rather than attempt to summarize these diverse responses, perceived nursing education needs or listed by agency in Table 1.

Table 1. Perceived BSN and MS Needs by Responding Health Care Agencies

Hospital	# BSNs Needed	1st Choice MS Spec.	# Needed	2nd Choice MS Spec.	# Needed
Anne Arundel M.C.	.	Peri-operating	25	Women's & Children	1
Balt-Wash M.C.	436	Administration	20	Clinical Nurse Spec.	0
Bon Secours	15	Critical Care/ Specifically Ed.	.	ICU	.
Calvert Memorial	60	Nursing Administration	5	Family NP	3
Carroll H.C.	200	Administrative, Business	10	Education	5
Chester River	10	Administration, Management	5	Clinical Spec. Education	5
Civista M.C.	90	Clin Nurse Spec-med	20	Crit Care Nurs Spec	10
Doctors Comm..	20	Nurs Admin,Ed	5	Ped Clin Spec	.
Fort Washington	60	Clin. Spec. Med/Surg, Crit. Care, Ed.	3	Administration	1
Franklin Square	300	Admin.	10	Clin. Specialty	25
Garrett Co	25	Nurs Admin. Nurs Clin Spec	10	CRNA	3
Greater Balt. M.C.	300	Ed., Surg. Nurse Specialist	15	NP	10
Holy Cross	20	Clinical Nurse Specialist	10	Education	10
Howard Co.	300	Clin. Spec hours	100	Admin. & Ed.	35
Inova Fairfax	600	Clin Nurse Spec/Advanced Practice	100	Informatics	10
Bayview	200	Clinical Nurse Spec. Neonatal/maternal-child areas	5	Clin Nurs Spec, Crit Care	5
Kennedy Krieger	10	Clin. Spec., Educator	2		.
Kernan	15	Rehabilitation	10	Critical Care	5
Maryland Gen.	250	Medical Surgical & Critical Care	250	Behavioral Hlth, Crit Care	25
Montgomery	20	General Med/Surg	5	Critical Care	7
Mt. Washi. Ped..	150	Ed,CNS,Onc	6		4
NIH, Magnuson	5	Adult Med Surg, Oncology/ Hematology, Peds, Crit. Care	20		.
Potomac Ridge .	20	Behavioral Hlth , Primary Adult Adolescent, FNP	11	Nurs Admin, MCO, Clin. Research	2
Shady Grove Adv.	150	MSN, MSN/MBA	20	MHA, MBA	10
Shore Health	100	Administration	8	Adult Acute Care, CNS.	.
Southern Maryland	200	NICU	5	Critical Care	5
St. Agnes	7	Nurse practitioners	3		.
St. Joseph's	600	Med-Surg, Orthopedics	700	Management	50
Johns Hopkins	300	Acute Care NP	40	CRNA	20
University Specialty	25	Clin. Spec., Pulmonary General Med. NP	3	Administration	3
Upper Chesapeake	200	Clinical Spec	10	Nursing Administration	5
VA Maryland H.C.S.	130	Adult Psy. Mental Hlth CNS	2	CRNA	2
Washington County	300	MS	15	MS education	10

Agency Practices for Facilitating Formal Nursing Education

Respondents were asked if they provided released time for their nurses to attend formal academic programs in nursing, if they provided tuition assistance for this purpose (and if so, how much), and if they provided any other incentives for such activities (and if so, what). As indicated in Table 2, almost all the agencies provided tuition assistance (only Fort Washington, a very small facility, reported not doing so) and the majority provided released time (65%) and other incentives.

Table 2. Agency Formal Academic Education Policies

Questions	% Yes
Do you provide released time?	64.5%
Do you provide tuition assistance?	97.0%
Do you provide any other incentives?	58.1%

For the 18 respondents who provided tuition assistance, the amount offered ranged from \$1000 to \$5000 with an average reimbursement per year of \$3180. Other responses included a range from \$150-1000, three offered tuition plus scholarships, three offered complete reimbursement. Miscellaneous options included reimbursement varying according to the employee status and program costs and 6 credits at the “Bowie College Rate.” Although all respondents did not break their reimbursement down by full time or part time, for those that did it appeared that full time employees received about twice as much assistance as for part time ones. Respondents who mentioned that they provided other incentives listed the opportunity for advancement, salary increases, mentoring and coaching (one agency), and assistance with expenses (one agency).

