

The results of this survey will provide insight into how well students perceive their learning needs are met in up to three different clinical environments. Options might include traditional clinical, in the face-to-face simulation environment, and using virtual simulation methodology. The column headings should reflect the learning environments you wish to learn more about. The CLECS 3.0 assesses how well participants believe their learning needs were met in each environment and can be used with any healthcare professional group(s).

The table on the following page contains a list of clinical learning needs and three rating sections. Participants should mark the response corresponding to how well the learning need was met in each environment.

Leighton, K. (2015). Development of the Clinical Learning Environment Comparison Survey. *Clinical Simulation in Nursing*, 11(1), 44-51. doi:10.1016/j.ecns.2014.11.002

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Leighton, K., Kardong-Edgren, S., Danaher-Garcia, N. A. (manuscript in process).

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CLINICAL LEARNING ENVIRONMENT COMPARISON SURVEY 3.0© (CLECS 3.0)

LEARNING NEED	Replace with type of clinical environment					Replace with type of clinical environment					Replace with type of clinical environment				
	Well Met	Met	Partially Met	Not Met	Not Applicable	Well Met	Met	Partially Met	Not Met	Not Applicable	Well Met	Met	Partially Met	Not Met	Not Applicable
Subscale 1: Clinical Learning Development															
1. Preparing to care for patient	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
2. Communicating with interdisciplinary team	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
3. Interacting with patient	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
4. Providing information and support to patient's family	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
5. Understanding rationale for patient's treatment plan	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
6. Understanding patient's pathophysiology	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
7. Identifying patient's problems	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
8. Prioritizing care	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
9. Performing appropriate assessment	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
10. Assessing outcomes of the care provided	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
11. Identifying short-and long-term goals	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
12. Discussing patient's psychosocial needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
13. Taking appropriate action when patient's condition changes	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
14. Evaluating the effects of medications administered	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
15. Reacting calmly to changes in my patient's condition	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
16. Knowing what to do if I make an error in my care	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
17. Being confident in my decisions	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
18. Feeling confident in abilities	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
19. Having instructor available to me	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
20. Feeling challenged and stimulated	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
21. Receiving immediate feedback on performance	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
22. Feeling supported by instructor and peers when making care related decisions	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
23. Improving my critical thinking skills with experiences	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Subscale 2: Individualized Patient Focus															
24. Implementing care plan	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
25. Discussing patient's developmental needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
26. Discussing patient's spiritual needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
27. Discussing patient's cultural needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
28. Anticipating and recognizing changes in patient's condition	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA