DCCUMENT RESUME

ED 036 607 VT 005 153

TITLE	THE APPLICATION OF CRITERIA IN PRACTICAL NURSING PROGRAMS: PAPERS PRESENTED AT THE CONFERENCE OF THE COUNCIL OF MEMBER AGENCIES OF THE DEPARTMENT OF PRACTICAL NURSING PROGRAMS (5TH, CHICAGO, ILLINOIS, MAY 5-6, 1966).
INSTITUTION	NATICNAL LEAGUE FOR NURSING, NEW YORK, N.Y.
PUB DATE	66
NOTE	37P.
AVAILABLE FROM	NATIONAL LEAGUE FOR NURSING, 10 COLUMBUS CIRCLE, NEW YCRK, NEW YCRK 10019 ($1.25)
EDRS PRICE	EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
DESCRIPTORS	CURRICULUM DEVELOPMENT, *EDUCATIONAL OBJECTIVES, *HEALTH OCCUPATIONS EDUCATION, *PRACTICAL NURSING, *SPEECHES, STUDENT EVALUATION
IDENTIFIERS	*PRACTICAI NURSING PROGRAMS

AESTRACT

PAPERS INCLUDE: (1) "DCES WHAT WE BELIEVE MAKE A DIFFERENCE IN WHAT WE TEACH, IN WHEN WE TEACH IT, AND IN HOW WE TEACH IT?" BY VIVIAN M. CULVER, (2) "A PROGRAM HAS A DESTINATION: THE WHY OF OBJECTIVES" BY VIVIAN M. CULVEF, (3) "ORGANIZATION, ADMINISTRATICN, AND CURRICULUM" BY PEARL ZEMLICKA, AND (4) "EVALUATION OF STUDENT CLINICAL PERFORMANCE" BY BERNADETTE PARKER. (JK)

THE APPLICATION OF CRITERIA IN PRACTICAL NURSING PROGRAMS

Papers Presented at the Fifth Conference of the Council of Member Agencies of the Department Of Practical Nursing Programs

NATIONAL LEAGUE FOR NURSING
1966

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Held in Chicago, Illinois, May 5-6, 1966

NATIONAL LEAGUE FOR NURSING
Department of Practical Nursing Programs
10 Columbus Circle, New York, New York 10019

1966

Code Number: 38-1237 Price: $1.25

PRINTED IN THE UNITED STATES OF AMERICA

CONTENTS

DOES WHAT WE BELIEVE MAKE A DIFFERENCE IN WHAT WE TEACH, IN WHEN WE TEACH IT, AND IN HOW WE TEACH IT?

Vivian M. Culver

This is one of the most pleasurable assignments I could ask for: an opportunity to be with people from all sectors of our country who are engaged in practical nursing education at a time when there is great ferment in our society to improve the quality of what we do in the name of teaching-learning. And what better vehicle for such improvement than a spanking new National League for Nursing accreditation program for practical nursing schools?

I should tell you that this presentation is not intended to be a technical one. I simply want to share with you my community of thoughts about learning, and when I have finished, you should have looked through a porthole at my philosophy. I am hopeful that such a discussion will help you to examine your own philosophy.

To encourage the young, the new, and the inexperienced teachers present, it should be said we realize that one's philosophy emerges with experience, and it is all the better when that philosophy is the result of reflection on that experience. It takes reflection to acquire a sense of rightness about what we do. And it goes without saying that what we do do is in keeping with our sense of rightness about it. It cannot be otherwise.

As one experiences life and pursues his work, attitudes change and living leaves its bench marks. A faculty brings together the experienced and the inexperienced, each with his own bench marks, each with his own beliefs--all a result of living and learning. It behooves one to be tolerant of the other--experienced or inexperienced as the case may be.

It is my hope that this sharing session will raise questions in your minds and provoke lively discussion. Nothing would please me more--for who among us has the answers to the many questions plaguing us today?

The title of this presentation is made up of a three-part question: Does what we believe make a difference in what we teach, when we teach it, and how we teach it? The answer is "Yes" on all three counts. I would ask that you keep the what, the when, and the how in mind in relation to yourself, if you can, as we proceed. My intent is to try and help you to examine the forces at work in your program and to show that your beliefs do make a difference.

This topic and the next one are segmented only because of the clock. In the real life situation, they are so closely entwined that they defy separation. I shall go as far as time allows this afternoon and continue tomorrow morning, hopeful that the interlude will serve you well--that considerations brought to your attention this afternoon will percolate within your being and take on increased scope and flavor.

You come representing many programs. You come bringing your own knowledges and understandings, opinions and attitudes. It cannot be otherwise. These qualities

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and capacities you have have a bearing on the effectiveness of your program; they leave their imprint.

Have you ever thought about the uniqueness of your program? Any school has a kind of Geist, or spirit of its own; no other program is quite like it. This Geist, or spirit, is made up of many qualities that rather flow and meander together to produce this uniqueness. These meandering qualities come from many sources--some subtle and others in plain sight for all to see.

When a school sets out to look at itself, it must do it systematically if in the end we are to know what we see. To do this systematically, the aspects of a program are conveniently grouped under several large headings or segments such as we see in the Criteria for the Evaluation of Educational Programs in Practical Nursing. But such a grouping is only for convenience of study and assessment because, finally and in the end, these segments are fused one with the other to make the total program.

THE PHILOSOPHY

For our purposes, at this point, we shall pass over the physical facilities and administrative considerations among other things--vital as they are--and wait to hear from our colleagues on the panel.

Primarily, we shall concern ourselves with the humans involved and how the beliefs and feelings of the humans influence what happens.

These humans are the teacher and the learner. Each of these people brings his uniqueness to the situation, and it permeates the climate. One personality comes to instruct; the other comes to be put upon--he says he wants to learn. Does this take place? You say, "Yes, of course it does." Agreed. But how well or how effectively it takes place is open to serious question.

The direction a program takes accounts for its reputation, its image, and how others react to it. In overwhelming measure, this image is influenced by the beliefs and the sense of rightness held by individual faculty members.

No program exists without a philosophy. It may be written and be in such well-sculptured sentences--clear, crisp, and truthful--as to be a comfort and a guide to teacher and student alike. Or it may be written in such sanctimonious and vague terms that it hangs as a fog on the front page of the school brochure and guides no one, much less threatens him.

It may not be written at all; but be not comforted that it does not exist. It is there; you make it so. It is at work every time you go into that classroom with students and close the door. Your sense of rightness about your role as a teacher and what the student should be about is there. The student begins to piece it together. And he may engage in a little subversive activity in this pursuit if he has to. He has to know about you and what you believe about him and his role. Fellow faculty members do likewise.

As teacher-student qualities, whatever these may be, flow together and intermingle, they form the yeast, or leavening power, of the program--sometimes good, sometimes lacking in texture as we come to know the effective teaching-learning process. Some of these qualities are much in evidence; others are more subtle and escape the casual eye. Sometimes, there is great harmony and commonality among the beliefs held by the faculty, and likewise sometimes, there is great divergence among them. Dissimilar beliefs are not always easy to mold into a common and an acceptable framework.

When present in strong and stubborn measure, faculty meetings can evaporate into trivia and misty generalities. When this persists, the meetings become the hatching place for those sanctimonious statements I mentioned earlier. It takes planning to launch into a "grown-up" dialogue leading to the statement of a school's philosophy. As faculty members, you must decide on the ingredients it should contain; you must do some reading and some thinking in the privacy of your own mind before, during, and after your joint efforts. This tugs at our built-in, emotion-freighted experiences as we search our teaching souls for ways in which to express it.

Individuals have convictions, and may it always be so. But may I remind you that individual conviction rooted in obstinacy denied the light of the facts as they are can impede progress regardless of any effective preplanning. Comfortable to think about or not, each of you influences the Geist of your program; just how may come to light as we talk more specifically about this thing called a program's philosophy. I should hasten to add that all we can do is talk about it, because the final statement of your philosophy, of the set of beliefs that guide your program, comes forth after the talking and when there is that synthesis of sense rightness among you.

Your program is nestled within the administrative framework of some parent institution. You know that what this parent institution stands for, you in the practical nursing program stand for. The philosophy undergirding and permeating the parent agency likewise undergirds and permeates each program within it. It provides the general framework, yet the individual program, such as yours, emerges with a uniqueness or a spirit of its own at the grass-roots or operational level--not contrary to the parent institution but in harmony with it.

To engineer this concept down to you, the individual, means that what you in fact do in the classroom with students and a closed door is of some real significance in the name of the parent institution in general and your program in particular.

Someone has thoughtfully said that in the final analysis, curriculum change really takes place in that closed-door classroom and not at faculty meetings, because it is in the classroom that the curriculum is in motion; it is here that the flow between the teacher and the learner takes place. It is here that the teacher's beliefs are operational. He operates in the way he feels and in the way he believes a thing should be done, irrespective of what may have been thrashed out at faculty meetings or printed in the school catalog. What I am saying is that the spirit in your program is in great measure influenced and fulfilled by you when you are in action with the student; at your operational level, are you functioning in general harmony with your school's philosophy?

Before sharing with you my thoughts on what a faculty needs to explore in hammering out an operational set of beliefs, may I raise some questions for you to answer in the privacy of your own thoughts.

