

Employment Trends and Satisfactions
of
Recent Graduates of a Baccalaureate
Degree Nursing Program

by

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TABLE OF CONTENTS

<u>CHAPTER</u>	<u>Page</u>
I INTRODUCTION	1
Background of Problem	1
Statement of Problem	2
Statement of Purpose	2
Justification	3
Limitations	4
Assumptions	5
Source of Data	5
Methodology	6
Presentation of Study	8
II REVIEW OF LITERATURE	9
Summary	16
III REPORT OF STUDY	17
Design of Study	17
Demography	18
First Employment Experience	21
Emerging Career Patterns	26
Opinions About Nursing	35
Opinions About School of Nursing Curriculum	37
Satisfactions as Related to Employment	38
IV SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	41
Summary	41
Findings	42
Conclusions	44
Recommendations for Further Study	44
BIBLIOGRAPHY	46
APPENDIX	48
A Questionnaire	49
Index of Satisfaction	51
B Correspondence	54

	<u>Page</u>
C Summary of Data	55
Geographic Distribution of Graduates	
According to Residence in 1970	56
Nursing Experiences Prior to Enrollment in School of Nursing	57
Participants Who Worked in a Nursing Capacity During School Years	58
Expressed Opinions of Participants of What They Like Most About Nursing	59
Expressed Opinions of Participants of What They Like Least About Nursing	60
Expressed Opinions Regarding Recom- mending Nursing to Others	61
Expressed Opinions About School of Nursing Curriculum	62
Questionnaire 1969	63
Index of Satisfaction 1969	66
Questionnaire 1970	67
Index of Satisfaction 1970	70

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	Comparison of Graduates Residing in City of Portland and Metropolitan Area -- State of Oregon Outside Portland -- Elsewhere in Nation and Foreign Countries	20
II	Occupations of Spouse	21
III	Fields of Nursing Selected as First Employment Experiences of Participants	22
IV	Hospital Services Selected by Participants as First Employment Choice	23
V	Hospital Shifts Regularly Worked by Participants	24
VI	First Hospital Positions Held by Participants	25
VII	Factors Determining First Employment Choice of Participants	26
VIII	Fields of Nursing in Which Participants are Presently Employed	29
IX	Comparison of Present Employment Fields with First Employment Choice	30
X	Comparison of Hospital Positions Held by Graduates First Employment and at Time of Study	31
XI	Comparison of Employment Status of Participants at Graduation and at Time of Study	32
XII	Factors Determining Present Inactivity in Nursing	32
XIII	Reasons Given by Participants for Employment Changes	34

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	Comparison of Participants by Age at Time of Study	19
2	Comparison of Satisfactions Relating to Employment	40

CHAPTER I

INTRODUCTION

Background of Problem

During the last five years, there has been a gradual increase in the number of professional nurses graduating from a baccalaureate degree program. In 1968-69, 11 percent of those graduating from programs which prepare beginning practitioners in nursing were professional nurses with baccalaureate degrees. (16) Even though graduations from basic baccalaureate programs continue to increase, the rise is extremely slow in face of the acute demand for nurses with increased educational preparation. It has been projected that by 1975 there will be a need for one million employed nurses, 28 percent of these to be holders of a baccalaureate degree in nursing. (2) Records indicate that there has been only a two percent increase in the number of graduates from a baccalaureate degree program in nursing over the previous five year period. (16)

The hospital is the major consumer of nursing service. (2) Only 8.6 percent of those nurses doing direct patient care in hospitals and related institutions are baccalaureate graduates. (2) What becomes of the baccalaureate degree nurse after graduation?

Statement of Problem

"It won't be hospital nursing" was the response given a researcher by baccalaureate degree nurses regarding their immediate and future plans. (17) The literature supports a rapid disenchantment with hospital nursing by newly employed collegiate graduates. (7) (12) (13) (18)

The baccalaureate degree nurse has at her command a relatively large fund of knowledge as well as the ability to think logically. These qualities are essential tools to be used in meeting the demands of today's health problems. The hospital is a setting where these qualities are needed, yet only a small percent of hospital nurses hold baccalaureate degrees.

Where does the baccalaureate degree nurse seek employment? What factors determine her choice? How satisfied is she in relation to her employment?

Statement of Purpose

The purpose of this study was to determine the employment choices of the 1969 and 1970 graduates of the University of Oregon School of Nursing. The study included such question as why the participants chose this particular field of nursing and what satisfactions they derived from their employment. The aim was to establish a

baseline to view the trend of post-graduation employment activities and employment satisfactions of these graduates of this School.

It is hoped that this study will result in insight and understanding in the following areas:

1. preparing the new graduate for her professional employment
2. helping nursing service and the baccalaureate graduate to reach a mutual understanding in regard to each others needs.
3. preparing nursing school administrators and faculty to meet the needs of their students.
4. evaluating and improving collegiate nursing curriculum.

Justification

The University of Oregon School of Nursing is one of two schools of nursing in the State of Oregon offering a baccalaureate degree in nursing. The school is accredited by the National League for Nursing Accrediting Service and matriculates the greatest number of baccalaureate degree nurses in the state. (15)

During the last 41 years, since the first nurse graduated from the University of Oregon with a baccalaureate degree, (4) the curriculum, objectives, and philosophy of the School of Nursing have been

constantly changing, keeping in pace with society's needs for the delivery of health care. (22)

In order to meet today's demands and the demands of the future for adequate health care for all people, the school's objectives have changed from those of a hospital-based school with emphasis on technical skills, to those of a university school. A four academic year program as offered at the University of Oregon School of Nursing matriculates a nursing student who will share with other health professionals the goals of promoting and preserving health for all citizens.

Limitations

This study was limited to the graduating classes of June, 1969, and June, 1970, of the baccalaureate degree nursing program at the University of Oregon School of Nursing, Portland, Oregon. The study was further limited to those graduates whose current addresses were available in the alumni file. Registered nurse baccalaureate students were deleted from the list because they had previously experienced employment as new graduates and did not meet the criteria for the participants of this study. Another limitation was placed on this study by the number of graduates who responded to the questionnaire.

Assumptions

For the purposes of this study, it was assumed that the participants were interested in furthering the progress of professional nursing and would cooperate in supplying the information requested. It was also assumed that the responses of the graduate nurses to the questionnaire and satisfaction index would be typical of graduates of other baccalaureate degree schools of nursing.

Source of Data

The data collecting device chosen for this study was a mailed questionnaire and satisfaction index. The design for the questionnaire was guided by the questionnaire used by Kramer in her study of post-graduation activities of baccalaureate degree nurses in California. (12)

The original questionnaire designed for this study was revised and refined after it was administered to a group of twenty registered nurse students currently enrolled in the baccalaureate program at the University of Oregon. Although this population did not meet the criteria of "new graduate," the members all had experienced a first employment choice as registered nurses.

The information requested for this study on the questionnaire and satisfaction index was grouped under six headings. They were:

1. Demography
2. First Employment Experience
3. Emerging Career Patterns
4. Opinions about Nursing
5. Opinions about School of Nursing Curriculum
6. Satisfactions as Related to Employment

The satisfaction index was designed to elicit degree of satisfaction in relation to present employment, or if not presently employed, the last position that the participant held as a nurse. (See Appendix A, Index of Satisfaction.)

The participant was asked to rate his degree of satisfaction on a rating scale of one through six. One represented being very satisfied, and six represented being very dissatisfied. Questions regarding the following areas were asked:

1. employment
2. nursing education in preparation for assuming the nurse role
3. execution of nursing skills
4. fund of nursing knowledge
5. ability to make decisions on the job
6. financial remuneration

When interpreting these data, the total degrees of satisfaction for each question were added separately, and the mean calculated. The calculated mean was placed on a chart, in order that comparisons of satisfactions could be obtained from each class of participants.

Methodology

This study sought to answer the proposed questions by collecting

and examining data obtained by a mailed questionnaire and satisfaction index. The research was concerned with obtaining accurate and meaningful descriptions of the professional employment activities and employment satisfactions of recent graduates of the University of Oregon School of Nursing. This was a descriptive study, the aim of which was to clarify and evaluate the problem in retrospect. (1) Permission to conduct this study was obtained from the Director of the School of Nursing.

The design of the tool was guided by the questionnaire used by Kramer. (12) The questionnaire used in this study was revised and refined after being administered to a class of baccalaureate registered nurse students, (N-20) currently enrolled in the School of Nursing.

The questionnaire and satisfaction index was mailed to the entire population of the classes of 1969 and 1970 except for the registered nurses who graduated with these classes (See Appendix A). The addresses were obtained from the alumni file. An explanatory cover letter to accompany the questionnaire and index was written and then endorsed by the thesis adviser. (See Appendix B) The cover letter with endorsement, questionnaire, satisfaction index, and self-addressed stamped envelope were sent to 174 alumnae. A code was devised to assure confidentiality of all responses. The questionnaires were treated anonymously.

Five weeks from the time of mailing was allowed for the return. A 60 percent return was considered to be adequate for this study. A second mailing was planned if there was not an adequate response from the first.

The data were manipulated to describe the findings arithmetically, graphically, and in written chronology. Data from each class were analyzed separately, and then compared. Conclusions were drawn and recommendations made for further study.

