

A COMPARISON OF NURSING FACULTY AND SENIOR
STUDENTS' ATTITUDES ABOUT AGING

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We hereby recommend that the thesis prepared under
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TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
CHAPTER	
1. INTRODUCTION	1
Statement of the Problem	3
Purpose of the Study	3
Background and Significance	4
Definition of Terms	6
Limitations	6
Assumptions	7
Theoretical Framework	7
Summary	9
2. REVIEW OF LITERATURE	10
Introduction	10
Attitudes and Stereotypes	10
Attitudinal Studies About the Aged	13
The Faculty-Student Relationship	18
Summary	21
3. PROCEDURE FOR THE COLLECTION AND TREATMENT OF DATA	23
Introduction	23
Setting	23
Population	24
Tool	24
Data Collection	26
Treatment of Data	27
Summary	28
4. ANALYSIS OF DATA	29
Introduction	29
Demographic Variables	29
Attitudes About Aging	32
Summary	39

CHAPTER

5. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	41
Introduction	41
Summary	41
Conclusions	44
Implications	45
Recommendations	47
APPENDIX A: QUESTIONNAIRE PACKET	49
APPENDIX B: PERMISSION FORMS	59
BIBLIOGRAPHY	62

LIST OF TABLES

Table

1. Selected Demographic Variables of Participating Faculty and Students	30
2. Range and Median Faculty Scores on the TLQ by Type of University	33
3. Range and Median Student Scores on the TLQ by Type of University	34
4. Faculty and Students' Mean TLQ Score Ranks by Type of University	36
5. Mean TLQ Score Ranks of Total Faculty and Total Student Groups	37
6. Mean TLQ Score Ranks of Combined Faculty and Students by Type of University	39

CHAPTER 1

INTRODUCTION

The provision of health care to the elderly is an important matter of concern to our society. This concern is related to the increasing number of older persons in our population, and the resulting need for adequate health services. In 1976 those persons 65 years of age or older comprised approximately 10.5% (22,935,000) of the total population. It is predicted that by 1980 this proportion of the population will increase to approximately 11% or 24,500,000 (Kant, Metress, & Metress, 1978). Since the number of elderly persons continues to grow faster than any other age group in our society, the implications are important for nursing education.

The nursing literature reveals that nurses and nursing students share many of the stereotypes and negative attitudes of old people that prevail in our culture. Butler (1975) coined a new term, ageism, to describe these stereotypes and the discrimination held against persons on the basis of age. Ageism is a prejudice similar to racism or sexism and is more common in our western culture than in eastern cultures where the elderly have traditionally been respected and honored (Butler & Lewis, 1973). Western

culture has created a faster life style with more attention given to youth, health, and immediate solution of problems. These attitudes are also reflected in the nursing profession and are demonstrated by nurses' reluctance to work in the field of geriatrics. Geriatric nursing practice consistently rates low in surveys on specialty preference.

In recent years there has been a move to provide specific geriatric content in the nursing curricula (Burnside, 1976). Several research studies have recommended that more courses in geriatric nursing be offered and that attention be given to the positive aspects of aging (Heller & Walsh, 1976; Hudis, 1974; Kayser & Minningerode, 1975). Because faculty attitudes may be an important influence in education, the nursing instructor's role as a model for students has also been discussed in the literature (Hudis, 1974; Roberts & Powell, 1978; Smith, 1977). It is generally believed that nursing curricula must include opportunities for students to learn from instructors who demonstrate a positive attitude toward the aged.

Few research studies have looked at faculty attitudes in comparison to those of their students. This study was designed to determine if a difference existed between faculty and students in terms of attitudes about aging.

Statement of the Problem

Nursing faculty are in the position of influencing the nurses of the future. Futrell and Jones (1977) noted that if the professionals who serve as role models for students were not enthusiastic about their work, then students would probably not be attracted to that field. This is important in the field of geriatrics because, although the number of our aged population is growing rapidly, few students show interest in geriatric care (Beaton, 1977). Since it was possible that students learn attitudes from faculty role models, it was important that the attitudes be identified.

Purpose of the Study

The purpose of this study was to determine if there was a difference between baccalaureate nursing faculty and second semester senior nursing students in terms of attitudes about aging. Specific components of this study were:

1. To determine baccalaureate nursing faculty attitudes about aging as measured by the Tuckman Lorge Questionnaire.
2. To determine second semester senior nursing students' attitudes about aging as measured by the Tuckman Lorge Questionnaire.
3. To determine the difference between baccalaureate nursing faculty members and second semester senior nursing students in terms of attitudes about aging.

4. To compare faculty and students from a state supported and a private baccalaureate school of nursing in terms of attitudes about aging.

Background and Significance

Since the number of aged persons in our society is increasing rapidly in proportion to other segments of the population, there is a resulting demand for increased health care services for the elderly. In an attempt to provide nursing curricula that reflect the health needs of this aging population, efforts have been made in many schools of nursing to increase geriatric content in the curriculum (Burnside, 1976). Several researchers have demonstrated that nursing students share many of the stereotypes about the aged that are so pervasive in our society. In a discussion of these negative attitudes in relation to nursing, Brock and Madison (1977) emphasized that nursing education must develop creative approaches to change stereotypic attitudes and motivate students to see the challenge in gerontological nursing.

The positive effects of education on influencing attitudes toward the elderly have been described in the nursing literature (Heller & Walsh, 1976; Hudis, 1974; Roberts & Powell, 1978). In a discussion of their research project, Kayser and Minningerode (1975) recommended that

faculty members who are responsible for teaching the geriatric content act as role models, and that students see their instructors involved in caring for elderly patients. They further emphasized that if students do not see their instructors actively caring for the aged, students are not likely to do so either.

Wilhite and Johnson (1976) compared students and faculty attitudes about aging, and demonstrated that the attitudes of the individual faculty member were extremely influential with the student. They concluded from their research findings that education could decrease stereotypic attitudes about the aged.

Roberts and Powell (1978) noticed the influence of the instructors' attitudes and stated that "the value of an instructor as a role model is inestimable" (p. 37). They suggested that to achieve attitudinal changes, the attitudes of the instructor may be more important than the type of educational program offered. McGivern (1974) supported this concept in her discussion of faculty responsibilities and suggested that the best teaching tool available is a faculty member who is secure in her role and is capable of serving as a model for her students.

Smith (1977) also described the role of the nursing educator and maintained that the instructor was in a special position to impart values to the student. Since actions

convey values very clearly, she recommended that students see the instructor actively involved in nursing care. Similarly, Hart, Freel, and Crowell (1976) described nursing educators' responsibilities for educating students in a way that will produce nurses who will be interested in working with the elderly, and who will do so with realistic and positive attitudes.

Definition of Terms

In this study the following definitions were used:

1. Elderly, aged, geriatric patient, or old person: All refer to individuals who are 65 years of age and older.
2. Schools: Two National League for Nursing accredited baccalaureate schools of nursing located in the southwest.
3. Students: Second semester senior nursing students enrolled in a National League for Nursing accredited baccalaureate curriculum.
4. Faculty: Teachers responsible for the nursing instruction in the two baccalaureate schools of nursing.

Limitations

Various factors may have had an effect on the faculty and students' attitudes about aging. Past experience with aged individuals and the curriculum content presented in the schools may have influenced the faculty and students'

attitudes. However, it was beyond the scope of this study to control for such possible influence.

Assumptions

For the purpose of this study, the following assumptions were made:

1. Faculty and students had attitudes about aging.
2. The amount of previous experience with aged individuals was randomly distributed in both groups.
3. Participants answered the questionnaire honestly and with an appropriate degree of expertise.

Theoretical Framework

The social learning theory proposed by Bandura (Bandura & Walters, 1963) formed the theoretical framework for this study. Bandura emphasized that it was necessary for learning theories to include learning that occurred in a social context as a result of observation and imitation of models. The term "imitation" describes the tendency for an observer to "reproduce actions, attitudes, or emotional responses exhibited by real life or symbolized models" (Bandura & Walters, 1963, p. 89).

Imitation learning has three different effects on behavior. First, an individual observing a model may acquire a new, previously unexhibited response in essentially the same form as a model's behavior. Inhibition and

disinhibition of an already established response may also be affected. The third result is the eliciting effect imitation has on the observer to demonstrate previously learned responses that match or closely resemble responses exhibited by the model.

Factors that account for the rate at which learning occurs include motivational variables, prior training, incentives, and the complexity of modeling behaviors presented to the observer. A model's competence, rewarding quality, and position in a hierarchy also influence imitation. The successful outcome of a model's behavior is also important for imitation to occur. Newly learned behavioral patterns may be strengthened and maintained by reinforcement measures. These measures may be externally applied, self-administered, or even vicariously experienced.

The social learning theory was applicable to this study because it provided a framework in which to view the faculty-student relationship. The students were engaged in an educational process whereby they would develop the qualities needed to function effectively as nurses. Faculty members served as models for the students and were an essential means of teaching behavior patterns specific to nursing. The students observed the faculty members' actions and attitudes and learned by imitating those behaviors that produced positive outcomes.

Summary

This study was designed to determine if a difference existed between faculty and students' attitudes about aging. The study was of value to nursing because, although the elderly comprise the fastest growing age group in our society, few students show an interest in geriatric care. Since it was possible that students learned attitudes from faculty role models, it was important that these attitudes be identified.

In Chapter 2, a review of literature related to attitudes about aging and the faculty-student relationship is presented. In Chapter 3, the procedures used for the collection and treatment of the research data are described, and the analysis of these data is presented in Chapter 4. Chapter 5 includes a review of the entire study and a discussion of the implications of the findings. Recommendations for future research conclude the paper.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

In this chapter, a review of literature pertinent to this study is presented. The review focused on the following three aspects: the nature of attitudes and stereotypes, research findings regarding attitudes about aging, and the faculty-student relationship.

Attitudes and Stereotypes

The nature of attitudes has been of interest to researchers for many years and various definitions have been proposed in an attempt to identify the components of this concept. Several authors have described an attitude as a predisposition to respond to a specific object or event in a consistent manner (Lemon, 1973; Rokeach, 1968; Steele & Harmon, 1979). They also stated that this predisposition is acquired through the principles of learning and that it can be changed.

Rokeach (1968) further explained attitudes in relation to an individual's belief system. He maintained that an attitude is not a basic element within the personality, but represents a cluster of two or more interrelated beliefs that focus on either an object or a situation. Each belief

within the attitude organization is considered to have three components: cognitive, affective, and behavioral. The cognitive aspect represents an individual's knowledge about what is right or wrong, good or bad; the affective aspect includes the emotional overtones; and the behavioral aspect leads the individual to action. This action may center around the object of the belief, other individuals' responses to the object of the belief, or the belief itself when its validity is questioned.

Although Rokeach (1968) noted that the situation in which an attitude object is encountered influences the belief components that will be activated, he also described the relationship among the three components as so close that it is difficult and often unnecessary to isolate them. However, Swanson (1972) maintained that in education the cognitive aspect is especially important since it is to this area that persuasion for attitude change usually occurs. He further noted that as an individual increases knowledge about a subject, belief about that subject also increases. Eventually emotional overtones are added to the belief, and the individual progressively adopts an attitude position. This attitude then begins to influence behavior.

Conversely, Swanson (1972) also reviewed literature that indicated if the behavioral aspect of an attitude was changed, the attitude itself may change accordingly. He

concluded that although attitude change is a difficult and intricate process, it is an important and necessary concern in education.

The concept of negative attitudes and stereotypes has been of interest to several authors and has been described as a widespread, over-simplified, erroneous belief that generally concerns a particular category of people (Butler, 1975; Epstein, 1977; Rokeach, 1968). A stereotype may contain an element of truth, but it is usually based on confusion or lack of knowledge. Butler (1975) referred to stereotypes held against the elderly as "myths" and noted that large numbers of Americans believe them to be true. Axelrod and Eisdorfer (1961) stated that the essence of a stereotype is the readiness of a person to agree with it without even having the necessary information concerning the group of people to which it applies.

Beaton (1977) described negative attitudes toward aging as particularly detrimental because of the possibility such attitudes would lead to poor health care for the elderly. She explained the cyclical nature of false beliefs and stereotypes and stated that if actions are based on stereotypes, the myths and false beliefs are perpetuated and they may, indeed, become reality. Beaton appealed to nurses and nursing instructors to be more aware of the influence their attitudes have on nursing care.

Brock and Madison (1977) also discussed nurses' stereotypic attitudes toward the aged and listed the many prejudices held against the aged in our society. They noted that nursing curricula reflect these cultural values by their noticeable lack of courses that focus on the elderly. Similarly, Epstein (1977) described nurses' tendencies to think in stereotypic terms about old people. She traced this tendency to three origins: cultural norms, the process of professional education, and the authoritarian structure of health care settings. Epstein further described nurses' strategic positions in acting as patient advocates and protecting patients from prejudices and discrimination.

Attitudinal Studies About the Aged

Many researchers have described the influence attitudes have in education and have attempted to measure various populations in terms of attitudes about aging. Since the Tuckman Lorge Questionnaire (TLQ) was developed it has been widely used to measure attitudes toward old people (Tuckman & Lorge, 1953). The TLQ was developed and used by its authors to investigate attitudes of 147 graduate students enrolled in an adult psychology course. Even though many of the students had a good foundation in psychology, they revealed a limited understanding of the aging process. Using

the TLQ, these students demonstrated substantial acceptance of the misconceptions and stereotypes about old people. Tuckman and Lorge's findings indicated that the students viewed old age as a period of economic insecurity, loneliness, resistance to change, and failing physical and mental powers.

