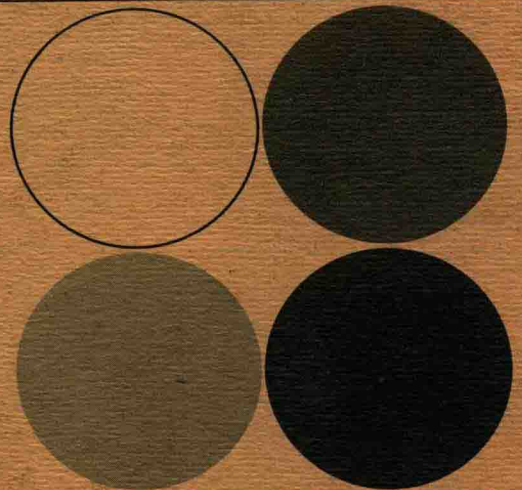


# DEVELOPING BEHAVIORAL CONCEPTS IN NURSING

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*by*  
*Loretta T. Zderad*  
*and*  
*Helen C. Belcher*



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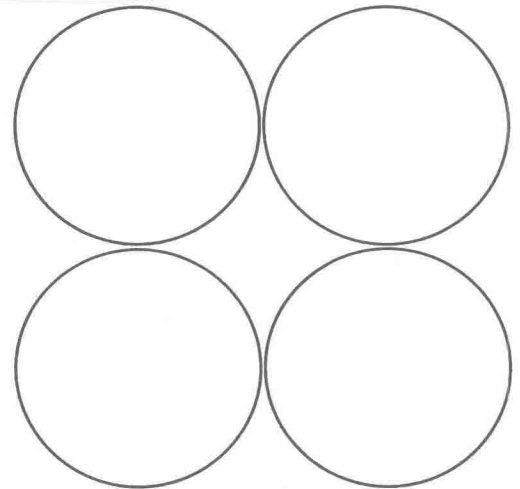
*SOUTHERN REGIONAL EDUCATION BOARD*

# DEVELOPING BEHAVIORAL CONCEPTS IN NURSING

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Report of the Regional Project  
in Teaching Psychiatric  
Nursing in Baccalaureate  
Programs

*by*  
*Loretta T. Zderad*  
*and*  
*Helen C. Belcher*



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This project was supported by Grant Number 1 T1 MH-9481 from the National  
Institute of Mental Health, Public Health Service, USDHEW.

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SOUTHERN REGIONAL EDUCATION BOARD  
130 Sixth Street, N.W. • Atlanta, Georgia 30313

1968

*No one is able to attain the truth adequately, while, on the other hand, we do not collectively fail, but every one says something true about the nature of things, and while individually we contribute little or nothing to the truth, by the union of all a considerable amount is amassed.*

ARISTOTLE

*Men need, and it is granted to them, to confirm one another in their individual being by means of genuine meetings. But beyond this they need, and it is granted to them, to see the truth, which the soul gains by its struggle, light up to the others, the brothers, in a different way, and even so be confirmed.*

MARTIN BUBER

## Acknowledgment

For many years, the Southern Regional Education Board has assisted faculties of collegiate schools of nursing to improve and expand nursing education. The project described in this report was aimed at improving teaching of psychiatric nursing in baccalaureate nursing programs. It dealt with one aspect of a problem of particular concern in the South—the nursing care of those who are mentally or emotionally ill.

SREB acknowledges with appreciation the grant from the National Institute of Mental Health, Public Health Service, which made this project possible.

WINFRED L. GODWIN, *Director*  
*Southern Regional Education Board*



## Foreword

The task of building and conducting an effective clinical teaching program for the preparation of professional nurse practitioners, educators, and researchers, requires study in depth of the basic concepts and theories upon which learning and practice are based. Psychiatric nursing faculty in schools of nursing bear heavy responsibility for developing, describing, and teaching the theories and skills utilized by the nurse in her work with human beings; more specifically, the theories and skills necessary for work with the emotionally disturbed and the mentally ill. It was these concerns that motivated the study reported in this volume.

The report describes the collaborative efforts of a regional group of basic collegiate faculty members to select and to analyze some aspects of the content and process of nursing. The project demonstrates an approach to studying nursing in depth as a step toward better understanding and teaching

of complex interpersonal skills and the dynamics of behavior.

The report has many implications for those who teach nursing, including graduate program faculty engaged in the preparation of future nurse faculty members.

Individuals who participated in this project found that the type of assessment and analysis of nursing in which they engaged led to greater insights and improved practice. It is our hope that this report will encourage other nurses to study the basis of nursing action as they also seek to nurse patients more effectively.

ESTHER A. GARRISON, *Chief*  
*Psychiatric Nursing Training Branch*  
*Division of Manpower and Training Programs*  
*National Institute of Mental Health*  
*Public Health Service*  
*U.S. Department of Health, Education,*  
*and Welfare*

## Introduction

This three-year project in Teaching Psychiatric Nursing in Baccalaureate Programs was sponsored by the Southern Regional Education Board\* with financial support of a grant from the National Institute of Mental Health.