-Are your beliefs about education, teaching, and learning an ill-defined sense or feeling in your mind or are they a precise, crisp, and compelling sense of rightness guiding your teaching actions?
-Does your philosophy take today into account?
-Is yours a yesterday's mind or a tomorrow's mind?
-Do you want your graduates to come out with a yesterday's mind or a tomorrow's mind?
-Do you make allowances in your beliefs about teaching and learning for what there is to learn in relation to the time there is to do it?

-Do you believe that because time is a factor in today's whirlwind of change, it alters what the program can and must expect of itself?
-Does this have anything to do with how you use the student's time?
-Who owns the time in the program?

These few questions are inserted only to tease your mind--about yourself and some of the things today's teachers have to recognize.

Before stating a philosophy, the faculty has to come to some general agreement about several fundamental things. These statements of general agreement evolve or emerge as, together, you explain and explore in terms that have meaning for all involved--not terms one could call "hand-me-downs" borrowed from another program, but terms you select to identify your beliefs.

FUNDAMENTAL ITEMS NEEDING CLARIFICATION

What are some of the fundamental items you need to clarify? One is nursing itself. You need to declare among yourselves what is nursing according to your beliefs.

You need to declare your beliefs and convictions about what is teaching and what is learning. You need to explore what it means to invoke the democratic process in the classroom, in the clinical area (and at faculty meetings,too), and contrast this with the autocratic process. This discussion involves what you believe is the other person's right to speak and to speak out, to have thoughts and ideas of his own. It should lead you to an honest examination of your own feelings about your tolerance of a fellow teacher's right to speak out or a student's right to inquire.

Later in our deliberations, I shall return to more specific discussion of these items and others; suffice it to say now that our beliefs and convictions very definitely influence our teaching and the effectiveness of learning in our programs. Quite frankly, I believe that we, as educators, can never make the real progress called for in our time until and unless we make opportunity to talk and to think freely in an uninhibited way about our tolerances and intolerances as teachers, about our feelings, beliefs, and convictions, our biases and the things close to our teaching souls. Such an exercise carried out in a climate of freedom, with no one taking minutes or prejudging one another, would go far in promoting a new dimension in the thinking of the individuals involved. It would stir many to rethinking in the privacy of their own thoughts how they in fact do function in guiding, directing, and influencing the learner in his or her pursuits of knowledge.

No part of curriculum development seems to confound and bestir faculty members more than the assignment of stating a school's philosophy. We, in nursing, have been concerned with this assignment for a good many years. When I read, as I have over the past year or so, that in some phases of general education, one is being told that the time is long past due for a forthright statement of beliefs, I say to myself, "Hard as it was to face in nursing education, we started to face that problem in earnest almost two decades ago."

Leaders in general education are urging teachers to look at the basis upon which they make teaching decisions and at the processes they use in curriculum change. They are being urged to develop more imaginative tools to lift their entire level of operations. I feel sure that a great many of these teachers are puzzled by the mandate "come forth with a meaningful statement of your beliefs." And I can hear them say, "Well, this is

it. I know what I believe and I don't have to write it down. That is just so much more busy work and I can do without that. I have forty students to teach and they need my help, not my written philosophy."

We, in nursing education, have been pushing hard to set down a forthright statement of our beliefs. I believe we have passed the point of saying we don't need such a thing. But I must hasten to add that we still struggle with meeting this need and I think, too, we still struggle with our understanding of how a philosophy shows itself or is in evidence in our program.

We struggle with trying to gain a better understanding of how a program's philosophy permeates the fiber of the instructional program. And this is why we often say under our breath at times like this, "NO, not again. Why do we always have to concern ourselves with what we believe?"

We have to concern ourselves with this and extend our understanding of it because these beliefs, convictions, and values determine the direction we take in our instructional program. These beliefs influence our program because what we believe influences how we teach and if it does not, we soon believe as we teach. To put it another way, someone has said, "If man does not live as he thinks, soon he will think as he lives."

Each one of us has beliefs, values, and convictions about life, people, things, the nature of things, what the world is made of, who made it and why. The beliefs we hold motivate what we do and what we will produce because our values shape and control our actions. This is true of living in general, and it is equally true of teaching and of teaching nursing. It is equally true of the man in business or anyone else.

Take the man in business. If he believes basically that people are honest, then his business practices reflect this. He gives the customer the benefit of any doubt when the customer complains or when the customer asks for adjustments. He believes the customer; he wants him satisfied. The businessman knows and is convinced that if he does the right thing by his customers, they in turn will do right by him. Now, this businessman may even have a slogan that goes like this: "The most important people in the world are my customers." If his practices, habits, and day-to-day dealings with his customers do not bear this out, then he has a slogan that says one thing, while his actions say another. And I do not need to tell you that the customer soon recognizes this.

The size of the company has a lot to do with how well it abides by its slogans, trademarks, or its basic values and beliefs. The larger the group, the more difficult this is to do. The many people who are supposed to abide by them in a company don't always do so. The same is true with a faculty.

I am reminded of a company that has built a tremendous rental-car business. They attribute his growth to their slogan "We try harder." The president of that company frequently speaks out to the public in the company's ads. One time, he put his telephone number in an ad and said he wanted to know when some agency somewhere had not lived up to their slogan. A few months ago, one of their ad writers came out with a full-page announcement saying he had rented one of the company's cars, and the ash tray was full when he got it. He said the slogan was their idea, "their" meaning the company's--it was not his. He went on to say that if he was going to continue writing ads--their ads--they had better live up to them, because he was not about to be a paid liar.

I am not saying that we on a faculty might be a group of paid liars when we put one thing in our stated philosophy and then function otherwise, but there might be correlation

here. When your school has a written philosophy, it is for all intents and purposes a statement of the fundamental beliefs and values that percolate through its program; it is what the school stands for. So if you stand for these things, you live by them; otherwise, you could come to the same conclusion as the ad writer did. And I should hasten to add that you will not be alone in your conclusion, because the students will draw it, too, and from there, who knows how far-reaching the results will be.

A WORD TO THE ADMINISTRATIVE HEAD

The larger the faculty--as the larger the company--the more need for the administrative head to give apt leadership that sets the stage for all members to help shape the stated beliefs of the program and to live up to them. In no small way is the administrative head of the program responsible for influencing the climate in which a faculty hammers out and, in fact, implements the philosophy even when the door is closed. More than that, the administrative head of the program has to be especially sensitive to the climate in which the program exists and determine whether her beliefs are steering the whole operation with a "heavy hand on the brake of the democratic process," thus riding roughshod over the sensitivities of other faculty members and barricading their inner beliefs, or whether, in contrast, they provide such anemic administrative leadership as to permit the tail to wag the dog. Likewise, each and every other faculty member needs to examine and articulate her beliefs.

Our convictions and values are based upon what we know or, sadly, sometimes upon what we think we know. The faculty have a right to develop opinions and feelings about such things as policies that keep the program in motion, they have a right to help to shape and form these policies, provided they are within the administrative framework of the parent institution. And likewise, faculty members have the responsibility of abiding by the decisions emitting from these policies, of supporting them and carrying them out.

It is not enough for a faculty to declare its beliefs in writing and have the tome on file for appropriate visitors or to furnish it on request. Having its beliefs on paper is essential, but it is of no "curriculum value" if what is on paper is not what is in action in the program. If there is a discrepancy between what is written and what is actual, you have work to do. You need to alter one or the other or both. Actually, a visitor really would not need a copy of a written philosophy if he had time enough to do some crisp observing. He could see it at work if he could visit some classes, if he could look at some teaching material in use, if he could talk with some students. A visitor would see it in action if he could observe the quality of the flow of humanness that has to be present in a teaching-learning process. If he could observe a faculty meeting, this visitor would sense the Geist, or the spirit, of the program, written or not. What I am saying is this: A faculty wants to be sure that what anyone (itself included) would sense and feel about the program would in truth be the statements he finds in the written philosophy.

It might help us to take some time to think about some of the components of a program philosophy. Perhaps by discussing some of them, you will firm up your beliefs about the teaching-learning process.

First, I shall list a few of the major components that the faculty should discuss and clarify to their satisfaction. Then I shall discuss several in some detail. I might add

that when faculty does take the time to discuss the essential ingredients in a school's philosophy, it can truly be said that the faculty shaped it. No individual can be accused of being "a committee of one," and the end product will reflect the collective thinking of all.

Now for some of these components:

1. Because it is a school, you will need to discuss the component education.
2. Because it is a school of nursing, you will need to discuss what is nursing.
3. Because it is a school of practical nursing or a program of practical nursing, you will need to discuss what is practical nursing.
4. Because a school of practical nursing is a part of a larger social order, it is a part of society. The implications of this will need to be discussed.
5. Perhaps most important is that a school is made up of individuals; people, a part of the social order just mentioned, come as students to learn; they come also as teachers to teach. It seems difficult to understand how any faculty could side-step a discussion of their beliefs about the worth and the dignity of the individual. Regard for the other person permeates all interaction between the administrative head and everyone involved, between teacher and teacher, between teacher and student, between student and student, and above all, between the nurse and the patient.
6. Teaching is another component.
7. And so is learning.
8. Another component is your belief about who can profit from your program and who cannot.

