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Curriculum Development

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Dedicated to

faculty colleagues in the integrated course in medical and surgical nursing at Vanderbilt University and the State University of Iowa, and to faculty members in many schools I have visited, in appreciation of what I have learned from them in curriculum development.

"It is not within the power of the properly constructed human mind to be satisfied. Progress would cease if this were the case. The greatest joy in life is to accomplish. It is the getting, not the having. It is the giving, not the keeping.

"I am a firm believer in the theory that you can do or be anything that you wish in this world, within reason, if you are prepared to make the sacrifices, think and work hard enough and long enough."

BANTING'S EDINBURGH ADDRESS

The heartening credo which Verdi left to all artists everywhere: "If the artist has strength to stand up against the current of opinion and keep straight ahead on his own way, he will be safe. . . . He will not fail if he is armed with a heavy shield of indifference and conviction."

Preface

The fascination of curriculum development was caught while I was carrying on individual study under the guidance of Ralph W. Tyler, then chairman of the Department of Education of the University of Chicago. The reader will find in this book the Tylerian rationale of curriculum applied to nursing. The four tasks of curriculum construction, as set forth by Tyler, are developed in chapters 4 through 7.

I owe much to other experiences which are reflected in this book. One of these was a doctoral investigation which consisted of a case analysis method of developing curriculum materials.¹

During the development of the four year program (1949 to 1951) of the College of Nursing of the State University of Iowa, I served as Chairman of the Committee on Curriculum. Other committee experiences related to curriculum have been the following: Chairman of the Subcommittee on Care of the Aged and Chronically Ill of the National League of Nursing Education Committee on Curriculum, 1947 to 1949, and Chairman of the Iowa League of Nursing Education Curriculum Committee, 1949 to 1951. Planning and coordinating work conferences on curriculum at the College of Nursing of the State University of Iowa and for the Iowa League of Nursing Education, participating in institutes or work conferences on curriculum in Illinois and Oklahoma, and serving as consultant on curriculum upon special request of seven different hospital schools have added to the breadth of background.

It will be noted that this book is a revision and expansion of the first six units of my book, *Clinical Instruction*.² Since its publication, and

¹ Specifically, A Case Analysis Method of Inferring Learning Needs. Obtainable in microfilm from the University of Chicago, Chicago 37. Also printed in full on pages 247-310, *Research in Nursing*, by Amy Frances Brown, published in 1958 by the W. B. Saunders Co., Philadelphia.

² Published in 1949 by the W. B. Saunders Co., Philadelphia.

partially attributable to the influence of the book, there has been a marked trend toward dignifying that portion of the nursing curriculum. The little which had been written on the subject of clinical instruction prior to the publication of that book had usually been based upon the assumption that clinical instruction could be done as a part-time job, added to the load of a supervisor already overburdened with administrative responsibilities. In fact, as noted on pp. 362-363, the title of clinical instructor assumes part-time teaching responsibility. One of the important propositions set forth in that book was that clinical instruction can be done most effectively if there are well qualified faculty members who are able to devote most of their time to teaching in the clinical area.

The early experiences leading to the writing of *Clinical Instruction* and the enriching contacts brought out of its publication have played an important part in the writing of this new book. Ideas are priceless, and to all who, through these years, have so generously shared their creative efforts, I acknowledge my gratitude.

Special acknowledgment is made to the following individuals for their contribution to the book. Chapter 8, The Humanities, was written by Rhodes Dunlap, Professor of English of the State University of Iowa, and Director of Honors in a new program of the College of Liberal Arts. Sister Mary Helen Rappenecker and Sister Mary Lois Eberdt of Marycrest College, Davenport, Iowa, reviewed chapter 8 and offered helpful suggestions.

Chapter 27, Audio-visual Materials in Teaching, was written by Mildred Adams of the Division of Nursing Education, Indiana University. In the preparation of this chapter, assistance was obtained from Carolyn Guss of the Audio-visual Center, Indiana University.

Out of her own direct experience in guiding the faculty in the development of patient-centered learning, Sister Mary Brigid, Chairman of the Division of Nursing of St. Ambrose College, Davenport, Iowa, wrote chapter 21, Preoperative, Operative, and Postoperative Learning Experiences in the Basic Curriculum.

The sample resource unit on nursing in conditions of the circulatory system (pp. 362-363) is adapted from course materials developed by Ellen Lynch, Shirley Karlson, Eleanor Twiggs, and Mrs. Jacqueline Bolden Beck during graduate study in the Division of Nursing Education, Indiana University.

