

CORRELATING INSTRUCTION IN THE SCHOOL OF NURSING EDUCATION WITH THE FIRST TWO YEARS OF SCIENCE COLLEGE CURRICULUM

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From the history of the development of the nursing profession, we must conclude that schools of nursing education are of comparatively modern origin. Until the latter part of the nineteenth century, nurses were paid for their work, outright, with no thought of constructive teaching. Then someone conceived the novel idea of doing away with paid help. Under bait of the name "Training School," ambitious girls were persuaded to give their time and energy for two or three years to work of the hospital, without compensation. The training consisted of twelve to twenty-four hours work a day, in exchange for three meals of the lowest food value, and for crowded, scarcely sanitary living quarters. At this time, nursing was almost the only profession open to women.

Although the advertised entrance requirement was a certificate of high-school graduation, very few girls admitted to nursing training schools at that time had actually completed their high school work; very few, indeed, had done more than finish grammar school. Most of the early superintendents of nurses had little training and less education and were inclined to resent their students having an easier time than they themselves had had. As a rule, they were incapable of giving any great amount of instruction. The hospital staff hired them principally for their business ability and measured their efficiency by their ability to obtain maximum results from their employees with minimum expenditure of money. The superintendent who could maintain a hundred-bed hospital on a paying basis with thirty nurses and a dozen servants was considered a prize. Food, housing, and recreation time for the workers were not considered, nor was their advancement.

Toward the close of the century, the field of women's endeavors broadened to include nearly all the professions and trades, which heretofore had been closed to them. This outlet drained the source of supply of the nursing training schools. Girls found that they could command a living wage with shorter hours of work in almost any other occupation.

Nurses became indignant at their exploitation as cheap labor, and consequently recruits became more and more difficult to obtain. Nursing training schools were obliged to offer new inducements in the way of instruction and training.

At this time, too, the cause of the nurse was taken up by people of prominence, some of whom had suffered under the old regime. A campaign was put on to show physicians that increased education of the nurse was of direct benefit to them, a fact heretofore overlooked. As a result of this awakened interest, a consideration of the nurse's progress was, for the first time, taken into account. This was about 1900.

Hospitals then began to shorten hours of duty, to delegate to servants the more arduous physical tasks of scrubbing, cleaning, and the like, and to give more or less systematic courses of instruction. The better class of institutions began to pay a small monthly sum to their nurses. Still, the work for which the hospital received money must be done. Hours were long, the work was hard. The nurses still did all the cleaning of patients' rooms, except the scrubbing of the floors, and took care of the sick. After ten or twelve hours of this for seven days a week, even a strong and capable girl was often too tired to gain much from an evening lecture. The length of a nurse's life was conceded to be about ten years after graduation, so great had been the physical strain put upon her in the hospital. However, the bettering of conditions had begun, and the dark picture in the history of nursing from the eighteenth to the nineteenth century changes.

Requirement of high-school graduation was made a definite rule, since that was deemed necessary as a basis of further training. Superintendents of nurses gave courses in ethics and nursing practice, and staff physicians were scheduled for lectures along their particular lines. However, since these lectures were entirely voluntary on the part of the busy physicians, very few of the courses conformed to any definite plan or accomplished any definite instruction. Even the best of the lectures were rarely more than freshman medical student lecture material and were not adapted to the needs of the nurse.

The problem before the nurses training schools became that of finding a method of giving added education which would prove satisfactory to both nurses and hospitals. Many years of experimenting have resulted in two general opinions on the subject, recently summarized by Parnell.¹

One opinion, held chiefly by private physicians, is that for ordinary nursing, graduates of schools of nursing education are overtrained and the service which these graduates render is too expensive, that a woman with brief training in bed-side routine would be as satisfactory

¹Parnell, *Modern Hospital* 31: 120-122 (October) 1928.

as the average registered nurse. As a result of this feeling, persistent efforts have been made in certain quarters to break down the standards of the nursing profession.