Presentation of Study

This study is presented in four chapters. Chapter I has presented a background to the problem, defined the purpose of the study, and described the plan for procedure. Chapter II presents a review of literature and related studies. Chapter III explains the procedure used in the study and interpretation of findings. Chapter IV provides a summary of the study with conclusions and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

The study of employment trends of the baccalaureate degree graduate nurse is not new. Many schools have made follow-up studies of their alumnae. (8, 14, 17, 21, 23). These studies have been undertaken to evaluate curriculum, to determine employment patterns, to elicit opinions about nursing, and to determine the need for new and different types of nursing programs.

As part of a longitudinal sociological field work study undertaken by Oleson and Whitaker at the University of California in 1960-1963, a questionnaire study of the development of professional identities among baccalaureate degree nursing students was performed. (17) Prior to graduation, 61 percent of the class of 1964 indicated their desire to enter the field of public health nursing after graduation, and 39 percent indicated psychiatric nursing as their choice. In the class of 1962, similar numbers were interested in these fields.

Among the 90 alumni of the University of California surveyed one to one and a half years after graduation, 32 percent actually did hold positions in public health nursing and ten percent of the respondents were employed in psychiatric nursing. (3) The reasons the

respondents gave for choosing these particular fields of nursing were good hours, high salary, less utilitarian significance, and greater autonomy and independence. These figures lend support to the trend of employment of baccalaureate degree nurses away from the hospital setting.

In 1962, Hayter conducted a study to determine the post graduation activities and future plans of the graduates of the baccalaureate degree program in nursing at the Medical College of Virginia. (N-131)

(8) The survey revealed that ninety-nine, or 77 percent of the participants had held staff nurse positions in hospitals, and 18, or 14 percent had held staff nurse positions in public health agencies. When questioned regarding their future plans, many were undecided about the type of position they expected to have, or whether they would actually be active in nursing. Of the 46 graduates who did mention a specific type of position that they expected to have in ten years, 19 specified teaching and ten specified public health nursing. This study indicated that more than half of the participants did not intend to continue in the type of nursing involving actual bedside care.

Members of the graduating classes of three California state colleges in 1965 comprised the population for Kramer's study. (11)

This was a six-month study of newly graduated nurses and their first professional work experience in 25 hospitals. Only 45 of the original

79 subjects continued to be interviewed after graduation because of geographic distance or unemployment. All preferred hospital nursing for a first experience. The single most important factor influencing this job choice was personal contact or experience with a particular institution previous to graduation. Three months after graduation, in response to the question regarding future plans, 19 nurses, or 42 percent, said that they hoped to be in public health or school nursing, 12, or 27 percent planned to remain in hospital nursing, 11 percent expected to go to school full time, and others expected to go into mission work, join the armed services, or rear a family. Those who planned to enter public health or school nursing gave as reasons, the opportunity to use knowledge and skills that they had been taught, the desire for greater autonomy, material advantages, more contact with other professionals, and personal interest in the prevention of disease and in teaching. When asked what they thought about nursing, generally there was an enthusiastic approval followed quickly by doubts and limitations, such as, "I love it...But". This study found that the 1965 graduate expressed more loyalty to the profession of nursing than to any particular place of employment.

Two years later, a follow-up questionnaire was sent to the original 79 participants of the Kramer study. (12) Eighty percent, or 63 nurses responded. At this time, 80.9 percent of the 63 subjects

were actively employed in some area of nursing, all but three of them full time. Medical Center hospitals attracted the majority, (25 percent), followed by public health nursing where 13, or 20 percent were employed. Eleven members were employed in community hospitals, five in educational institutions, and four worked in military hospitals. Two of the 63 subjects had received master's degrees in nursing, and two were in school part time. Within the group, 16 nurses were employed by the same organizations where they had taken their initial jobs after graduation. Head nurses were disproportionately represented in the group of nurses remaining in their initial hospital employment. These data lead to the inference that promotions are a factor in stability of employment.

Kramer's group differed from the group of graduate nurses from the University of California studied by Olsen and Whitaker in the fact that the majority were attracted to hospital nursing. A smaller percentage chose the field of public health nursing. Included in Kramer's study was a comparative study of neophyte British and American collegiate nurses. (10) Eighty-one percent (N-22) of the British baccalaureate degree graduates saw their future in hospital work, but the majority of the American group viewed hospital nursing as a first experience to prepare for other nursing pursuits.

Sister Mary Stephen conducted an evaluation study of

baccalaureate nurses who graduated from Mount St. Mary's College in California between 1960 and 1964. (21) In comparison to an earlier study done at this school, it was found that the later survey indicated that a greater percent of the school's graduates were working in hospitals. Only thirteen percent of the recent study (N-105) were engaged in public health nursing, whereas 55 percent of the earlier study (N-121) were engaged in this field.

Reinkemeyer's 1966 survey of graduates of four university based English Schools of Nursing indicated that only 13 out of 117 respondents intended to go into a general or special hospital, and then only temporarily for further practice until they felt prepared to take a job in another setting. (18) In ten years, only one of the 117 expected to be working in a hospital, and then expected to be working in a leadership capacity. These graduates recognized their capabilities and sought employment where they could best be put to use. The trend of employment choice of the population of this study was in direct contrast to the population studied by Kramer. (10)

In 1969, an alumni survey was conducted at the University of Oregon School of Nursing. (23) A questionnaire was sent to all alumni whose addresses were on the active mailing list. The survey was conducted to gain a baseline of evaluative information about the school's graduates. However, the design of the questionnaire did not include the date of graduation of the participants so no comparison could be

made between the responses of the graduates of the different programs that had been offered at the school. No conclusions could be drawn from this survey.

Other studies have been conducted to identify reasons for growing disenchantment of hospital nursing as well as with the nursing profession by recent baccalaureate graduates. Lawton conducted a study in England in 1969 to determine why professional nurses were leaving the profession. (13) The participants' answer to this question was "the system". This answer referred to the structure and routine that they found in the hospital setting.

Davis states that collegiate schools fail in generating serious career commitments amongst its students. (3) He stated that baccalaureate curricula succeeded in converting students to a "humanistic interpersonally sensitive and antibureaucratic ideology of nursing." (3) Realities of present day hospital functionings are incongruent with this ideology.

Simms study of fifty-two baccalaureate graduates working at a New York Hospital concluded that the new baccalaureate degree graduate saw a lack of formalized expectations by the hospital staff for their performance of clinical nursing functions. (20)

In Erickson's study (N-12), new baccalaureate degree graduates of the University of California School of Nursing, 1962, identified

differences between what was expected of students and of graduates in the hospital setting. (5) It was established in this study that the new baccalaureate degree graduate takes at least six months to adjust to her new role, adjusting from the theory to the doing. Most of these graduates were working in areas of their choice, but stated that if their first position had been in some other area, they might have had more trouble in their period of adjustment.

The findings of Harrington and Theis indicate that the inability of the baccalaureate degree graduate to perform the function of professional nursing stems less from the nature and character of her preservice education than from the conditions in her work environment. (7) The new baccalaureate graduate found the hospital setting too structured for her liking.

According to Fritz, traditional technical nursing practiced in the typical bureaucratic hospital setting was found to conflict with the problem solving theory-research oriented young baccalaureate degree graduate. (6)

From these studies a wide gap has been identified between what is expected of the baccalaureate graduate by the nursing service administrator and by the nursing educator. Public health nursing and psychiatric nursing are areas which for the students seem to hold the greatest possibility for realizing greater personal independence and action. (3)

Summary

A professional education prepares the student to be an effective practitioner in the chosen field. The review of literature reveals that baccalaureate degree nurses are seeking employment in fields of nursing that they consider best fit their preparation. Most frequently this was not hospital nursing. More often it was a field of nursing that was most in harmony with what they had learned as a student to expect of the nursing profession. The nurses graduating from a collegiate program found a lack of work satisfaction in hospital nursing practice.

CHAPTER III
REPORT OF STUDY

Design of Study

The purpose of this study was to determine the employment choices of the 1969 and 1970 graduates of the University of Oregon School of Nursing, the factors determining their choice, and their satisfactions relating to their employment. It sought to answer the following questions:

1. What employment did the graduate seek?
2. What factors determined this choice?
3. How satisfied was the graduate with her employment?

The data collecting tool was a questionnaire which included a satisfaction index. It was mailed on November 10, 1970, to all graduates of the 1969 and 1970 baccalaureate degree program at the University of Oregon School of Nursing with the following exceptions: (1) those whose addresses were not known, (2) those students who were enrolled in the program as registered nurses. As a result, 78 questionnaires were sent to the class of 1969, and 96 were sent to the class of 1970. December 10, 1970, was the arbitrarily designated closing date for the returns.

A total of 110, or 63 percent of the graduates returned completed

questionnaires. This represented $66 \frac{2}{3}$ percent return from the class of 1969, and a 60 percent return from the class of 1970. Four questionnaires, or 2.4 percent of the mailing, were returned because of incorrect address.

Each question was tabulated separately and the appropriate tally made. All percentages were based on the total number returned from each class, 52 from the class of 1969 and 58 from the class of 1970, unless otherwise indicated.

The results of the tabulation follow.

I. Demography

The purpose of this section of the questionnaire was to describe the population sociologically and geographically. The information obtained from this section placed this population in its environmental context. The data collected indicated the majority of the participants to be in the developmental stage defined by Hurlock as early adulthood. (9) The developmental tasks for this group include selecting a mate, starting a family, rearing children, learning to live with a partner, managing a home, starting an occupation, taking on civic responsibility, and finding a congenial social group. These developmental tasks must be considered when interpreting the remainder of the data collected in this study.