Perceived Nursing Additional Nursing Needs Over the Next Three Years

As mentioned above, respondents were asked to estimate how many additional BSN nurses their facilities would need over the next three years. As indicated in Table 3, for BSN prepared nurses these responses ranged from 6 to 600 with a mean of 99 and a total N of 3061. The advanced practice specialty perceived to be in the greatest demand was administration, followed by (a) teaching with post graduate certification, (b) nurse anesthesia, and (c) adult primary care NPs. Community/public health and environmental specialists were the specialties with the lowest perceived need.

Table 3. Perceived Additional Nurses Needed Over Next Three Years

Type of Nurse	Mean	Range	Sum
Additional BSN	98.7	6-600	3061
Masters			
Administration	8.6	0-50	274
Adult Primary Care Nurse Practitioners	3.6	0-20	102
Behavioral Health NP/CNS (Adult or Child)	1.9	0-10	56
Clinical Research Management	1.9	0-10	56
Community/Public Health	0.3	0-2	7
Environmental Health Certificate	0.3	0-2	7
Family Nurse Practitioner	2.1	0-20	59
Gerontology Nurse Practitioner	1.9	0-10	50
Nursing Informatics	3.0	0-20	93
Pediatric Nurse Practitioner/CNS	1.9	0-10	53
Teaching in Nurs & HP Post Grad. Certificate	4.7	0-20	128
Acute Care Nurse Practitioner/CNS	3.8	0-20	110
Nurse Midwife	2.3	0-15	63
Nurse Anesthesia	3.9	0-20	114
Oncology	2.7	0-14	73

Continuing Education Needs

The final portion of the survey dealt with perceived continuing nursing education needs as well agency practices regarding continuing education. As with the formal education, respondents were asked both what they considered to be the greatest need for a continuing education program and the second greatest need. While these results are presented on an agency-by-agency basis in Table 4, the most frequently mentioned area was the development of critical thinking skills. The other areas mentioned were quite diverse.

Table 4. Perceived Needs for Continuing Education and Numbers Who Need Topics

Hospital	Greatest Need	N	2 nd Greatest Need	N
Anne Arundel	Changes in Adv Medicine	150	Women's & Children	1
Balt-Wash M.C.	Prep for Certification	300	Clinical Nurse Spec.	0
Bon Secours	Managing Care with Declining Resources	.	ICU	.
Calvert Mem.	Critical Thinking, Multi-Tasking, Util. of Res.	180	Family NP	3
Carroll H.C.	Elimination of Risk, Computer Technology Change & Team Building	400	Education	5
Chester River	Critical Care Skills	20	Clinical Spec. Education	5
Civista M.C.	Diabetes Management	60	Crit Care Nurs Spec	10
Doctors Comm..	Critical Thinking Skills, Documentation, Pain Management	50	Ped Clin Spec	.
Fort Washington	Preceptor Skills	20	Administration	1
Franklin Square	Flex hrs, Variety of Progs-Online, Trad, Delegation/Peer Accountability	100	Clin. Spec	25
Garrett Co	Leadership Train, SBAR Train, Crit Thinking Skills, Pt. Safety	10	CRNA	3
Greater Balt.	Delegation & Case Management	300	NP	10
Holy Cross	Clinical Assessment for the Bedside Care Provider	200	Education	10
Howard Co.	End of Life Care	400	Admin. & Ed.	35
Inova Fairfax	Critical Thinking in Complex Environments & Patients	900	Informatics	10
Bayview	Evidence Based Practice	100	Clin Nurs Spec, Crit Care	5
Kennedy Krieger	Teamwork	100		.
Kernan	Critical Thinking	20	Critical Care	5
Maryland Gen.	Current Practices/Evidence Based	200	Behavioral Hlth, Crit Care	25
Montgomery	Customer Service Skills	160	Critical Care	7
Mt. Wash Ped	Cri.Think,Docum, Pain Mgmt	50		4
NIH, Magnuson		.		.
Potomac Ridge .	BSN-Crit. Thinking	20	Nurs Admin, MCO, Clin. Research	2
Shady Grove Adv.	Practice Parameters, Clin. Spec. Ethics, Technology	800	MHA, MBA	10
Shore Health	Adult Advanced Pathophys Treatments, Legal Issues	50	Adult Acute Care, CNS.	.
Southern Mary.	Telemetry, Cardiac Issues	25	Critical Care	5
St. Agnes		.		.
St. Joseph's	Evidence Based Practice	800	Management	50
Johns Hopkins	Multidisciplinary Teamwork Training	400	CRNA	20
University	Acute Care Courses	30	Administration	3
Upper Chesap.		.	Nursing Administration	5
VA Maryland	Joint Commission Patient Safety Goals 2005	50	CRNA	2
Washington Co		.	MS education	10