Although the TLQ has been used to study attitudes about aging in several disciplines as well as with lay populations, its use among nursing populations was of particular interest to this study. Campbell (1971) used the TLQ to summarize attitudes of nursing personnel toward aged patients. The findings indicated that those who spent the most time caring for the elderly were the ones who held the greatest number of negative attitudes toward the aged.

Kayser and Minningerode (1975) supported Campbell's findings in a student population. They used the TLQ to survey baccalaureate nursing students, and an analysis of variance revealed that the students in each of the four years of the program did not significantly differ in their attitudes toward the elderly. However, Spearman rank correlations between the questionnaire scores and preference for working with elderly patients were significant in three of the four groups. The authors suggested this finding indicated that students' attitudes toward the elderly were related to their interest in caring for them as patients.

The students with the highest amount of stereotypic attitudes appeared the most likely to prefer geriatric practice. In a discussion of their findings, the authors also suggested that students who held the more stereotypic attitudes toward the elderly might perceive older persons as dependent and feeble and then assume a nurturant attitude toward them. Burnside (Burnside, Ebersole, & Monea, 1979) cautioned nurses to be aware of their "strong need to nurture" and stressed the importance of encouraging independence in aged patients (p. 533).

Gunter (1971) also used the TLQ in her investigation of baccalaureate nursing students' attitudes. The TLQ was administered before and after a required two credit senior nursing course that emphasized development in later life. The results indicated that students' attitudes were more favorable toward the aged at the completion of the course, however fewer students expressed an interest in working with the aged than had at the beginning. It appeared that as knowledge about old people increased, the desire to care for them decreased. At the completion of the course more students admitted that they would avoid working with geriatric patients and would avoid working in institutions that exclusively served the elderly.

Heller and Walsh (1976) also studied students' attitudes about aging. In their study, however, Heller and

Walsh used the Kogan Old People Scale and a specialty preference poll to survey associate degree senior nursing students. Their study was based on the premise that an instructor's attitudes and knowledge of the aging process would affect students. Therefore, only instructors who were well informed on geriatric nursing and who demonstrated a genuine interest in older people were selected to participate. The participating students were tested at the beginning and end of a 45 hour course that focused on the needs and problems of the aged, and the findings revealed a significant difference between pre and posttest mean attitude scores. The authors concluded that nursing students' attitudes could be improved by selected learning experiences.

Hudis (1974) also used the Kogan Old People Scale to measure attitudes toward aging in senior students enrolled in an associate degree program. The data analysis revealed that at the completion of a three-credit course in gerontology, neither the experimental nor the control group showed a significant difference between their pre and posttest scores. However, when the experimental group was compared to the control group in terms of scores that "improved" or "did not improve," the difference between the two groups was found to be statistically significant. Since there was more improvement in the experimental group than the control group, Hudis concluded that attitudes

could be positively influenced by geriatric and gerontology curriculum content.

Roberts and Powell (1978) also surveyed students in an associate degree nursing program, but used the TLQ to determine attitudes about aging. The instrument was administered to students at the beginning and end of a first level nursing course that focused on geriatric nursing principles. A pre and posttest comparison of TLQ scores revealed that there was an increase rather than a decrease in negative attitudes toward the aged. The authors attributed this finding to the severe time limitations of the two year curriculum and proposed that a baccalaureate program might be more effective in producing positive attitudinal changes toward the elderly.

Of particular interest to the present study was the research done by Wilhite and Johnson (1976). In an investigation of attitudes about aging, 80 baccalaureate nursing students were randomly placed in 10 groups for a course on aging. One faculty member taught each group. The faculty and students were pretested for attitudes on aging and at the completion of the course the students were retested. The posttest showed that student attitudes about aging were less stereotypic than they had been prior to the course. Moreover, the greatest attitude change occurred in the student groups taught by faculty members who had demonstrated

highly positive attitudes about aging on the pretest. The authors concluded that education could help decrease stereotypes about the elderly, and that the attitudes of the individual faculty member were extremely influential with students.

The Faculty-Student Relationship

The relationship between faculty and students and its importance to the educational process has been discussed by several authors (de Tornyay, 1977; Given, 1975; Smith, 1977). These authors agreed that professional education in nursing comprises both the acquisition of knowledge and skills and the development of professional attitudes and values. The educator is responsible for not only planning the necessary learning experiences but is also responsible for serving as a role model for students.

The various roles that nursing educators are expected to assume were discussed by Smith (1977). Of particular interest was attention given to the role of the instructor as a model of professional behaviors and attitudes. Although Smith described the student's need to see the instructor as a model, she cautioned the instructor to be flexible enough to foster development of each student's individuality, independence, and unique style of nursing care. Smith maintained that a successful faculty-student relationship was

essential for the students' personal growth and professional education. She further emphasized the educator's role as a model is an important part of this relationship.

Rauen (1974) investigated students in three hospital schools of nursing to determine their expectations of the clinical instructor as a role model. Freshmen and senior students were asked to rank characteristics typical of three roles instructors convey to students: the person role, the nurse role, and the teacher role. The findings revealed that freshmen ranked the clinical instructor's nurse role as significantly more important than either her person role or teacher role characteristics. However, senior students ranked the nurse role and person role characteristics as equally important and significantly more important than the teacher role. Rauen concluded that students do expect their instructor to serve as a role model, and that students perceive their instructor's nurse model role as an essential influence on their learning.

The concept of socialization as an aspect of the educational process has also been investigated by several authors. Given (1975) discussed the responsibilities of the nursing educator in relation to professional socialization. She noted recent changes in nursing education have deemphasized the traditional socializing patterns that were previously used to impart professional values and skills.

These changes have influenced the nursing educator's role, and Given maintained the instructor is now a more dominant force in the student's education. Given emphasized that educators must be aware of their role as a model as it influences student learning.

Loree and Leckie (1977) were also interested in socialization and described it as the continuous process of acquiring the values and norms, attitudes and behaviors that are associated with particular roles. These authors surveyed 280 baccalaureate students from two universities and compared their responses to eight questions regarding nursing roles. The findings indicated that although the student's family background may have some influence in the development of a conception of nursing roles, the greatest degree of role socialization occurred when the individual is a student. The authors concluded that the significant differences found between the orientation of the students at the two universities appeared to lie in variations in socialization and educational processes that occurred within each institution.

Gliebe (1977) also attempted to determine socialization processes in nursing education by investigating the influence of consensus in faculty attitudes as a socializing agent. Diploma nursing students' attitudes regarding nurses' roles, nursing autonomy, and patients' rights were compared to

faculty attitudes in order to determine attitude change during the educational process. The data indicated that as students progressed in the program, their mean scale scores in the areas of nurses' roles and nursing autonomy progressed toward those of their faculty. However, in the area of patients' rights, there was a slight reversal of mean scale scores between second and third year students.