The present ages of the participants range from twenty-one to forty-nine years of age. The average age at the time of this study was 24.4 years. The mode was 23.

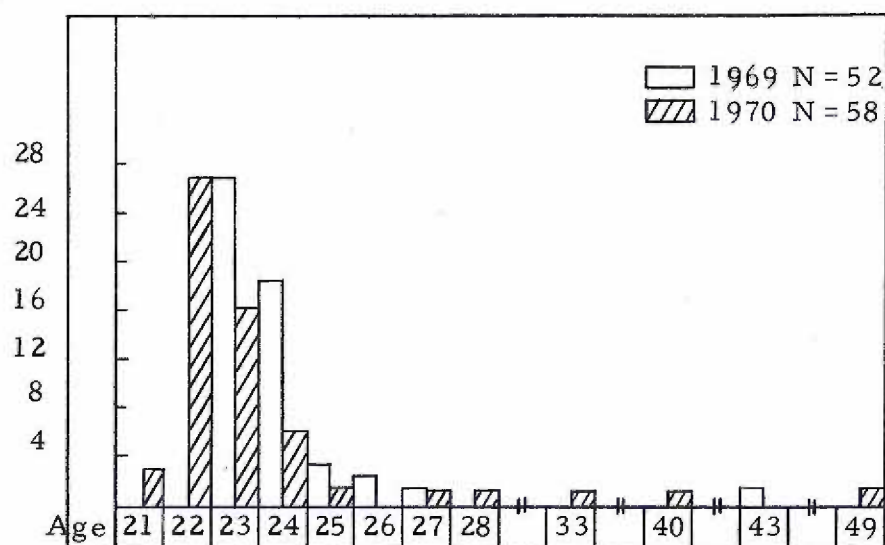


Figure 1. Comparison of Participants by Age at Time of Study

Only one of the respondents of this study was male. In the class of 1969, 71 percent of the participants were married. Fifty percent of the class of 1970 were married at the time of this study. One member of the class of 1969 was divorced, and three members of the class of 1970 were placed in this category. In the class of 1969, 27 percent of the married couples had children. Thirty-four percent of the married couples in the class of 1970 were parents. The total number of

offspring for the class of 1969 was 16, and the class of 1970 had produced 17 children at the time of this study.

There was a relationship between the length of time after graduation and the distance from the immediate area in which the participants resided, i. e., city and state. See Appendix C for complete geographic distribution of residence.

TABLE I
COMPARISON OF GRADUATES RESIDING IN CITY OF PORTLAND
AND METROPOLITAN AREA -- STATE OF OREGON OUTSIDE
PORTLAND ELSEWHERE IN NATION AND FOREIGN COUNTRIES

	<u>1969 (N-52)</u>		<u>1970 (N-58)</u>	
	No.	%	No.	%
City of Portland and Metropolitan Area	22	42	30	52
State of Oregon	6	12	13	22
Elsewhere in Nation	21	40	14	24
Foreign Countries	3	6	1	2

The high percentage of participants married to students and of those married to members of the armed forces indicates that this population was quite mobile. This was a determining factor in employment choice.

TABLE II
OCCUPATIONS OF SPOUSE

	1969 (N-37)			1970 (N-29)	
	No.	%		No.	%
Student	9	27	Student	12	42
Armed Forces	8	22	Armed Forces	5	17.3
Other	5	13.5	Other	5	17.3
Engineering	4	11	Health Professions	3	10.3
Sales	4	11	Business	1	3.5
Education	3	8	Education	1	3.5
Health Professions	2	5.4	Lumbering	1	3.5
Lumbering	2	5.4	Sales	1	3.5

II. First Employment Experience

This section of the questionnaire was designed to determine what fields of nursing attract the new baccalaureate degree graduate and what factors determined that choice. (See questions 1-5 Questionnaire Appendix A)

The majority of new baccalaureate graduates sought employment in the hospital for their first work experience. This parallels Kramer's Study. (11) Public health nursing did not receive the same amount of popularity from each class. The percentage of both classes

employed in this field was much less than that of the graduates participating in the study done by Oleson and Whitaker. (17) The class of 1970 chose a wider variety of settings in which to work than did the class of 1969.

TABLE III
FIELDS OF NURSING SELECTED AS FIRST
EMPLOYMENT EXPERIENCES OF PARTICIPANTS

	1969 (N-52)		1970 (N-58)	
	No.	%	No.	%
Hospital	39	75	43	73
Public Health Nsg.	10	19	4	7
Office Nursing	1	2	2	4
Field other than Nursing	-	-	-	-
Other				
College Health Center	1	2		
School of Nursing			1	2
Camp Nurse			2	4
VISTA			1	2
Blood Bank			1	2
Extended Care Unit			1	2
Unemployed	1	2	3	5

The choice of hospital services selected as first work experience differed between classes. Medical and surgical nursing combined

accounted for the choice of 49 percent of the 1969 class and 60 percent of the 1970 class.

TABLE IV
HOSPITAL SERVICES SELECTED BY PARTICIPANTS
AS FIRST EMPLOYMENT CHOICE*

	1969 (N-39)	1970 (N-43)
Medical	12	11
Surgical	7	15
Pediatrics	9	5
Obstetrics	1	7
Psychiatry	7	0
Tuberculosis	0	0
Orthopedics	2	2
Recovery Room	0	1
Emergency Room	1	1
Intensive Care	1	7
Operating Room	0	1
Other		
Urology	0	1
Neurology	0	1
Undesignated General	4	2

* Some Respondents indicated more than one area

The day shift attracted more graduates of both classes than any other hospital shift. Many graduates worked rotating shifts, involving nursing experience over a daily 24 hour period. The new graduate

probably had experience in working only day shift as a student. Any experience on other shifts was obtained while working as a student assistant. Graduates began their work experience in the hospital working all three shifts.

TABLE V
HOSPITAL SHIFTS REGULARLY WORKED
BY PARTICIPANTS*

	1969 (N-39)		1970 (N-43)
Day Shift	21	Day Shift	19
Rotating Shift	18	Evening Shift	12
Evening Shift	9	Rotating Shift	7
Night Shift	2	Night Shift	6
Part Time	-	Part Time	1

* Some respondents indicated more than one shift

The majority of new graduates began their hospital nursing careers as staff nurses. This fact follows the objectives of the school that upon graduation the new graduate is prepared as a beginning practitioner in nursing. A small proportion of the graduates accepted a staff nurse position in a combination with other duties which required some leadership abilities. These duties were those of charge nurse, assistant charge nurse, and team leader. Within the 18 months

period after graduation, there was an increase in head nurse and assistant head nurse positions, paralleling Kramer's group. (12) This infers that promotion is a factor in stability of employment. It also indicates that professional growth comes with experience.

TABLE VI
FIRST HOSPITAL POSITIONS HELD BY
PARTICIPANTS*

	1969 (N-39)		1970 (N-43)
Staff Nurse	40	Staff Nurse	27
Team Leader	6	Charge Nurse	13
Charge Nurse	5	Team Leader	6
Assistant Charge Nurse	1	Assistant Charge Nurse	1
Assistant Team Leader	-	Assistant Team Leader	1

* Some respondents indicated more than one position

Personal preference was the response most given by both classes as the primary factor determining their choice of a particular field of nursing. The convenience of the job to their life patterns, opportunity for independence, and the need for more technical experience were other responses frequently given. These responses infer that the participants in this study recognize the fact that they are beginning practitioners in the field of nursing.

TABLE VII
FACTORS DETERMINING FIRST
EMPLOYMENT CHOICE OF PARTICIPANTS*

Factors	No. of Responses	
	1969	1970
Personal Preference	22	23
Convenience	16	8
Opportunity to use independent judgments	11	5
Need for further experience	8	14
Desirable hours	7	6
Good Salary	6	3
Acquainted with hospital	6	2
Previous Experience in this area	-	4
Only available job	-	3
Opportunity for continued learning	4	4
Opportunity to work with many types of people	3	5
Psych-social approach	2	1
Army's placement	2	1
Concern for the poor	-	1
Desire for specialization	-	1

* Many respondents gave more than one reason

III. Emerging Career Patterns

This section of the questionnaire sought to describe the type of nursing experiences in which the new graduate participated prior to her college education, during her college years, and after her graduation. In order to study the transition of career patterns, it seemed

appropriate to include the data obtained from question 12 in this section. (See Appendix A, questions 6, 7, 8, 9, 12.)

The questions regarding prior nursing experience and work experience during the school years were included in this study to explore the possibility of previous work experience influencing the employment choice. However, the data indicated such a large proportion of graduates who chose the hospital setting for their first work experience that this type of analysis was not justified. The data were used only for giving further descriptive detail of the population being studied.

Thirty-eight point five percent of the class of 1969 had some prior nursing experience before enrollment in the School of Nursing. In the class of 1970, 43 percent were in this category. The amount of time that the participants were engaged in nursing experiences prior to enrollment varied from a part time position as a nurses aide that terminated after a month, and five years of experience as a medical specialist and nursing assistant in the U. S. Army. See Appendix C for detailed description of these experiences. No data were available with which to compare numbers of students who engaged in nursing activities prior to enrollment or for those students who worked as student assistants during their school years.