Respondents were queried with respect to their policies regarding continuing education practices. As indicated in Table 5, the vast majority indicated that they provided released time and reimbursement for attending CE courses and would be willing to pay for a CE course at their facility. Fewer indicated any additional incentives for attending CE or wished to be contacted about setting up CE at their facility.

Table 5. Agency Continuing Education Practices

Miscellaneous Questions	% Yes
Do you provide released time for attending CE?	90.6%
Do you provide reimbursement for attending CE?	93.8%
Do you provide other incentives for attending CE?	46.7%
Would you pay for a CE course at your facility?	91.7%
Would you like to be contacted about setting up CE at your facility?	77.8%

The responses regarding reimbursement specifics for attending CE were quite varied. Some indicated a dollar amount (e.g., \$200), other indicated the full tuition cost, and also indicated travel and expenses. Open-ended responses regarding other incentives for continuing education included opportunities for advancement, the fact that attendance was included as part of performance evaluations, and the opportunity to reach other staff.

Additional Comments

The final question in the survey allowed respondents to make any additional comments they pleased regarding formal and continuing education needs at their facilities. Most respondents did not feel any additional comments were warranted and the majority of those they were offered did not appear to address the specific issues that were the focus of this survey. Examples included the fact that financial assistance for students would be helpful, a suggestion that the survey would be easier to complete online, and that the responding facility's education department has been successful in meeting employee needs.

Conclusions

While many of the responses to this survey required respondents to project their agencies' future educational needs, these results appear to indicate a continuing need for the types of undergraduate and graduate education that the UMB School of Nursing provides and will continue to provide. While these data represent only about one-half of the health care agencies surveyed, it is hoped that they can provide one tool in the School's ongoing program planning efforts.

Analysis of the Results of the Survey of Faculty Training and Development Needs

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Analysis of the Results of the Survey of Faculty Training and Development Needs

A survey inquiring into faculty training and development needs was distributed to the faculty during the fall of 2004. A total of 27 questionnaires were returned; 26 questionnaires had some useable information. One questionnaire was entirely blank. All but three questionnaires had the name of the respondent. About a quarter of the faculty responded to the survey. No inferences are made about the faculty who did not respond to the survey.

The data were entered once and spot-checked. SPSS was used to analyze the data. None responses to specific items were treated as if the response was 'not interested.'

Responses were scored as follows: 'very interested' received a 3; 'moderately interested' received a 2, and 'not interested' received a 1. Data for four open-ended questions were entered. No attempt was made to combine the open-ended responses into meaningful categories. There were very few responses to the first open-ended question ('Would like any other help with teaching?'). The respondents may have missed this question.

The data are presented in two formats: first as a table with the mean score for each question (the higher the mean score the more interest) and second as a frequency distribution for each question that displays the number and percent of respondents that indicated that they were very interested, moderately interested or not interest in that topic. Data for four open-ended questions are presented as part of the set of frequency distributions. No attempt was made to categorize the responses for the open-ended

questions. In some cases, an abbreviated version of the response to question was entered rather than the verbatim response.

There are 9 topics that received a mean score of 2.0 or more. They are: 'Teaching effectively with instructional technology' (2.5), 'Web based or hybrid teaching,' (2.38), 'Teaching in "smart" (technologically sophisticated classrooms' (2.19), 'Digital video possibilities – Intro to digital formats and educational applications' (2.12), 'Identifying grant opportunities' (2.12), 'Concept mapping' (2.08), 'Grant writing tips' (2.08), 'Promotion and tenure (e.g. expectations, guidelines, procedures)' (2.08) and 'Questioning techniques/ Writing board type questions' (2.0).

