End-of-Life Nursing Education Questionnaire (ELNEQ):
Measuring the Impact of End-of-Life Nursing Education Consortium (ELNEC) Train-the-Trainer Courses

This work was published in:

**Background:** End-of-Life Nursing Education Consortium (ELNEC) train-the-trainer workshops prepare participants to teach ELNEC content to others. In 2010, researchers in Japan developed and validated the End-of-Life Nursing Education Questionnaire (ELNEQ) to measure the impact of ELNEC workshops on participants’ readiness to teach the content.

**Objective:** The study’s objective was to evaluate the psychometric properties of the English version of the ELNEQ.

**Conclusions:** The English version of the ELNEQ is a psychometrically sound instrument for measuring the impact of ELNEC train-the-trainer workshops.

**Note:** Permission has been given by the principal author, Barbara A. Head to use this tool. Proper attribution should be provided by citing the article above.

(See next page for a copy of ELNEQ)
For each of the following, please indicate how much do you agree to the statement about end-of-life (EOL) nursing education. On a scale from 1 to 5, please circle only one answer that represents your level of agreement.

<table>
<thead>
<tr>
<th>Confidence in Teaching</th>
<th>Not at all</th>
<th>A little bit</th>
<th>Somewhat</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with my ability to teach EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I have sufficient ability to teach EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>It is not difficult for me to teach EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I have no trouble teaching EOL care.</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation for Teaching</th>
<th>Not at all</th>
<th>A little bit</th>
<th>Somewhat</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am motivated to teach EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I want to be actively involved in teaching EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I want to spend more time teaching EOL care on patients’ final hours.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I want to spend more time teaching nurses’ roles in EOL care.</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation to Provide Teaching</th>
<th>Not at all</th>
<th>A little bit</th>
<th>Somewhat</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am prepared to run group discussions in teaching EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I am prepared to run case studies in teaching EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I am prepared to run role-play sessions in teaching EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I am prepared to give effective lectures on EOL care.</td>
<td>1 2 3 4 5</td>
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</tbody>
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<thead>
<tr>
<th>Preparation to Lead Initiatives in EOL Care</th>
<th>Not at all</th>
<th>A little bit</th>
<th>Somewhat</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am prepared to contribute to improve the quality of EOL care in my home institution or region.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I know how to improve the quality of EOL care in my home institution or region.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I am prepared to make plans to improve the quality of EOL care in my home institution or region.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>I have plans to improve the quality of EOL care in my home institution or region.</td>
<td>1 2 3 4 5</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Expected Influences on Participants</th>
<th>Not at all</th>
<th>A little bit</th>
<th>Somewhat</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants of my educational programs will improve quality of their EOL care.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Participants of my educational programs will improve their ability of managing symptoms of patients with terminal illness.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Participants of my educational programs will improve quality of their care for imminent patients.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Participants of my educational programs will become more aware of their roles as patients’ advocates.</td>
<td>1 2 3 4 5</td>
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