Gliebe suggested that students may adopt faculty attitudes in areas closely related to nursing, but that attitudes concerning patients' rights may be a function of other reference groups the students have accepted prior to and/or outside the nursing school. Additionally, Gliebe noted that in areas where faculty opinion was substantially divided and did not provide a consistent frame of reference for students, students' opinions were also divided. He suggested that in these areas students were also likely to be influenced by socializing agents other than the faculty. Gliebe concluded that consensus in faculty attitudes appeared to be an important determinant of faculty effectiveness and a desirable component in successful student socialization.

Summary

Although the number of elderly persons in our society is increasing rapidly, there is limited interest among nursing students to care for the elderly. The review of the literature revealed that negative attitudes toward the

aged are prevalent among nurses and nursing students. Attempts to decrease students' stereotypic attitudes about the aged by various educational methods have produced conflicting results. Some authors reported a decrease in negative attitudes while others reported geriatric/gerontology curriculum content had little effect in changing students' attitudes.

The role of the clinical instructor as a model of professional behaviors was described as an important aspect of the educational process. Research indicated that faculty attitudes were important in the socialization of students, and that one of the educator's main responsibilities was to be an effective nurse model for students. Only one study, however, actually measured and/or compared faculty and students in respect to attitudes about aging.

CHAPTER 3
PROCEDURE FOR THE COLLECTION AND TREATMENT
OF DATA

Introduction

A review of the literature revealed that students' attitudes about aging are generally negative and stereotypic. Additionally, attempts to influence these attitudes have been met with mixed success. Some educational efforts were quite successful in reducing stereotypic attitudes, while others have demonstrated no effect at all. The instructor's role as a model as well as socialization factors within the educational institution appear to be important factors in influencing students' attitudes about aging.

This comparative survey was designed to determine if a difference existed between faculty and students' attitudes about aging. The data represented one aspect of a more extensive, primary study conducted to identify nursing faculty, students', and practitioners' attitudes about aging and geriatric curriculum content (Tollett & Adamson, 1979).

Setting

The setting for this study was two baccalaureate schools of nursing accredited by the National League for Nursing. One school was a state supported university and the other a

private university. The state supported school was located on one of the three campuses operated by the university. The private college was part of a church affiliated university located on one campus. Both schools were located in the same major southwestern metropolitan city.

Population

The population studied was the nursing faculty and second semester senior students at two baccalaureate schools of nursing. Approximately 75 faculty members and 175 nursing students comprised the total population.

Tool

The Tuckman Lorge Questionnaire (TLQ) was used to collect the data for this study. It is a standardized instrument developed by Tuckman and Lorge (1953) to measure a wide range of stereotypic attitudes about old people. Additionally, it was the instrument chosen for use in a primary study of nursing students', faculty, and practitioners' attitudes about aging and geriatric curriculum content. The data for this study were collected concurrently with those of the primary study.

Tuckman and Lorge obtained the material for the questionnaire by the following methods:

1. Interviews with adults 21-65 years of age.

2. Discussions with social workers and directors of institutions for the aged.
3. Reading of case records of older clients under the care of a family agency or an institution for the aged.
4. Review of the literature.

The questionnaire consists of 137 stereotypic statements about the aged. The number of "yes" responses indicates the amount of agreement with the statements and allows for measuring the participant's degree of stereotyping about the aged. Although the statements can be classified into 13 categories for further study if desired, they are not grouped together in the questionnaire (see Appendix A).

The TLQ has been examined for validity using the "stimulus group" approach (Axelrod & Eisdorfer, 1961). The questionnaire was administered to 147 university students, and random fifths of the sample were instructed to apply the statements appearing in the instrument to reference groups of 35, 45, 55, 65, or 75 year old people. The results indicated that the number of stereotypic traits assigned to a reference group increased continually with the age of the group. An item analysis showed that 88 of the 137 items differentiated significantly ($p \leq .01$) between the reference groups of 35 and 45 year old people as compared with the 65 and 75 year old reference groups.

Reliability of the TLQ has also been established. Using the Spearman-Brown prophecy formula, a test-retest reliability coefficient was found to be .82 (Tuckman & Lorge, 1952). To substantiate this finding, Tollett (1978) administered the 88 item TLQ to 16 second semester senior nursing students from one university. The questionnaire was given on two separate occasions, 4 days apart. The Wilcoxon Signed Rank Test was used to determine the difference between the test and retest scores. No significant difference was found between the students' two scores.

Data Collection

Permission to conduct the study was first granted by The Human Research Review Committee of Texas Woman's University (see Appendix B). The deans of both participating universities were contacted, agency permissions were granted (see Appendix B), and the researcher was given the names of instructors to contact regarding the necessary arrangements. In both institutions this designated person was the coordinator of the senior program. A class period when the entire senior class met together was determined, and time was allotted for the questionnaire to be administered. At the designated times, the questionnaires accompanied by a cover letter and informed consent form were distributed, and the necessary instructions were provided. The voluntary and

anonymity aspects of the study were emphasized (see Appendix A).

Faculty members received the questionnaire in their university mail boxes accompanied with a cover letter and informed consent form. An envelope was provided for the completed questionnaire so faculty members would be assured that anonymity would be maintained. Faculty members were asked to complete their questionnaire and return it to a designated site near their mail box (see Appendix A).

Treatment of Data

Data obtained from the demographic sheet that accompanied the questionnaire were categorized and reported using descriptive statistics. The TLQ scores were analyzed by three nonparametric statistical tests, and the 0.05 level of significance was selected for all three tests.

Data obtained from the questionnaires were analyzed according to the purposes of the study. The range and the median TLQ score were identified for each of the four sample groups. The Kruskal-Wallis one-way analysis of variance was calculated to analyze existing differences on attitudes about aging among the four different populations surveyed. A Mann-Whitney U Test was computed to compare the TLQ scores from a sample of the faculty from the two universities with the TLQ scores from a sample of the combined student groups. A second Mann-Whitney U Test was calculated to determine if

a significant difference in TLQ scores existed between a combined faculty and student sample from one university compared to a combined faculty and student sample from the other university.

Summary

This study was designed to determine and compare faculty and students' attitudes about aging. The 88-item Tuckman Lorge Questionnaire was the instrument of choice since it had been tested and was determined to be a valid and reliable measurement of attitudes about aging. The population consisted of faculty and senior students in two universities located in a major southwestern metropolitan city. The data were collected by the researcher and analyzed using nonparametric methods.

CHAPTER 4

ANALYSIS OF DATA

Introduction

In this study, nursing faculty members and senior students at two universities were surveyed to determine if a difference existed in their attitudes about aging. The instrument selected to collect the data was the 88-item Tuckman Lorge Questionnaire. This questionnaire has been widely used to measure attitudes about aging.