Table I Mean Score by Item

	N	Mean
Academic advising and counseling skills	26	1.65
Promotion and tenure	26	2.08
Stress Management	26	1.23
Cultural Competence	26	1.54
Managing effective meetings	26	1.62
Having a mentor	26	1.73
Being a mentor	26	1.88
Retooling-info on how to do something different	26	1.58
Faculty practice	26	1.50
Administration	26	1.42
Conflict Management	26	1.46
Developing a career in management	26	1.31
Principles of effective teaching & learning	26	1.92
Lecture & large group presentation skills	26	1.88
Clinical teaching skills	26	1.42
Questioning techniques/Writing board type questions	26	2.00
Writing objectives	26	1.65
Adult learning	26	1.77
Concept Mapping	26	2.08
Syllabus Construction	26	1.65
Working with students in academic difficulty	26	1.69
Understanding group dynamics	26	1.54
Teaching Smart	26	2.19
Teaching effectively with instructional technology	26	2.50
Web based or hybrid teaching	26	2.38
Examination Preparation-general	26	1.96
Developing multiple choice test questions	26	1.96
Developing fill in the blank questions	26	1.62
Developing essay questions	26	1.85
Item analysis	26	1.77
Writing for professional publications	26	1.96
Techniques for enhancing presentations at professional meetings	26	1.96
Identifying grant opportunities	26	2.12
Options for clinical funding	26	1.85
Methods for conducting educational research	26	1.77
Grant writing tips	26	2.08
Consultation on some aspect research project	26	1.96
Putting together business pages for grants	26	1.69
Biostatistics for clinicians	26	1.50
Effective computer searches	26	1.88
Statistical packages -SPSS, SAS	26	1.96
Reference manager session/ End notes	26	1.88
Update on services available through Biomedical Communication	26	1.69
Update on services available through Research And Sponsored Programs	26	1.77
Purchasing and using PDAs	26	1.50
PDAs in a clinical setting	26	1.58
Power point I -for beginners	26	1.19
Power point II -Intermediate	26	1.62
Web page design	26	1.92
Adobe software	26	1.77
Digital video possibilities	26	2.12
Valid N (listwise)	26	

Frequency Distributions

General Career Development

Academic advising and counseling skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	3	11.5	11.5	11.5
	Moderately Interersted	11	42.3	42.3	53.8
	Not Interested	12	46.2	46.2	100.0
	Total	26	100.0	100.0	

Promotion and tenure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	13	50.0	50.0	50.0
	Moderately Interersted	2	7.7	7.7	57.7
	Not Interested	11	42.3	42.3	100.0
	Total	26	100.0	100.0	

Stress Mangement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Interersted	6	23.1	23.1	23.1
	Not Interested	20	76.9	76.9	100.0
	Total	26	100.0	100.0	

Cultural Competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	2	7.7	7.7	7.7
	Moderately Interersted	10	38.5	38.5	46.2
	Not Interested	14	53.8	53.8	100.0
	Total	26	100.0	100.0	

Managing effective meetings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	3	11.5	11.5	11.5
	Moderately Interersted	10	38.5	38.5	50.0
	Not Interested	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Having a mentor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	9	34.6	34.6	34.6
Moderately Interersted	1	3.8	3.8	38.5
Not Interested	16	61.5	61.5	100.0
Total	26	100.0	100.0	

Being a mentor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	9	34.6	34.6	34.6
Moderately Interersted	5	19.2	19.2	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Retooling-info on how to do something different

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	3	11.5	11.5	11.5
Moderately Interersted	9	34.6	34.6	46.2
Not Interested	14	53.8	53.8	100.0
Total	26	100.0	100.0	

Faculty practice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	4	15.4	15.4	15.4
Moderately Interersted	5	19.2	19.2	34.6
Not Interested	17	65.4	65.4	100.0
Total	26	100.0	100.0	

