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PRINCIPLES OF TEACHING NURSING ARTS

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PRINCIPLES OF TEACHING NURSING ARTS

PART I

GENERAL PRINCIPLES OF EDUCATION, TEACHING, AND LEARNING

1. General Educational Principles

1¹ What education is

1² Definition of education

2² Characteristics of education

1³ Concerned with making changes

2³ Education--an art and a science

3³ Concerned with changing human nature and
changing the world

2¹ How the principles of education are changing

1² Herbert Spencer's statement

2² Principles of 1850-1900 period

3² John Dewey's principles--1899

4² Present day principles

1³ Great responsibility placed upon schools

1⁴ Home and community have lost much of
educational possibilities

3¹ The need of education

1² Original nature of man limited without learning

1³ Human wants numerous

1⁴ Education an aid to satisfying human wants

2² Original nature of man limited without guided
learning and continuous learning

3² Education promotes national welfare, personal happiness and control of nature

4¹ Major present needs of education

1² Needed adjustments to situations in modern life

1³ To physical world

2³ To economic situations

3³ To family situations

4³ To social and civic situations

2² Needed types of personal equipment

1³ Physical health

2³ Mental health

3³ Recreational resources

4³ Ethical and religious resources

5³ Intellectual resources

5¹ Ultimate aims of education

1² To secure fullest satisfaction of human wants

2² As preparation for life

1³ Based on needs and interests

3² To secure happiness

4² To attain growth and reorganization of experiences

5² To attain perfection in specialized fields

6² To attain culture

6¹ Scope of education

1² Necessity of its being broad

2. General Teaching Principles

1¹ Definition of teaching

1² Characteristics of teaching

2¹ Aims of teaching

1² To help student to help himself

2² To stimulate interest in learning

3² To guide student in learning processes

1³ Role of teacher in developing readiness

2³ Role of teacher in guiding practice

3³ Role of teacher in presentation and production of effect

3¹ Preparation of those who teach

1² What preparation is needed

2² Why preparation is needed

3² Personal requirements

1³ Health

2³ Mental happiness

3³ Dignified, firm, yet friendly attitude

4¹ Two types of teaching

1² Informational teaching

1³ Method of presenting facts

2³ Methods of stimulating personal retention

2² Skilled teaching

1³ Method of presentation

2³ Periods of practice following

3² Problem teaching

5¹ Necessity of method

1² Criteria ^{of} method

6¹ Methods used in teaching

- 1² Description of various methods
- 2² Value of methods
 - 1³ Advantages and disadvantages of various methods
- 3² Method to use to direct purposeful thinking
- 7¹ What subjects should be taught
 - 1² Those with wide range of utility
 - 2² Those with wide range of interest
 - 3² Those that relate to life and help to adjust life
 - 4² Subjects and activities which develop information, skills, habits, attitudes, appreciation, and other reactions that improve adjustments to life
 - 5² Those subjects which fall within age range
- 8¹ Units of work
 - 1² Coherence of unit
 - 2² Provision for participation by pupils
 - 3² Challenge of work to students
 - 4² Reproduction of life situations
 - 1³ "Known to unknown" method of teaching
- 9¹ Lesson planning
 - 1² Importance of lesson planning
 - 2² Flexibility necessary in lesson planning
 - 3² Form--definite outline including:
 - 1³ Specific objectives
 - 2³ Elements of subject matter
 - 3³ References
 - 4³ Teaching procedure

10¹ Textbooks and use of libraries

1² How they should be used

1³ Advantage of starting with life situation
and using textbooks as references

2² Present changing attitude toward textbooks

11¹ Assignments

1² Should correlate with lesson plan

2² Amount included in assignment

3² Definiteness of assignment

4² Interest stimulating quality of assignment

12¹ Tests and measurements

1² Types of tests

2² Value of various types

3² Function of tests

4² Construction of the test.