The project provided an opportunity for selected instructors to study collaboratively and to describe some content of psychiatric nursing. Through this experience it was anticipated that the participants would grow personally and professionally as students and as teachers of nursing.

Although the project dealt specifically with aspects of nursing usually considered a part of psychiatric nursing, the implications of this report are not limited to instructors in psychiatric nursing in baccalaureate programs. Because the focus was on concepts of behavior, nursing intervention, and the teaching-learning process, this report has been written especially for teachers of clinical nursing in baccalaureate programs, but it will be of interest to instructors in other types of nursing programs. Nurses concerned with the care of patients with emotional problems or mentally ill may also derive ideas from this report which will be useful in improving patient care.

The psychiatric nursing project was an outgrowth of the Project in Nursing Education and Research which was supported by a grant to the Southern Regional Education Board from the W. K. Kellogg Foundation. The nursing education project, begun in 1962, dealt primarily with nursing programs in colleges and universities leading to associate, baccalaureate, and master's degrees in nursing. The SREB Council on Collegiate Education for Nursing was formed as the advisory body of this project and proposed to SREB regional activities most needed to strengthen nursing education in the region.

By 1964 the Council included representation from 72 colleges and universities in the 15-state SREB region. This region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

A report of the project, *Nursing Education and Research — A Report of the Regional Project, 1962-66*, was published by SREB in 1968.

The nursing education project provided the regional support, including a nurse project director at SREB, without which the psychiatric nursing project would not have become a reality. It also provided channels for regular reports about the project to collegiate schools of nursing in the South. These communications substantially augmented the impact of the psychiatric nursing project in the region.

A major problem identified by nurse educators at a regional conference in 1962 was the need for opportunities to promote the development of more effective teachers of nursing. Various approaches were suggested such as

strengthening master's degree programs, workshops for faculty members, and development of study groups or seminars for faculty members. The seminar as a method of guiding the development of master's degree nursing programs had been demonstrated effectively in an earlier SREB project, 1954-59, directed by Dr. Genevieve K. Bixler.

By 1963 sources of funding for a regional seminar for faculty were explored. The possibility of support from the National Institute of Mental Health for a project using the seminar approach to improve teaching of psychiatric nursing in baccalaureate programs became known.

At that time there were 48 generic baccalaureate nursing programs in the SREB region. The head of each of these programs was an official institutional representative serving on the SREB Council on Collegiate Education for Nursing.

Preliminary plans for a regional project in psychiatric nursing were drafted and sent with a questionnaire to these heads of programs. The questionnaire was designed to assess the regional interest in further development of the project, and the likelihood that the schools would participate if such a project became a reality. Replies from the schools indicated strong support, and accordingly plans moved ahead rapidly toward submission of an application.

The director of the Project in Nursing Education and Research, Helen C. Belcher, had major responsibility from the beginning for the development of the project design and drafting the application for funds for the project in teaching psychiatric nursing. She was also named director of the psychiatric nursing project which assured coordination of the two projects.

Many of the assumptions underlying the design of this project are mentioned throughout this report. Two of particular importance are noted here. One was the assumption that full-time faculty members would attend and participate productively in intermittent seminar sessions over an extended period of time without seriously jeopardizing their teaching responsibilities in the schools from which they came. Since the seminar participants remained on salary during periods of the seminar, no additional compensation was provided for them by the grant other than travel expenses and a per diem allowance.

\* The Southern Regional Education Board was established by interstate compact as a public agency of 15 member states cooperating to improve higher education. The Board works with state governments, academic institutions, and other agencies concerned with the field of education.

Board membership consists of the governor of each compact state and four other persons appointed by him. One must be a state legislator and one an educator.

In addition to conducting cooperative programs across state lines aimed at providing better graduate, professional, and technical education in the member states, SREB serves as an information center on activities and developments affecting higher education, provides consultant services to states and institutions, and promotes or conducts studies of significant problems in higher education.

The other assumption was that the seminar group would be more productive if provided with a leader and some structure than if the group were left to its own devices. The job of the leader would be to guide the seminar. She was to provide sufficient direction—but also enough freedom—to help the seminar participants accomplish a great deal of difficult work within a relatively brief period of time. According to the project design, the seminar was to meet for a total of only 33 days. Evidence to support this assumption regarding the role of the seminar leader is contained in this report. Other ways in which the design of the project aimed at promoting productivity of the group are also described later.

By the time the project was approved and funded, July 1, 1964, Loretta T. Zderad was appointed psychiatric nurse program director of the project. She was employed on a part-time consultant basis throughout the project and was at no time based at SREB. In fact, during the period of the project she resided in Maryland and Massachusetts.

This geographic separation of the two staff members was later to prove useful in delineating responsibilities. The project director (at SREB) was general manager of the project and initiated most communications about it. The program director devoted her attention to those aspects of the project related to psychiatric nursing, especially the work of the seminar.