Working as a student assistant is the opportunity for nursing students to work for remuneration in the hospitals and clinics, part

time during the academic school year, and full time during the summer months. This opportunity not only gives the student much needed experience in acquiring skills, but it also eases the burden of understaffing in the hospitals on weekends and during the summer months. The money earned helps the student to defray school expenses.

From the data collected, the participants of this study recognized the value of this opportunity and took advantage of it. In the class of 1969, 92.5 percent of its members worked as student assistants. Eighty percent of the class of 1970 worked in this capacity. See Appendix C for further details.

Findings of this study relating to present employment status of the participants follow the pattern set by the graduates in Kramer's study (12). The present study found a greater proportion of the participants remained in hospital nursing after a six to eighteen month period of employment than those studied by Kramer. The data show a slight trend away from hospital nursing within six to eighteen months after graduation. The number of participants employed in public health nursing remained static in both classes.

TABLE VIII
 FIELDS OF NURSING IN WHICH PARTICIPANTS
 ARE PRESENTLY EMPLOYED

	1969 (N-52)		1970 (N-58)	
	No.	%	No.	%
Hospital	32	61.5	37	63.8
Public Health	10	19	4	7
Office Nurse	2	4	1	2
Other				
College Health	1	2	-	-
Teaching	-	-	1	2
VISTA	-	-	1	2
Extended Care	-	-	2	4
Graduate School	-	-	2	4
Not Employed	6	12	10	20
No Response	1	2	-	-

These data indicate that the number of participants employed in the hospital setting decreased in a short period of time after graduation. The number of nurses engaged in public health nursing remained the same over a six to eighteen month period of time. Two members of the class of 1970 had begun graduate school.

TABLE IX
COMPARISON OF PRESENT EMPLOYMENT FIELDS
WITH FIRST EMPLOYMENT CHOICE

	1969		1970	
	First Employment	18 mos. later	First Employment	6 mos. later
Hospital	39	32	43	38
Public Health Nsg.	10	10	4	4
Office Nursing	1	2	2	1
College Health	1	1	-	-
School of Nursing	-	-	1	1
Convalescent Home	-	-	-	1
VISTA	-	-	1	1
Extended Care Unit	-	-	1	1
Camp Nurse	-	-	2	0
Blood Bank	-	-	1	0
Graduate School	-	-	-	2
Unemployed	1	6	3	10
No Response	1	-	-	-

The data collected in this study indicate that with experience the baccalaureate degree graduate advances to positions of responsibility requiring utilization of leadership qualities after she has acquired some nursing experience. These data support the inference made by Kramer (12) that longevity brings advancement.

TABLE X
 COMPARISON OF HOSPITAL POSITIONS HELD
 BY GRADUATES--FIRST EMPLOYMENT
 AND AT TIME OF STUDY*

Position	1969		1970	
	Graduation	18 mos. later	Graduation	6 mos. later
Staff Nurse	40	20	27	19
Charge Nurse	5	2	13	11
Asst. Charge Nurse	1	1	1	0
Team Leader	6	4	6	5
Asst. Team Leader	-	-	1	0
Head Nurse	-	3	-	2
Asst. Head Nurse	-	2	-	1
Supervisor	-	-	1	1
Instructor	-	-	1	1

* Several respondents indicated more than one position

In the class of 1969, the number of participants who were not actively engaged in nursing rose approximately ten percent in 18 months. Six months after graduation, this number had risen 12 percent in the class of 1970.

TABLE XI
COMPARISON OF NURSING EMPLOYMENT STATUS OF
PARTICIPANTS AT GRADUATION AND AT TIME OF STUDY

	Graduation		18 mos. later		Graduation		6 mos. later	
	No.	%	No.	%	No.	%	No.	%
Employed	51	98.1	45	86.5	55	95	46	79.3
Not Employed	1	1.9	6	11.4	3	5	10	17
Graduate School	-	-	-	-	-	-	2	4
No Answer	-	-	1	1.9	-	-	-	-

The reasons for not being actively engaged in nursing as given by the participants of this study were characteristic of this age group. The participants are in the period of early adulthood. They have many life style commitments that take priority over employment status.

TABLE XII
FACTORS DETERMINING PRESENT INACTIVITY IN NURSING

Reasons	No. of Responses	
	1969 (N-6)	1970 (N-12)
Family commitments (marriage, moving, pregnancy, children)	4	8
Desire to travel	1	1
No job available in present locale	1	-
Searching for "right job" after termination of summer of public health	-	1
Graduate School	-	2

Only two participants, or five percent of the 37 participants who have changed positions since graduation gave negative responses about their nursing employment. One response could not be classified as negative. These reasons are quoted verbatim as follows:

"Liked psych in school and wanted to try a job in it. I was very unhappy with my medical nursing job."

(Changed from staff nurse in medical nursing to psychiatric staff nurse.)

"Wished to keep abreast of changes in medical-surgical nursing. Ready for a change and new challenges."

(Changed from psychiatric nursing to assistant head nurse on a post operative general and thoracic surgery ward.)

"Too much responsibility, too little qualified help, too small of a hospital and community which lead to too much political strife which interfered with good patient care."

(Changed from evening charge nurse of small community hospital to public health nursing.)

Less than half of the participants of the class of 1969 changed positions during the first 18 months after graduation. One fourth of the class of 1970 made at least one change in employment during the first six months in which they were employed as professional nurses. The majority of those who changed employment gave voluntary reasons for doing so.

TABLE XIII
REASONS GIVEN BY PARTICIPANTS
FOR EMPLOYMENT CHANGES

Reasons	No. of Responses	
	1969 (N-22)	1970 (N-15)
Family and personal commitments	15	5
Desire to travel	4	4
Termination of job	-	1
Military Nursing Commitment	-	1
Admission to Graduate School	-	2
Dissatisfaction with employment	3	-

The length of time of employment in these various positions varied between six weeks and fifteen months. The largest proportion of employment change came after a short period of employment, i.e., two weeks - three months. The reasons given for this short term employment were family commitments and unfulfilled desires which are characteristic of this age group.

It is difficult to define broad career patterns when the information used is based on reported intention rather than on actual occurrence. In analyzing these data, it must be recognized that information obtained from the question asked regarding future activity in the nursing profession has no concrete foundation on which to predict the outcome of this study.

The involved career pattern as described by Kramer (12) encompassed a group with an intense commitment and involvement in nursing. The amalgamated career pattern was defined as a group that was perpetually striving for balance between nursing and one other dominant interest such as marriage, husband, children, music, and travel. The escape or utilitarian pattern attracted nurses who reflect little involvement or commitment to nursing. Not enough information regarding involvement in the nursing profession was obtained from the participants of this study to categorize this population. A representative sampling of the 109 respondents who commented on this question, quoted verbatim with no attempt at editing will be found in Appendix C.

The number of responses indicating that the baccalaureate degree graduate saw her future in education, public health nursing, psychiatric nursing, and clinic nursing was characteristic of the populations studied by Hayter (8) and Reinkemeyer. (18) The baccalaureate degree graduate participating in those studies did not see herself in the future in the hospital setting. The majority of respondents made no indication of a desired field of nursing, indicating only "part time or full time" after they had fulfilled their family commitments.

IV. Opinions About Nursing

The questions in this section of the questionnaire were designed

to elicit opinions of the recent baccalaureate graduate regarding the nursing profession. (See questions 10, 11, 14 Appendix A) Question 14 was placed in this section for logical sequence in interpretation of the data.

The reason most given by both classes for liking nursing was working with people. The dislikes most often stated by both classes were paperwork, hours, understaffing, and structured hospital routine. The responses given to the question regarding recommending nursing to others were realistic. The majority of both classes stated that it must be up to the individual to make the final decision of career choice.

A representative sampling of the participants likes, dislikes, and comments regarding what they would recommend about the nursing profession to others will be found in Appendix C. The following comment quoted verbatim is a summary of nursing as stated by a member of the class of 1970.

"It is hard, physical and mental work with lots of responsibility. So you want the responsibility of life and death in your hands? It's often very frustrating when you find you can't practice nursing as you were taught due to the fact of a heavy patient load. You'll often come home worried because you forgot to do some important treatment or didn't recognize a symptom in time to prevent a crisis. However, at other times, in fact many more times than you will probably realize, you will have a satisfied, fulfilled feeling knowing your efforts resulted in helping a patient recover from a serious illness, or your astuteness and power of

observation prevented a crisis from occurring. And you'll feel pleased and proud when a patient you've forgotten and haven't seen for a while comes up to you and thanks you for taking "such good care of me." And when a doctor thanks you for helping him restore his patient to better health, you will truly feel a part of a professional team which is working together to restore life, and promote health and prevent illness."

V. Opinions About School of Nursing Curriculum

The responses made by the participants of this study to the question regarding curriculum recommendations (Appendix A Question No. 13) could not be classified as curriculum changes. The majority of responses were reports of incidences that had occurred during the new graduate's working experiences and gave some insight into how she would have liked to have been prepared to cope with these situations.

One hundred and eight participants responded to this question. Of this total, five indicated complete satisfaction with the nursing program at the University of Oregon School of Nursing.

Participants from both classes indicated a desire for a stronger science foundation integrated throughout the three year program. The need for more clinical experience obtained in a more realistic manner was stated by many of the respondents.

A representative sampling of the responses to this question will be found in Appendix C.

