DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF

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THE QUESTION OF COLLEGE CREDIT FOR COURSES IN NURSING

With the increasing number of affiliations between nurses' training schools and universities, and the multiplication of courses for graduate nurses in connection with institutions of higher education, we are faced immediately with the necessity of evaluating our training-school work in terms which these institutions can understand and recognize.

The basis of credit which is generally accepted in universities and technical schools of this country is the point or credit, each hour of class or lecture work per week for a college term (about fifteen weeks) being counted as one point or one credit. It is always understood that there will be from two to three hours of outside preparation for each hour of class or lecture. No academic recognition is given, as a rule, for ordinary practice work or "experience," unless it can be shown that the work is properly organized, that it is progressive, and demands thought, observation, and skill on the part of the pupil. It must also be under the direction of a teaching supervisor who assigns problems, ties up the practice with the theory, and checks the results. Two or three hours of such practice or laboratory work is usually considered the equivalent of one hour of class or lecture work. So far as the theoretical work in the training school is concerned, there is very little difficulty in calculating credit on this basis, provided we have complete and accurate records. The better schools at present would show a total of 450 to 550 hours, which would be equivalent to from 30 to 36 college points or credits, or about one college year.

The problem is to find some such basis for computing the value of the practical work, which we all agree is a most valuable and essential part of our system of training. Under present conditions in hospitals a good proportion of the practical work done by the pupil nurses is routine work which cannot fairly be counted as educational, after it is once understood and mastered. We have to consider, however, that with constantly changing patients, and varying conditions of disease, even a familiar procedure may be a fruitful lesson through the observation and judgment and resourcefulness which are called out in adapt-

ing it to new conditions. If we could count up all the minutes spent in bedside instruction by doctors and nurses, all the observations and reports and records made by the pupil nurse which are not pure routine, all the time spent in solving new problems and carrying new responsibilities, we would probably be surprised to find out how much positive educational work is included in the average day's ward experience. This educational content will vary widely according to the kind and variety of the service and the quality of supervision. A chronic service or special duty with one patient cannot yield the same returns that one gets in a big, busy, active ward, and yet when the nurses are too heavily burdened with work, they do not get the fullest benefit from the resources at their disposal, either. There is a limit, too, to the time which one can profitably spend even in a quickly changing active service. Probably the kind of supervision is of even more importance than the richness of the resources, a good, teaching, graduate head nurse being an absolute essential if the educational returns are to be substantial from any given service.

Such considerations make it exceedingly difficult to approximate the credit for practical work in any accurate way, but in averaging the whole three-year course, under the most favorable conditions, it has been suggested that we should count on at least the equivalent of one full hour of teaching for every day of practice or one organized and supervised laboratory period of from two to three hours, for the eight to ten hours of ward work. On such a basis a nurse should receive from one and one-half to two years college credit for her practical work, making a total of from two and one half to three years college credit for the whole three-year course in a first-class training school. It is very doubtful whether any university of standing would allow so much academic credit on technical work, but several colleges are now allowing two years college credit for a good three-year nursing course. This makes it possible for nursing schools connected with a university to offer a combined course leading to a Bachelor of Science degree which will cover not more than five years of work and possibly not more than four and one-half years for especially capable students. Such an arrangement has recently been made by the University of Cincinnati and, we believe, by the University of Minnesota. Teachers College, Columbia University, also offers a similar plan, though it has no direct affiliation with any particular nursing school.

The paper which follows is particularly pertinent and interesting in that it outlines a tentative scheme for grading training schools on the basis of the credit system. It is hoped that others who have been struggling with this problem will give the Department of Nursing

Education the benefit of their criticisms and suggestions. Only in this way can we hope to arrive at an equitable and practical standard of measurement which can be applied not in one state alone, but in the country generally.

THE CREDIT VALUE OF THE COURSE OF INSTRUCTION IN
SCHOOLS OF NURSING

BY ANNA C. JAMMÉ, R.N.