Administration

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	3	11.5	11.5	11.5
Moderately Interersted	5	19.2	19.2	30.8
Not Interested	18	69.2	69.2	100.0
Total	26	100.0	100.0	

Conflict Magement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	3	11.5	11.5	11.5
Moderately Interersted	6	23.1	23.1	34.6
Not Interested	17	65.4	65.4	100.0
Total	26	100.0	100.0	

Developing a career in mangement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	1	3.8	3.8	3.8
Moderately Interersted	6	23.1	23.1	26.9
Not Interested	19	73.1	73.1	100.0
Total	26	100.0	100.0	

Teaching Development

Principles of effective teaching & learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	8	30.8	30.8	30.8
Moderately Interersted	8	30.8	30.8	61.5
Not Interested	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Lecture & large group presentation skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	8	30.8	30.8	30.8
Moderately Interersted	7	26.9	26.9	57.7
Not Interested	11	42.3	42.3	100.0
Total	26	100.0	100.0	

Clinical teaching skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	3	11.5	11.5	11.5
Moderately Interersted	5	19.2	19.2	30.8
Not Interested	18	69.2	69.2	100.0
Total	26	100.0	100.0	

Questioning techniques/Writing board type questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	10	38.5	38.5	38.5
Moderately Interersted	6	23.1	23.1	61.5
Not Interested	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Writing objectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	6	23.1	23.1	23.1
Moderately Interersted	5	19.2	19.2	42.3
Not Interested	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Adult learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	6	23.1	23.1	23.1
Moderately Interersted	8	30.8	30.8	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Concept Mapping

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	10	38.5	38.5	38.5
Moderately Interersted	8	30.8	30.8	69.2
Not Interested	8	30.8	30.8	100.0
Total	26	100.0	100.0	



Syllabus Construction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	6	23.1	23.1	23.1
Moderately Interersted	5	19.2	19.2	42.3
Not Interested	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Working with students in academic difficulty

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	6	23.1	23.1	23.1
Moderately Interersted	6	23.1	23.1	46.2
Not Interested	14	53.8	53.8	100.0
Total	26	100.0	100.0	

Understanding group dynamics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	3	11.5	11.5	11.5
Moderately Interersted	8	30.8	30.8	42.3
Not Interested	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Teaching Smart

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	13	50.0	50.0	50.0
Moderately Interersted	5	19.2	19.2	69.2
Not Interested	8	30.8	30.8	100.0
Total	26	100.0	100.0	

Teaching effectively with instructional technology

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	18	69.2	69.2	69.2
Moderately Interersted	3	11.5	11.5	80.8
Not Interested	5	19.2	19.2	100.0
Total	26	100.0	100.0	

Web based or hybrid teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	17	65.4	65.4	65.4
Moderately Interersted	2	7.7	7.7	73.1
Not Interested	7	26.9	26.9	100.0
Total	26	100.0	100.0	

Examination Preparation-general

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	8	30.8	30.8	30.8
Moderately Interersted	9	34.6	34.6	65.4
Not Interested	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Developing multiple choice test questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	8	30.8	30.8	30.8
Moderately Interersted	9	34.6	34.6	65.4
Not Interested	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Developing fill in the blank questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	5	19.2	19.2	19.2
Moderately Interersted	6	23.1	23.1	42.3
Not Interested	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Developing essay questions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	6	23.1	23.1	23.1
Moderately Interersted	10	38.5	38.5	61.5
Not Interested	10	38.5	38.5	100.0
Total	26	100.0	100.0	

Item analysis

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	6	23.1	23.1	23.1
Moderately Interersted	8	30.8	30.8	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Research Development

Writing for professional publications

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	11	42.3	42.3	42.3
Moderately Interersted	3	11.5	11.5	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Techniques for enhancing presntations at professional meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	8	30.8	30.8	30.8
Moderately Interersted	9	34.6	34.6	65.4
Not Interested	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Identifying grant opportunities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	12	46.2	46.2	46.2
Moderately Interersted	5	19.2	19.2	65.4
Not Interested	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Options for clinical funding

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	8	30.8	30.8	30.8
Moderately Interersted	6	23.1	23.1	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Methods for conducting educational research

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	5	19.2	19.2	19.2
Moderately Interersted	10	38.5	38.5	57.7
Not Interested	11	42.3	42.3	100.0
Total	26	100.0	100.0	

Grant writing tips

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	11	42.3	42.3	42.3
Moderately Interersted	6	23.1	23.1	65.4
Not Interested	9	34.6	34.6	100.0
Total	26	100.0	100.0	

Consulation on some aspect research project

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	11	42.3	42.3	42.3
Moderately Interersted	3	11.5	11.5	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Putting together business pages for gants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	7	26.9	26.9	26.9
Moderately Interersted	4	15.4	15.4	42.3
Not Interested	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Biostatistics for clinicians

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	2	7.7	7.7	7.7
Moderately Interersted	9	34.6	34.6	42.3
Not Interested	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Effective computer searches

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	9	34.6	34.6	34.6
Moderately Interersted	5	19.2	19.2	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Statistical packages -SPSS, SAS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	10	38.5	38.5	38.5
Moderately Interersted	5	19.2	19.2	57.7
Not Interested	11	42.3	42.3	100.0
Total	26	100.0	100.0	

Reference manager session/ End notes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	8	30.8	30.8	30.8
Moderately Interersted	7	26.9	26.9	57.7
Not Interested	11	42.3	42.3	100.0
Total	26	100.0	100.0	

Update on services availble through Biomedicl Communication

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	5	19.2	19.2	19.2
Moderately Interersted	8	30.8	30.8	50.0
Not Interested	13	50.0	50.0	100.0
Total	26	100.0	100.0	

Update on services availble through Research And Sponsored Programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Interested	6	23.1	23.1	23.1
Moderately Interersted	8	30.8	30.8	53.8
Not Interested	12	46.2	46.2	100.0
Total	26	100.0	100.0	

Technology Development

Purchasing and using PDAs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	4	15.4	15.4	15.4
	Moderately Interersted	5	19.2	19.2	34.6
	Not Interested	17	65.4	65.4	100.0
	Total	26	100.0	100.0	

PDAs in a cliclinal setting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	6	23.1	23.1	23.1
	Moderately Interersted	3	11.5	11.5	34.6
	Not Interested	17	65.4	65.4	100.0
	Total	26	100.0	100.0	

Power point I -for beginners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	2	7.7	7.7	7.7
	Moderately Interersted	1	3.8	3.8	11.5
	Not Interested	23	88.5	88.5	100.0
	Total	26	100.0	100.0	

Power point II -Intermediate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	4	15.4	15.4	15.4
	Moderately Interersted	8	30.8	30.8	46.2
	Not Interested	14	53.8	53.8	100.0
	Total	26	100.0	100.0	

Web page design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	5	19.2	19.2	19.2
	Moderately Interersted	14	53.8	53.8	73.1
	Not Interested	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Adobe software

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	7	26.9	26.9	26.9
	Moderately Interersted	6	23.1	23.1	50.0
	Not Interested	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

Digital video possibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Interested	11	42.3	42.3	42.3
	Moderately Interersted	7	26.9	26.9	69.2
	Not Interested	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Open-ended Questions

Would you like any other help with teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Short Course for teaching health Sc	1	3.8	3.8	3.8
No Thank you	1	3.8	3.8	7.7
No	1	3.8	3.8	11.5
Immediate Feedback	1	3.8	3.8	15.4
	22	84.6	84.6	100.0
Total	26	100.0	100.0	

What would help most with teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Technology Developmen	1	3.8	3.8	3.8
Peer obs for feedback	1	3.8	3.8	7.7
Peer critique or self critique chec	1	3.8	3.8	11.5
Observing relevant classes	1	3.8	3.8	15.4
Not needed	1	3.8	3.8	19.2
mentor/preceptor	1	3.8	3.8	23.1
Mentor	1	3.8	3.8	26.9
Discuss teaching meth	1	3.8	3.8	30.8
Adequate time to prepare	1	3.8	3.8	34.6
A senior mentor	1	3.8	3.8	38.5
A good mentor	1	3.8	3.8	42.3
	15	57.7	57.7	100.0
Total	26	100.0	100.0	