VI. Satisfaction as Related to Employment

The index of satisfaction, (Appendix A) was designed to rate the degree of satisfaction that the new graduate had with her employment, her nursing education, her execution of nursing skills, her fund of nursing knowledge, her ability to make decisions on the job, and her financial remuneration. The participants in this study had just recently passed from the collegiate environment into a professional career commitment. The literature supports that there is a gap between what is expected on a student and what is expected of a graduate nurse. (5) (20)

The index indicated that both classes were "pretty satisfied" with their present status as a professional nurse. Both classes parallel each other in their degree of satisfaction, the class of 1969 being more satisfied in every respect than the class of 1970. The class of 1969 shows a "very satisfied" index regarding their choice of employment. The largest contrast found on the index was between their satisfaction with their employment and their fund of nursing knowledge as indicated by the class of 1969. The least satisfaction shown by both classes is in the area of nursing education and fund of nursing knowledge.

The participant was asked to rate his degree of satisfaction on a rating scale of one through six. One represented being very satisfied, and six represented being very dissatisfied.

When interpreting these data, the total degrees of satisfaction for each question were added separately, and the mean calculated. The calculated mean was placed on a chart in order that comparisons of satisfactions could be obtained from each class of participants.

When analyzing these data, the factor of the respondent's concept of self must be recognized. (9) The class of 1969 had been employed one year longer than the class of 1970. This additional time element could have had some influence on their total degree of satisfaction.

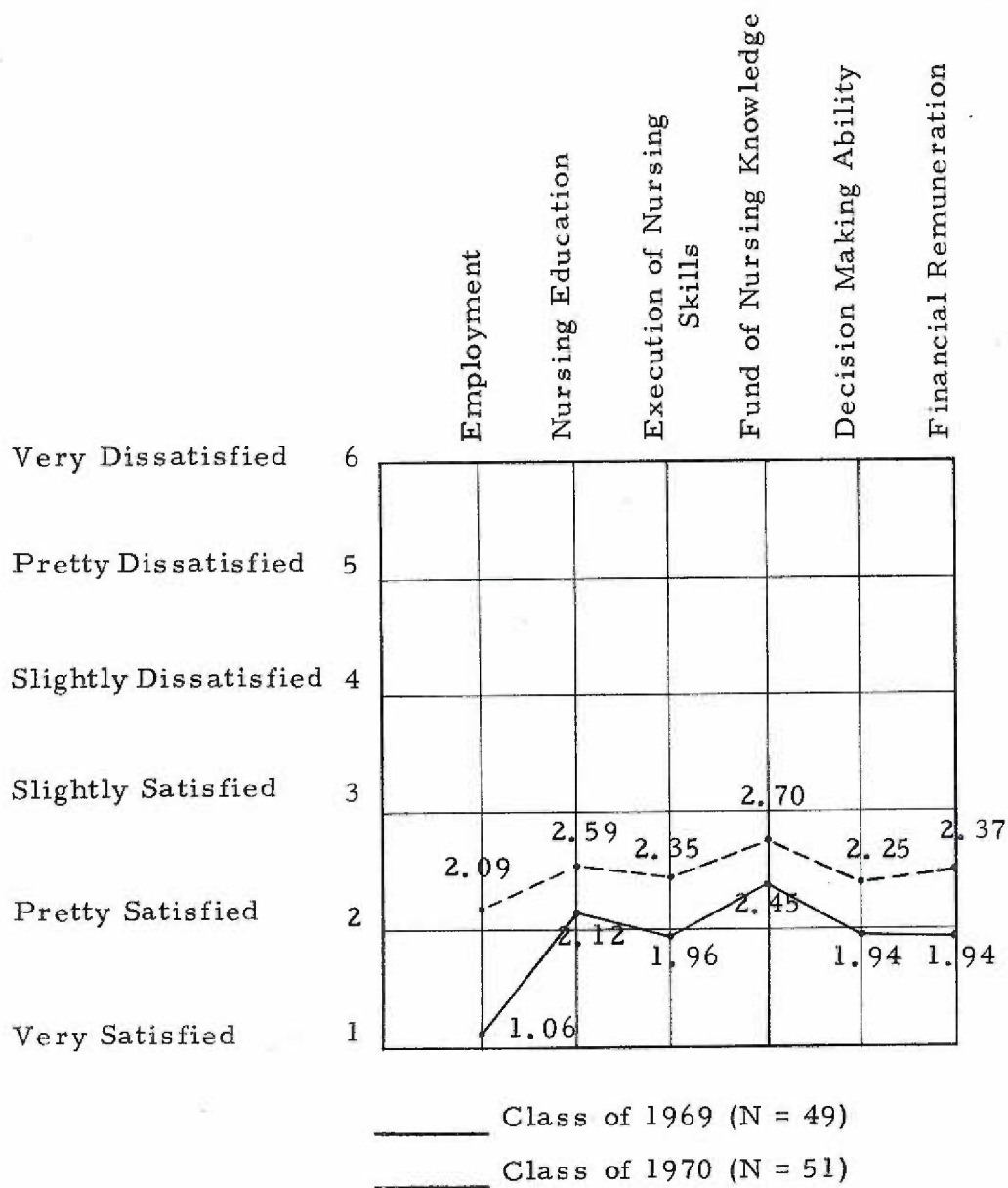


Figure 2. Comparison of Satisfactions Relating to Employment

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to obtain information from the graduates of a baccalaureate school of nursing to determine (1) their choice of employment after graduation, (2) their reasons for making this choice, and (3) their satisfactions as related to their employment.

A baccalaureate degree school of nursing was selected, permission was received from its Director, and a questionnaire and satisfaction index was mailed to the graduates of the classes of 1969 and 1970.

The questionnaire was divided into six areas: Demographic, First Employment Experience, Emerging Career Patterns, Opinions about Nursing, Opinions about School of Nursing Curriculum, and Satisfactions as Related to Employment.

One hundred and ten participants responded to the questionnaire. This was a 63 percent return.

The results of this study were presented in Chapter III. Additional details of the study are listed in Appendix C.

Findings

The findings of this study are summarized as follows:

1. the population of this study fit Hurlock's classification of early adulthood. (9)
2. the majority of new graduates sought employment in the hospital for their first work experience. Personal preference, the hospitals convenience to their present pattern of living, and need for further experience were the reasons most given for making this choice.
3. The position of staff nurse was the position held by the majority of those working in the hospital as a first work experience.
4. the new graduate worked all three shifts, either on a regular or rotating schedule.
5. those who chose employment in public health nursing gave the opportunity to use independent judgments as the reason for this choice.
6. less than half of the graduates had participated in a nursing activity prior to their enrollment in the School of Nursing.
7. working as a student assistant was practiced by a large majority of nursing students.
8. unemployment and employment changes increased sharply soon after graduation, primarily due to family commitments. Those

becoming inactive in nursing came from the hospital setting.

9. the reason most given for liking nursing was working with people.
10. the responses given regarding what was most disliked about nursing were the paperwork, hours, understaffing, and structured hospital routine.
11. in spite of their dislikes, the participants of this study were satisfied with themselves as related to their employment as a professional nurse, some to a greater degree of satisfaction than others.
12. the participants of this study would recommend nursing to others. They stated that it was a demanding but satisfying profession, and that one would need to like people to be a nurse. They would recommend to those anticipating becoming nurses that they acquire some nursing experience prior to their enrollment in a school of nursing.
13. basic curriculum changes were desired, especially in the areas of clinical practice and basic science foundations.
14. the participants who had future plans in nursing saw themselves in the fields of public health nursing, psychiatric nursing, and nursing education.

Conclusions

On the basis of the data collected from the participants of this study, no widespread generalizations can be made. The purposes of the study have been fulfilled, namely to determine the employment choices of the 1969 and 1970 graduates of the University of Oregon School of Nursing, the reasons determining the choice of a particular field of nursing, and the satisfactions they derived from their employment.

It can be further concluded that this study was not of sufficient depth to ascertain the bases for choosing a particular field of nursing or for identifying the nature of satisfaction derived from this employment. Accordingly, the study could well serve as a pilot study for further studies in this area.

The findings did coincide with those reported in the literature, particularly studies by Kramer (12), Hayter, (8), and Stephen (21). The findings were contrary to those reported by Oleson (17) and Reinkemeyer. (18)

Recommendation for Further Study

Based on the findings and conclusions of this study, the following recommendation was made:

this study be replicated at three to five year intervals for each class graduating from the University of Oregon School of Nursing.

Subsequent studies might well seek to ascertain the nature of professional involvement as well as employment trends. The tool will necessarily need revision and refinement.

