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A GUIDE FOR PROJECTING SPACE NEEDS FOR SCHOOLS OF NURSING.

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DESCRIPTORS- *HEALTH OCCUPATIONS EDUCATION, *NURSING, *FACILITY GUIDELINES, *EDUCATIONAL FACILITIES, SPACE UTILIZATION, BUILDING DESIGN,

SUGGESTIONS FOR PROGRAMING A FACILITY FOR NURSING EDUCATION ARE DIRECTED TO THE SCHOOL OF NURSING FACULTY WHO ARE ENCOURAGED TO EXPLORE THE OPPORTUNITY TO DEVELOP BUILDING PLANS REFLECTING THE PHILOSOPHY AND OBJECTIVES OF THEIR SCHOOL, THE SCHOOL'S UNIQUE POTENTIAL CONTRIBUTION, AND THE CREATIVE CAPACITIES OF THE PLANNING GROUP. THE SUGGESTED APPROACH INVOLVES (1) ESTABLISHING GOALS IN RELATION TO ADEQUACIES AND INADEQUACIES OF THE PRESENT FACILITIES, (2) PROJECTING THE NURSING PROGRAM INCLUDING ENROLLMENT, PERSONNEL, BUDGET, AND ANTICIPATED CHANGES IN POLICIES OR OPERATION, AND (3) ACTUAL ARCHITECTURAL PLANNING INVOLVING ESTIMATE OF SPACE NEEDS AND PROJECTION OF SPACE UTILIZATION FOR CLASSROOMS, LABORATORIES, ADMINISTRATIVE AND FACULTY OFFICES, SECRETARIAL AND CLERICAL OFFICES, AND SUPPORTING SPACE. AT THE POINT OF ARCHITECTURAL PLANNING, THE ARCHITECT MAY BE CALLED UPON FOR GUIDANCE. A BIBLIOGRAPHY AND FORMS FOR PROJECTING ENROLLMENT, PERSONNEL, THE BUDGET, THE CURRICULUM, REQUIRED TEACHING SPACE, AND SPACE UTILIZATION ARE PRESENTED. THIS PUBLICATION SUPPLEMENTS THE INFORMATION IN "NURSING EDUCATION FACILITIES--PROGRAMING CONSIDERATIONS AND ARCHITECTURAL GUIDE" (VT 002 902). (JK)

A GUIDE FOR PROJECTING SPACE NEEDS FOR SCHOOLS OF NURSING

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, the Construction Grants Program for Schools of Nursing, like every program or activity receiving Federal assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Public Health Service
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FOREWORD

This publication supplements the information in Nursing Education Facilities: Programing Considerations and Architectural Guide, a report of the Joint Committee on Educational Facilities for Nursing of the National League for Nursing and the U.S. Public Health Service.

It is designed to offer suggestions for programing a facility for nursing education and is directed to the faculty of a school of nursing, who because of their involvement and understanding of the nursing program in the school, are in a strategic position to define an environment best suited for teaching and learning nursing. This guide may also be of assistance to schools which are considering expansion of enrollment.

The Division of Nursing acknowledges with grateful appreciation the contribution of the Dean, Mrs. Mildred D. Quinn, and the faculty of the College of Nursing, University of Utah, who formulated the methodology presented herein.

Jessie M. Scott

Chief
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INTRODUCTION

Applying for funds to construct educational facilities may be a novel experience for faculty of schools of nursing. Even more novel, however, is the opportunity to plan for a structure specifically tailored to meet the needs of nursing education. It is the hope of those involved in the implementation of U.S. Public Health Service construction grants that nursing educators will explore fully the opportunity to develop building plans reflecting: (1) the philosophy and objectives of their school, (2) the school's unique potential contribution to the community, State and Nation, and (3) the creative capacities of the planning group.

To develop an architectural program, complete and detailed information about the nursing program -- enrollment, curriculum, budget, etc. -- should be collected and examined. The educational program is a preliminary to the architectural program, which in turn is a preliminary to the architect's development of schematic drawings.

Experience has shown that applicants appreciate suggestions to serve as orientation to the adventure of construction planning. The following method of projecting space needs is offered as a way in which the exciting and complex function of facilities planning may be approached.