Let us go back to the first component--education. Have you looked up the definition of school lately? In essence, all meanings seem to point out that it is a building where something unique takes place, where there is a collective body of teachers and learners present. Within that building and among this collection of humans, a process goes on; the process is called education. I believe that we need to talk more, longer, and with more enlightenment at our faculty meetings about the educative process than we have in the past. This process today exists at a time when little seems static, when little seems to settle quietly in a corner, let alone remain there. Always, there are some major factors that seem to need review and revision. Essentially, of course, this has always been true, but the noticeable difference today comes to light with such clarity because,as more than one writer keeps pointing out to us in the literature, never has there been a time in history when the rate of change has been as great as it is today. It affects so many in so many ways and to such an extent. Everything we read concerning education is concerned with improvement of it, the rate of change in it, and includes more than a gentle urging of people in education to promote and provide for excellency.

We need to be concerned with this component of education if for no other reason (and there are plenty more) than the stark reality that our graduates face an employment situation we can hardly define because of the rate of change besetting our lives. Today, we hear the leading educators of this country telling us over and over again that the educative process, of whatever nature, must teach the student to learn how to learn so that he will be able to cope with change and thus continue to have employable skills. Educationists say there is no other way for a worker being prepared today to serve tomorrow. Because practical nursing education is an integral part of education and thus society, such a statement strikes at the very heart of the process we use to prepare our practitioners.

THE FOCUS OF A PROGRAM

To examine your own program, you might ask yourself some questions about its focus. Consider the following:

1. Does the educative process in your school take today into account?
2. Does the educative process in your school produce an individual who is flexible, maneuverable, and responsive to change?
3. Does your program equip an indivdual to continue to learn and to want to learn?
4. Do your graduates acquire some built-in resources for continued intellectual growth in your program?
5. Does the educative process in your school bring about a degree of personal maturity in the student that will stand her in good stead when it comes to assuming her fair share of responsibility as a worker and as a citizen? Unafraid and,yes, willing to become a fully productive member of society.

We know for students to come out with these desirable qualities, it takes many things. Uppermost, it takes student involvement in the teaching-learning process. The literature today keeps bringing these two thoughts to our attention: (1) More responsibility must be given the student for his own learning. He must be guided in seeing the worthwhileness of accepting that responsibility.(2) Intellectual inquiry must become full-time, leisure-time, and lifetime pursuits of all persons.

In your opinion, do such statements have meaning and emphasis for us in nursing education? If the answer is "Yes," then we need to ask ourselves if our respective philosophies reflect a concept of education and learning that will help to provide and permit such to happen with our standards, our graduates.

The next component is nursing. Because the program purports to prepare an identifiable type of nurse, the faculty has need to fashion or sculpture its concept of nursing--what it is and what it should be. This concept should permeate the curriculum. It should be the abiding influence in all nursing content.

To be specific--if the faculty believes that nursing is the performance of certain related tasks and functions centered around a person who is sick, then that faculty has to decide what are those tasks and functions and teach the student to perform them. When the supporting content and the list have been taught, practiced, supervised, and checked off and then practiced some more, the course is over.

On the other hand, if the faculty accepts the concept that nursing is the act of assisting someone because that someone is under the weather and cannot do for himself, then that faculty develops this concept around the needs of the patient, taking into account his age and his state of dependence upon (or independence of) someone for this assistance. This concept is imported to the student from the beginning. At first, the learning situations are simple, uncluttered ones dealing with patients who are the most independent--who require the least amount of assistance. Tasks and functions are taught in keeping with the need for assistance. Gradually and in well-planned order, learning experiences incorporate more complexity; they are more involved. Patients who are more dependent upon others for meeting their daily living needs are used for learning experiences. Nursing skills of a higher order are taught. The student is led through the sequence gradually, gaining more skill, more understanding, more judgment.

Let us presume that we are a faculty and we agree on the second concept of nursing--

the assisting concept--and do a rather good job of wording it in the stated philosophy. It reads well, and we feel it should impress those who see it.

Yet, we do not know how to engineer this "assisting" concept into a patient-centered curriculum; this is a problem we proceed by making out our tried and true list of skills (procedures). Then we lecture, demonstrate, and have students return the demonstration. We continue our quest, looking for finger-tip excellence, and at the same time, expect the student to perceive the many factors that alter this practice from patient to patient.

We talk about the patient in an almost detached sort of way as we remind the student about this to remember or that to include.

In the teacher's mind, it makes sense because she perceives the whole situation. She is an experienced practitioner; she knows how the pieces fit together. She thinks she has patient-centered her approach for the learner because she keeps reminding the student that a patient is involved. But the student is not a seasoned practitioner. She knows only the focus of attention. If the procedure is the focus, she tries hard to perfect whatever it is you want her to perfect. She is aware of your list, and she becomes anxious about it, too.

She needs the patient viewpoint; she needs a frame of reference with the patient in it--one needing her assistance. She needs to be concerned with what the patient needs. You have to help her to gain this frame of reference.

To ensure this from start to finish, all nursing content puts the patient front and center on the curriculum stage. Teaching materials and methods reflect the patient and his degree of dependency upon the nurse for assistance. Students will be put in problem-solving (think-through) situations, be they ever so simple at first. They will surprise you in their ability to transfer knowledge from one situation to another if you provide the proper means and motivation.

When all materials and learning experiences are so focused, the entire fabric of the teaching-learning process is then geared to the same concept agreed upon in the philosophy.

No teacher should set up her own concept and work in isolation. The faculty develops the concept, and each member supports and enhances it.

Take your time sculpturing your joint concept of nursing at faculty meetings. Permit each other the right to express ideas; work with open minds as you weigh ideas, and don't be afraid of them. Gradually, you will arrive. Such an exercise will weld your approach, and there will develop a sense of common direction among you. Ultimately, it will cast its reflections across the entire spectrum of the teaching-learning process. The beneficiary is the student.

THE COMPONENT "PRACTICAL NURSING"

Another component of your philosophy should deal with the aspect of nursing education called practical nursing. You must define to your collective satisfaction what practical nursing is. Who is the practical nurse? What is (are) her role(s)? Your beliefs must be crisp and precise enough to identify the practical nurse in contrast to the registered nurse. This is a necessity. There is need for more precision in our minds about this because: How can a faculty design a curriculum to prepare a worker if they do not have a clear image of the worker they seek to prepare? Uncertainty here permits many unnecessary and unwarranted content aspects to enter the curriculum.

The definition of the worker sets the stage for the next step--curriculum development. If this is who the practical nurse is, what, then, does it take in the curriculum to produce this worker? Thus, your beliefs give direction to curriculum development.

There are great differences among practical nursing curricula because we vary in our beliefs about what the practical nurse should be. Discussion would soon reveal this. Our image is beclouded with many ifs, ands, and buts. Review of curricula shows that some view her as a miniature professional nurse. Courses are stuffed to the hilt with some of this and more of that, trying desperately to teach for every conceivable employment eventuality. And the result is curriculum obesity of an unrealistic nature, open to all manner of attack by other educators.

The task of firming up the image of the practical nurse within nursing practice is upon us. To do this with reasonable clarity is not easy when there presently is considerable confusion about the expected competencies of new graduates from the various types of preservice nursing programs.

Our beliefs about practical nursing must be forward-looking; they must of necessity take society into account. They must take tomorrow in hand today. Such responsibility portends change. Our American tendency, when we are faced with the need to change, is to redouble our efforts, shift into high gear, doing the same old things that have worked before. This may not be enough. There is a saying, "Sometimes, you can sell more papers by shouting louder on the same corner, but sometimes, it is better to move to another corner entirely." So it is with bringing clarity to the curriculum in practical nursing education.

SOCIETY IS HUMANKIND

Next, it would seem essential for a faculty to explore their beliefs about the component society in their firming up of a philosophy. Society is humankind or "ourselves" making up the general community. This congregation of humankind generates a whole constellation of forces that shape and mold the manner of things. Politicians call it "the ground swell of public opinion." And they have come to know that it is disastrous to oppose these great tides in human affairs.

Thinkers today declare that the greatest problems the world faces are human problems. Science has given us the means to clothe, feed, and house ourselves more easily than in the past. Production of material goods is a minor issue when compared to the human problems in the general community. Human values, beliefs, understandings, and concern for self and each other are the ingredients commanding attention today.

Men of the cloth have always advocated the concept of the dignity of man, his integrity, and the importance of the human spirit. But in our time, others are stressing these concepts in many ways and around the world. The humanistic movement is at work in the underdeveloped countries of the world and in progressive and affluent countries such as ours. The human spirit shall not be denied.

And here is a tie with education. Learning is a human process. How we as teachers view the dignity of the individual student and the extent to which we are sensitive to the importance of his own and unique human spirit may be the difference between being a teacher and being a technician.

Each human is his own agent, skin captive, so to speak, coping with and participating in this world he shares with others. Translated into terms of the classroom situa-

tion or the faculty meeting or bedside care, this means that humans must feel free to sense and respond in their true personal fashion.

Consider how important is this concept between teacher and student, teacher and teacher, nurse and patient. This concept has much to do with the emotional climate in the classroom. The emotional climate in the classroom has much to do with the human process called learning.

It is something to ponder: "Am I teacher or a technician? What will I tolerate from that inquiring mind, be it student's or fellow teacher's? How do I handle the student who shares with me how he feels about a situation? How do I react to what a chap said to his teacher when asked what he felt: "Those discussions we have--they're okay. But when you go on to talk for forty-five minutes, it gets awfully boring. Twenty minutes would be plenty."

Or take this comment. It appeared on a high school English-class paper when the students had been asked to write constructively about teaching. "What I think about Mrs. X is that she uses too many big words, and being that I came to school to learn, if I don't understand the words the teacher says, I don't know what she is talking about."

Our innermost beliefs about the human spirit control our actions and have a direct and a profound effect upon those we teach and those who teach with us.

Few things promote the pursuit of excellence within the student more than his feeling of worth and dignity in his role. He appreciates the teacher who has response-ability: a human able and, yes, willing to reveal himself or herself as fallible, but with a perspective of humor.

As you can see, we have slipped laterally into a discussion of the components teaching and learning in our brief reflections about society.

TEACHING-LEARNING

No stated philosophy for a practical nursing program should be without a statement of beliefs about what is teaching and what is learning.

So what is teaching? Surely you have some feelings--maybe feelings strong enough to be called convictions. The word itself denotes action; teaching is an act--sometimes showing, sometimes explaining, sometimes questioning, always observing, sometimes listening, always guiding, sometimes pulling, sometimes pushing, sometimes filtering, always feeling, always aware of things that promote and things that impede. In its finest hour, teaching ranks among the top efforts of mankind. Its products endure.

How many have you taught? What difference have you made in the lives of these people? Do they feel you have influenced them in deep and important ways? Do you feel likewise about those who have taught you?

Teaching is an exciting art and skill because it tantalizes the imagination of him who teaches and him who is taught. To teach is a great thing. If you don't believe it, you should not go through the motions. To teach is to do one of the most important things in the world. If you don't believe it, you should not go through the motions. To teach is to invest one's being with the feeling that teaching is worthy of dedication because it is a worthy thing.

Perhaps many of you came to your present positions without formal teacher preparation. And at this point in my long years of teaching experience, I am not at all sure that teacher education per se makes as much difference in the life of the new teacher as

does the way he was taught during his lifetime. He mimics those teachers who influenced him in deep and important ways.

As time goes on, the dedicated teacher strives toward excellence in his own pursuits. It seems that advance preparation is not nearly as profound in the life of the teacher as is the continuing experience one has when fully engaged in the art. These dedicated teachers tell me that inservice programs designed to their needs are the best help they can get. The impact is real, and it makes a difference; they put their learnings to work right away. They have a need; they are ready. And things happen.

In your hard work of guiding, planning, questioning, listening, and a dozen other things, you must, in the end, face the fact that with all your gyrations, you can go only so far; you are only one-half the act, for without the learner, the show would cease. There would be no reason for the teacher. Keep that in the back of your mind always as you pursue your role. The teacher is but one-half of the team. Such a reminder will serve you well during many moments of truth with learners.

To know something about learning--what it is and how it best takes place--is, in truth, to know how to teach better. Without some insight into this intricate process, the teacher is only so called. He or she ritualistically performs some tasks and goes through some motions but is quite unaware of the fallout.

These are exciting times for teachers. The social scientist is beginning to find some answers we can use to good advantage. He is gaining more insight into man's behavior. No doubt, this will lead to more direct knowledge about how learning takes place. We should be the first to examine these new concepts in the light of our teaching methods and tools, and more than that, we must examine our beliefs about what we do.

We know that the human nervous system stores information about the environment. The human being receives this information through his senses--this is called input. This input, if it "stays put," leaves some kind of internal representation--not a photograph, but something quite different in nature--maybe a pattern of sorts. No one knows for sure yet, but there is some coding involved.

They tell us that all information stored in the brain is coded in some form, and they also tell us that this coded information can get lost in the shuffle unless it is put to use. And that isn't all--what's stored away in one place has to be brought into position with little coded nuggets elsewhere up there. They have to be combined into relationships if the person is to "see" with his mind's eye. How often do we say, "I hope you see what I mean," when all we have done is to dangle in the air some words that are hooked together into sentences, as I am doing now.

They tell us that a human mind can code this information faster and haul it out faster if we are more careful how we present information in the first place. And this fact has everything in the world to do with curriculum development for our program. It tells us that the manner in which content is organized has a lot to do with how useful it can be to the learner. It tells us that we would do well to abide by some of the laws that govern learning because they are at work whether we know them or not. By way of example, I am reminded of the great anxieties some of us generate for the learner when we are teaching the so-called normal body structure and function content. We can't leave well enough alone and deal with just normal body structure. We feel compelled to wrap up some little nuggets of pathology and put them on the conveyor belt. Why do we do it? It seems like such a good time to do it, or we do it because some book puts the content side by side.

Learning is a personal process in the final analysis. It involves active learner parti-

cipation. The learner must be tuned in, he must call up coded information, and you must guide him in putting the pieces into place. The trick is to determine if the pieces are in place. If he feels comfortable with you, he asks questions--you ask questions--he explores his thoughts and feelings. You explore with him. He needs expert guidance and assistance; he expects this from you. He needs opportunity to be wrong before he is right, if that's what it takes. He needs not to fear being wrong or fear failure. He needs to sense that you expect him to turn things over in his mind and that you will give him time to bring what he knows to a situation. How often we deny "think" time? Our teacher anxieties show through and absorb the time. We ask students to think, yet we continue with the conveyor belt.

The learner needs not to be told everything. How will he ever learn to reason things out if we are overanxious in getting answers to him? And to what avail if we do? If he does not learn how to learn, what is his hope for tomorrow, with things changing at the rate that they are?

I have not begun to touch on the long list of the most common ground rules for effective learning because of time, but in brief, we can say that the learning process, if properly guided and nurtured by you, should help the learner to face a situation and deal with it with some confidence, turn it over in his mind and size it up from all angles, make a decision and act upon that decision, and of course, accept consequences and assume responsibility for the results.

If you haven't aired your beliefs about learning lately, try to at a faculty meeting soon. See if cross-fertilization of your minds might not change what you teach, when you teach it, and how you teach it.

We have briefly explored several components that conceivably would be at home in a school's philosophy--education, nursing, practical nursing, society, the dignity of man, teaching and learning. There are others, but I have used these to give some momentum to your thoughts.

By this time, I trust that you sense that the philosophy of a program is not something strange at all but something you live by in the teaching-learning situation.

My concern for practical nursing education is that the instructors examine what are the beliefs that permeate what they do; and if these beliefs are not as educationally sound as they should be, the challenge is clear. Something should be done. We have so little time in our programs that each day and each hour of the day must pay a purposeful installment in the life of the learner. As the curriculum is planned and carried out, we should have the learner in mind and make him the center of our attention. What you, the teacher, believe and practice makes a difference--perhaps more of a difference than you realize.

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A PROGRAM HAS A DESTINATION: THE WHY OF OBJECTIVES

Vivian M. Culver

Because this discussion is to be focused on the why of objectives, I shall not attempt to discuss how to write them except to point out their essential aspects. What I hope to do is to show you how they are at work in a sound educational program and thus point up why they are a necessity.

During this presentation, I shall be using the terms objectives, goals, and desired outcomes interchangeably and synonymously. And from time to time, I shall liken these goals, or objectives, to strides of varying lengths, such as long-run strides or short-run steps. There is a difference, and we should be able to see the difference, and the student needs to be aware of the difference, too.

We have so little time to teach so much, it seems. Each hour of each day, the learner must be guided purposefully toward the goals we have set for him at graduation or completion of the program. It is inconceivable how such guiding can take place and the appropriate goals be reached in an educationally sound manner without stated objectives at almost every bend of the road. Goals must be carefully and thoughtfully formulated if the journey across the span of content is to be freighted with meaningful cargo for the learner.

The teacher has the responsibility of doing this; she must determine what goals she seeks for the learner, and then she has the added responsibility of sharing these aspirations--these goals--with him. He not only has the right to know what she has in mind; he also has the responsibility of helping to attain it to his fullest possible capacity. What we are talking about is an extremely important aspect of curriculum development, and this effort should not be so feeble as to resemble that of the "halt leading the blind."

The teacher (collectively, the faculty) must know what she seeks. She must set this down in terms that describe the behavior or the learning products she hopes her students will acquire--not just products to have at the end of the race, but those to be gained as the race proceeds along its course as well. The teacher must keep these objectives in front of both student and self, teaching toward them and evaluating against them constantly. The learner, likewise, should know how the objectives serve, why they are there, and what they mean.

I feel the need to go back and talk about learning a little more than we have. Some might call learning a transaction between teacher and student. When this transaction is in full bloom, there is an ebb and flow in their interactions. The teacher is more than the custodian of the content; she has listening ears, observing eyes, and a sensitivity to the humankind there in th role of the learner.

This transaction leads to an individualized function (human process) within the learner as he becomes aware of new facts, develops ideas, and gains insight by sensing relationships between his ideas and facts. For example, this process is in action when the learner puts knowledge gained in one place to work for him in another situation. He soon learns how to revisit old knowledge, so to speak, and put it to work time after time, in first one situation and then another. When he masters this technique, he has, in fact, begun to learn how to learn. The teacher can help him to gain skill in this re-

use of knowledge; one means of doing so is in the statement and the use of objectives.

Objectives should show progression; objectives should knit the content structure together so that the learner senses relationships among courses and between the theory laid down and the practice he experiences.

In his book The Process of Education, Jerome Bruner contends that at the heart of an effective teaching-learning process is the matter of the structure of knowledge. He says, "Knowledge one has acquired without sufficient structure to tie it together is knowledge that is likely to be forgotten; an unconnected set of facts has a pitiable short half-life in memory."

Structure of knowledge refers to the parts of an object and the ways these parts are interrelated. The structure of the curriculum would consist of the various subjects and educational activities and their vertical and horizontal relationships.

How well does one course articulate with another? How well do the concepts laid down in the classroom thrive and grow within the learner as he actually works with patients? Too often, we are dismayed that the pearls we have dropped into students' notebooks never get beyond the covers. We are inclined to teach specific topics or skills without making clear their context in the broader fundamental structure. Bruner tells us that this is uneconomical in some deep senses.

1. Such teaching makes it exceedingly difficult for the student to generalize from what he has learned to what he will encounter later.
2. Learning that has fallen short of a general group of principles has little reward in terms of intellectual excitement. And the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred.

All of this is to say that if this be true--and there is increasing proof that there is something to arranging content in an organized manner--our objectives should indicate such organization and relationship of content.

The student will acquire the habit of using old knowledge faster and better if the teacher provides the ways and means of calling this important fact to his attention time and again. Objectives can keep doing this and should.

Our programs are designed to produce a worker who is equipped to do certain things, act in certain ways, and to think accordingly. Most programs try to bring about this transformation in a year. For the most part, we do pretty well--amazingly well in some instances. This process across the country produces thousands of graduates each year who become licensed and go to work. A word about their effectiveness: How well they work out after we release them is by no means the prime focus of this discussion; yet, I would remind you that the true destination of your program resides within the capacities of your practicing graduates. How can a faculty really say how well their objectives have been met in the long haul if they do less than assess the fruits of their labors in the marketplace? What we need to do is to structure the means of determining more effectively than we do how well our graduates measure up in the performance of their work.

As teachers, we need to be quite conscious of the transaction that takes place between the learner and the teacher. This transaction must be a carefully guided process--guided by the long-range general objectives we seek and nurtured intimately and constantly by our short-range goals. A successful program arrives at a designated destina-

tion by such a design and must not be left to chance. The faculty has the responsibility of developing that design; they must determine what is to be taught, when it is to be taught, and answer the question why it is to be taught. This means stating goals--long- , intermediate- , and short-range goals. This also means arranging the sequence of learning experiences and devising the materials and determining methods to put the sequence into motion according to the stated objectives. Anything short of this kind of involvement leaves too much to chance.

It is not enough for you to have your objectives in mind. The student must know what you seek, fellow faculty members must also know because you seek together. Good evidence of teacher isolationism in this respect comes to the surface in such student remarks as "I wish they would make up their minds what they want."

To knit the learning experiences together in a soundly structural manner takes planning. Without sound, collective planning and joint participation in the preparation of objectives and materials, too much goes astray in the teaching-learning process. The end of the course comes, but not with the impact you intended.

I am always curious when I see a faculty trying to tidy up things in a curriculum the last week or two in a program by having wholesale reviews. I wonder that the student's mind can take such gyrations and not revolt. The truth of the matter is that the teacher sets out some fifty weeks before with something in mind--her mind--and now she is apprehensive that it may not be in the student's mind. So to relieve some of her anxiety, she drills some more while there is yet time.

If you start home with but one main thought in mind from this conference, may it be this: A curriculum must have a clear, discernible direction to it--discernible to teacher and learner alike, and this direction should be traceable through its objectives.

The objectives point the direction, and they provide a built-in momentum that promotes learning by propelling the learner along the curriculum route in an orderly, economical, and sound educational manner. This leaves less to chance; this brings you and the student to the threshold of his employment, reasonably satisfied that you arrived where you both wanted to be.

Important in this concept is the fact that students must know the goals you seek for and with them. They have a right to know, and more than that, they have the responsibility of doing something about helping to attain these goals. I am always concerned when I find students ignorant of the school's philosophy and its program objectives. I am just as concerned when teachers have no guiding objectives for what they teach or when they teach it, or when teachers labor arduously concocting statements they call objectives and never really use them. Why have them if you don't put them to work? They are too hard to write to be used for the sole purpose of bringing them out to show to those who may inquire about them. Unless you are getting high-octane mileage out of your objectives, you are shortchanging the teaching-learning process in your program.

WHAT ARE OBJECTIVES, AND WHAT PURPOSES DO THEY SERVE?

Simply stated, objectives are the statements of changes you declare you would like to bring about in your learners. A much more exact definition of educational objectives is one by Bloom (Taxonomy of Educational Objectives), which states in part: " . . . explicit formulations of ways in which students will be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings, and their actions."

Objectives serve several important purposes--for both teacher and student. Perhaps most important for the teacher is that the exercise or the process of stating them helps to clarify and firm up what she is going to do in a given course. By doing so, she signifies to the student what is to be gained.

Next, clearly stated objectives help to structure course content, to identify the bounds of content, and by so doing, save the student from aimlessly wading around in content.

Third, well-stated objectives help to guide the selection and the organization of learning experiences and instructional resources.

Fourth, they furnish useful guides for evaluating student achievement.

Objectives should have certain characteristics to be most useful, and we shall consider these a little later. For now, make note of this: Objectives must be clear and reasonable; they must be realistic and attainable. The words should be clear; they should have meaning for you and for the student. He should know what you are up to. And more than that, he must realize that he is in the process as much as you are. Rather than wade aimlessly around, he should sense direction in your day-to-day pursuits with him. In short, objectives help the student to get involved and to feel involved in the process.

Of course, this means that before all of this takes place, you have to know what you are up to and why. You have to formulate the goals--state the objectives and use them.

TEACHER IMAGE

Of growing concern today is the problem of the lack of eagerness on the part of students to be dynamic participants in the learning process. Students want to be passive; they demonstrate this overtly and covertly. They tell us, "I learn best when you lecture." "Let's not have projects this time--you talk to us. Tell us what you want us to know." Too often, we fall willingly into this trap. In all probability, we do so because, at least for beginning teachers, this is the image we have of the teacher--a purveyor of information, an explainer rather than an explorer, one who packages up well-insulated bits of knowledge and hopefully delivers them intact and without too much interference from the captive audience. This is the image we have of our yesteryear teachers. In fact, until the last decade or so, the teacher image had continued along the same lines since the time of Aristotle. Unsettling as it may be to our image, such behavior on our part does not suffice for our time. The "passive learner" and the "ever-telling" teacher really cannot survive effectively in a society that adds so much new knowledge as rapidly as does ours.

Today, the only safe way to teach for tomorrow's work is to purposefully set out to help the student to "learn how to learn" and to make him conscious of the process as he goes through it. Your curriculum must be planned with this in mind. The laws of learning must be observed as you plan your goals and set your objectives. You must know as much as you can about what learning is and how it can be promoted and propelled along. This kind of knowledge on your part will not only make you conscious of goal-setting for the learner, it will help you to choose more wisely the methods and materials you employ in teaching. This type of insight puts many more tools in your teaching kit, and it strengthens your hand as a planner, as a guide, and as a director of the teaching-learning process.

When the learner is aware of the objectives and how they serve, he is, in effect, put on notice that what is to happen is to happen to him. If the student emerges from your program with a sense of responsibility for keeping up to date and with some built-in resources for doing so, he will bear the hallmark of a tomorrow's mind. He will have the capacity to pursue knowledge and a desire to do so.

When one considers that within a generation 60 million jobs will be obsolete, we in education today have no other choice than to help students to become more agile thinkers, improve their powers of concentration, and reason logically. This edict from society signals the best from us as teachers. It calls upon us to chart a course that is clearer in our own minds and certainly clearer in the minds of the learners; it calls upon us to be more conscious of methods we use in our transaction with learners. At the risk of belaboring the idea of the student's knowing where he is headed, I must say that as I look, listen, and search curriculum materials, I sometimes find paltry evidence that the learner's path is really laid out. And more stunning than that, perhaps, if there is evidence of such a pathway, the student is not too aware of it. It is true that he may have been told some of the facts of student life the first day or week and may have been given the list of the "thou shalts" and "thou shalt nots." I will go one better--he may even have heard the discussion of the program's philosophy. But a more searching look at this initial recital indicates that we talk far more about the dos and don'ts of things than we do about the rhyme and reason of the transaction you and he are starting.

It would be interesting to do away with the do-and-don't recital one time. Simply hand the students those first-day do-and-don't statements in printed form, with the understanding that they are responsible for reading them, understanding them, and following them. Explain to them that this is the first of many planned experiences where they will have learner responsibility placed on their shoulders. In fact, this idea supports the belief that the learner must be actively involved in and aware of the process of education, and this means carrying responsibility. Why not acquaint him with this fact of life the first day?

Further, I would suggest that you use the time freed by the above maneuver to share with the students the rationale behind the curriculum. Start with the philosophy. Explain in understandable terms what are the beliefs and concepts the faculty hold that will be percolating through the program. Think of this experience as a prime opportunity for the students to begin to get acquainted with the humans who will share many hours of their lives in the weeks ahead. Let them know what you believe your role is; let them know, too, what you believe their role is in this joint endeavor. In other words introduce them to the teaching-learning process as it exists in your program. Next, share with them the meaning of the stated purpose of the school and its general program objectives. These general program objectives are the giant-stride goals that furnish general direction for the curriculum. Take time to interpret this purpose and these giant-stride objectives so that the indivdual student begins to have a sense of direction and, perhaps more importantly, a beginning sense of confidence in the faculty because, to the student, the faculty seems to know where it is going. Then, engineer these giant-stride objectives down to a working base for the students by showing them that each course has some moderate-stride objectives to guide its destiny. Take time to show by example how one or more of these course objectives pays a recognizable installment on the general (giant-stride) objectives. But do not stop here. Show them some short-run objectives you have for a unit of content within a course. If you do not divide your course content into unit packages but jump from course right to lesson plan, show them some

sample lesson objectives. Call these subobjectives if it will help to relate them to the bigger, more inclusive ones.

The purpose of all this is to help the student to see that what is planned and carried out by you has purpose and reason behind it. It will point up the care you use in selecting content to be taught; this, in turn, influences the method used.

At this point in your presentation, if you have some material means that depict the placement and the sequence of planned learning experiences for both classroom and other areas, share them with the students. Tell them why you have placed some things first, others next, et cetera. I know this--they will be less likely to fight the establishment as they go along if they see rhyme and reason to what is happening to them.

This initial effort on your part tells the new student that the curriculum is not just a collection of courses thrown together because the board of nursing said you had to do this or you had to do that, but rather that you have employed reason and judgment in its development. By the way, a very good by-product of this transaction could be the shaping of an appropriate attitude toward being a learner; it should clue students in on the fact that the curriculum has built-in vitality.

Some of the objectives spread-eagle across the program. Explain why an objective in an early course, such as "skill in observing," has to be repeated and restated in subsequent courses for different reasons. Surely, you do not hope to have the student know all there is to know about observing the first time you set up such an objective. You know that effective observation with all of its related skills and understandings must be a goal you continue to seek with the learner throughout the program. Each time an observational objective appears, it should indicate which observational competencies you seek. Surely, you are not seeking the same ones to the same extent the eighth month as you sought the first month.

The student can be trained rather readily to get his cues from course objectives. They tell him what you seek, and he will come to know that you will evaluate, assess, and measure against the desired outcomes at every bend of the road. The stated objectives consequently become the North Star or the needle of the compass for the student as well as for the teacher.

For a moment, let's talk about ourselves and our feelings about objectives. Most teachers find them difficult to write--probably because they are difficult if one does not have a firm grasp of their uses and purposes. Anything can be difficult to do when we do not see a use for it.

As humankind, we make all manner of excuses for not writing objectives. Nonetheless, we do become uneasy when someone starts talking with us about them. Quite frankly, we had rather sweep the whole thing under the rug and walk over the hump it makes than bring the idea out into the open. To recapitulate a thought or two--objectives simply are statements of the desired outcomes, the things we seek to have happen within our learners; they are the statements of the behaviors we want them to have when we have finished with them. That word behavior could be our bottleneck, and maybe we could abandon it. Maybe we could think of behaviors as "products"--products the student will have at his personal disposal. When he owns these products and uses them, he is shaping himself into this "somebody" we have in mind. Because he has these products (new ways of thinking, acting, feeling) and uses them, he is, in fact, a somewhat different person from what he was before he came to us.

Ask yourself: How can you possibly arrive where you want to be with a student if you do not have stated outcomes? Going through the text does not ensure it. Filling up

workbooks and notebooks does not ensure it. Reviewing a review book does not ensure it. Drilling on vocabulary lists does not either, nor does the ability to recite a list of diseases. What would be a means for reasonably ensuring it? You will come much closer to the desired outcomes you seek if you write them down and then, with great care, select the learning experiences or content and the appropriate methods that will take you and the student in the right direction.

Let us examine this idea a little more closely. It is a proven fact that an instructional objective must be stated in terms of student behavior, or, in other words, "operationalized" in terms of student behavior. For example, you seek "skill in something," "knowledge of something," "understanding of something." It is a known fact that an instructional objective or a student objective must be stated in terms of student behavior if it is to be reasonable and testable. The first true advantage in having student behavior goals is that you can draw up or design a learning sequence to accomplish a specified behavior change. The second advantage is that, on the basis of empirical data (data based upon experience and observation), you can determine whether, in truth, you did accomplish this change by taking the student through the learning sequence you designed or set up.

To help us with our thinking at this point, write this objective, "to have skill in making an occupied bed." Now that you have written it, draw a vertical line between the words skill and in. You have just divided the objective into two parts, or aspects. The first part, or aspect, is known as the behavior, or operational, aspect we seek for the student. "Skill" is what we seek in the student. What do we want the student to have skill in? Making an occupied bed. This is the second aspect. The second aspect is called the content or learning-sequence aspect. To go on, if you seek the ability "skill in making an occupied bed," two main things have to happen: (1) You have to teach the content--teach what it is you want the students to know about making an occupied bed. (2) The students must put this knowledge to work by making beds with patients, or people, in them. You observe the student in action (gather your data). Can he or can't he do it? Not too well at first, you notice, so you guide and nurture the process, and gradually, the student's hand returns to having four fingers and one thumb instead of five thumbs. Soon, you begin to like what you see. He now begins to resemble what you had in mind--namely, a person who can make rather aptly a bed with someone in it. Goal accomplished? Well, yes, for this stage of the game. It is a beginning skill at this point. Does his degree of skill remain constant? No, of course not. He comes to make that particular bed more deftly--to do that particular thing better and better as time goes on. When you like what you see some weeks or months later, you know that the learning product is safely home to roost. You see with your own eyes the outcome you desire for the learner.

Every objective written for the student, therefore, has these two aspects: the behavior aspect--in this instance, skill, and the content aspect, that which you teach--in this case, how to make an occupied bed.

A note of caution about the behavior aspect of an objective: Do not combine behaviors (i.e., skill and understanding) in the same objective if you want to be tidy about it. Write separate objectives.

The content aspect should be explicit and plain. Avoid vague, all-inclusive terms in your subobjectives in particular. Zero in on the content by naming it in narrow content terms (i.e., making an occupied bed). You will know what to teach, and the student will know what to expect.

When you write objectives for the entire span of the program, you do, in fact, set up the road map for content you will teach, because objectives dictate that content.

This thought brings a few remarks about content, which is ofttimes called subject matter. I am more than a little concerned that teachers too often let the textbook dictate the flow of subject matter. They even become upset if a chapter or a unit in the book seems to be misplaced in their estimation. A textbook is only a collection of facts and information bound together between two covers. It is a tool, and a mighty limited one if it has to bear the burden of being the curriculum with little or no assistance. In our case, this design is mightily influenced by what the faculty believes is practical nursing.

The curriculum is a design of learning experiences developed by the faculty. The curriculum gets its direction and its structure from the objectives (established by the faculty). The subject matter taught is dictated by the content aspects of the objectives. The end products gained by the student represent a combination (a synthesis) of what you set out to do. You cannot miss your direction if you set down your goals; the direction you take will be clear.

The extent to which you and the learner will arrive, of course, depends upon many things, and it isn't the intent of this hour to examine the over-all evaluation process inherent in curriculum effectiveness. But it surely must come up for thorough faculty discussion as you assess your program. This I know, if you will but set your goals by stating in general terms where the program is to lead and then declare in written statements what you seek for the learner in each course and, better yet, in each unit of that course, you and the learner will arrive in better shape than you will imagine, in case you have never tried it.

Try it. Such an exercise will push your teaching horizons out and beyond. It will give you a new view of your role and of your important worth in the teaching-learning process. This role is a sacred trust indeed, and it claims the highest priority in this day and time.

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ORGANIZATION, ADMINISTRATION, AND CURRICULUM

Pearl Zemlicka

INTRODUCTION

Zero Mostel, star of the current Broadway musical Fiddler on the Roof, sings gustily of the habits of the people who live in Anatephka, a mythical village in Czarist Russia, which is the locale of the play. He sings, "Tradition, tradition," asking himself how it all began. In answer to his question, he lustily cries, "I don't know!"

The lyricist of Fiddler on the Roof must be a master philosopher to have written such catchy verses for the beginning of the show. Turning introspective as the word tradition is lustily sung in various musical arrangements, the audience cannot help becoming involved in the plot of the story as it begins to unfold. The story deals, as you know from the music, with tradition and subsequent change. (No, I have not seen the show, but I have the record and play it frequently.)

I mention the song Tradition because tradition was lacking when practical nurse education programs came into being. This lack was good, because it provided the impetus for a faculty to become creative. Faculty members were forced to work together to build a curriculum to fit their particular situation. On the other hand, a lack of tradition in curriculum patterns resulted in frustration among many faculties. The National League for Nursing observed this frustration and, in 1960, moved to dispel it and improve ongoing curricula by implementing a nationwide series of curriculum conferences. No doubt, many of you here today attended or participated as faculty members in some of those successful conferences.

The past is prologue. You are aware of the rapid growth of schools for the preparation of practical nurses, which is evidenced by the increase in the number of schools--with additional ones opening each year--by the larger number of graduates in the field, et cetera. We began by creating the practical nurse with the passage of licensure laws in each of the 50 states. Presently, you are about to move into a program of national accreditation for your schools. All of this is good, and it has occurred in less than one generation. I commend you highly for your diligence. However, recalling your progress is not the purpose of my being here today.

CURRICULUM

I was asked to talk to you on the subject Organization, Administration, and Curriculum. I will deal briefly with each of these topics, changing their order to curriculum, organization, and administration. The reason why I place curriculum first is that un-

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less you know what you are to organize and administer, whatever you might say about organization and administration would be pedantic and not very useful. Or suppose we use the framework of the journalist: what? why? when? where? how? "What" becomes the curriculum, which I define as "all of those planned activities and learning experiences that are designed and implemented to fulfill the educational needs of a group of students." "Why" is irrelevant, because practical nursing schools are already in existence and the licensed practical nurse is an accepted member of the nursing team. "When" is a measure of time, which, in this instance, is one year--the length of the practical nurse education program. "Where" is your school or a particular situation that planners and innovators use as a reference point. And "how" relates to the organization and the administration of the curriculum.