13¹ Planning courses and curricula

1² Should be made up by individual leader

2² Determining factors for amount of material
included

1³ Limitations to consider

2³ Curricula related to life

3² Revisions in courses of study

3. General Principles of Learning

1¹ Definition of learning

1² Characteristics

1³ Learning as reacting

2³ Learning as acquiring reactions

- 2¹ How learning takes place
 - 1² Importance of readiness
 - 2² Learning as simple Stimulus--Response reflex
 - 1³ Conditioned reflexes
 - 2³ Transfer of acquired reactions
 - 3² Importance of mind-set-to-an-end
 - 4² Individual differences
- 3¹ Laws of learning
 - 1² Law of readiness
 - 1³ Greater the readiness, the more potent the operation of effect
 - 2² Law of use and disuse: influence of practice
 - 3² Law of satisfaction and annoyance, or law of effect
- 4¹ Contributing factors to learning
 - 1² Interest, intrinsic and extrinsic
 - 1³ Education as a process of interest, practice, interest
 - 2³ S--R bond must be already present; interest must fit ability
 - 3³ Interest span
 - 2² Exercise of S--R
 - 1³ Number of repetitions
 - 2³ Intensity of repetitions
 - 3³ Recency of repetitions
 - 3² Practice with satisfaction and appreciation
 - 4² Challenge of an obstacle
 - 5² Remembering
 - 6² Habit formation
 - 7² Attitude toward learning
 - 8² Thinking guides learning

- 5↓ Deterring factors in learning
 - 1↓ Coercion
 - 1↓ Brings unreadiness
 - 2↓ Lessens satisfaction and learning
 - 2↓ Lack of satisfaction in practice
- 6↓ Two kinds of learning
 - 1↓ Primary learning--narrow method of learning
 - 2↓ Concomitant learning--broad method of learning
 - 1↓ Transfer of acquired reactions
 - 2↓ Interests built through marginal responses
- 7↓ Application of laws of learning to teaching
 - 1↓ Role of teacher in developing readiness
 - 2↓ Role of teacher in guiding practice
- 8↓ Role of teacher in learning
 - 1↓ Help student to help himself
 - 2↓ Help improve study habits
 - 3↓ Help develop desirable and eliminate undesirable reactions
 - 4↓ Develop interest
- 9↓ Role of student in learning
 - 1↓ Gain intellectual curiosity and interest
- 10↓ Knowledge and ability to think
 - 1↓ Definition of thinking
 - 1↓ Thinking a forecast into the future
 - 2↓ Thinking requires knowledge
 - 2↓ Outline of thinking process
 - 1↓ Technique of using facts in thinking
 - 3↓ Varieties of thinking
 - 4↓ Basis of purposeful thinking
 - 1↓ Greater interest, better thinking

- 5² Complete act of thought
 - 1³ Steps in complete act
- 11¹ Acquisition of motor, moral and appreciative reactions
 - 1² Developing motor skills
 - 1³ General principles
 - 2³ Models and explanations
 - 3³ Controlling practice
 - 2² Responses of conduct
 - 1³ Relation of knowledge, skill and conduct
 - 3² Reactions of emotions and feelings
 - 1³ Emergency emotions: control
 - 2³ Appreciations and esthetic feelings
- 12¹ Purposeful activity
 - 1² The complete act
 - 1³ Steps in the complete act
 - 1⁴ Purposing, planning, executing, judging
 - 2² Growth includes increasing content of experience as well as control over experience
 - 3² Teacher best helps by helping individual to help himself

PART II

PRINCIPLES, OBJECTIVES AND METHODS FOR TEACHING NURSING ARTS

1. Introductory Explanations
 - 1¹ Definition of profession
 - 2¹ Definition of nursing.
 - 1² Purpose of nursing
 - 2² Activities included in nursing
2. History of Development of Nursing Education
 - 1¹ 1873--Nursing schools established
 - 2¹ 1873-1893--Pioneering period
 - 3¹ 1893-1913--"Boom period"
 - 4¹ 1913-1933--Standard setting and stock taking period
 - 5¹ University school of nursing
 - 6¹ National League of Nursing Education
 - 1² Purpose of N. L. N. E.
 - 2² Work of N. L. N. E.
 - 1³ Curriculum Guide for Schools of Nursing
 - 1⁴ Objectives in preparing curriculum
 - 7.1 Present status of nursing schools
3. Objectives of Nursing Education
 - 1¹ To provide good general training
 - 2¹ To provide a broad and varied preparation for fundamental branches of nursing
 - 3¹ To provide enough practice to acquire a fairly high degree of skill
 - 4¹ Should give vision of professional possibilities
 - 5¹ Should provide sound basis on which post-graduate training can be built

6.1 To teach the principles of good nursing

1.2 Good nursing means:

1.3 An understanding of the sick person and all his needs

2.3 Attempting to help the patient disentangle his economic, social and physical problems in the light of the best available knowledge and agencies