Planning should explore the total needs of the school and should not be limited to the areas defined as eligible for Federal participation under the Nurse Training Act of 1964. Some areas mentioned in this guide may not be eligible. It is suggested that for purposes of defining eligible space, the Applicant's Guide be used.* It is further suggested that a variety of resources be explored for ideas. Recent developments in architecture and engineering used in construction of schools (elementary, high school, and higher education) may be adaptable to nursing education facilities. A bibliography of some of the available literature pertaining to educational facilities has been compiled at the end of this guide.

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*Construction Grants Program for Schools of Nursing: Applicant's Guide, U.S. Department of Health, Education, and Welfare, Public Health Service

ESTABLISHING GOALS

In planning for nursing educational facilities there should be a statement of goals and an understanding of the educational and architectural program. In establishing goals, it is useful to know the adequacies and inadequacies of the educational facilities being used and how these help or hinder creating an environment for learning. Each portion of the existing facility should be examined to elicit facts describing the adequacy and inadequacy of the space in light of:

- functions or activities carried out in the room
- purpose of the space
- number of people to occupy the area
- equipment (furniture, other) to occupy the space
- location
- flexibility, adaptability, versatility
- role of those using the area and their objectives (students, faculty, administration, clerical)

The following list of defined areas in a school may be used for an analysis of present facilities. The list is only meant to be a guide to the components of an educational facility; it is not necessarily all inclusive.

A. Teaching, Study, and Research Space

1. Classrooms
2. Lecture-Demonstration rooms
3. Laboratories
4. Conference and Seminar rooms
5. Multipurpose rooms
6. Library facilities:
   - Number of volumes and periodicals
   - Seating capacity at any one time
   - Librarian services
   - Reference - reading room - study area
   - Use of Library (audio equipment, etc.)
7. Study spaces:
   - Individual
   - Multi-occupancy
8. Other space

B. Administrative and Faculty Space

1. Office of Director of Nursing Education
2. Office of Assistant Director
3. Conference space
4. Special personnel areas (admissions, bursar or registrar, etc.)
5. Offices for single occupancy. Number.
6. Shared offices. Number. Shared by how many and by whom.
7. Workroom, special projects, and research areas
8. Lounge area
9. Other

C. Secretarial and Clerical Space

1. Availability: Secretarial pool, other
2. Location
3. Number of staff
4. Work areas for duplicating equipment, assembling activities, etc.

D. Supporting Space

1. Record rooms
2. Storage areas
3. Washrooms, toilets (male, female)
4. Dressing rooms, lockers (students, faculty)
5. Janitorial facilities
6. Student lounge
7. Space for vending machines, public telephones
8. Other

E. Student Health Facilities

F. Residence and Dining Facilities for Faculty and/or Students

G. Parking Facilities for Faculty and/or Students

H. Other

PROJECTING THE NURSING PROGRAM

It was stated earlier that the educational program is preliminary to the architectural program. A written description of the projected nursing program will give all who are involved something concrete with which to plan the structure in which the program is to be housed. There are many elements in the nursing program which can affect space needs. These must be identified and explored before any decisions can be made as to the amount and kind of space needed. A few are considered here.

Enrollment

Estimating and planning for future enrollment is a basic and necessary part of the educational program. Some or all of the following steps may be useful in projecting student enrollment:

1. Review the nurse personnel needs in the local area, the State and the Nation, using available surveys and studies.

2. Determine what is occurring throughout the State regarding nursing education.

3. Consider the number and kinds of nursing education programs and the trends in types of programs in the region, State, and local areas.

4. Review the enrollment patterns that have evolved during the past 5 years in the program(s) offered by the school.

   - What geographical area(s) do applicants come from?
   - What is the total number of applicants per year?
   - How many applicants are eligible for admission?
   - How many are admitted?

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Enrollment (item 4) continued

- What is the present attrition rate?
- What were the attrition rates for the past 5 years?
- What are the reasons for attrition?
- What steps are being taken to assure an adequate supply of students?

5. Review the clinical and community resources currently used; the potential use of these and other resources.
   - Do the available facilities limit the number of students that could be enrolled?
   - What alternate resources are or will be available? (Nursing homes, doctors' offices, clinics, day care centers, community mental health centers, mental retardation centers, other).
   - Is there space in the clinical facilities for patient care conferences?
   - Do the facilities provide locker space?
6. Design a table to show enrollment patterns -- past, present, and future -- in each year of the program(s). See Example I for tables which can be used to show enrollment patterns for baccalaureate and/or higher degree, associate degree, and diploma programs.