Although the question of interpreting the credit value of the theoretical and practical work of students in schools of nursing by some system of credits has been under fire for several years, no definite step has yet been taken in determining how this interpretation shall be expressed. The standardization of curricula and practical work by means of either mandatory enactment or recommendation by Boards of Examiners has advanced to the point where some degree of uniformity is appearing. With the development of the National and State Leagues of Nursing Education, greater cohesiveness of thought and methods of teaching in line with the educational thought and methods of today is showing marked influence on the quality of teaching in our schools of nursing. The presentation of the nursing subjects in the class room, the laboratory and at the bedside are undergoing a change in the better grade of schools and such teaching is being brought up to a level that may be classed as an educational process. Definite educational requirements for admission to our schools in line with requirements for admission to normal schools or universities, presuppose a student mentally equipped and with sufficient interest and capability to respond to the opportunities offered in an accredited school. It would seem that the time has fully arrived when we can and should seriously consider the means of expressing in definite terms of units, the value of this education.

A system of valuation that may be considered fair and just should present features that can be acceptable to universities or other educational institutions of approved standards where graduates of training schools will seek post-graduate instruction. Therefore, the suggested scheme herein outlined may be, as it were, a point of departure from which a definite conclusion may be reached.

Units of credit for theory. The amount of work represented by one unit or one point, signifies one hour per week of recitation or lecture, with preparation therefor, during one-half year or 16 weeks. We may take as an example that the recitation or lecture work is arranged to cover one hour or, in some instances, two hours each day for five days for sixteen weeks as per the following arrangement:

First Year

FIRST HALF YEAR			SECOND HALF YEAR		
Subject	Hours re-quired	Credits	Subject	Hours re-quired	Credits
		<i>unit</i>			<i>unit</i>
Physics and chemistry...	16	1	History of nursing and hospital ethics.....	16	1
Anatomy and physiology.	16	1	Anatomy and physiology.	16	1
Hygiene.....	16	1	Bacteriology.....	16	1
Nutrition and cooking...	32	2	Materia medica.....	16	1
Nursing procedures.....	16	1	Nursing procedures.....	16	1
Ethics.....	16	1	Bandaging.....	16	1
	112	7		96	6

Second Year

FIRST HALF YEAR			SECOND HALF YEAR		
Subject	Hours re-quired	Credits	Subject	Hours re-quired	Credits
		<i>unit</i>			<i>unit</i>
Medical nursing.....	16	1	History of nursing and nursing ethics.....	16	1
Nursing in communicable diseases	16	1	Surgical nursing.....	16	1
Materia medica and therapeutics.....	16	1	Advanced dietetics.....	16	1
Examination of urine and laboratory technic.....	16	1	Orthopedic nursing.....	8	$\frac{1}{2}$
Nursing procedures and hydrotherapy	16	1	Massage.....	8	$\frac{1}{2}$
			Nursing procedures.....	8	$\frac{1}{2}$
			Operating room technic...	8	$\frac{1}{2}$
	80	5		80	5

Third Year

FIRST HALF YEAR			SECOND HALF YEAR		
Subject	Hours re-quired	Credits	Subject	Hours re-quired	Credits
		<i>unit</i>			<i>unit</i>
Obstetrical nursing.....	16	1	Hygiene and preventive medicine.....	16	1
Gynecological nursing.....	8	$\frac{1}{2}$	Nursing in nervous and mental diseases.....	16	1
Pediatrics.....	16	1	Social problems connected with nursing.....	8	$\frac{1}{2}$
Nursing in special diseases skin and venereal diseases.....	6	$\frac{1}{2}$	Introduction to special branches of nursing.....	24	1 $\frac{1}{2}$
Infant feeding.....	10	$\frac{1}{2}$	Choice of electives, modern developments in nursing, nurses' organizations, special lectures on subjects allied to nursing.....	16	1
Nursing in diseases of eye ear, nose, throat.....	16	1			
History of nursing and ethics.....	8	$\frac{1}{2}$			
	80	5		80	5

Total 508 hours, 33 units.