Would you like additional help with research?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid time to develop resea	1	3.8	3.8	3.8
Research Boot Camp	1	3.8	3.8	7.7
Not at this time	1	3.8	3.8	11.5
no	1	3.8	3.8	15.4
Manuscript reviewers	1	3.8	3.8	19.2
how to collaberate	1	3.8	3.8	23.1
help w Power Analysis	1	3.8	3.8	26.9
	19	73.1	73.1	100.0
Total	26	100.0	100.0	

What would help most with research?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Talk with some methodologist	1	3.8	3.8	3.8
	Stat course	1	3.8	3.8	7.7
	one to one mentor & help	1	3.8	3.8	11.5
	Mentoring prob stat cl	1	3.8	3.8	15.4
	mentor to me plan	1	3.8	3.8	19.2
	Mentor	2	7.7	7.7	26.9
	I have a mentor	1	3.8	3.8	30.8
	Have an identified mentor	1	3.8	3.8	34.6
	Discuss concepts & methods	1	3.8	3.8	38.5
	Collagues work togeth	1	3.8	3.8	42.3
		15	57.7	57.7	100.0
	Total	26	100.0	100.0	



UNIVERSITY OF MARYLAND

Integration of Research into the Undergraduate Nursing Program, University of Maryland, Baltimore

The School of Nursing, University of Maryland, Baltimore, integrates undergraduate research into the curriculum beginning with the first semester and continuing throughout the program. A few examples include:

- The first nursing leadership course (NURS 325 Context of Health Care) uses research results from the Joint Commission for the Accreditation of Healthcare Organizations for students to evaluate how quality of care can be assessed and improved. For example, students examine how timing of antibiotics for selected surgical procedures can be critically timed to reduce surgical site infections. Evidence-based clinical guidelines are used as the basis of core measures.
- In another leadership course (NURS 425) students use research results to examine the relationship of staffing and quality issues such as patient falls.
- In the undergraduate research course (NURS 320), students learn research designs, statistics and methods of evaluating the reliability and validity of measurement instruments as a means of determining whether research findings are applicable to their nursing practice.
- Students in obstetrics (NURS 307) learn the impact of direct skin to skin mother-baby contact on the baby's respiration and heart rate and the means by which new mother's can facilitate their baby's well being.
- Adult health (NURS 330) uses new research results such as the rapidly changing treatment of diabetes type II, guidelines for congestive heart failure, management of asthma, treatment of migraine headaches, and identification of potential biological threats such as anthrax.
- New research in informatics (NURS 405) is applied by students in community health (NURS 403) as they work with issues of patient care documentation and wireless communication as part of the Governor's Wellmobile fleet (of 5 Wellmobiles designed to provide health promotion and disease prevention measures- as immunizations- to rural and underserved communities.



Carolyn Waltz

From: Del Sweeney [dsweeney@umaryland.edu]
Sent: Tuesday, January 29, 2002 11:32 AM
To: cwaltz@son.umaryland.edu; dharmening@som.umaryland.edu; led001@dentai.umaryland.edu
Cc: mborlin@umaryland.edu
Subject: Fwd) a quick question

Please see the message below from Dr. Middleton, USM Vice Chancellor for Academic Affairs. Please send me any information you would like us to forward about the integration of undergraduate research into your programs.

Thanks,
Del

----- Forwarded message follows -----
From: "Charles Middleton" <crm@usmd.edu>
To: "AAAC" <AAAC@usmd.edu>
Subject: a quick question
Date sent: Tue, 29 Jan 2002 08:25:18 -0500

I'm looking for a couple of examples to share with MHEC on how we integrate undergraduate research into our curriculum. Can you send me a quick example of how this is done on your campus? Not much detail, just the name of the program and some data about enrollments etc. (if you have them readily at hand) so that I can brag about you next week when I talk about State Plan Goal 4, Objective 4.3.

Thanks for your prompt reply. Chuck

----- End of forwarded message -----
Malinda B. Orlin, Ph.D.
Vice President for Academic Affairs and Dean,
Graduate School
University of Maryland, Baltimore
520 W. Lombard Street
410-706-1850
410-706-0234 (fax)
Mborlin@umaryland.edu

----- End of forwarded message -----

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