EXAMPLE I A

STUDENT ENROLLMENTS*

Baccalaureate or Higher Degree Programs

University of _____ College of Nursing

19___ to 19___

Year: **	Past: 19___		Present: 19___		Predicted after construction 1st: 19___		2nd: 19___	
	Bacc.	Grad.	Bacc.	Grad.	Bacc.	Grad.	Bacc.	Grad.
Freshmen								
Sophomores								
Juniors								
Seniors								
Total Bacc.								
Total Grad.								
Total Full Time								
Irreg. and Part Time								

	3rd: 19___		4th: 19___		5th: 19___		6th: 19___	
Freshmen								
Sophomores								
Juniors								
Seniors								
Total Bacc.								
Total Grad.								
Total Full Time								
Irreg. and Part Time								

	7th: 19___		8th: 19___		9th: 19___		10th: 19___	
Freshmen								
Sophomores								
Juniors								
Seniors								
Total Bacc.								
Total Grad.								
Total Full Time								
Irreg. and Part Time								

* Based on area needs, past growth patterns, population trends, and availability of clinical and other resources

** Adjust the above table so that it is most useful to the school; for example, some baccalaureate programs are 5 years in length.

EXAMPLE 1B

STUDENT ENROLLMENTS*

Associate Degree Program

_____ Junior College

19___ to 19___

Year:	Past: 19___	Present: 19___	Predicted after construction	
			1st: 19___	2nd: 19___
First year				
Second year				
Total				
	3rd: 19___	4th: 19___	5th: 19___	6th: 19___
First year				
Second year				
Total				
	7th: 19___	8th: 19___	9th: 19___	10th: 19___
First year				
Second year				
Total				

* Based on area needs, past growth patterns, population trends, and availability of clinical and other resources.

EXAMPLE I C

STUDENT ENROLLMENTS

Diploma Program

_____Diploma School of Nursing

19___ to 19___

Year:	Past: 19___	Present: 19___	Predicted after construction	
			1st: 19___	2nd: 19___
First year				
Second year				
Third year				
Total				
	3rd: 19___	4th: 19___	5th: 19___	6th: 19___
First year				
Second year				
Third year				
Total				
	7th: 19___	8th: 19___	9th: 19___	10th: 19___
First year				
Second year				
Third year				
Total				

Adjust the table to fit the type of program offered by the school: diploma schools may offer a 2 or 3 year program, or irregularities of enrollment may influence prediction of number of students to be enrolled.

Base this table on the data collected thus far; such as the area needs, past growth patterns, population trends, attrition rates, and availability of clinical and other resources.

Personnel

Estimate the number of faculty and other personnel who will be needed for future student enrollment. Some points to consider which may affect recruitment of qualified faculty include:

- Location and number of graduate programs and the majors offered.
- Provisions in contracts: salaries, leaves for study, and other benefits to attract faculty.
- Budget provisions for additional faculty.

It is suggested that tables be designed to show the number of professional personnel, classified by function, position and preparation, and the number of clerical assistants needed for the program(s). See Example II for tables which can be used for this purpose. Two tables should be designed: one showing the current numbers and one showing the numbers projected for the 10th year after construction.

Area of function in Example II has been divided into administration, teaching and research. Teaching is divided into undergraduate, graduate and continuing education programs. Use that portion applicable to the program(s) offered by the school. List the courses taught under the appropriate heading of nonclinical or clinical in the program(s). It is further helpful to estimate the percentage of time those in administration spend on administrative, teaching, research and other duties. Under teaching, list only those courses financed by the school and to be taught in the proposed facilities. Under number of professional personnel, use 1.00 to indicate full time of one person. Use parentheses to enclose time that has been included elsewhere (1.00). For example, a dean or director may teach a course in administration. She would be shown as 1.00 in the columns next to Administration and (1.00) next to the course. Number of Clerical Assistants has been placed next to number of professional personnel to help show their relationships to the professional personnel. If the clerical personnel assist in more than one area, this should be specified. For example, if the Dean's secretary also assists the faculty, her main relationship might be shown next to the dean as 1.00 and as (1.00) next to the faculty.