Units of credit for practical work. The amount of work representing one unit signifies one hour of practical work under good supervision each day for sixteen weeks or, in other words, eight hours a day of practical work for sixteen weeks equals eight units or points. Forty-eight weeks would therefore equal twenty-four units. Another method which may be more simple and give approximately the same results would be to consider one hundred hours or fraction thereof of practical work under good supervision as equal to one unit. Estimating that each year covers two thousand seven hundred fifty-two hours, exclusive of twenty-one days vacation, or one hundred sixty-eight hours, the value would be estimated as equal to twenty-seven units. The total for three years would be eighty-one units. The danger of exceeding in practical work may be obviated by placing a maximum on the number of units obtainable.

Basis of valuation. In estimating the credit value of the work, certain conditions must be considered; namely, the quality and extent of the instruction and facilities offered for instruction; the nature and extent of the supervision of the practical work; the arrangement and grading of the practical course in order to avoid undue repetition; the number of hours each day which relates to the efficiency in which the work is performed. Once the basis of valuation has been determined, an adopted standard curriculum in theory and practice and definite requirements of preliminary education for admission to training schools, the work of establishing an acceptable system of credits that will be recognized by universities or other educational institutions to which a graduate will apply for post-graduate study will be easily accomplished. Schools accredited to a university or other educational institutions of approved standard will necessarily be subject to conditions specified by these institutions which may include inspection by a committee appointed by the faculty who will report on the quality and extent of instruction given. The university may further require of an applicant from an accredited school, a personal recommendation of the superintendent of the training school, accompanied by her certificate that the graduate has satisfactorily completed the required course preparatory to the university which she wishes to enter as a regular student or as a special graduate student.

ITEM

In June, 1916, the Board of Directors of the University of Cincinnati took over the School of Nursing and Health of the Cincinnati General Hospital, making it a school in the College of Medicine of the

University. This was done on the recommendation of the Mayor of the City, the Director of the Department of Public Safety, the Dean and Faculty of the Medical College and the President of the University. This step was taken in recognition of the need of more adequate training for women preparing to meet present day demands made upon the nursing profession, and in recognition of their obligation as departments of the city government to co-operate, to make the highest use of the functions of the hospital and of the university in the interest of the health and education of the community which they serve. In addition to the professional diploma course, there is offered a five year combination course leading to the degree of Bachelor of Science and the diploma of a graduate nurse. The professional course of study has been re-organized to avoid the subordination of the study of the scientific basis and principles of nursing, to the material needs of the hospital. This plan liberates the pupil nurse from all ward duties for two semesters; one in the first and one in the second year, for full academic work. To this end, each year has been divided into three terms. A special course in Public Health Nursing is to be offered to graduate nurses. It will require two full semesters, eight months, to complete this course. The plan includes field work in the various public health nursing centers in Cincinnati.

CIVIL SERVICE EXAMINATION FOR INSPECTOR OF NURSE
TRAINING SCHOOLS, EDUCATION DEPARTMENT,
STATE OF NEW YORK

A competitive examination will be held November 4, 1916, for the following position. Intending competitors must file applications in the office of the Civil Service Commission on or before October 25th.

Inspector of Nurse Training Schools, The University of the State of New York, \$1800 a year. Open to women only. Candidates must be registered nurses and graduates of nurse training schools registered by the Regents of the University of the State of New York. They must be at least high school graduates, or have had an equivalent education. Other considerations being equal, preference will be given to candidates with higher educational qualifications and who are not over 45 years of age. Subjects of examination and relative weights: Discussion of assigned topic relating to the duties of the position, 1; education, training and experience, 1. The appointee to this position will be expected to travel often and she must be a woman of good personality who can creditably represent the Department. A broad experience is desired and it is expected that applicants shall have been Superintendent of a hospital containing at least fifty beds and in which a nurse training school is maintained, or have been Superintendent of such a nurse training school. One appointment is expected. Candidates may also be summoned for an interview with the examiners.

For application blank, address

STATE CIVIL SERVICE COMMISSION,
ALBANY, N. Y.