A curriculum is designed to meet selected objectives clearly stated in behavioral terms and reflected against a stated philosophy. The philosophy of a school and/or curriculum should be formulated and accepted by the total faculty because it is implemented, not by one individual alone, but throughout the total curriculum. The philosophy of a practical nursing curriculum should, first, be in accord with the philosophy of the administering agency and, second, clearly state and reflect the beliefs of the faculty about nursing practice, practical nursing practice, education, learning, and the student. It seems to me that the need for this basic agreement, or stated philosophy, is so obvious that a faculty need not be urged to produce a statement.

However, many educational programs do not have clearly defined purposes or a stated philosophy and objectives. When this situation prevails, both the faculty and the students are confused, because the final goal of the educational program is unclear to everyone. For example, my vacation begins on a certain date. The day arrives; I have packed and am ready to leave town. I arrive at the airport and ask the clerk for a ticket. What is the first question he asks? "Where do you want to go?" In this analogy, the philosophy of your school and curriculum corresponds to where I am going. And where I go depends upon what I want to do during my vacation. Thus, the student and his needs for an education in practical nursing correspond to my decision as to what I shall do on my vacation.

A curriculum is a blueprint for education. Education is an active process; it involves the active effort of the learner. It involves interaction between the teacher, the learner, and his environment. It is difficult to measure exactly how much a student learns or where he has learned it. In general, a learner learns only those things that he does. Nursing offers prime content for learning through action. It provided for the fulfillment of this basic tenet of learning in the old apprenticeship system of education. And nursing continues to provide a legion of unique learning experiences, each ready to be individualized by the teacher to fit each patient and each student. You, the teacher, recognize how learning takes place; the next step is to set up objectives that define learning experiences. How you go about establishing objectives is individual to you. However, what you consider an objective is a different matter. Frequently, when objectives are analyzed, one notes that each objective states what the teacher is to do. True, the teacher needs to define what she is going to do for the student, but the objective must define what the student is to do. The most useful form for stating objectives is in terms that identify both the kind of behavior to be developed in the student and the area in which this behavior is to operate. For example, an objective might be "to develop an awareness of patients' needs." This objective is too broad; it does not indicate what patient, where, needs for what, et cetera. For use as a guide for student learning, we would need to

restate this objective another way: "to observe and record observations about the nutritional needs of an adult medical patient." The key in this objective is sharpening the students' skill in two methods of communication--observation and writing--and nutritional needs become the core for developing content about nutrition that is applicable to all patients. These learnings will contribute to the first broad objective that obviously defines activity for a teacher--activity that will take teacher and student to a patient in contrast to activity required, say, to develop an appreciation of mood music.

Objectives are guidelines for the selection of learning experiences. The term learning experiences refers to the interaction between the learner and the external conditions in the environment to which he can react. Remember, learning takes place through the active behavior of the student; it is what he does, not what the teacher does. You know very well that you might lecture for hours and days about the simple bed bath. In turn, the student might study and learn by rote the steps in the procedure, but until he actually bathes a patient, he has not learned how to do it.

Since the student must carry on the action that is basic to an educational experience, what is the role of the teacher? We know that the student reacts in two ways in a situation--namely, to his past experience and to the environment that the teacher has structured. The teacher's role, therefore, is to understand the student and to know where he is on a mythical continuum moving toward the fulfillment of the objective and to so structure the situation and the environment as to stimulate him toward the desired type of reaction. Take, for example, a teacher with two students in the pediatric department. The objective for the experience is to learn to relate to a sick child. Student A is an only child who grew up in an isolated, rural area. Enrollment in the school for practical nursing is her first experience away from home. Student B is the oldest of eight children; she earned and saved the money to enroll in the school by baby-sitting throughout high school. Which student needs the most help? How may the teacher prepare the situation and the environment, et cetera? That one is too easy.

To summarize: the faculty has stated a philosophy and identified the objectives and the essential learning experiences through which a student should move to learn how to fulfill the two recognized roles of the practical nurse. How should the learning experience be organized?

ORGANIZATION

In order for educational experiences to produce a cumulative effect, they must be so organized as to reinforce one another. Organization of a curriculum is very important because it greatly influences the efficiency of instruction and the degree to which behavior changes are brought about in the learners.

What is meant by organization? It is the method selected by a faculty for building and relating learning experiences. If you examine a curriculum, you first observe that content is organized vertically and horizontally. By showing these relationships in content, depth and breadth may be determined. You, the faculty, must decide what to teach and how to organize a curriculum in order to prepare a practical nurse. Please remember that a program in practical nursing is not a "watered-down" diploma curriculum. A new curriculum must be developed from an entirely different set of beliefs. Orem, in her book Guides for Developing Curricula for the Education of Practical Nurses, has

provided you with useful and new help in curriculum-building. Professional nurse educators can benefit by studying Orem's methods.

Effective organization of content may be judged by three criteria: continuity, sequence, and integration. Continuity refers to the vertical elements--for example, moving from a simple to a complex nursing situation. Sequence of content goes beyond continuity. Inadequate learning would probably take place if you taught the student how to care for a newborn baby in the first quarter and then waited until the fourth quarter to provide opportunity for caring for a baby. Integration refers to horizontal learnings that help the student to develop a unified or a broader perspective--for example, the nursing needs of a geriatric patient cannot be fully understood by the student until he develops a gestalt of the life span and the aging process. The word integrate has been badly misused. A teacher plans and correlates relevant material as the teaching process is implemented; it is the student who integrates--who uses the content as a meaningful whole.

And finally, there are organizing threads that the faculty defines and arranges according to priority--for example, communication skill, problem-solving, chronological age of patients, et cetera. In the final analysis, it is not important what threads are used to tie content and concepts together; it is how the student reacts and is able to interact in the learning situation that is important. A curriculum may be organized in many different ways. These are only a few methods that have been found useful.

ADMINISTRATION

And now for administration, the final topic in my assignment. How shall the curriculum be implemented, or administered? Again, I make an obvious statement: A curriculum should be administered by the faculty--who else? Despite this obvious fact, problems do arise within a faculty unless administrative authority and relationships are clearly defined and understood.

To define administration simply: administration includes all of those activities that are necessary to keep an enterprise operating. Further, it means that a group of people have come together to work toward a known and common goal.

To administer a curriculum designed to prepare practical nurses requires that a school be legally brought into being by a group of persons who can provide the money to operate a school. Money is one of three essential interdependent parts of the administering of any project.

A second essential is people--in this instance, faculty. If two people work together, one must be designated as the leader; thus, an administrator is appointed for the school. Authority to develop the program and responsibility for all activities involved in developing and implementing a program are delegated to the administrator by the authority group. This group might be a religious group, a tax-supported agency, et cetera. The administrator accepts the responsibility of administering the program in accordance with the philosophy of the organizing group. And finally, the administrator employs a faculty to produce the third element necessary for an enterprise to function, which is material, c in this instance, curriculum and its subsequent implementation.

Authority relationships in any organization must be clearly identified. The faculty member brings to the situation professional nursing knowledge that is needed in the performance of a job. However, there is an area of professional performance that belongs to the professional person and is not chartable on an organization chart. Freedom to

teach, to test, to evaluate, to reorganize content, et cetera, must be allowed the faculty. In turn, the administrator has the right to expect a teacher to assume professional responsibility for preparing safe practitioners of practical nursing. I do not believe that "if the student doesn't learn, the teacher hasn't taught." Rather, I believe that the faculty should be required to select only those persons who show promise of succeeding in practical nursing. The faculty members teach, counsel, guide, and direct the student through a well-planned and organized curriculum. Finally, they evaluate student performance against the philosophy and the objectives of the school in order to assure the public that a license identifies a safe practical nurse practitioner. A license to practice does not necessarily give an individual the right to practice. Licensure means the fulfillment of a legal requirement only; it does not guarantee excellence. Rather, excellence is determined by the faculty. It is the responsibility of faculties to teach and evaluate the student in such a way as to ensure that the license will have meaning. I feel strongly about this. You know that legal requirements to obtain a license are minimal. You--the faculty member--must make sure that your student functions at a higher level.

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EVALUATION OF STUDENT CLINICAL PERFORMANCE

Bernadette Parker

I have decided to confine my remarks about records and evaluation to one small segment of the Criteria for the Evaluation of Educational Programs in Practical Nursing. That segment is the line that states:

> Appropriate techniques and tools should be employed in evaluating student performance in the clinical situation.

The reason why I have chosen it is that instructors report clinical evaluation as one of the most persistent problems in their role as teachers.

Although I run the risk of dating myself, I would like to tell you about my first encounter with clinical evaluation, which was when the head nurse evaluated me on a form aptly called a Work Efficiency. Over the years, I have watched some of the progress in this area firsthand. As a young instructor in a diploma program in New York City, I switched from the use of one form to another with each change in administration--from checklists to the League form to one model that was eight pages of blocks to fill in for a six-week rotation. With each change, we were told why the new form was superior to the old. Those changes did not necessarily represent progress; but there has been progress. Unfortunately, the progress does not match that made in fields like aerospace. It is curious that there is such a noticeable lag in our knowledge of the learning process, human behavior, mental illness, social disorders, and the like. But then, too, the puzzling and complex aspects of human behavior are probably what makes life so interesting.