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APPENDICES

APPENDIX A
QUESTIONNAIRE
SATISFACTION INDEX

QUESTIONNAIRE

Age _____ Present
 Marital Status _____ No. of children _____ Residence _____
 City _____ State _____

If married, what is the occupation of your husband? _____

1. In what field of nursing were you FIRST EMPLOYED as a new graduate?

1. _____ hospital
2. _____ public health
3. _____ office or clinic
4. _____ field other than nursing
5. _____ other, please specify

2. If your FIRST EMPLOYMENT was hospital nursing, in what type of service were you engaged?

- | | | |
|---------------------|------------------------|---------------------------------|
| 1. _____ Medical | 5. _____ Psychiatry | 9. _____ Emergency Room |
| 2. _____ Surgical | 6. _____ Tuberculosis | 10. _____ Intensive Care |
| 3. _____ Pediatrics | 7. _____ Orthopedics | 11. _____ Operating Room |
| 4. _____ Obstetrics | 8. _____ Recovery Room | 12. _____ Other, please specify |

3. What was the FIRST SHIFT that you regularly worked?

- | | |
|------------------|--------------------|
| 1. _____ day | 4. _____ rotating |
| 2. _____ evening | 5. _____ part-time |
| 3. _____ night | |

4. What was the FIRST POSITION that you held?

- | | |
|-----------------------|--------------------------------|
| 1. _____ staff nurse | 4. _____ supervisor |
| 2. _____ charge nurse | 5. _____ instructor |
| 3. _____ team leader | 6. _____ other, please specify |

5. What FACTORS INFLUENCED YOUR DECISION to choose this particular field of nursing as your first employment?

6. Did you have any experience in nursing work PRIOR to enrollment in the School of Nursing?
 _____ Yes _____ No. If yes, please complete the following:

Type of Institution	Type of Position	Length of Time (summer? weekends?)
---------------------	------------------	---------------------------------------

7. Did you work as an auxiliary hospital helper DURING your years as a student nurse?
 _____ Yes _____ No. If yes, please complete the following:

Type of Institution	Type of Position	Length of Experience (summer? weekends?)
---------------------	------------------	---

8. Are you PRESENTLY engaged in nursing? _____ Yes _____ No. If yes, in what position?
9. Have you CHANGED EMPLOYMENT since graduation? _____ Yes _____ No. If yes, please complete the following:
- | Type of Position | Length of Service | Reasons for Changing |
|------------------|-------------------|----------------------|
|------------------|-------------------|----------------------|
10. What do you LIKE MOST about nursing? Please explain.
11. What do you LIKE LEAST about nursing? Please explain.
12. Do you plan to be ACTIVE in the nursing profession TEN YEARS FROM NOW? _____ Yes _____ No.
13. Would you RECOMMEND ANY CHANGES in the baccalaureate nursing program that you completed? _____ Yes. _____ No. If yes, please explain.
14. If you had a teen-age daughter who wanted to become a nurse, WHAT WOULD YOU TELL HER ABOUT NURSING?

Thank you for completing the questionnaire. Please add any comments you may have.

INDEX OF SATISFACTION

Please answer each of the following questions by putting a check (X) next to the answer which tells how you feel in relation to your present position as a nurse, or if not presently employed, the last position you held as a nurse.

1. How satisfied are you with your employment?

- 1. Very Satisfied
- 2. Pretty Satisfied
- 3. Slightly Satisfied
- 4. Slightly Dissatisfied
- 5. Pretty Dissatisfied
- 6. Very Dissatisfied

2. How satisfied are you with your nursing education in preparation for assuming the nurse role.

- 1. Very Satisfied
- 2. Pretty Satisfied
- 3. Slightly Satisfied
- 4. Slightly Dissatisfied
- 5. Pretty Dissatisfied
- 6. Very Dissatisfied

3. How satisfied are you with your execution of nursing skills?

- 1. Very Satisfied
- 2. Pretty Satisfied
- 3. Slightly Satisfied
- 4. Slightly Dissatisfied
- 5. Pretty Dissatisfied
- 6. Very Dissatisfied

4. How satisfied are you with your fund of nursing knowledge?

- 1. Very Satisfied
- 2. Pretty Satisfied
- 3. Slightly Satisfied
- 4. Slightly Dissatisfied
- 5. Pretty Dissatisfied
- 6. Very Dissatisfied

5. How satisfied are you with your ability to make decisions on your job?

- 1. Very Satisfied
- 2. Pretty Satisfied
- 3. Slightly Satisfied
- 4. Slightly Dissatisfied
- 5. Pretty Dissatisfied
- 6. Very Dissatisfied

6. How satisfied are you with your financial remuneration?

- 1. Very Satisfied
- 2. Pretty Satisfied
- 3. Slightly Satisfied
- 4. Slightly Dissatisfied
- 5. Pretty Dissatisfied
- 6. Very Dissatisfied

APPENDIX B
CORRESPONDENCE

November 6, 1970

Dear

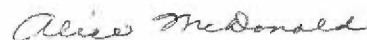
In partial fulfillment of requirements for a Master of Science Degree at the University of Oregon School of Nursing, I am undertaking a study to determine the employment choices and experiences of new nursing graduates. Today's employment trend in nursing places the new graduate in fields other than the hospital setting. Is this the trend in Oregon? If so, what factors influence the employment choice of the new graduate? These are the questions which I seek to answer.

I hope that your reaction to the enclosed questionnaire is one of interest and concern. Your answers and comments will be kept in strict confidence. Please do not sign the questionnaire. For my records, each form is coded, solely for bookkeeping purposes. Your prompt return will be very much appreciated. Please use the enclosed stamped, self-addressed envelope.

By sharing your experiences, you will be helping the nurse of the '70's meet the many challenges faced by the profession.

In order to avoid the Christmas rush, please return the questionnaire by December 10. Thank you.

Sincerely yours



Alice McDonald '55

Mrs. McDonald is currently enrolled in the graduate nurse program at the University of Oregon School of Nursing.

May Rawlinson, Ph.D
Assistant Professor of Nursing
Thesis Adviser

APPENDIX C
SUMMARY OF DATA

GEOGRAPHIC DISTRIBUTION OF GRADUATES
ACCORDING TO RESIDENCE IN 1970

1969	Total	Distribution	1970	Total	Distribution
Alaska	1		California	4	
Fairbanks		1	Navato		1
California	3		San Francisco		3
San Francisco		1	Florida	3	
San Bernardino		1	Miami Beach		2
Fairfield		1	Pensacola		1
Colorado	2		Georgia	2	
Denver		2	Columbus		2
Georgia	2		Germany	1	
Columbus		1	Lech		1
Augusta		1	Hawaii	1	
Germany	2		Honolulu		1
Giessen		1	Louisiana	1	
Mannheim		1	DeRiddler		1
Hawaii	1		Maryland	1	
Illinois	2		Ft. George Meade		1
Champaign		1	Oregon	43	
Chicago		1	Bend		1
New York	2		Brookings		1
Brooklyn		1	Clackamas		1
Rochester		1	Corvallis		3
Oregon	28		Eugene		2
Beaverton		1	Logsdon		1
Boring		1	Milwaukie		2
Corvallis		2	Portland		26
Portland		20	Reedsport		1
Salem		2	Roseburg		1
Warren		1	Salem		2
Seaside		1	Tigard		1
South Dakota	1		Sweet Home		1
Lead		1	South Carolina	1	
Utah	1		Frogmore		1
Salt Lake City		1	Washington	1	
Vietnam	1		Seattle		1
Saigon		1			
Washington	6				
Lynwood		1			
Pomeroy		1			
Seattle		3			
Spanaway		1			

Nursing Experience Prior to Enrollment in
the School of Nursing

Prior to admission to the School of Nursing, participants of this study worked in the health care setting in the following roles:

- Nurses Aide
- Candy-Striper
- Hospital Volunteer
- Future Nurse Club Member
- Practical Nurse
- Nursing Home Aide
- Army Medical Specialist
- Nursing Assistant
- Hospital Assistant
- Doctor's Assistant (father an M.D.)
- Student Nurse (3 year program)
- Unit Secretary
- Receptionist

The majority of the participants received their experience as nurses aides and Red Cross Candy Stripers.

These experiences took place in the following locales. The hospital was the primary setting for this experience.

- Hospital
- Nursing Home
- Army Hospital
- Veterans' Administration Hospital
- Doctors Office
- Infirmery
- Dental Office

Participants Who Worked in a Nursing Capacity During School Years

Students held the following positions while working in a nursing capacity during their student years.

- Student Assistant
- Nurses Aide
- Nurse Technician
- Lab Assistant
- Research Assistant
- Scrub Nurse
- Circulating Nurse
- Surgical Aide
- Physical Therapy Aide
- Nursing Aide in Obstetrics
- Charge Nurse - Newborn Nursery

These experiences took place in the following locales:

- Private Hospital
- State Hospital
- County Hospital
- Tuberculosis Hospital
- Out-Patient Clinic
- Community Doctor's Clinic
- Hospital Lab
- County Health Department

This experience was gained over a period of time. Some students worked the entire three years of their nursing education, part time and summers, others just worked part time for one year, and still others worked just summers for one or two years.

Expressed Opinions of Participants of What They Like Most About Nursing

A representative sampling of responses to question 10 are as follows: quoted verbatim with no attempt at editing:

"Helping others to become healthier"

"Sense of satisfaction received from helping others. "

"Giving good patient care. "

"Variety of opportunities, travel, learning, working with patients. "

"The feeling of respect I receive from patients and peers and the satisfaction I get from making the right decisions. "

"Working with people allows me to show affection for the patient while using intellect to help them. "

"Teaching aspect of nursing and being involved in comprehensive planning for care. "

"Working with people, a challenge intellectually and socially. "

"Personal satisfaction from doing something for someone--fulfilling my need to be needed makes me feel important at times. "

"Team work among nursing staff and doctors. "

Expressed Opinions of Participants of What They Like Least About Nursing

"Seeing patient care done poorly because of lack of staff or staff being uninspired."

"Rotating shifts."

"Rigid rules and inability to make changes."

"Paper work."