One further note about this report. The papers developed by participants in the seminar phase of the project might have constituted the final report. Indeed, this was the original plan and such a report was prepared as a working document for participants at the final conference of the project. But by the end of the first year, it was apparent that much more of significance was happening as a part of this project than would appear in the written papers of the seminar participants. Consultants who attended seminar meetings, and others who heard about the project, asked many questions which would not be answered by such a report.

The design of the project held promise for not only improved teaching in psychiatric nursing, but also in other areas of the curriculum. It suggested a way in which full-time teachers with advanced academic preparation could find stimulation and guidance to study and grow in ways that would be unlikely to occur without such a project. Also, this group of faculty members, from diverse but representative schools, was learning to think more deeply than they had ever done before about important issues confronting nursing and nursing education. According to them, they had dealt with such problems little, if any, while studying toward their own master's degrees.

This report records what seem to be the most notable aspects of the project. Inherent in its contents are questions of one kind or another to which faculty members and clinical nurse leaders must seek their own answers as they become more effective teachers and practitioners of nursing.

A major purpose in publishing this report is to encourage the development of other projects of this type which will supplement academic preparation of teachers by providing opportunities for collaborative study and other scholarly approaches to improve the teaching of nursing.

In general, this report follows the chronological order of the project. Part I covers the first six months (July-December, 1964) which were devoted to planning. This involved the appointment of the advisory committee, development of a basic design for the seminar, and selection of seminar participants.

Part II presents the work of the seminar which met over a period of eighteen months (January, 1965-June, 1966). Chapter 2 describes the seminar method and the progress of the group. An important element in the seminar plan was the use of consultants and their formal presentations constitute Chapter 3. The fourth and fifth chapters are concerned with the psychiatric nursing content developed by the seminarists. Excerpts and sample papers illustrate some of the problems encountered and various approaches used in describing concepts. Periodically during the meetings the seminar discussed issues related to the development of content. Since these discussions reveal something of the nature of the group's thinking and shed light on both the method of collaborative study and the psychiatric nursing content developed, they are considered in Chapter 6.

Part III of this report covers the last six months of the project during which the primary concern was the dissemination of the seminar results. The Conference on Teaching Psychiatric Nursing in Baccalaureate Programs is described in Chapter 7 and some of the conference papers and discussions are presented in Chapter 8. The final chapter considers the implications and impact of the project.

The divisions described above seemed necessary for coherence in this report. But in reality, the continued planning, progressive accomplishments of tasks, and sustained interest and participation of persons involved gave the project the impetus of an uninterrupted flow. This harmonious vitality is difficult to capture in a written report but deserves at least to be noted here as a hallmark, or perhaps even one cause, of the achievements of the project.

This project was dependent for its success upon assistance from many persons. The authors would like to take this opportunity to thank especially the participants in the seminar whose diligence and persistent study made the project possible, the deans and faculty members of schools from which the participants came, members of the advisory committee, and persons who contributed as consultants to the seminar and as speakers at the final conference.

The project would not have come into being without the wise counsel of Esther Garrison, Chief, Psychiatric Nurse Training Branch, Division of Manpower and Training Programs, NIMH. We are grateful for her support and help throughout the project.

LORETTA T. ZDERAD  
HELEN C. BELCHER

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# PART I • DESIGN

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## *Chapter 1*

### **PLANNING THE PROJECT**

#### **PURPOSE**

The purpose of the Project in Teaching Psychiatric Nursing in Baccalaureate Programs was to strengthen teaching in these nursing programs in the South in order that graduates from them would be better prepared to nurse persons who are mentally ill, have emotional problems, or have particular psychological needs. A dual approach of faculty development and content description was visualized for attaining this goal.

The project aimed specifically at describing selected content related to psychiatric nursing which could be used as source material by teachers in baccalaureate programs. Thus, the focus was on the development of substantive content rather than on devising course outlines or curriculum guides.

Another specific aim was to provide an opportunity for a group of psychiatric nursing teachers to continue their professional growth through individual and collaborative study. Their participation in a seminar for developing content and exchanging views about teaching psychiatric nursing in baccalaureate programs was intended to be an invigorating experience to help them develop greater independence in thinking and clarification of ideas. It was expected to result in professional growth which would increase the seminarists' effectiveness as teachers and stimulate their interest in the development of psychiatric nursing theory.

A third aim was to extend the effects of the project by disseminating the results of the seminar. This was done through a Southern regional Conference on Teaching

Psychiatric Nursing in Baccalaureate Programs at which the materials prepared by the seminar were shared with the conference participants. The final report of the project presented here is an attempt at further dissemination by describing the experience in more detail and making it available to a wider audience.

This three-year project was neither conceived nor conducted as structured research but careful notes were kept on the major aspects. The following description is based upon minutes of planning meetings, progress reports, notes and tape recordings of seminar meetings, and oral and written reactions of seminarists and conference participants. The report includes discussions of design and process as well as of the content developed, and the rationale of the method is explained. Ideas, suggestions, and many questions, answered and unanswered, have been drawn from project records and are offered here with the hope that both the method of collaborative study and the content which resulted will be examined, developed, and used by others.