The statement of the problem, purpose, theoretical framework, review of literature, and the methodology were described in previous chapters. In this chapter the data are presented and analyzed. Specifically, demographic data and data regarding attitudes about aging are addressed.

Demographic Variables

In this section the analyzed demographic data are presented. These data were collected from a demographic information sheet that was administered to the participants as an addendum to the TLQ. It included questions about age, sex, educational preparation, religion, place of employment, and a clinical preference poll. The present study analyzed only the participants' age, sex, and educational level as

influences on attitudes about aging. The remaining data were collected for use in the primary study that was conducted concurrently.

All faculty members who participated in this study were female. Of the 91 students participating, only two were male; one in each of the two universities surveyed. Because of the imbalance in this demographic variable, sex was not used as a determinant of attitudes about aging.

The participants' ages were tabulated, and an obvious division was evident between the faculty and students. Table 1 reveals the number, age range, and mean age of the participating faculty and students at both universities.

Table 1

Selected Demographic Variables of Participating
Faculty and Students

Group	Number	Age Range	Mean Age
Faculty (N=50)			
Public University	42	26-58	37
Private University	8	30-50	41
Students (N=91)			
Public University	74	20-37	23
Private University	17	21-56	27

The faculty members' ages in the public university varied from 26 to 58 years or a 32 year age range. The faculty ages in the private university ranged from 30 to 50

years of age or a span of 20 years. These faculty had a mean age of 41 years, whereas the faculty at the public university had a mean age of 37 years.

In the public university, the students' ages varied from 20 to 37, with a range of 17 years. The private university students' ages varied from 21 to 56 years, with a broader range of 35 years. These students had a mean age of 27 years, whereas the student mean age of the public university was 23 years. The most common age (mode) for students was 22 years at both universities.

Although of interest as a demographic variable, age was not used as a separate factor in the data calculations. It was noted that there was a 4 year difference between the mean age of faculty members in the public and private university and a 4 year difference between the mean age of the students in the two universities.

Educational level as an influence on attitudes about aging was also taken into account in the breakdown of the participants into the two identified groups of faculty and students. In accordance with the study's population specifications, all students were second semester seniors enrolled in a baccalaureate school of nursing. Although most students held only high school diplomas, six had previously earned an associate degree and five had nursing diplomas. All faculty members in both universities had

master of science degrees. Because of the obvious division between the faculty and students, the influence of education on attitudes about aging was not treated as a separate factor in the data analysis.

Attitudes About Aging

In this section the purposes of the study are addressed. The four purposes are presented separately, and the appropriate data were analyzed for each purpose. The data were collected from nursing faculty and senior student populations at two universities. The TLQ, an instrument designed as a dichotomous forced-choice questionnaire, was used to collect the data (Tuckman & Lorge, 1953). The questionnaire allowed for only "yes" and "no" responses. All "yes" responses represented a stereotypic attitude about old people and received a 1-point score. Since there were 88 items on the questionnaire, the scores could range from 0 to 88. Greater stereotypic attitudes about aging were reflected in the higher scores. The scores represent ordinal data and were analyzed by nonparametric tests for significance. The 0.05 level of significance was adopted for all tests.

The first purpose of the study was to determine baccalaureate nursing faculty attitudes about aging as measured by the TLQ. This was accomplished by finding the

range and the median TLQ score for each of the two faculty groups. These data appear in Table 2.

Table 2

Range and Median Faculty Scores on the TLQ
by Type of University

Group	Number N=50	Range	Median
Public University	42	3-53	21.0
Private University	8	1-47	13.5

Each group of faculty TLQ scores was arranged in order from smallest to largest and the difference between these two scores, or the range, was determined. The public university faculty sample had scores from 3 to 53 or a range of 51 points. The private university faculty sample had scores from 1 to 47 or a range of 47 points. Although there was a 34-person difference in the sample size, there was only a 4-point difference in the range of scores.

The median, the appropriate measure of central tendency for ordinal data, was then determined for each faculty sample. This is the point on the score scale above and below which one half of the scores fall. This measure was found to be 21 for the public university faculty and 13.5 for the private university faculty.

The faculty scores on the TLQ were tested with the student TLQ scores in a Kruskal-Wallis one-way analysis of variance. This was done to determine whether the various surveyed populations differed with respect to the criterion, attitudes about aging. This test will be discussed in the following section (the data appear in Table 4).

The second purpose of this study was to determine second semester senior nursing students' attitudes about aging as measured by the TLQ. This was accomplished by finding the range and the median TLQ score for each of the two student groups. These data appear in Table 3.

Table 3

Range and Median Student Scores on the TLQ
by Type of University

Group	Number N=91	Range	Median
Public University	74	0-71	30
Private University	17	8-49	27

Each group of student TLQ scores was arranged in order from smallest to largest and the range of scores was determined. The public university student sample had scores from 0 to 71 or a range of 71 points. The private university student sample had scores from 8 to 49 or a range of 42 points.

The median, again the appropriate measure of central tendency for these data, was then determined. The median score for the public university student sample was 30. The private university student sample had a median score of 27.

The student scores on the TLQ were also compared with the faculty TLQ scores in a Kruskal-Wallis one-way analysis of variance. This test was calculated to analyze existing differences in attitudes about aging among the four different populations surveyed. The test would determine whether the scores of the four samples demonstrated genuine population differences, or whether the differences represented chance variations such as may be seen among random samples in the same population.

In the Kruskal-Wallis test, the null hypothesis is that there will be no difference in the sums of the ranks of the groups when they are corrected for sample size. If a significant difference between the ranks of the groups should be found, it would suggest that at least one group contained a disproportionate number of high or low scores and would indicate that the samples probably represented different populations (Kerlinger, 1973).

To analyze the data, faculty and students' scores were combined in a single order series and ranked. Each rank order score was identified as belonging to a given sample

and the sum of the ranks for each sample was calculated. The mean ranks for the four groups appear in Table 4.

Table 4
Faculty and Students' Mean TLQ Score Ranks
by Type of University

Group	Number	Mean Rank
<u>Faculty</u> (N=50)		
Public University	42	62.1
Private University	8	53.3
<u>Students</u> (N=91)		
Public University	74	76.7
Private University	17	76.4

The calculations were performed according to the Kruskal-Wallis formula. Because tied scores were encountered in the analysis, a tie correction factor was used. The resulting test statistic was $\chi^2 = 5.24$. For four groups and three degrees of freedom, this value was significant at 0.1549. Since the 0.05 level of significance had been predetermined, no significant difference in the ranks was established. This finding indicated that, when these four samples were compared with each other, they did not appear to differ in their attitudes about aging.