In 1961, I was involved in a two-year research project concerning curriculum analysis at the Michael Reese Hospital School of Nursing in Chicago. The consultant for this study was Dr. Leo Nedelsky, professor of the physical sciences at the University of Chicago. The part of this project that is of interest to us today is a section titled Polar Concepts. We used to kiddingly refer to it as the "How much is too much? Study." It is an example of original thinking that helped the faculty toward solving some of its teaching and evaluation problems.

Dr. Nedelsky began by asking the faculty to describe exactly what they meant when they said that they were trying to prepare "good nurses." Just what did we mean? Soon, we had a long, long list. It was quite easy to agree that a "good nurse should be efficient, show empathy, be tolerant, show initiative, et cetera.

These platitude-type descriptions do not, as you well know, suggest how you go about teaching such virtues. In reviewing the list, the faculty noticed the polarity, or almost contradictory character, of the traits. Quite clearly, the advice to the student to be both efficient and to show empathy must be accompanied by the advice not to go overboard in either direction but to exercise discretion and judgment. The faculty decided

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to try to devise something that would give students guidance in discretion and judgment so that the development of these most important characteristics would not be left to chance.

The traits listed were placed in pairs that lie at opposite poles of an emotional spectrum. In other words, both traits would be desirable but have some opposing elements. For example, it would be desirable for a nurse to have a degree of both ambition and satisfaction with her position. The polar concepts chosen were:

Loyalty	Objectivity
Initiative	Obedience
Tolerance	Strong conviction
Habits	Analytical thinking
Ambition	Satisfaction with position
Empathy	Efficiency
Desire for professional growth . .	Self-confidence
Even-temperedness	Sensibility

To define the wide range of acceptable behavior that falls within the scope of these poles, the faculty tried to describe situations that illustrated a misinterpretation of the desirable characteristics. Let us take as an example the polar pair Tolerance... Strong Conviction.

Too much "tolerance" (misinterpretation of the trait):

A public health nurse visited the home of a diabetic Mexican woman. The patient stated that she was feeling much better than the last time the nurse had visited her. "Then you have been following your diet?" asked the nurse. The patient replied, "No, it was one of my neighbors, not the doctor, who helped me. My neighbor said that a cat stew would be the best thing for me. Since I ate it, I feel much better." The nurse accepted the patient's action and decided that it would not be worth while to try to persuade the patient to follow the doctor's orders.

Too much "strong conviction" (misinterpretation of the trait):

A nurse in a city hospital planned to become a medical missionary. She was so convinced of the power of prayer that instead of giving sedatives, which were ordered at bedtime, she insisted that the patients pray so that sleep would come.

Now to take another polar pair--Empathy...Efficiency.

Too much "empathy" (misinterpretation of the trait):

The attending physician asked a young staff nurse to assist in a treatment for a one-month-old infant. The treatment was a scalp vein infusion for severe dehydration. The nurse's response to this was: "Oh, doctor, anything but that! I just can't stand to see such a cruel treatment for the poor little tyke."

Too much "efficiency" (misinterpretation of the trait):

A 75-year-old male patient suffered a right hemiplegia with resulting paralysis. His speech was markedly disturbed. The patient's wife offered to feed her husband occasionally. The nurse told the wife that her feeding the patient was not necessary and might interfere with the routine of the division.

These examples are taken from true-life situations that faculty members had occasion to know about. A nurse who misinterprets a desirable trait perhaps justifies her behavior to herself, thinking that she possesses a specific virtue to a high degree. In reality, she possesses merely a distortion of a virtue.

Examples of situations were written for each of the pairs of traits. The situations define the extremes to be avoided; they do not specify the exact golden mean. In discussing student performance, these situations were used to illustrate that a too single-minded pursuit of just one virtue may turn into a vice. Thus, some tangible meaning may be attached to the universally celebrated but seldom explained concepts of discretion and judgment.

The quest for the really precise measuring tool reminds me of playing with a drop of mercury in the chemistry lab. Just when you think you have it ready to go back into the bottle, it somehow gets away.

As chairman of the evaluating committee for the Chicago Board of Education Practical Nursing Program, I found two studies on clinical evaluation to be particularly helpful. One of these is entitled Evaluating Student Progress in Learning the Practice of Nursing, by Alice Rines. This booklet was published in 1963 as part of a doctoral requirement. It is available from the Department of Nursing Education, Bureau of Publications, Teachers College, Columbia University. Although the questionnaires for this study were sent to associate degree programs, it has many applications to practical nursing. There is an excellent chapter discussing the application of the principles of evaluation as stated by Smith and Tyler in their book Appraising and Recording Student Progress. Dr. Rines also gives much practical help when she discusses in her concise fashion evaluation tools like anecdotal records, checklists, rating scales, student self-evaluations, and patient observations of students. Briefly stated,the conclusions reached by this study are:

1. There is an identifiable pattern of behavior that students exhibit in learning the practice of nursing. ... It does not make any difference whether the student is just beginning or in her final semester.
2. Time should be set aside from teaching for evaluation.
3. Only coarse units of measurement should be used in evaluating student progress in learning nursing. Any finer designation than satisfactory or unsatisfactory is probably unjustifiable. The evaluation instruments that are available are not capable of fine discrimination.
4. Several types of tools of evaluation should be used, and several samples of behavior should be obtained to get the most accurate evaluation of student achievement.
5. Students should be informed of the results of evaluation as soon as possible so that they may use this information in their subsequent learning.

In general, her study has been of great help to our committee.

The other study that we have made use of in formulating our own evaluation guide is by the University of Vermont, School of Nursing. This study gives a detailed account of how the faculty arrived at a clinical evaluation guide based on their course objectives. In the two years during which the study was made, they report many delays because of semantic difficulties among faculty members. To illustrate their work, an example is appropriate here:

Objective: To develop the ability to reason out the application of principles.

Outstanding 90-95

The student shows an exceptional understanding of all principles and he is able to draw sound and logical conclusions when he is confronted with situations which require special adaptations. (Example -- when the student has a sterile dressing to do, he knows that either gloves or instruments can be used and he is able to reason out the differences in technique which are pertinent to each method.)

Acceptable 85-80-75-70

The student demonstrates an adequate understanding of principles, but he may not be able to reason out the appropriate action when he is faced with a situation which is more unusual than the normal. (Example-- if the student is doing a catheterization he recognizes at once when a section of the sterile towel becomes contaminated, but he may not know how to adapt his activities during the rest of the procedure to work around this imposed limitation.)

Unsatisfactory 65-60-55

The student shows limited understanding of even basic underlying principles. The student is unable to reason out even simple adaptations in relation to patient's needs. (Example given.)

The guide that the instructor uses indicates that she should encircle the appropriate number within the coarse categories of outstanding, acceptable, and unsatisfactory. In this case, the school requires that number grades be given because college credits are given for the student's clinical time.

The evaluation form for the Practical Nursing Program, Chicago Public Schools, is also based on the course objectives for each area. Each objective is followed by a list of expected student behavior. Each behavior is then rated on a scale of excellent, good, average, variable, unsatisfactory, and one column states "does not apply." A grade of A, B, C, D, or F is arrived at for each objective by adding up all of the checks and averaging them. The total performance grade is the average of the grade for each objective.* It might be of interest to note that it took about one year to get to this point. Our aim is to work toward developing tools that are truly objective, valid, and reliable and have all the other qualities desired of a measuring device. Who knows? Someday, we may be able to feed our observations into a computer to get a grade for student performance. In the meantime, I wish you good luck in reviewing, and perhaps revising, your clinical evaluation tools.

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*For a sample of the evaluation form for the Practical Nursing Program, Chicago Public Schools, see the following page.

Sample of the Evaluation Form for the Practical Nursing Program,
Chicago Public Schools

Objective	Student Behavior	Excellent A	Good B	Average C	Variable D	Unsatisfactory F	Does not apply
To develop skill in applying basic medical-surgical nursing information to related nursing assignments	Can identify patient's needs		✓				
	Observes, records and reports observations, treatments, etc. about patients				✓		
	Performs skills learned previously, easily and conscientiously			✓			
	Carries out procedures as taught			✓			
	Applies theory		✓				
	Increases skill in meeting patient's emotional needs					✓	
	Uses medical terminology appropriately	✓					
	Can improvise materials if needed				✓		
	Anticipates patient's needs			✓			
	Provides for safety and comfort			✓			
	Uses opportunities for health teaching, explaining procedures, hospital policies						

APPENDIX

CONFERENCE PROGRAM

Thursday, May 5, 1966

1:30 - 4:00 P.M.
PROGRAM MEETING

Presiding:
Mrs. Norma Jean Schira

Address: Does what we believe make a difference in what we teach, in when we teach it, and in how we teach it? — Vivian M. Culver

GROUP WORK

4:00 - 6:00 P.M.

Questions and answers on accreditation — Mary F. Liston

Friday, May 6, 1966

9 A.M. - 12 Noon

GROUP REPORTS - What Others Thought

Address: A Program has a destination: The Why of Objectives — Vivian M. Culver

DISCUSSION

1:30 - 5:00 P.M.

Panel Presentation:

Application of Criteria in the Improvement of Programs

Organization, Administration, and Curriculum — Pearl Zemlicka

Faculty, Students, Facilities, and Resources — Lucile Broadwell*

Records and Evaluation — Bernadette Parker

GENERAL DISCUSSION (This may include any part of the program)

Plans for the next program

Adjournment

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*Mrs. Broadwell spoke from notes, which she elaborated upon during her presentation. Since no complete copy of her speech was available, it could not be included in this publication.