#### **ADVISORY COMMITTEE**

Early in the project a three-member advisory committee was appointed.\* The committee met three times during the course of the project. In general, they advised on technical

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\* Dr. Catherine M. Norris, formerly Professor of Nursing, College of Nursing, University of New Mexico, Albuquerque, New Mexico; Alice Smith, Chairman, Department of Nursing, Columbia Union College, Takoma Park, Maryland; and Dr. Faye Spring, Associate Professor of Psychiatric Nursing, Frances Payne Bolton School of Nursing, Western Reserve University, Cleveland, Ohio.

matters and offered suggestions for the focus and conduct of the seminar and dissemination conference. They also served as an interested, objective sounding board for the staff's ideas, reactions, and assessments of progress and, by sharing their previous experiences, helped the staff set realistic goals for the project.

## SEMINAR PLAN

The project plan specified the two major purposes of the seminar as being the description of selected psychiatric nursing content and the further development of a selected group of psychiatric nurse faculty. A tentative schedule consisting of a three-day orientation session and six five-day sessions to be held over a period of eighteen months was also suggested in the proposal. Aside from this, the further structuring of the seminar was left open. With the two-fold purpose as a goal and the suggestions of the advisory committee as guidelines, the project staff defined the focus of the seminar more precisely and planned tentative approaches and procedures.

Basic to the plan was the assumption that a group of teachers from various schools could work collaboratively to describe nursing content in their area of specialization and grow professionally in the process. It was recognized that the development of content is only one step in the much broader process of curriculum development and furthermore, that the latter is the responsibility of the faculty in each program. Therefore, there was no intention of developing a course or a curriculum guide for psychiatric nursing.

Various approaches to content development were considered and their relative merits for use by this seminar were weighed. It was decided that it would be desirable to direct the group's efforts toward the development of selected concepts used in psychiatric nursing. The concept approach was chosen because it was thought to have the advantages of leading directly to content development, being capable of simple structuring for group and individual work, being more concrete, and being less time-consuming than the other methods considered. It was seen as a broad approach that offered room for movement, study, individuality, and originality. Furthermore, it would not restrict the seminarists' thinking to the psychiatric nursing course *per se*. The approach was consistent with the view that nursing needs to develop concepts and principles suitable for wide application. It was assumed that a group of faculty members could work together to develop psychiatric nursing content that could be used in different baccalaureate programs and in various ways throughout a baccalaureate curriculum.

In view of the purposes of the project, the size of the seminar group, and the amount of time available for individual and group work, it was proposed that each seminarist concentrate on one concept. The seminarists would

be guided toward developing the concepts on broad theoretical foundations utilizing knowledge from related sciences and humanities. They would also base the development and proposed use of their concepts on sound clinical nursing practice. Operational defining was proposed as a promising tool or procedure for developing and describing concepts.

Thought was given to a scheme and timetable which would enable participants to complete a certain portion of work, in some depth and with quality, within the time and resources available during the project. Originally, the advisory committee thought the work of the seminar might evolve into three phases of two meetings each which would focus respectively on the development of the concepts, their use in nursing practice, and the process and methods by which they are learned and taught.

This proved to be a logical sequence and one that seemed to occur naturally in the seminarists' thinking, but it was too grand in scope. As the seminar progressed it became evident that the development of concepts in relation to nursing practice was more difficult than had been expected. With strong encouragement from the advisory committee, the original schedule was adjusted to provide more time for developing the behavioral and nursing aspects of the concepts. Thus, consideration of how to teach the concepts was delayed until the dissemination conference.

The nature of collaborative study which was most likely to help the seminar achieve its goals was also worked out during the planning stage of the project. The work of the seminar was visualized as an intellectual endeavor in which creative thinking about content development would be the responsibility of each individual but would be enhanced by group contacts. In line with this view a certain amount of structure was built into a plan for the seminar. Each seminarist was to develop one concept. She would present a working paper on it at each session and the final paper on the concept would appear under her name in a report to be shared with other nursing schools in the SREB nursing Council. To foster sharing responsibility for the seminar, each group member would serve as discussant for two other papers at each session and would be encouraged to participate in general discussions of the papers and other related issues.

The advisory committee anticipated that the seminarists would need to consider their philosophies of nursing in order to develop psychiatric nursing content. It was not expected that the group members would develop a complete philosophy of nursing nor even that they would all agree on one. But it was hoped that they would gain a deeper appreciation of the relationship of philosophy to content development, they would get to know each other's philosophies, and above all, try to think through their own.

An underlying assumption was that group agreement and acceptance of some basic beliefs about nursing would facilitate communication and the work of the seminar. Consequently, it was decided to open up this topic for discussion at the Orientation Session and to encourage discussion of it whenever appropriate throughout the course of the seminar.