The third purpose of this study was to determine the difference between baccalaureate nursing faculty members and second semester senior nursing students in terms of attitudes

about aging. This was accomplished by calculating the Mann-Whitney U Test, a nonparametric statistical test for two independent samples.

The data were analyzed to determine if a significant difference in TLQ scores would be found between a combination of the two faculty samples and a combination of the two student samples. In these combinations, the role of the participant within the institution (either faculty member or student) would be tested as a variable in terms of attitudes about aging. The scores from the faculty and student groups were combined in a single ordered series and ranked. Each rank order score was identified as belonging to a given sample. The mean ranks for the two groups appear in Table 5.

Table 5
Mean TLQ Score Ranks of Total Faculty and
Total Student Groups

Group	Number	Mean Rank
All Faculty	50	60.7
All Students	91	76.7

Because of the large sample size and the number of tied scores, the Mann-Whitney U statistic was transformed to give a z score that included a tie correction factor.

The analysis of data resulted in a $z = 2.2$, a significant value at $p = 0.0264$. This finding indicated that the samples from the combined faculty group and from the combined student group appear to have been drawn from populations with different distribution characteristics.

The fourth purpose of this study was to compare faculty and students from a state supported and a private baccalaureate school of nursing in terms of attitudes about aging. This was accomplished by calculating a second Mann Whitney U Test with a different combination of TLQ scores.

The data were analyzed to determine if a significant difference in the TLQ scores existed between the combined faculty and student samples from the public university and the combined faculty and student samples from the private university. In these combinations, the influence of the institution (public or private) would be tested as a variable in terms of attitudes about aging.

The scores from the public university sample and the private university sample were combined in a single ordered series and were ranked. Each rank order score was identified as belonging to a given sample. The mean ranks for the two groups appear in Table 6.

Again, because of the large sample size and the number of tied scores, the Mann-Whitney U statistic was transformed

Table 6

Mean TLQ Score Ranks of Combined Faculty and Students
by Type of University

Group	Number	Mean Rank
Public University Faculty and Students	116	71.4
Private University Faculty and Students	25	69.0

to give a z score that included a tie correction factor. The analysis of the data resulted in a $z = 0.27$. Since a value of $z = 1.96$ is needed for significance at 0.05, this finding was not significant, and it indicated that the samples taken from the combined faculty and student populations at the two universities did not significantly differ in their distribution characteristics.

Summary

Data concerning attitudes about aging collected from nursing faculty and senior students at two universities were analyzed by three nonparametric tests for significance. Age, sex, and educational preparation of the participants were not analyzed as separate influences on attitudes. These demographic variables were reported by the identified groups of faculty and students.

Data obtained from the TLQ were analyzed according to the purposes of the study. The range and the median TLQ scores were identified for each of the four sample groups. The Kruskal-Wallis one-way analysis of variance was calculated to analyze existing differences on attitudes about aging among the four different populations surveyed. No significant difference was found when the four groups were compared with each other.

A Mann-Whitney U Test was computed to compare the TLQ scores from a sample of the faculty at the two universities with the TLQ scores from a sample of the combined student groups. This indicated a significant difference ($p = 0.026$) existed between these groups.

A second Mann-Whitney U Test was calculated to determine if a significant difference in TLQ scores existed between a combined faculty and student sample from one university compared to a combined faculty and student sample from the other university. This test demonstrated that there was not a significant difference between these groups in terms of attitudes about aging.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

This study was designed to identify and compare two faculty and two student groups in terms of attitudes about aging. A review of literature, procedure for collection of data, and the data analysis were presented in previous chapters. This chapter summarizes the study, discusses the findings and implications, and suggests areas for further study.

Summary

In this study the Tuckman Lorge Questionnaire was used to survey 141 nursing faculty members and senior students from two universities located in a large southwestern metropolitan city. The purpose was to identify faculty and students' attitudes about aging and to determine if there was a significant difference between these groups. Additionally, the faculty and students in a state supported university were compared with the faculty and students in a private university in terms of their attitudes about aging.

The theoretical framework for the study was based on Bandura's Social Learning Theory (Bandura & Walters, 1963). Since it was possible that students observed faculty members' actions and attitudes and learned by imitating behaviors that produced positive outcomes, it was important that these attitudes be identified. The influence of faculty attitudes and the role of nursing instructors as models were described in the literature as important aspects of the educational process. Research findings indicated that one of the instructor's main responsibilities was to be an effective nurse model for students.

The influence of negative or stereotypic attitudes about the aged was well documented in the nursing literature. Although some research attempts to decrease students' stereotypic attitudes about the aged were successful, several authors reported geriatric/gerontology curriculum content had little effect in changing students' attitudes. Other authors mentioned the influence of faculty attitudes on students, but only one study actually measured and compared faculty and students with respect to attitudes about aging.

The demographic data revealed that age separated the participants into two identifiable groups of faculty and students. All but two of the participants were female,

all students were baccalaureate seniors, and all faculty members held master of science degrees.

The instrument used to collect the data was the Tuckman Lorge Questionnaire, a questionnaire that has been widely used by several disciplines to measure attitudes about aging. Analysis of the data was accomplished with descriptive statistics and three nonparametric statistical tests. The Kruskal-Wallis one-way analysis of variance was used to determine if the participants in the four surveyed groups differed significantly in terms of attitudes about aging. The data analysis indicated that, when the four sample groups were compared with each other, no difference existed at the predetermined 0.05 level of significance.

A Mann-Whitney U Test was used to compare the TLQ scores of faculty from the two universities with the TLQ scores of the combined student groups. The data analysis revealed that a significant difference existed between the faculty and student groups at the 0.026 significance level.

A second Mann-Whitney U Test was calculated to determine if a significant difference in TLQ scores existed between the combined faculty and student sample from one university compared to a combined faculty and student sample from the other university. The data analysis demonstrated that no significant difference existed at the 0.05 level of significance.

Conclusions

This study was conducted to gain information about faculty and students' attitudes about aging. When interpreting the data, it must be remembered that the sample was drawn from faculty and senior students at two universities that were not chosen at random. It would, therefore, be inappropriate to make generalizations beyond these populations.

Based on the findings and within the limitations of this study, the following conclusions seem justified:

1. When compared with each other, the public university faculty, public university students, private university faculty, and private university students did not significantly differ in their attitudes about aging. The differences between the scores of these four groups can be attributed to chance variation found in random sampling. Additionally, the possible weakness of the instrument's construct validity must be considered when interpreting the study's findings.

2. The combined public and private university faculty group significantly differed from the combined public and private university student group in their attitudes about aging. When the demographic data were analyzed an obvious division was evident; the faculty and students appeared to be two identifiable groups. The students' mean age was 25

compared to a faculty mean age of 39. All faculty had M.S. degrees in contrast to all students who were second semester baccalaureate seniors. The significant finding found in the analysis of the TLQ scores from the faculty and student groups demonstrated they represented different populations in terms of attitudes about aging. Therefore, it can be concluded that age, educational level, and experience might have been determinants of attitudes about aging.