The other opinion, expressing a broader view and having in mind more keenly the advantages to the nurse, holds that for the care of persons suffering from serious and acute disease, the safety of the patient and the responsibility of the medical and nursing professions demand the maintenance of the standards of educational attainments now generally accepted.

Boards of registration are taking a view about mid-way between these extremes, requiring for registration, less preliminary training than the universities and, in many cases, less preliminary training than is recommended by the Nurses' national association.

The two attitudes toward nursing education have been upheld by two classes of hospitals. Some institutions are satisfied with fulfilling the minimum requirements of their respective state boards of registration. Other institutions hold the second attitude toward nursing education, upholding the higher educational standards, and make it possible for the nurse to take the combined university-hospital course, where the university and hospital are affiliated.

The tendency of the times toward specialization has manifested itself in the nursing profession. General nursing has broadened into several branches. One of the most important of these specializations is public health work, which requires special training as well as training in care of the sick. Affiliated college work is necessary in preparation for public health work. Though a comparatively new vocation, the demand for graduates in this field has always been greater than the supply. The same is true for the field of hospital administration and hospital science teaching.

St. John's Hospital of Springfield, Illinois, is an institution of about seven hundred beds and controls seventeen subordinate institutions with a total of about four thousand beds. The authorities of St. John's Hospital early recognized the trend of nursing education and have taken every means in their power to promote higher standards. Owing to the location, this institution has not had the opportunity of getting daily contact or affiliation with an educational institution. They have been obliged, therefore, to work out their own solution.

After much thought, those in charge of the educational work of the nurses of this institution, arrived at certain conclusions, which they felt should form a workable basis of meeting the new demands in nursing education. The most important conclusion was that practical nursing

training should not be sacrificed. They decided, as did Parnell, that the School of Nursing Education conducted by the hospital should definitely and distinctly be separated from the domination of the hospital; that it should be autonomous and should be administered by the faculty of the

ANALYSIS OF INSTRUCTION PLAN FOR THE SCHOOL NURSING
EDUCATION

ST. JOHN'S HOSPITAL, SPRINGFIELD

1930-1931

	No.	Subjects taught and time scheduled	Clock hours	Credit units	
Groups	1.	Physical training— 2 hourly periods each week.....	240	0	
	2.	English— Yr. II, both semesters, 2 hrs. recitation, 8 a. m.	80	4	
<i>BASIC SCIENCES</i>					
Natural sciences	3.	Pharmaceutical botany and materia medica— Yr. I, 2nd sem. 1 hr. rec., 2 hrs. dem., 9-11 a. m.	60	2	
	4.	Invertebrate zoology— Yr. I, 1st sem., 2 hrs. lect., 4 hrs. lab., 2-4 p. m.	30		
	5.	Vertebrate zoology— Yr. I, 1st sem., 2 hrs. lect., 4 hrs. lab., 2-4 p. m.	30	4	
	6.	Anatomy— Yr. I, 1st sem., 2 hrs. lect., 4 hrs. lab., 2-4 p. m.	60		
	7.	Embryology & Histology— Yr. I, 2nd sem., 1 hr. lect., 2 hrs. dem., 1 p. m.	60	2	
	8.	Physiology— Yr. I, 2nd sem., 2 hrs. lect., 1 hr. rec., 3 p. m...	60	3	
	9.	Pathology— Yr. III, 2nd sem., 2 hrs. lect., 3 p. m.....	40	2	
	10.	Bacteriology— Yr. I, 1st sem., 2 hrs. lect., 2 hrs. lab., 2-4 p. m.	60		
	11.	Personal hygiene— Yr. I, 1st sem., 2 hrs. lect., 2 hrs. lab., 2-4 p. m.	20	4	
	12.	Public sanitation— Yr. III, 1st sem., 1 hr. lect., 5 p. m.....	20		
	13.	Physics, including solutions— Yr. I, 1st sem., 2 hrs. lect., 1 hr. rec., 1 p. m...	60	3	
	14.	Chemistry, inorganic— Yr. I, 2nd sem., 2 hrs. lect., 4 hrs. lab., 9-11 a. m.	120	4	
	15.	Chemistry, organic and physiological, including urinalysis— Yr. II, 1st sem., 2 hrs. lect., 4 hrs. lab., 9-11 a. m.	120	4	
	Social sciences	16.	Psychology— Yr. II, 2nd sem., 3 hrs. rec., 4 p. m.....	60	3
		17.	Ethics, general— Yr. II, 1st sem., 3 hrs. rec., 3 p. m.....	30	
18.		Ethics, special— Yr. II, 1st sem., 3 hrs. rec., 3 p. m.....	30	4½	
19.		Business ethics and professional problems— Yr. III, 2nd sem., 1½ hrs. rec., 3 p. m.....	30		
20.		History of nursing— Yr. I, 1st sem., 1½ hrs. lect., 1 p. m.....	30		
21.		Social science— Yr. III, 2nd sem., 3 hrs. lect., 2 p. m.....	60	7	
22.		Nutrition and cooking— Yr. I, 2nd sem., 1 hr. lect., 2 hrs. dem.....	60		
23.		Occupational therapy— Yr. III, 2nd sem., 1 hr. lect., 10 weeks, 2 p. m.	10		

School of Nursing Education. They recognized the value of the service rendered to the sick in the hospital by the nurses in training, and they determined the total number of hours of this service and set upon it a definite money value per hour. They decided that this money should be paid to the School of Nursing Education as a return for the service rendered to the sick in the hospital. This amount averages thirty-five cents per hour for the three years of the nurse's training. The total amount thus earned by the nurse during her three years of education is within two hundred dollars of the actual cost of her board, housing, laundry, and education. The principle of self-education is thus definitely established for the nurse in her relations with St. John's Hospital.

	No.	Subjects taught and time scheduled	Clock hours	Credit units
<i>CAUSES, SYMPTOMS, AND TREATMENT OF DISEASE</i>				
Medicine	24.	Symptomology and medical terminology— Yr. I, 2nd. sem., 1 hr. lect., 5 p. m.....	20	
	25.	General medical diseases— Yr. I, 2nd. sem., 1½ hr. lect., 3 p. m.....	30	
	26.	Communicable diseases— Yr. II, 1st. sem., 1 hr. lect., 3 p. m.....	20	7½
	27.	Skin and venereal diseases— Yr. III, 1st. sem., 1 hr. lect., 5 p. m.....	20	
	28.	Pediatrics— Yr. III, 1st. sem., 1½ hr. lect., 5 p. m.....	30	
	29.	Psychiatry— Yr. III, 1st. sem., 1½ hr. lect., 5 p. m.....	30	
Surgery	30.	General surgical diseases— Yr. II, 1st. sem., 1½ hr. lect., 8 a. m.....	30	
	31.	Orthopedics— Yr. III, 1st. sem., 1 hr., 10 weeks, 4 p. m.....	10	
	32.	Eye, ear, nose, and throat— Yr. III, 1st. sem., 1 hr. lect., 4 p. m.....	20	7½
	33.	Urology— Yr. III, 1st. sem., 1 hr. lect., 4 p. m.....	20	
	34.	Obstetrics and gynecology— Yr. II, 2nd. sem., 3 hrs. lect., 8 a. m.....	60	
Theory of nursing	35.	Nursing and hospital etiquette— Yr. I, 1st sem., 1½ hrs. lect., 4 p. m.....	30	
	36.	Elementary nursing practice— Yr. I, 1st. sem., 3 hrs. lect., 4 p. m.....	60	
	37.	Advanced nursing practice— Yr. I, 1st. sem., 1 hr. lect., 5 p. m.....	20	
	38.	Record writing— Yr. I, 1st. sem., 1 hr. lect., 10 weeks, 5 p. m....	10	
	39.	Hospital housekeeping— Yr. I, 1st. sem., 1 hr. lect., 10 weeks, 5 p. m....	10	
	40.	Principles of massage— Yr. III, 2nd sem., 1 hr. lect., 10 weeks, 3 p. m....	10	12½
	41.	Diet therapy— Yr. II, 2nd. sem., 1½ hrs. lect., 4 p. m.....	30	
	42.	Infant feeding— Yr. III, 1st. sem., 1½ hrs. lect., 4 p. m.....	30	
	43.	Operating room technique— Yr. II, 1st. sem., 1 hr. lect., 8 a. m.....	20	
	44.	Bandaging and first aid— Yr. I, 1st. sem., 1 hr. dem., 10 weeks, 5 p. m....	10	
	45.	Anesthesia— Yr. III, 1st. sem., 1 hr. lect., 10 weeks, 5 p. m....	10	
	46.	Case study— Yr. I, 2nd. sem., 1 hr., 10 weeks, 9 a. m.....	10	
TOTALS, Lecture, Laboratory, and Demonstration..			1,630	
Physical training			240	
GRAND TOTAL			1,870	72

The authorities of the hospital recognize the value to the student of having her nursing diploma as early as possible in her educational career. They realize that when the student has her diploma and state certificate of registration, she is in a most advantageous financial position to continue her education in whatever direction her inclination and aptitude may direct.

	Months
Nursing practice	
47. General medical department— Yr. I, 5 mo.; Yr. II, 1 mo.; Yr. III, 1 mo.....	7
48. General surgical department— Yr. I, 5 mo.; Yr. II, 1 mo.; Yr. III, 1 mo.....	7
49. Infectious disease department— Yr. I, 2 mo.....	2
50. Maternity hospital— Yr. II, 4 mo.....	4
51. Dressing room (1) men— Yr. II, 1 mo.....	1
52. Dispensary and outpatient— Yr. II, 1 mo.....	1
53. Specialists' department— Yr. II, 1 mo.....	1
54. Dressing room (2) women Yr. II, 1 mo.....	1
55. Diet kitchen— Yr. II, 1 mo.....	1
56. X-ray and clinical laboratory— Yr. III, 2 mo.....	2
57. Contagious disease hospital— Yr. III, 2 mo.....	2
58. Children's hospital— Yr. III, 3 mo.....	3
59. Operating room (major)— Yr. III, 2 mo.....	2
60. Vacation— Yr. II, 1 mo.; Yr. III, 1 mo.....	2

A careful analysis was made of the subjects required by the various state boards of registration of nurses, those recommended by the nurses' organizations, those taught in the various hospital training schools, and in the schools of nursing education. A study of this analysis showed a similarity existing between certain groups of subjects taught in the schools of nursing education and the courses given in basic science in the college and university curriculum. A correlation of these subjects and courses has been attempted. The authorities of St. John's Hospital think that by embodying, in these courses, material which is of greatest value to the nurse, nothing need be sacrificed in cultural value.

If the courses are given in a coordinated and logical sequence, there will result a much more scientific grasp of fundamental principles than has been possible before. It has been deemed wise to add two courses in English. This correlation of subjects required in the School of Nursing Education of the hospital and the courses of the science college curriculum is set forth in the accompanying chart.

It is the belief and hope of the authorities of our institution that the results obtained will be recognized as the equivalent of not less than

two years of college work. It is assumed, of course, that the character of the instruction will justify this belief and hope. When this recognition is accorded this institution, a young woman, ambitious to secure a college education, can complete in three years, two years of her college course and also, by her service in the hospital, get nursing practice in every phase of hospital and bed-side experience to make her a high-class professional nurse.

In this way, the School of Nursing Education of St. John's Hospital aims to create a splendid opportunity for capable young women to acquire a profession which will enable them to either enter the practical field of nursing, or continue their university work with a view to going into professional fields, such as public health service, hospital administration, and teaching science.