The dual purpose of content and faculty development influenced not only the selection of the concept approach and the collaborative method, but also the manner of conducting the seminar. A procedure was devised which would be sufficiently structured to promote group productivity and yet allow as much freedom as possible for the promotion of individual development. The advisory committee strongly recommended that the seminar focus on task rather than process and that the leader remain goal-centered. This was not a denial of the importance of group dynamics but a deliberate attempt to direct the members' use of their own knowledge and skills of interpersonal relations toward the achievement of a specific intellectual task rather than to the analysis of process *per se*. This line of thinking and the methodological choice of a task-oriented seminar affected the kind of group leadership practiced.

## SELECTION OF SEMINAR PARTICIPANTS

The plan for the project provided for a seminar of twelve psychiatric nurses who were teaching full-time in baccalaureate programs. A group of this size was thought to be small enough to function productively, yet large enough to represent a desirable diversity of background, points of view, and experiences. It would also allow for the possibility of a few dropouts without unduly hampering the seminar's effectiveness.

A procedure was developed by which persons were invited and selected to participate in the seminar. The success of this project was predicated to a large extent upon the commitment of both the individual seminarist and her dean or director as well as the cooperation and support of other faculty members in the school. The project would require release of the seminarist from her faculty responsibilities for the periods of the seminar meetings as well as for study and writing papers. And it was necessary to obtain reasonable assurance of such commitment in advance.

The staff and advisory committee, therefore, developed criteria for the nomination and selection of candidates. In the first place, the nominee had to hold a master's degree with a major in psychiatric nursing. It was thought that this would insure a common base of educational preparation in the clinical specialty. Possession of a master's degree would also provide evidence that the nominee had the intellectual ability necessary for utilizing the seminar ex-

perience. Beyond this the committee did not attempt to evaluate nominees' intellectual potential.

Secondly, the nominee had to have at least two years of teaching experience in a baccalaureate program. Thirdly, she was to be currently devoting at least half of her full-time position to teaching or integrating psychiatric nursing in a generic baccalaureate program. These criteria were intended to secure persons who had sufficient experience in the field to recognize the content areas requiring development, the strengths and needs of baccalaureate students, and the current practices and problems of baccalaureate nursing education.

The schools and applicants were also advised of two other requirements for participation. The person was expected to remain in a teaching position in the school for the duration of the project. And she would be expected to participate in all major aspects of the project (e.g., attend meetings, write papers, study, etc.).

In August, 1964 there were 51 baccalaureate nursing programs participating in the SREB Council on Collegiate Education for Nursing. Letters were sent to the deans and directors of these programs inviting each to nominate a member of the faculty who met the criteria to be considered for participation in the seminar. Twenty-nine persons were nominated from as many schools in 14 states.

The advisory committee and project staff thought that the seminar should consist of qualified persons representative of a variety of views and experiences. Therefore, additional criteria bent toward diversity of background were used in selecting the twelve persons to be invited to form the group. These factors included the institution and the major professor under whom the nominee earned her master's degree.

The committee hoped to provide for some range in the ages of participants for the sake of variation of nursing and teaching experience. When other factors were equal, preference was given to the younger person on the grounds that she would have a longer time to utilize the results of the experience. However, age turned out to be a less variable factor than others. The nominees were generally older than had been anticipated, and of the 29 only two were under 30.

Publication was another factor considered for selection. This criterion was not as useful as expected because publications were cited on only nine of the nominees' applications.

Selection of participants also took into account geographic locations and types of educational institutions in which the nominees were currently employed. In this way the committee attempted to select persons from as many SREB states as possible, and from a variety of institutions.

The advisory committee and staff concurred that no

substitutions would be made in the group if withdrawals occurred after its initial session.

Finally, twelve persons were selected, and in October, 1964, invitations to participate in the seminar were sent to them by the project director. All twelve accepted the invitation indicating their commitment to the project with considerable enthusiasm. (For a list of the seminar participants see Appendix A.)

To summarize some of the characteristics of this group of twelve which was to be the main working body of the project: they had master's degrees from six universities in three of four main sections of the country; they had studied under nine major professors; they had graduated from master's degree programs between the years of 1951

and 1964; five had published articles; and they were currently teaching full-time in twelve universities or colleges in eight Southern states.

This rather careful and time-consuming selection procedure by no means ruled out other unplanned diversity in the group. Each person, of course, brought to the seminar her own personal heritage. The group was thereby enriched by cultural, racial, and religious differences. This diversity was evident early in the dynamics and work of the group. According to the seminarists and in the opinion of the staff, it proved to be one of the greatest assets of the seminar by providing significant developmental experiences in working through differences. These differences increased the complexity and stressfulness of group work, but the advantages far outweighed the disadvantages.



# PART II • THE SEMINAR

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## Chapter 2

### COLLABORATIVE STUDY

The way in which the seminar participants worked individually and together in this project may be described as collaborative study. While the group had the common goal of developing psychiatric nursing content, the responsibility for achieving this goal rested clearly on the individual members, directly for describing one concept and indirectly for all the concepts. Each seminarist was expected to help the others by critiques of their papers, asking and responding to questions, and sharing ideas and source materials.