"Salary, hours, expected devotion to duty, hours, and working holidays."

"Adherence to past patterns."

"Resistance is often encountered when methods of betterment are initiated."

"Understaffing, routine too heavy work load, limitations that is nursing, not medicine."

"The heirarchy in hospitals--rigidity and routine."

"Not enough time to give to patients that need it."

"Knowing that your best efforts have failed and that nothing more can be done to save a life."

"The responsibility."

"Housekeeping, paperwork, and details which do not require nursing judgment."

"Nurses unwilling to try changes."

"Being responsible for people who need more training."

"Long uncertain hours."

These are a representative sampling of responses to question 11, quoted verbatim with no attempt at editing.

Expressed Opinions About Recommending Nursing to Others

A representative sampling of the one-hundred ninety-eight comments made by the participants in answer to question 14 quoted verbatim with no attempt at editing follows:

"You have to like people and like to help people to enjoy nursing. "

"You make nursing for yourself, what you want it to be. "

"Excellent training for motherhood. "

"It is demanding but very satisfying. "

"It is emotionally traumatic. "

"There are many other ways to make a living which are much more rewarding and less trying on nerves and energy, with better working conditions and hours. In essence, I would discourage her. "

"Would discourage her if bedside nursing is done by LPN's. "

"If you want to give a lot and only get a small amount of reward in return, go into nursing. "

"Actual nursing has much to be desired. "

"Her future career is her decision and it might help her to expose herself to nursing before starting the program. "

"It is an excellent profession, but do not be ashamed if it is not for you. Try working in a hospital before enrollment, if it is a lark idea, chances are you will become dissatisfied. "

"Investigate all the types of programs. Experience is your responsibility--not the schools. "

"Go talk to other nurses, young and old. Then she needs to make her own decision and I will support whatever decision she makes. "

"Go to college and explore other fields before making up her mind. "

Expressed Opinions About School of Nursing Curriculum

A representative sampling of the comments made by the participants in response to question 13 quoted verbatim with no attempt at editing follows:

"More experience on the floor. More experience working different shifts."

"We need more practical experience on the wards. Many new grads are immediately put into charge positions and have never done an enema, douche, catheterization, etc. They should make sure that every girl knows how to do each of these things and other basic procedures before she graduates."

"More practical experience but not at the expense of theory."

"More hospital experience--the procedures done by nurses are easy to learn if you have the theory down pat, but experience helps one to see how the hospital works as a whole and how to work in an organization."

"More emphasis on physiology and pharmacology throughout the entire 3 years, rather than have it concentrated in the 1st year--also give a course which is elective on intensive care, or emergency situations."

"I would like to see a term of choice or elective in the area you would like to work in after graduation--senior experience is something like this but it doesn't include all areas of nursing as a choice. I felt very insecure the first 6 months working because I didn't feel like I had enough practical knowledge or self confidence."

"More on the job experience with a look at more than one patient to study--felt I learned more about nursing working during summers."

"More extensive and complete anatomy and physiology course and more correlation between procedures and principles."

"More emphasis on anatomy and physiology. Experience in organizing work and on unit."

"I feel that my school should prepare the students with more reality to assume their role in the nursing profession. That is, they need more nursing arts than I was given. The heavy emphasis on psych is nice, but does not have the equal use in the normal hospital situation. When I graduated I had never cared for more than 2 patients at any one time (in school) on my first day of employment, I had a patient load of 6-8 patients, including medicines for half the floor. I was not prepared for this and it took me a while to adequately organize myself and my time to work effectively."

Class of 1969

N = 52

QUESTIONNAIRE

S - 14

Present M - 37 Total

Age _____ Marital Status D - 1 No. of children 16 Residence _____
 City State

If married, what is the occupation of your husband? _____

1. In what field of nursing were you FIRST EMPLOYED as a new graduate?

- | | |
|-----------------------------------|----------------------------|
| 1. <u>39</u> hospital | 6. <u>1</u> College health |
| 2. <u>10</u> public health | 7. <u>1</u> Unemployed |
| 3. <u>1</u> office or clinic | |
| 4. _____ field other than nursing | |
| 5. <u>1</u> other, please specify | |

2. If your FIRST EMPLOYMENT was hospital nursing, in what type of service were you engaged?

- | | | |
|------------------------|---------------------------|------------------------------------|
| 1. <u>12</u> Medical | 5. <u>7</u> Psychiatry | 9. <u>1</u> Emergency Room |
| 2. <u>7</u> Surgical | 6. <u>0</u> Tuberculosis | 10. <u>1</u> Intensive Care |
| 3. <u>9</u> Pediatrics | 7. <u>2</u> Orthopedics | 11. _____ Operating Room |
| 4. <u>1</u> Obstetrics | 8. <u>0</u> Recovery Room | 12. <u>4</u> Other, please specify |
- Undesignated general

3. What was the FIRST SHIFT that you regularly worked?

- | | |
|---------------------|-----------------------|
| 1. <u>21</u> day | 4. <u>18</u> rotating |
| 2. <u>9</u> evening | 5. _____ part-time |
| 3. <u>2</u> night | |

4. What was the FIRST POSITION that you held?

- | | |
|--------------------------|-----------------------------------|
| 1. <u>40</u> staff nurse | 4. <u>1</u> supervisor |
| 2. <u>5</u> charge nurse | 5. _____ instructor |
| 3. <u>6</u> team leader | 6. <u>1</u> other, please specify |
| | 7. _____ assistant charge nurse |

5. What FACTORS INFLUENCED YOUR DECISION to choose this particular field of nursing as your first employment?

6. Did you have any experience in nursing work PRIOR to enrollment in the School of Nursing?
20 Yes 31 No. If yes, please complete the following:

N/A 1

Type of Institution Type of Position Length of Time (summer? weekends?)

7. Did you work as an auxiliary hospital helper DURING your years as a student nurse?
48 Yes 3 No. If yes, please complete the following:

N/A 1

Type of Institution Type of Position Length of Experience (summer?
weekends?)

8. Are you PRESENTLY engaged in nursing? 45 Yes 6 No. If yes, in what position?

N/A 1

9. Have you CHANGED EMPLOYMENT since graduation? 22 Yes 29 No. If yes, please complete the following:

N/A 1

Type of Position Length of Service Reasons for Changing

10. What do you LIKE MOST about nursing? Please explain.

11. What do you LIKE LEAST about nursing? Please explain.

12. Do you plan to be ACTIVE in the nursing profession TEN YEARS FROM NOW? 39 Yes 9 No.

Unknown 3

N/A 1

13. Would you RECOMMEND ANY CHANGES in the baccalaureate nursing program that you completed?

45 Yes 4 No. If yes, please explain.

3 No response

If no, please explain.

14. If you had a teen-age daughter who wanted to become a nurse, WHAT WOULD YOU TELL HER ABOUT NURSING?

Thank you for completing the questionnaire. Please add any comments you may have.

INDEX OF SATISFACTION

Please answer each of the following questions by putting a check (X) next to the answer which tells how you feel in relation to your present position as a nurse, or if not presently employed, the last position you held as a nurse.

1. How satisfied are you with your employment? 92 N = 49

- | | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | 1. Very Satisfied | |
| <input type="checkbox"/> | 2. Pretty Satisfied | |
| <input type="checkbox"/> | 3. Slightly Satisfied | Mean 1.06 |
| <input type="checkbox"/> | 4. Slightly Dissatisfied | |
| <input type="checkbox"/> | 5. Pretty Dissatisfied | |
| <input type="checkbox"/> | 6. Very Dissatisfied | |

2. How satisfied are you with your nursing education in preparation for assuming the nurse role? 104

- | | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | 1. Very Satisfied | |
| <input type="checkbox"/> | 2. Pretty Satisfied | |
| <input type="checkbox"/> | 3. Slightly Satisfied | Mean 2.12 |
| <input type="checkbox"/> | 4. Slightly Dissatisfied | |
| <input type="checkbox"/> | 5. Pretty Dissatisfied | |
| <input type="checkbox"/> | 6. Very Dissatisfied | |

3. How satisfied are you with your execution of nursing skills? 96

- | | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | 1. Very Satisfied | |
| <input type="checkbox"/> | 2. Pretty Satisfied | |
| <input type="checkbox"/> | 3. Slightly Satisfied | Mean 1.96 |
| <input type="checkbox"/> | 4. Slightly Dissatisfied | |
| <input type="checkbox"/> | 5. Pretty Dissatisfied | |
| <input type="checkbox"/> | 6. Very Dissatisfied | |

4. How satisfied are you with your fund of nursing knowledge? 120

- | | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | 1. Very Satisfied | |
| <input type="checkbox"/> | 2. Pretty Satisfied | |
| <input type="checkbox"/> | 3. Slightly Satisfied | Mean 2.45 |
| <input type="checkbox"/> | 4. Slightly Dissatisfied | |
| <input type="checkbox"/> | 5. Pretty Dissatisfied | |
| <input type="checkbox"/> | 6. Very Dissatisfied | |

5. How satisfied are you with your ability to make decisions on your job? 95

- | | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | 1. Very Satisfied | |
| <input type="checkbox"/> | 2. Pretty Satisfied | |
| <input type="checkbox"/> | 3. Slightly Satisfied | Mean 1.94 |
| <input type="checkbox"/> | 4. Slightly Dissatisfied | |
| <input type="checkbox"/> | 5. Pretty Dissatisfied | |
| <input type="checkbox"/> | 6. Very Dissatisfied | |