3. The public university combined faculty and student group did not significantly differ from the private university combined faculty and student group in terms of attitudes about aging. Therefore, variations in the socialization and educational processes in the two institutions did not appear to be determinants of attitudes about aging.

Implications

The provision of adequate health care for the elderly has become a matter of public interest and political concern. With the aged population of our country increasing rapidly, attitudes about aging held by persons responsible for health care services are extremely important. Since nursing educators are in the position to influence future nurses, and because such a small percentage of new nursing graduates enter the field of gerontological nursing, the instructors' attitudes about aging are especially important.

It was the purpose of this study to firstly identify the attitudes of the faculty at the two universities; and secondly, to compare these attitudes with their students' attitudes about aging.

The fact that negative attitudes or stereotypes toward the aged prevail in our society as well as in the nursing profession is documented in the literature. However, some research studies have demonstrated that these negative attitudes can be decreased through education. Since a finding in this study indicated that there was a significant difference between attitudes about aging of nursing faculty and students, a need exists to further understand the process whereby faculty attitudes are transmitted to students.

It has been proposed that students learn and adopt faculty attitudes during the educational process. However, in this study, students completing their educational program demonstrated significantly more stereotypic attitudes about aging than did their faculty. Evidently, the students at these two universities did not adopt faculty attitudes about aging. This finding is of particular interest when considering the role of modeling in education. The importance of the instructor as a role model needs to receive greater support among nurse educators.

It has also been proposed that a change in attitude must be preceded by a change in behavior. Therefore, it is imperative that nursing students be offered a wide selection of geriatric clinical experiences. Nursing education needs to experiment with new approaches of providing students with the knowledge, skills, and motivation to practice nursing with aged persons. A specialty course in geriatric nursing might be warranted. This would provide faculty members a greater opportunity to model positive attitudes toward elderly patients and give students the opportunity for sustained contact with several aged patients over a prolonged time period. As a result of increased positive experiences with the aged, students could develop more accurate understandings of both the aging process and the problems that confront the aged in our contemporary society.

Recommendations

Based on the findings of this study, the following research recommendations are offered:

1. Nursing students should be studied to determine the effect of life experiences and cultural influences on their attitudes about aging.
2. The feasibility of implementing a geriatric specialty course in nursing curricula should be studied.

3. Attitudes of nursing faculty and students toward the aged should be studied and compared before and after a geriatric specialty course.
4. An instrument that would measure attitudes about aging in terms of interval data should be developed and tested.
5. Faculty and students' attitudes in various educational areas should be studied to measure the influence of modeling in the learning process.

APPENDIX A

QUESTIONNAIRE PACKET

FACULTY COVER LETTER

Dear Faculty Member:

Attached please find a questionnaire that is being administered for a research study on attitudes about aging. An informed consent form that explains the research accompanies the questionnaire.

Completion of the attached form should require approximately 20 minutes of your time. Please return the questionnaire in the box provided near the mail boxes. Your participation will be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Anne Cochran".

Anne Cochran, B.S.N.

STUDENT COVER LETTER

Dear Student:

Attached please find a questionnaire that is being administered for a research study on attitudes about aging. An informed consent form that explains the research accompanies the questionnaire.

Completion of the attached form should require approximately 20 minutes of your time. Your participation will be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Anne Cochran".

Anne Cochran, B.S.N.

Subject Consent for Participation in the Following Research Studies

A Comparative Survey of Students, Faculty and Practitioners
of Nursing in Terms of Attitudes About Aging and Geriatric/Gerontology
Curriculum Content, and Clinical Specialty Preference

and

A Comparison of Students, Faculty, and Practitioners' Attitudes
About Aging and Locus of Control

We would like to invite you to participate in a study we are conducting in the Houston area to determine senior nursing students, faculty and practitioners' attitudes about aging, source of motivation, geriatric/gerontology curriculum content, and clinical specialty preference. If you decide to participate, we would like you to complete the questionnaire accompanying this letter. We hope to present the data at the ANA Clinical Conferences this Fall, and one aspect of the data will be reported in a Masters Degree Thesis.

The cost to you for this study is as follows:

1. Economic: none.
2. Personal: approximately 30 minutes to complete the questionnaire.

The benefit to you is as follows:

1. Findings may result in curriculum changes that will improve future nursing education.
2. Future potential alterations in curriculum might result in decreased stereotypic attitudes about aging, thereby helping all society, including you, the participant.
3. Findings will increase knowledge of nursing personnel needed for the provision of care to the elderly.

Any information that is obtained in connection with this study and that can be identified with you, will remain confidential and will be disclosed only with your permission. If you give your permission by signing the consent form, I plan to disclose the results to participating schools of nursing. However, you will not be identified by name, nor will the school be identified by name. Your decision whether or not to participate will not prejudice your future relations with Texas Woman's University. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice.

If you have any questions you may contact either:

Dr. Susan Tollett, 1130 M. D. Anderson Blvd, Houston, Texas 792-7722,
Dr. Carolyn Adamson, 1130 M. D. Anderson Blvd, Houston, Texas 792-7984
or Mrs. Anne Cochran, 5306 Duffries, Houston, Texas 729-6174

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE. YOUR SIGNATURE
INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE HAVING READ THIS INFORMATION.

Signature

WE ARE INTERESTED IN OBTAINING YOUR OPINION ABOUT THE ELDERLY. FOR EACH OF THE FOLLOWING STATEMENTS, CHECK "YES" IF YOU THINK IT APPLIES TO THOSE 65 YEARS OF AGE AND OLDER AND "NO" IF YOU DO NOT THINK IT APPLIES TO THOSE 65 YEARS AND OLDER.

YES NO

- | | | |
|---|-------|-------|
| 1. They need glasses to read. | _____ | _____ |
| 2. They are absent minded. | _____ | _____ |
| 3. They spoil their grandchildren. | _____ | _____ |
| 4. They repeat themselves in conversation. | _____ | _____ |
| 5. They are poor eaters. | _____ | _____ |
| 6. They get upset easily. | _____ | _____ |
| 7. They have to be careful of their diet. | _____ | _____ |
| 8. They are set in their ways. | _____ | _____ |
| 9. They worry about unimportant things. | _____ | _____ |
| 10. They are better off in old age homes. | _____ | _____ |
| 11. They have to go to bed early. | _____ | _____ |
| 12. They expect their children to support them. | _____ | _____ |
| 13. They are forgetful. | _____ | _____ |
| 14. They are easily moved to tears. | _____ | _____ |
| 15. They are more interested in religion. | _____ | _____ |
| 16. They have many accidents at home. | _____ | _____ |
| 17. They are old fashioned. | _____ | _____ |
| 18. They are a burden to their children. | _____ | _____ |
| 19. They feel sorry for themselves. | _____ | _____ |
| 20. They need a nap every day. | _____ | _____ |
| 21. They just like to sit and dream. | _____ | _____ |
| 22. They are hard to get along with. | _____ | _____ |
| 23. They feel cold even in warm weather. | _____ | _____ |
| 24. They are unproductive. | _____ | _____ |