It is always an exacting task to search for facts concerning historical developments, and an author must depend upon the assistance of others. For information on the early history of particular schools of nursing, I am indebted to Marjorie Bartholf, Dean of the School of Nursing of the University of Texas; Mrs. Betty Keyser Means (S. U. I. '44), formerly Instructor in Nursing of the State University of Iowa; Professor William

J. Peterson of the State University of Iowa and President of the Iowa Historical Society; Alice White, Secretary to the Dean of the College of Medicine of the State University of Iowa; Sada F. Haynes, Dean of Baylor University School of Nursing; Katharine J. Densford (now Mrs. Carl A. Dreves), formerly Director of the University of Minnesota School of Nursing; Mrs. Henrietta Adams Loughran, Dean of the University of Colorado School of Nursing; Dorcas Irene Rock, Recorder at the Indiana University Training School for Nurses; Agnes Gelinas, Chairman of the Department of Nursing, Skidmore College; Irma M. Kyle, Director of Nursing at the University of Nebraska; Grace E. Ringressy, Director of the School of Nursing of Stanford University; Mrs. Carolyn L. Widmer, Dean of the School of Nursing of the University of Connecticut; and Mrs. Mary S. Tschudin, Dean of the School of Nursing of the University of Washington.

Mrs. Gertrude C. Baker, Executive Secretary of the Board of Nurse Examiners of the State of California, provided a photostatic copy of the extract quoted from the Senate Interim Committee on Nurse Problems.

Sister Mary Florence, R.S.M., has generously shared for use in this book several of the types of records of clinical experience which she developed for use at the St. Joseph Infirmary School of Nursing, Atlanta, Georgia.

A statement of basic concepts for presentation in a course in microbiology, prepared by J. D. Reid, Professor of Microbiology, and Muriel M. Jones, Instructor in Microbiology, both of the Medical College of Virginia, was of assistance in the preparation of chapter 9, Physical and Biological Sciences. The list of sources to be used in teaching sciences was obtained from Myra Williams-Thornton, Assistant Professor of Anatomy, also of Virginia.

In the section describing courses for a baccalaureate program, some of the course descriptions were taken from the catalogs of the State University of Iowa and the University of Kentucky. Permission was granted by Ted McCarrel, Director of Admissions and Registrar at the State University of Iowa, and by Leo M. Chamberlain, Vice President of the University of Kentucky.

Materials concerning the Sister-Formation Conferences were sent by Sister Ritamary, C.H.M., Editor of the *Sister-Formation Bulletin*.

The section on concepts and skills related to nursing in disaster was based upon information from Amanda Sloane, Associate Professor of Nursing, Union College, Denver, Colorado, relative to the inclusion of first aid and disaster nursing in the various portions of the curriculum at Union College.

The exercises to be used in teaching parents' classes and for the postpartum patient were provided by Jerry Miller of the Physical Therapy Department of St. Anthony's Hospital, Rock Island, Illinois.

Glossy prints showing the teaching of diabetic patients were supplied by Mrs. Marguerite M. Martin, and permission was granted for the use of the pictures by Dr. Elliott P. Joslin, Clinical Professor of Medicine, *Emeritus*, Harvard Medical School. Mrs. Martin is a nurse in private practice.

For assistance in obtaining and computing the data used as the basis for the maps and graphs to show morbidity and mortality, I am indebted to Myrtle E. Burgdorf, Administrative Officer, C. C. Dauer, Medical Advisor, and Robert D. Grove, Assistant Chief, National Office of Vital Statistics; to Mary Woodburn, Accountant, and Bernice Barlow, Assistant Accountant, of the Moline Public Hospital, Moline, Illinois; and to Sandra Henry, Head Nurse at St. Anthony's Hospital, Rock Island, Illinois.

Some of the content in the section on utilizing the professional services of a librarian was suggested by my experience with and my gratitude to the librarians in many schools, particularly Mrs. Geraldine Mink of the Frances Payne Bolton School of Nursing of Western Reserve University; Miss Mary Morrissey, formerly Librarian at the Mercy School of Nursing, Iowa City, Iowa; Mrs. Thelma Williams of St. Elizabeth School of Nursing, Chicago; and the librarians in the medical libraries at the State University of Iowa and at Vanderbilt University.

Bibliographic assistance in preparation of parts of the manuscript was graciously provided by Sister Mary Theresa Snyder, Librarian, St. Ambrose Division of Nursing, Davenport, Iowa.

Organizing the concepts presented in chapter 23, The Family Unit in Health and in Sickness, was an exciting and enriching experience, in which I was aided by Mavis Marie Powell. Miss Powell also shared many of the other experiences in guiding the manuscript from its first formulation through its various stages of production.

Rt. 2, Alexis, Illinois

AMY FRANCES BROWN

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