6. How satisfied are you with your financial remuneration? 95

- | | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | 1. Very Satisfied | |
| <input type="checkbox"/> | 2. Pretty Satisfied | |
| <input type="checkbox"/> | 3. Slightly Satisfied | Mean 1.94 |
| <input type="checkbox"/> | 4. Slightly Dissatisfied | |
| <input type="checkbox"/> | 5. Pretty Dissatisfied | |
| <input type="checkbox"/> | 6. Very Dissatisfied | |

Class of 1970

N = 58

QUESTIONNAIRE

Age _____ Present Marital Status S - 26 M - 29 D - 3 Total No. of children 17 Residence _____
 City _____ State _____

If married, what is the occupation of your husband? _____

1. In what field of nursing were you FIRST EMPLOYED as a new graduate?

1. <u>43</u> hospital	Other:
2. <u>4</u> public health	College Health 1
3. <u>2</u> office or clinic	Camp Nurse 2
4. _____ field other than nursing	VISTA 1
5. <u>6</u> other, please specify	Blood Bank 1
	Extended Care 1

2. If your FIRST EMPLOYMENT was hospital nursing, in what type of service were you engaged?

1. <u>11</u> Medical	5. <u>0</u> Psychiatry	9. <u>1</u> Emergency Room
2. <u>15</u> Surgical	6. <u>0</u> Tuberculosis	10. <u>7</u> Intensive Care
3. <u>5</u> Pediatrics	7. <u>2</u> Orthopedics	11. <u>1</u> Operating Room
4. <u>7</u> Obstetrics	8. <u>1</u> Recovery Room	12. <u>4</u> Other, please specify
		1 Urology
		1 Neurology
		2 Undesignated

3. What was the FIRST SHIFT that you regularly worked?

1. <u>19</u> day	4. <u>7</u> rotating
2. <u>12</u> evening	5. <u>1</u> part-time
3. <u>6</u> night	

4. What was the FIRST POSITION that you held?

1. <u>27</u> staff nurse	4. _____ supervisor
2. <u>13</u> charge nurse	5. _____ instructor
3. <u>6</u> team leader	6. <u>2</u> other, please specify
	Asst. Charge Nurse
	Asst. Team Leader

5. What FACTORS INFLUENCED YOUR DECISION to choose this particular field of nursing as your first employment?

6. Did you have any experience in nursing work PRIOR to enrollment in the School of Nursing?
25 Yes 33 No. If yes, please complete the following:

Type of Institution	Type of Position	Length of Time (summer? weekends?)
---------------------	------------------	---------------------------------------

7. Did you work as an auxiliary hospital helper DURING your years as a student nurse?
51 Yes 7 No. If yes, please complete the following:

Type of Institution	Type of Position	Length of Experience (summer? weekends?)
---------------------	------------------	---

8. Are you PRESENTLY engaged in nursing? 46 Yes 12 No. If yes, in what position?

9. Have you CHANGED EMPLOYMENT since graduation? 15 Yes 40 No. If yes, please
 complete the following: 3 No response

Type of Position	Length of Service	Reasons for Changing
------------------	-------------------	----------------------

10. What do you LIKE MOST about nursing? Please explain.

11. What do you LIKE LEAST about nursing? Please explain.

12. Do you plan to be ACTIVE in the nursing profession TEN YEARS FROM NOW? 40 Yes 10 No.
 Please explain. 8 Undecided

13. Would you RECOMMEND ANY CHANGES in the baccalaureate nursing program that you com-
 pleted? 56 Yes 1 No. If yes, please explain.
1 No response

If no, please explain.

14. If you had a teen-age daughter who wanted to become a nurse, WHAT WOULD YOU TELL HER ABOUT NURSING?

Thank you for completing the questionnaire. Please add any comments you may have.

Please answer each of the following questions by putting a check (X) next to the answer which tells how you feel in relation to your present position as a nurse, or if not presently employed, the last position you held as a nurse.

1. How satisfied are you with your employment? 107 N = 51

_____	1. Very Satisfied	
_____	2. Pretty Satisfied	
_____	3. Slightly Satisfied	Mean 2,09
_____	4. Slightly Dissatisfied	
_____	5. Pretty Dissatisfied	
_____	6. Very Dissatisfied	

2. How satisfied are you with your nursing education in preparation for assuming the nurse role. 130

_____	1. Very Satisfied	
_____	2. Pretty Satisfied	
_____	3. Slightly Satisfied	Mean 2,59
_____	4. Slightly Dissatisfied	
_____	5. Pretty Dissatisfied	
_____	6. Very Dissatisfied	

3. How satisfied are you with your execution of nursing skills? 120

_____	1. Very Satisfied	
_____	2. Pretty Satisfied	
_____	3. Slightly Satisfied	Mean 2,35
_____	4. Slightly Dissatisfied	
_____	5. Pretty Dissatisfied	
_____	6. Very Dissatisfied	

4. How satisfied are you with your fund of nursing knowledge? 138

_____	1. Very Satisfied	
_____	2. Pretty Satisfied	
_____	3. Slightly Satisfied	Mean 2,70
_____	4. Slightly Dissatisfied	
_____	5. Pretty Dissatisfied	
_____	6. Very Dissatisfied	

5. How satisfied are you with your ability to make decisions on your job? 120

_____	1. Very Satisfied	
_____	2. Pretty Satisfied	
_____	3. Slightly Satisfied	Mean 2,35
_____	4. Slightly Dissatisfied	
_____	5. Pretty Dissatisfied	
_____	6. Very Dissatisfied	

6. How satisfied are you with your financial remuneration? 121

_____	1. Very Satisfied	
_____	2. Pretty Satisfied	
_____	3. Slightly Satisfied	Mean 2,37
_____	4. Slightly Dissatisfied	
_____	5. Pretty Dissatisfied	
_____	6. Very Dissatisfied	

AN ABSTRACT OF THE THESIS OF


ALICE WELK MCDONALD

For the MASTER OF SCIENCE in NURSING EDUCATION

Date of receiving this degree: June 11, 1971

Title: EMPLOYMENT TRENDS AND SATISFACTIONS OF RECENT
GRADUATES OF A BACCALAUREATE DEGREE NURSING
PROGRAM

Approved:


May Rawlinson, Ph.D., Assistant Professor of Nursing,
(Thesis Adviser)

The purpose of this study was to determine the employment choices of the 1969 and 1970 graduates of the University of Oregon School of Nursing. The study included such questions as why the participants chose this particular field of nursing and what satisfactions they derived from their employment. The aim was to establish a baseline to view the trend of post-graduation employment activities and employment satisfactions of the graduates of this School.

This study sought to answer the proposed questions by collecting and examining data obtained by a mailed questionnaire and satisfaction

index. The questionnaire and satisfaction index were mailed to the entire population of the classes of 1969 and 1970 with the exception of the registered nurse students who graduated with these classes. (N-174). A code was devised to assure confidentiality of all responses. The questionnaires were treated anonymously.

A total of 110, or 63 percent of the graduates returned completed questionnaires. This represented a 66 2/3 percent return from the class of 1969, and a 60 percent return from the class of 1970.

Findings

The findings are summarized as follows:

1. the population of this study were in the age group classified by Hurlock as early adulthood.
2. the majority of new graduates sought employment in the hospital for their first work experience. Personal preference, the hospitals convenience to their present pattern of living, and need for further experience were the reasons most given for making this choice.
3. the position of staff nurse was the position held by the majority of those working in the hospital as a first work experience.
4. the new graduate worked all three shifts, either on a regular or rotating schedule.

5. those who chose employment in public health nursing gave the opportunity to use independent judgments as the reason for this choice.
6. less than half of the graduates had participated in a nursing activity prior to their enrollment in the School of Nursing.
7. working as a student assistant was practiced by a large majority of nursing students.
8. unemployment and employment changes increased sharply soon after graduation, primarily due to family commitments. Those becoming inactive in nursing came from the hospital setting.
9. the reason most given for liking nursing was working with people.
10. the responses given regarding what was most disliked about nursing were the paperwork, hours, understaffing, and structured hospital setting.
11. in spite of their dislikes, the participants of this study were satisfied with themselves as related to their employment as a professional nurse, some to a greater degree of satisfaction than others.
12. the participants of this study would recommend nursing to others. They stated that it was a demanding but satisfying

profession, and that one would need to like people to be a nurse. They would recommend to those anticipating becoming nurses that they acquire some nursing experience prior to their enrollment in a school of nursing.

13. basic curriculum changes were desired, especially in the areas of clinical practice and basic science foundations.
14. the participants who had future plans in nursing saw themselves actively engaged in the fields of public health nursing, psychiatric nursing, and nursing education.

Conclusions

On the basis of the data collected from the participants of this study, no widespread generalizations can be made. The purposes of the study were fulfilled.

It can be further concluded that this study was not of sufficient depth to ascertain the bases for choosing a particular field of nursing or for identifying the nature of satisfaction derived from this employment. Accordingly, this study could well serve as a pilot study for further studies in this area.

Recommendation for Further Study

Based on the findings and conclusions of this study, the following recommendation is made:

replicate this study at three to five year intervals for each class graduating from the University of Oregon School of Nursing. Subsequent studies might well seek to ascertain the nature of professional involvement as well as employment trends. The tool will necessarily need revision and refinement.