	YES	NO
25. They think the world is headed for destruction.	_____	_____
26. They never fully recover if they break any bones.	_____	_____
27. They are very talkative.	_____	_____
28. They are hard of hearing.	_____	_____
29. They are out of step with the times.	_____	_____
30. They are very stubborn.	_____	_____
31. They like to be helped across the street.	_____	_____
32. They think the future is hopeless.	_____	_____
33. They worry about their health.	_____	_____
34. They cannot manage their own affairs.	_____	_____
35. They would like to be young again.	_____	_____
36. They are touchy.	_____	_____
37. They have few friends.	_____	_____
38. They have lost most of their teeth.	_____	_____
39. They like religious programs on the radio.	_____	_____
40. They walk slowly.	_____	_____
41. They are selfish.	_____	_____
42. They should not marry.	_____	_____
43. They suffer from constipation.	_____	_____
44. They hold on to their opinions.	_____	_____
45. They like to be waited on.	_____	_____
46. They spend much time in bed because of illness.	_____	_____
47. They cannot remember names.	_____	_____
48. They are lonely.	_____	_____

YES NO

- | | | |
|---|-------|-------|
| 49. They collect many useless things like string, paper, and old shoes. | _____ | _____ |
| 50. They have poor coordination. | _____ | _____ |
| 51. They like to play checkers or dominoes. | _____ | _____ |
| 52. They object to women smoking in public. | _____ | _____ |
| 53. They worry about their money. | _____ | _____ |
| 54. They like to doze in a rocking chair. | _____ | _____ |
| 55. They like to think about the good old days. | _____ | _____ |
| 56. They feel tired most of the time. | _____ | _____ |
| 57. They are bad patients when ill. | _____ | _____ |
| 58. They feel that their children neglect them. | _____ | _____ |
| 59. They are fussy about food. | _____ | _____ |
| 60. Their voices break. | _____ | _____ |
| 61. They prefer old friends rather than to make new ones. | _____ | _____ |
| 62. They spend most of their time reading or listening to the radio. | _____ | _____ |
| 63. They die of cancer or heart disease. | _____ | _____ |
| 64. They avoid going out in bad weather. | _____ | _____ |
| 65. They are frequently at loose ends. | _____ | _____ |
| 66. They develop infection easily. | _____ | _____ |
| 67. They should not become parents. | _____ | _____ |
| 68. They are critical of the younger generation. | _____ | _____ |
| 69. They are tight in money matters. | _____ | _____ |
| 70. They dislike any changes or interference with the established ways of doing things. | _____ | _____ |

	YES	NO
71. They are usually supported by their children or old age pensions.	_____	_____
72. They are very sensitive to noise.	_____	_____
73. They are in the way.	_____	_____
74. They are cranky.	_____	_____
75. They suffer much discomfort.	_____	_____
76. They meddle in other people's affairs.	_____	_____
77. They have no interest in the opposite sex.	_____	_____
78. They have a high automobile accident rate.	_____	_____
79. They feel miserable most of the time.	_____	_____
80. They are careless about their table manners.	_____	_____
81. They become less intelligent.	_____	_____
82. They frequently talk to themselves.	_____	_____
83. They do not take part in sports.	_____	_____
84. They feel that young people do not know how to bring up children properly.	_____	_____
85. They die after a major operation.	_____	_____
86. They are a nuisance to others.	_____	_____
87. They are helpless.	_____	_____
88. They are insecure.	_____	_____

CLINICAL SPECIALTY PREFERENCE QUESTIONNAIRE

1. Age _____
2. Sex M _____ F _____
3. Highest Degree Earned:

A) _____ Ph.D.	C) _____ B.S.	E) _____ Diploma
B) _____ M.S.	D) _____ A.D.	F) _____ Other, please specify _____
4. Marital Status

A) S _____	C) W _____	E) Separated _____
B) M _____	D) D _____	
5. Religion

A) Bapt. _____	C) Epis. _____	E) Jewish _____
B) Meth. _____	D) Cath. _____	F) Other, please specify _____
6. Setting in which presently employed:

A) Hospital _____	C) Public Health _____	E) Physician's Office _____
B) Nursing Home _____	D) VNA _____	F) Independent Practitioner _____
G) School of Nursing _____	H) Other, please specify _____	
7. Which of the following nursing specialties would you most prefer to be working in?

A) Psychiatry _____	D) Geriatrics _____	G) Public Health _____
B) Obstetrics _____	E) Medical _____	
C) Pediatrics _____	F) Surgical _____	
8. Which of the following nursing specialties would you least prefer to be working in?

A) Psychiatry _____	D) Geriatrics _____	G) Public Health _____
B) Obstetrics _____	E) Medical _____	
C) Pediatrics _____	F) Surgical _____	

APPENDIX B

PERMISSION FORMS

TEXAS WOMAN'S UNIVERSITY
Houston Center

HUMAN RESEARCH REVIEW COMMITTEE REPORT

STUDENT'S NAME Anne CochranPROPOSAL TITLE A Comparison of a Nursing Faculty and Senior
Students in terms of Attitudes about AgingCOMMENTS: _____

_____DATE: February 9, 1979James H. Robertson
~~Disapprove~~ ApproveJames Smith
~~Disapprove~~ ApproveDonald D. [Signature]
~~Disapprove~~ ApproveCarol M. [Signature]
~~Disapprove~~ Approve

9/1978

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING
DENTON, TEXAS 76204

DALLAS CENTER
1810 INWOOD ROAD
DALLAS, TEXAS 75235

HOUSTON CENTER
1130 M. D. ANDERSON BLVD.
HOUSTON, TEXAS 77025

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE _____

GRANTS TO Anne Cochran

a student enrolled in a program of nursing leading to a Master's Degree at Texas Woman's University, the privilege of its facilities in order to study the following problem:

A Comparison of a Nursing Faculty and Senior Students in
Terms of Attitudes about Aging

The conditions mutually agreed upon are as follows:

1. The agency (~~may~~) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (~~may~~) (may not) be identified in the final report.
3. The agency (~~wants~~) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (~~unwilling~~) to allow the completed report to be circulated through interlibrary loan.
5. Other _____

Date: 5-16-79

(signed by appropriate person)
Signature of Agency Personnel

Anne Cochran

Signature of Student

Signature of Faculty Advisor

* Fill out and sign three copies to be distributed as follows: Original-Student;
First copy - agency; Second copy - TWU College of Nursing.

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