EXAMPLE II

NUMBER OF PROFESSIONAL PERSONNEL AND CLERICAL ASSISTANTS

Area of Function	Position or Title	Educational Preparation	Number of Professional Personnel		Number of Clerical Assistants	
			Regular Budget	Other Budget	Regular Budget	Other Budget
ADMINISTRATION						
Subtotal						
TEACHING UNDERGRADUATE PROGRAM						
Nonclinical						
Clinical						
Subtotal						

EXAMPLE II (continued)

Area of Function	Position or Title	Educational Preparation	Number of Professional Personnel		Number of Clerical Assistants	
			Regular Budget	Other Budget	Regular Budget	Other Budget
TEACHING GRADUATE PROGRAM						
Nonclinical						
Clinical						
Subtotal						
TEACHING CONTINUING EDUCATION PROGRAM						
Subtotal						
RESEARCH						
Subtotal						
Total						

Summary in full-time equivalents

Administrative faculty _____

Teaching faculty _____

Research faculty _____

Clerical staff _____

Other (specify) _____

Expenses and Income

The cost of maintaining and operating the projected nursing program should also be included in planning since the budget identifies and controls many aspects of the program. Therefore, an estimation is needed of direct expenses (costs incurred exclusively for the nursing program such as nursing faculty salaries, equipment and supplies) and of indirect expenses (costs which provide benefits for the nursing program but are not exclusively for the nursing program). In a baccalaureate program these indirect costs may include services provided by the library, use of the science and fine arts instructional units, institutional research, etc. For the diploma program indirect costs might include operation and maintenance of the physical plant and the use of equipment from the hospital.

The estimated income is also a portion of the budget. To estimate income from tuition and other student fees, knowledge of the projected enrollment is essential. Other items of income might include endowments, gifts, State appropriations, etc. Whenever possible, the source of income should be specified. Design a table to show the current budget and the budget projected for the second year after construction. See Example III for such a table.

EXAMPLE III BUDGET

Items of Expenditure	Current Costs 19___		Projected Costs 19___	
	Direct*	Indirect	Direct	Indirect
Salaries				
Staff benefits:				
retirement				
workman's compensation				
travel allowance				
education allowance				
Supplies				
Operation and Maintenance of Physical Plant				
TOTAL				
Items of Income	**Current Amounts**		**Projected Amounts**	
Tuition and Fees				
Endowment Income				
Gifts and Grants				
Organized Activities				
TOTAL				

Summary: Total Current Costs _____ Total Projected Costs _____
Total Current Income _____ Total Projected Income _____

Balance _____ Balance _____

Other Program Factors

In planning for the future nursing program also consider:

1. Continuing and/or changing policies for size of classes, sections, and faculty-student ratios.

2. Where courses are to be taught. (Example: diploma schools may have contracts with colleges for science courses to be taught at the college rather than in the home school.)

3. Teaching programs, research or special projects which are to be added or substantially increased.

4. Programs to be discontinued or substantially reduced.

5. Course requirements in each program, term by term, for the maximum enrollment after construction of the educational facility.

6. The teaching methods used most often now and those projected for the maximum enrollment after construction.

7. Types of educational communication media which might be used in the new facility (programed instruction, motion pictures, radio, sound and video tapes, television, recordings, other).

8. Use of the school by graduate programs to provide experience for graduate students preparing to be teachers.

It is essential to develop a projected curriculum schedule which will include the courses to be taught, number of sections, number of students in each section, days and hours of class meetings, and methods of teaching to be used after construction. See Example IV for a portion of such a schedule. This schedule will reflect the number and the kinds of teaching spaces which will be needed and will be very useful in preparing the architectural program.

EXAMPLE IV PROJECTED CURRICULUM SCHEDULE

Course	Size of Class		Type of Instruction						Number of :			Time of Day		Time of Year - 19__-19__			
			Lec-ture	Lecture with :			Lab.	Conf.	Ses-sions per Week	Hours per Ses-sion	Total hrs/wk	a.m.	p.m.	Fall	Winter	Spring	Sum-mer
	a	b		Dem.	Audio-Visual	Other											
Prof. Adjust-ments I	96	1	x		x	x			1	1	1		x	x			
*Nursing Foundations	96	1	x	x	x	x			3	1	3		x	x	x		
	24	4					x	x	1	3	12	x		x	x		
*Basic Med. Surg. Nsg.	96	1	x	x	x	x			3	1	3		x			x	x
	24	4	Clinical Experience				x	x	2	3	24	x				x	x
	24	4						x	1	2	8		x			x	x

Column — Explanation

Course . . . . . Title and/or number.

* . . . . . Indicate by asterisk if course is taught by graduate students.

Size of Class

a . . . . . Average total number in each section.
b . . . . . Number of sections.

Type of Instruction . . . . "x" indicates method is used.

Number of Sessions . . . . Number of times class is scheduled in one week.

Hours Per Session . . . . . Number of clock hours per session.

Total Hours Per Week . . Number of hours per session multiplied by number of sessions multiplied by number of sections.

Time of Day . . . . . When a controlling factor requires a class to be held a.m. or p.m., enter an "x". An "x" in both columns indicates either time can be used.

Time of Year . . . . . An "x" indicates course is taught in that particular semester or term; a space left blank indicates course is not offered at that time.

THE ARCHITECTURAL PROGRAM

The basic purpose of the architectural program is to define the functions of the building in detail; the program should be prepared by those who are going to use the facility. The architect, at this point, may be called upon to offer guidance. Since every aspect of the building can convey a message about the nature of the school, its philosophy and objectives, there should be faculty and administration consensus on what this message should be. Questions to be considered are: What specific activities must this building accommodate? What activities will be carried on in each room and/or space? What is the relationship between spaces? What is the best arrangement of the rooms with respect to the proposed use? You, as a client, can bring an unmatched knowledge of how you "run the business of nursing education" -- it is up to you to communicate this knowledge to the architect.

Space Needs

Using the class schedules which have been developed, estimate the number and types of classrooms needed. (See Example V.) Teaching methods will affect the type and amount of space planned. It is even helpful to consider the teacher's activity during a lecture. Does she stand at a podium, sit at a desk, or walk about? Teaching space should be planned to accommodate the number of students expected to occupy the room. For example, scheduling a group of 15 in a room planned for a capacity of 110 is poor use of space. The term "student-station utilization" is used in this guide to describe that space allocated to the use of a student.

EXAMPLE V ESTIMATE OF TEACHING SPACE REQUIRED

Course	No. of Students	Equipment	Type of Room	Room Capacity	hrs/wk	Teaching Methods Affecting Space Needs
Anat. & Physiol I	96	Lecture podium, desk, chairs	Lecture	96+	1	Movies, Blackboard
Nursing Foundations	16	Lecture podium, movable desk, chairs, Beds, Other Equip.	multipurpose or Lecture-Demonstration	96+	3	Demonstration area, Bulk Equip., Blackboard
	24 (4 sec)	Beds, Bedside unit, Linen, Sink, Closets	Nursing Lab.	26	12	One practice area for 4 students
Med Surg Nurs. III	76	Lecture podium, chairs	multipurpose or Lecture-Demonstration	96	3	Demonstration area, Blackboard
Other	15	Tables and chairs	Conference	16	5	Discussion

Utilization

After the schedule has been used to estimate the number and types of rooms, project the schedule and the student numbers into the classrooms, laboratories, conference and seminar rooms estimated. Show for each room in each term the courses and sections scheduled and the percentage of total possible utilization the projected use represents. It is further desirable to investigate student station utilization in each room. Although working the schedules through the heaviest teaching portion of the school year may suffice to determine if the space planned is adequate, working the schedules through each term for each classroom is more accurate. On the following pages are examples of classroom and student-station utilization schedules. Review the schedule; explore ideas which might increase or decrease space needs.

The following is an explanation of Example VI (see next page):

The course title is noted in relation to the day and hour.
The figure below and to the left of course title indicates the section.
The figure below and to the right is the number of students expected to be in the section.

Room utilization

Forty hours weekly is considered 100% utilization in Example VI. This room is in use 14 hours weekly during the fall quarter. Percentage of room utilization is computed by dividing the count of room period use by 40 (the total possible room period use) and multiplying by 100. In this example percent of room utilization is 35%.