Perhaps this method could be characterized best as a form of development through individual study and sharing with the idea of development applying to both the person studying and the content being studied. It was based on the belief that teachers with advanced preparation in their area of specialization and diverse experiential backgrounds could provide a tremendous resource, stimulus, and constructive force to each other if given the opportunity and framework for working together. The intent was to help each member use group and individual experiences to develop her own potentials in accomplishing the task of content description.

The work of the seminar was an exploratory endeavor. While the group had unity of purpose, uniformity of thinking was never a goal. There was no imposition of a "right" way. Diversity was encouraged by placing the responsibility for final decisions about the content and method of describing it upon the individual authors. Matters of the style of writing, other than the demands of clarity and precision, were also left to the authors' discretion. Emphasis was placed on sharing and on developing the capacities to express and to receive ideas.

### SEMINAR DESIGN

The main concern of the project staff in planning and conducting the seminar was to strike a balance between structure and freedom necessary for attaining its twofold purpose. There had to be sufficient procedure to facilitate describing content and enough flexibility to allow for individual development. The aim, therefore, was to allow the seminarists as much freedom of choice and responsibility as possible within a defined, but flexible, general structure. The seminar group followed the basic plan described in the previous chapter but they participated in decisions about how the plan was developed.

Factors such as the times and locations of sessions, adjustments in schedules, and plans for group activities were decided by group consensus. Opinions about living accommodations, meeting rooms, daily schedules, methods of communication, and processing and distribution of papers were requested and considered. The project staff's intention was to provide the setting most conducive to the seminarists' work by keeping them free of unnecessary procedural hindrances.

The seminar met according to the following schedule:

<i>Seminar Session</i>	<i>Date</i>	<i>Place</i>
Orientation	Jan. 13-15, 1965	Atlanta, Ga.
I	March 15-19, 1965	Atlanta, Ga.
II	May 17-21, 1965	Gatlinburg, Tenn.
III	October 4-8, 1965	Gatlinburg, Tenn.
IV	Dec. 6-10, 1965	New Orleans, La.
V	Feb. 28-Mar. 4, 1966	Atlanta, Ga.
VI	May 16-20, 1966	Richmond, Va.

The seminar met twice in mountain resorts and four times in principal cities in the South. While travel to some locations provided additional hardships for several members, all seemed to consider the opportunity to visit different cities a fringe benefit. It also seems to have contributed to their recognition of the regional nature of the project. There was no evidence that one type of setting was more conducive to the work of the seminar but room arrangement and other physical factors seemed to make a difference.

Except for summer vacation, the sessions were approximately two to three months apart. These intersessions were used by the seminarists to ponder and crystallize ideas and to write working papers on their concepts. From the standpoint of continuity of work, it seemed desirable that meetings be scheduled no less often. But the seminarists often considered these intervals too short to revise and develop their papers as they wished. It must be remembered that the seminarists were full-time faculty members and no arrangements had been made with the schools to provide released time to them for seminar work other than attendance at scheduled meetings. However, some seminarists at times reported lightened teaching loads.

Most group members agreed that five days were necessary and sufficient for each session. The seminar met from 9:00 a.m. to at least 4:00 p.m. daily. Usually three or four papers were discussed each day and the remainder of the time was used for general discussions, guest speakers, and planning the future work of the seminar.

From the beginning, the factors of continuity and sustained interest were a major concern in developing this method of collaborative study. The staff was strongly convinced of the value of periodic seminars over an extended time, but they were also aware that a great deal was being asked of the seminarists, and indirectly, of the faculties in their schools. The plan called for the preparation of an original paper and two critiques followed by a week of intensive group deliberation every two to three months. This required considerable personal and professional commitment. For many of the seminarists, working with their peers in such a fashion was a new experience. Most of the group members indicated that this type of prolonged, creative, intellectual pursuit which involved abstraction and conceptualization was also new to them.

Several techniques were used to promote continuity and interest over the eighteen months during which the seminar met. Prior to each session, a memorandum about administrative details and an agenda were sent to each seminarist. A few weeks after each session a detailed report was sent to each member. This served as both a record of the past and a reminder of the next steps to be taken. During the intersessions there was a flow of exchange of references, ideas, and source materials among group members and between the project staff and individual members and the entire group. Sending references on postcards became a

popular custom. This proved to be a simple way of keeping in contact with, showing interest in, and being helpful to each other. Receiving such messages was generally regarded as encouraging and morale boosting.

The seminarists reported that the collaborative method itself was a major influence on their motivation and commitment. As group feeling and cohesiveness developed, and as skills in critical analysis and the give and take of discussion methods improved, the combination of seminar discussion and individual inquiry were seen as stimulating forces. The understanding, encouragement, and assistance of colleagues were cited as particularly helpful.

Other stimulation was provided by guest speakers and consultants. During Sessions IV and VI, tours of psychiatric institutions and audiovisual facilities were arranged because special facilities were available in the cities where the meetings were held. And finally, participation in the project resulted in various favorable side effects for individual seminarists. These fringe benefits which increased their interest and motivation are discussed in the final chapter.

## PROGRESS OF THE SEMINAR

It is difficult to describe coherently an experience as complex and dynamic as that of the seminar. Unfortunately, some of the flavor is lost in the necessary dissection of its interrelated multidimensional currents. While the mainstream of progress may be seen in the following description of the group's major work, for the sake of clarity other concurrent aspects of the seminar's movement must be postponed for later discussion. For instance, in the process of describing concepts, the seminarists gradually expanded their interest to broader issues related to content development. These are discussed in Chapter 6. Likewise, during the course of the seminar, there was a gradual development of skills in the seminarists' use of the collaborative method of study. Such signs of individual growth and group progress are presented in the final chapter. Here attention is focused on the progress of the seminar in its main task of describing concepts.

### Orientation to the Seminar

The first meeting of the seminar group was a three-day Orientation Session which was packed with information, planning, and discussion. The aim was not merely to acquaint the participants with the goals and basic structure of the project, and with each other and the staff, but to stimulate their involvement by helping them plunge quickly into the work of the seminar.

The background, purpose, scope, and plan of the seminar, as well as details of procedure were clarified. The role of the project director in the administration of the seminar and that of the program director as seminar leader were distinguished. The seminar itself was described as

task-oriented and attention was also directed to the responsibilities of the leader and seminarists in the process of collaborative study.

It later became evident during Session I that the nature and overall plan of the project and especially the proposed work of the seminar were not completely understood by the group. The goals and methods were discussed again and individual and group responsibilities were re-examined. Periodically throughout the sessions, the staff found it necessary to interpret the project and to help the seminarists keep its general aim and purposes in proper perspective. This continual need for clarification seemed due to several factors. The method of collaborative study itself was being explored and developed. This was a new experience for the seminarists and the group leader. And finally, as the work progressed the members became so intensely absorbed in developing their concepts that, at times, less immediate goals faded from their view.

### Selection of Concepts

One of the main tasks accomplished at the Orientation Session was the selection of the concepts to be described. The procedure for this was based on the belief that the seminarists themselves should identify these concepts because they were all experienced psychiatric nurses currently teaching in baccalaureate programs. Furthermore, since it was anticipated that the work involved would be long and difficult, strong individual interest in the concept was seen as a necessary motivating factor. Prior to the Orientation Session, each seminarist was requested to identify the 10 to 20 concepts which she believed to be in greatest need of further development and to list them in order of importance.

All twelve seminarists submitted such lists. Some simply named the concepts, others categorized them, and others identified broad concepts and cited examples. The number of concepts per list ranged from 10 to 34. A total of 225 concepts was suggested, 144 different ones being mentioned. These were arranged alphabetically for the seminar's consideration. The frequency with which each concept was suggested was indicated but because of the variety of the concepts and the low frequency of most, no attempt was made to rank them by importance. (See Appendix B.)

This list of concepts and the seminar's discussion of it made several points quite clear. These teachers recognized a tremendous need for clarification and description of psychiatric nursing content. They also expressed a variety of opinions about which concepts needed development and to what depth and breadth.

The term "concept" had several meanings for the seminarists who used it in different ways. In the nursing literature, some restrict the use of this term to the operational notion in which a concept is "synonymous with its corresponding operations." The seminarists found that a broad interpretation was most suitable for their method of de-

veloping content. So the word "concept" was used in accordance with its dictionary definition to refer to a "thought or notion, an abstract idea generalized from particular instances." Unless otherwise indicated, this is the signification intended by the term in this report.

Several criteria for the selection of the concepts to be described were formulated by the seminar. It was agreed that a variety of types of concepts should be studied and that each one should be of interest not only to the individual but to the entire group. The other guidelines referred to the prevalence of the concept, its capability of broad development, and the state of its description in the literature. The intent of this last criterion was to exclude concepts that had already been described extensively. On this basis the concept of anxiety, for example, was not selected. It is interesting to note, however, that at the conclusion of the seminar meetings, several members indicated that they would be interested in studying anxiety as it relates to their "own" concept. Thus they recognized a need for continuing the development of at least some basic concepts. It is likely that the more different concepts are described, the more it will be necessary to rethink some of the accepted views about others.

Without much difficulty each seminarist selected a concept which met the criteria. Often, it was the first one on her own list. The twelve selected were: acceptance, autistic thinking, communication distortion, dependency, depression, envy, hope, hostility, loneliness, love, manipulation, and working through.

### Development of Concepts

Another important task begun in the Orientation Session was the consideration of ways of describing concepts. Within the framework of the basic plan each member was to be free to develop her concept in her own style. Operational defining was suggested as one approach.