Student station utilization

An occupancy of 96 students during each period the room is considered 100% student station utilization in Example VII. The room is used by groups which total 1,284 students. As a total of 1,344 could be seated in this room during its periods of usage, the student-station utilization is 95%.

EXAMPLE VI CLASSROOM UTILIZATION SCHEDULE

Fall 1976
(Classroom I - Capacity 96)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10					
10-11					
11-12					
12-1					
1-2	A & P 1 96	Prof. Adj. 1 96	Psych. 1 96	Nsg. Fdns. 1 96	Nsg. Fdns. 1 96
2-3	A & P 1 96	A & P 1 96	A & P 1 96	Med.-Surg. Nsg. III 1 76	
3-4	Nsg. Fdns. 1 96	A & P 1 96	A & P 1 96		Med.-Surg. Nsg. III 1 76
4-5		Nsg. Trends 1 76			

EXAMPLE VII

NURSING LABORATORY UTILIZATION SCHEDULE

Fall 1976
(Capacity 26)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9	Set-up	Set-up	Set-up	Set-up	Individual Student Practice
9-10	Nsg. Foundations 1 24	Nsg. Foundations 2 24	Nsg. Foundations 3 24	Nsg. Foundations 4 24	↓
10-11	↓	↓	↓	↓	↓
11-12	↓	↓	↓	↓	↓
12-1	Clean-up	Clean-up	Clean-up	Clean-up	↓
1-2					Faculty preparation of demonstrations and other teaching methods
2-3					↓
3-4					↓

Explanation

The course title is noted in relation to the day and hour.
The figure below and to the left of course title indicates the section.
The figure below and to the right is the number of students expected to be in the section.
Note also that set-up time and clean-up time has been considered.

Summary of Utilization

Purpose	Hours	Percent
Laboratory sessions (practice and conference)	12	30
Laboratory set-up and clean-up	2	5
Use by individuals	8	20
Total room utilization	22	55

EXAMPLE VIII

CLASSROOM UTILIZATION THROUGHOUT SCHOOL YEAR

Classroom 1 (capacity 96+)

FALL						WINTER					
HOUR	MON	TUE	WED	THU	FRI	HOUR	MON	TUE	WED	THU	FRI
8-9						8-9					
9-10						9-10					
10-11						10-11					
11-12						11-12					
12-1						12-1					
1-2	A & P 1 96	Prof. Adj. 1 96	Psych. 1 96	Nsg. Fdns. 1 96	1 96	1-2	A & P 1 96	A & P 1 96	Psych. 1 96	Nsg. Fdns. 1 96	Nsg. Fdns. 1 96
2-3	A & P 1 96	A & P 1 96	A & P 1 96	Med. Surg. III 1 76		2-3			A & P 1 96	Med. Surg. III 1 76	
3-4	N.F. 1 96	A & P 1 96	A & P 1 96		Med. Surg. III 1 76	3-4	Nsg. Fdns. 1 96	Nutri. 1 96		English 1 96	Med. Surg. III 1 76
4-5		Trends 1 76				4-5					

SPRING						SUMMER					
HOUR	MON	TUE	WED	THU	FRI	HOUR	MON	TUE	WED	THU	FRI
8-9						8-9					
9-10						9-10					
10-11						10-11					
11-12						11-12					
12-1						12-1					
1-2	A & P 1 96	A & P 1 96	Psych. 1 96	BMSN 1 96	BMSN 1 96	1-2				BMSN 1 96	
2-3			A & P 1 96	Med. Surg. III 1 96		2-3					
3-4	BMSN 1 96	Nutri. 1 96		English 1 96	Med. Surg. III 1 76	3-4	BMSN 1 96	Nutri. 1 96	BMSN 1 96		
4-5						4-5					

Room Utilization

Fall - 35%
Winter - 35%
Spring - 35%
Summer - 10%

EXAMPLE IX EVALUATION OF CLASSROOM UTILIZATION

FALL

HOURS	MON	TUE	WED	THU	FRI
8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: Room = 14 hrs. = 35%
(Further study of schedule)

FALL

HOURS	MON	TUE	WED	THU	FRI
8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: 9 hrs. = 22½%
(Further study of schedule)

WINTER

8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: 20 hrs. = 50%

WINTER

8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: 22 hrs. = 55%

SPRING

8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: 26 hrs. = 65%

SPRING

8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: 24 hrs. = 60%

SUMMER

8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: 4 hrs. = 10%
Expected limited Summer use