On the last day of the Orientation Session, Dr. Hildegard Peplau worked with the group on the development and use of operational definitions. Her formal presentation on "Operational Definitions and Nursing Practice" appears in Chapter 3. In her discussion with the seminar, consideration was given to a suggested procedure for writing operational definitions; the uses of operationally defined concepts; the selection of concepts to be developed; the relatedness of concepts to each other and to processes, patterns, principles, and theories; and ways of teaching students to conceptualize and formulate theory.

Operational defining became an issue of major concern in the process of concept description and in the course of the seminar sessions several general discussion periods were devoted to the topic. These deliberations are considered in Chapter 6.

At the Orientation Session each person indicated the two papers for which she wished to be named as discussant.

Often these papers described concepts related to her own. Although the opportunity to change discussants was offered, the members preferred to discuss papers on the same concept throughout the course of the seminar. (There were a few changes due to dropouts.)

One to two weeks prior to each session, each seminarist was expected to send a copy of her working paper to two discussants and the seminar leader. At the session, copies of all papers were distributed to all other seminarists. Each member was allowed approximately one to one and one-half hours at every session for the discussion of her paper. At the outset she usually indicated the main problems or asked questions. Then the paper was discussed by the two assigned discussants, the group as a whole, and the leader.

In general, this procedure facilitated discussion of the papers. Some difficulties were experienced when they were not received by the discussants in sufficient time for critical reading prior to the session. Likewise, some of the seminarists indicated that, especially as the project progressed and the papers grew longer, they found it practically impossible to read all of the papers with the care they deserved prior to their presentation. The group was small enough to allow other members to express their views and actually, in each case, persons other than the discussants did so. However, it was obvious at times that the tone and direction of the discussion were set by the interchange between the presenting seminarist and the initial (i.e., assigned) discussants.

Each discussion was tape recorded and the tape was loaned to the presenting seminarist for study between sessions. She was responsible for returning it for reuse at the next session. This proved to be a useful procedure. Seminarists reported that often statements were clarified and comments were heard on the tape that were missed in the original discussions. Furthermore, new ideas occurred to them as they listened to the tapes. The tapes also served as a link between seminar sessions by helping the seminarist recall the trend of the previous discussion.

In the early sessions, most of the seminarists reported some difficulties in searching the literature on their concepts. Some found so much material that they could not survey it all. Others could find very little written about their topics, and some had to scan a wide variety of sources. Often the search revealed the inadequacies of the literature such as meagre descriptions, unfounded generalizations, lack of definitions, and ambiguous statements. This aspect of the work proved to be an eye-opener in terms of the quantity and quality of references. The dearth of literature dealing with the selected concepts was both a hindrance and an incentive.

Other problems, centered around the organization of the papers, were encountered in writing the first drafts and some of these persisted throughout the course of the sessions. The general purpose of describing a concept was

clear but this could be approached in many ways. All the seminarists had to crystallize their ideas and select a focus or theme for organizing them. Delineation was a problem for most, but especially for those who selected concepts that were very broad or abstract. When a concept signified a variety of notions, such as an attitude, feeling, action, and function, it was difficult to decide which aspects to emphasize or how to integrate them all.

In describing the general nature of the concept, it was necessary to determine the significance of its various characteristics for nursing. For instance, ordinary concepts such as love, hope, and acceptance take on different meanings when viewed as therapeutic measures or principles. It is not easy to spell out this kind of difference and yet this is precisely what is needed if the idea is to be used as a nursing construct and taught. Consideration of such points led the seminarists to see the need for enriching the papers with clinical nursing examples and descriptions.

The seminarists had begun to operationally define their concepts during Session I. Session II was planned to help them move into the second phase of concept development, namely, the use of the concepts in nursing. Mrs. Janice Manaser served as a consultant for one day during this session and presented a paper, "Clinical Judgment in Psychotherapeutic Nurse-Patient Situations." (See Chapter 3.) The major issues considered in the discussion which followed included the difficulties of making clinical judgments and of evaluating students' abilities to do so. Attention was also given to means of collecting clinical material to illustrate the use of concepts in nursing situations and the use of operational definitions.

By the third session, seminarists were attempting to determine whether their descriptions of the concepts fit the clinical evidence and how the concepts applied in the nursing process. Much of the discussion centered upon further definition and description of the concepts and analysis of clinical examples. Most indicated they had difficulty in focusing and organizing their papers.

For some seminarists the search for clinical examples was the most problematic aspect of the work. Various tools and methods for collecting nursing data as well as the difficulties of doing so were discussed. The sources used by the group included personal experiences with patients, interpersonal relations notes, process recordings, tape-recorded nursing care conferences, and interpretations of a filmed portrayal of patient behavior. Questionnaires and interviews were also utilized. Data were sought directly from patients as well as from seminar members, nursing instructors, staff nurses, aides, nursing students, and nursery school teachers. In many cases, nursing students were the most responsive. But unfortunately, although students' descriptions of patient behavior and nurse-patient interactions are readily available, their reliability is questionable. Since they are primarily learners, students may not be the