SUMMER

8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

Use: 4 hrs. = 10%
Expected limited Summer use

Special Use Facilities

Special use facilities, such as a nursing laboratory, should be carefully thought out and should be designed with specific purpose; the kind of experience and practice a student is expected to obtain from a nursing laboratory. A detailed outline of the purpose will help determine the amount and kind of space needed. If seen primarily as a practice-study area, it should be located so that students can easily use it without disturbing others. Some schools may see such a special-use facility as an area to be used for more than one function. Design elements would then tend toward multipurpose rooms. At all times, awareness must be maintained that the ultimate purpose of planning the teaching space is to accommodate and facilitate the teaching-learning process. Different kinds of teaching space are required depending on the content, teaching methods, student-teacher ratio and size of groups.

Since clinical experience is an important portion of nursing education, space is needed for discussions before and after patient care experiences. Are conference areas available within the clinical setting or should they be planned for in the proposed building? Can the agencies where clinical experience is obtained provide locker space? Can some arrangement be made so that in planning of future institutions this will be considered? These questions can only be answered by the school representatives and considered in agreements with the agencies used for clinical experience.

Additional Factors

Space planned should also include consideration of factors such as:

1. Examination periods
2. Need for practice areas for students outside classroom hours
3. Student body, nursing student organizations, and class meetings
4. Continuing education programs
5. Freedom to schedule short-term institutes, workshops, and other meetings
6. Faculty development and faculty projects
7. Record storage space

Administrative and Faculty Space

Define the spaces which are classified as administrative and faculty spaces. Size, type, and placement of offices can indicate the prestige, position and function of those who occupy them. For example, department heads might require different kinds of space than assistant instructors, and part-time faculty may have need for still other kinds of space. Space determination for placement of personnel should be such that implementation of the program is efficiently carried out.

Space for faculty development and research should be planned as carefully as instructional space. Research is a necessary component in nursing education for improvements in the teaching of nursing and contributions to quality care of patients. Providing an area where a faculty member can leave materials out and then can pick up where she left off without losing time is an asset that should not be denied.

Secretarial and Clerical Space

Obtain consensus where space for secretaries and work areas would be most convenient. The secretaries may have some useful suggestions. Knowledge of the hours this space would be used, number of people and work loads and equipment needed help determine the amount of space which might be necessary.

Supporting Space

Supporting space is an overall term for hallways, closets, storage areas, lavatories, janitorial rooms, mechanical areas, etc. List the bulky equipment and supplies to be kept in the supporting space, indicating the areas in which these will be used, as it is desirable to have them stored nearby. Storage areas located in classrooms may not be accessible while classes are in session; on the other hand, they may be ideal for storing materials to be used specifically in that classroom.

It is important to note whether heavy items are to be transported between areas where there is a change in elevation, as it may be necessary to specify ramps rather than stairs. In addition, the architect should know the size of bulky equipment that will be transported so that he will make classroom doors, closets, elevators, etc., sufficiently large.

Schematic Drawings

Collaborate with the architect about the design and placement of rooms. Consider the traffic patterns that occur between classes. Definitive schematic sketches developed by the architect and showing the elements that will comprise the proposed building -- teaching space, offices, etc. -- are helpful to both architect and faculty. These sketches should be drawn to a convenient scale and should indicate equipment, furniture, and other features pertaining to the performance of a given function. The sketches will have a two-fold benefit: enhance the faculty's concept of space as it is architecturally depicted and facilitate the architect's understanding of the functions and use of the proposed areas.

Review the schematic drawings. Is there consistency, harmony, and compatibility of the educational plans with the space and facilities provided in the construction plans? Are there elements in the design contributing to more effective use of the facility (air-conditioning, an adequate number and appropriately placed electrical outlets, etc.)? Is the planning on a sound functional basis? What kind of maintenance will this building require? Maintenance goes on year after year. Materials should be chosen on the basis of future wear as well as appearance and cost. Do the design elements of the proposed building allow for expansion (vertical or horizontal) if additional space is needed at a later date? The facility being planned will have to provide many years of service and its construction will be expensive. Therefore, efficient planning is well worth the time and effort spent.

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