4. The Nursing School

1.1 Function of the nursing school

1.2 Primary consideration--to teach the student

2.2 Standards of nursing schools

1.3 Professional type

2.1 Teaching facilities

1.2 The demonstration room

2.2 The class room

3.2 Other teaching equipment

3.1 The faculty

1.2 Preparation

1.3 Expert in particular field

2.3 Clinical point of view

3.3 A well prepared educator

2.2 Number of members

4.1 The library

5. Provision for Proper Health and Living Conditions for Student nurse

1.1 Nurses' Quarters

1.2 Provision for happy, pleasant living

2.1 Recreational facilities

3.1 Provision for social life

4.1 Provision for health supervision

6. Students' Preparation for Course in Nursing

- 1¹ Educational prerequisite
 - 1² Completion of high school
 - 2² Completion of college courses in fundamental sciences
 - 1³ Preferably two years
 - 3² Aptitude for nursing
- 2¹ Appreciation of relationship between science and art of nursing
- 3¹ Understanding of common principles governing nursing methods
- 4¹ Age--20-35
- 5¹ Good health
 - 1² Complete physical examination before entrance
 - 2² Immunization
- 6¹ Good character and proper mental attitude

7. The Nursing Course

- 1¹ How content of course should be decided upon
 - 1² Analysis of knowledge needed before practical work started
 - 2² Analysis of duties, difficulties, and problems
 - 1³ Theoretical background needed
 - 3² Analysis of ethical or professional ideals
 - 4² Analysis of standards of work
- 2¹ Content of course
 - 1² Medium through which philosophy and ideals of good nursing are taught
 - 2² Evolved on broad general lines on basis of needs of community
 - 3² Should prepare nurses to take care of patients in home as well as in hospital
- 3¹ Objects of course
 - 1² Should help student to identify and learn to apply commoner scientific principles on which general nursing measures are based

- 2² To give student good working knowledge of nursing procedures
- 3² To give student set of desirable standards for judging quality of nursing care
- 4² Should provide a foundation of the intellectual, social, and technical skills that have direct bearing on the general care of the patient

4¹ Introduction to nursing arts

- 1² Purpose and objectives of course

- 1³ A foundation for all other courses

- 2² Summary of units in introduction to nursing arts

- 3² How teaching is organized in general

- 1³ Actual situations used as problems

- 4² Time allotment for course

8. The Teacher's Job

- 1¹ To initiate right viewpoint in regard to good standards of nursing
- 2¹ To be responsible for guiding the student in the study of her approach to each individual patient
- 3¹ To show the student how to make successful contacts and how to organize the plan of nursing care centered around the needs and welfare of each

9. Preparation of the Teacher for School of Nursing

- 1¹ Preparation in basic sciences
- 2¹ A broad general education
- 3¹ Experience in the various fields of nursing
- 4¹ B. A. degree--a minimum
- 5¹ High ideals in the field of nursing

10. Qualities of a Good Teacher in a School of Nursing

- 1¹ Leadership
- 2¹ Ability to size up another's capabilities
- 3¹ Ability to make clear cut assignments
- 4¹ Ability to keep group working toward common goal

- 5.¹ Ability to look ahead and endure delay
- 6.¹ Ability to concentrate in tight places
 - 1.² Best teaching often comes in emergency of the moment
- 7.¹ Ability to accept suggestions from subordinates
- 8.¹ Ability to make people feel at ease; consistency in dealing with others
- 9.¹ Ability to use facts in reaching decisions

11. Planning the Curriculum

1.¹ Principle

- 1.² Educational program so planned as to meet learning needs of students and safeguard welfare of patient and purposes of institution

2.¹ Steps in curriculum making

- 1.² Selection of cluster of ideas to be taught
 - 1.³ Become focal points for selection of material to be presented

2.² Selection of subject matter

- 1.³ Must focus on objectives
- 2.³ Must be suitable to make idea clear to pupils

3.² Appropriate learning activities selected

- 1.³ Principles, skills, and ideals necessary to meet life situations
- 2.³ All activities to serve two purposes:

- 1.⁴ Lead pupil to comprehension of unit ideas

- 2.⁴ Give controlled practice in skills of study and techniques

3.¹ Methods of integration of theory and practice

- 1.² Theory and practice should run parallel

4.¹ Making general time plan

- 1.² Time available and activities to be provided for

12. Dimensions, levels, and other specifications for curriculum
 - 1¹ Hours of practice
 - 1² 44-48 hours per week including classes
 - 2² 4400-5000 hours nursing practice in total course
 - 2¹ Hours of class
 - 1² 1100-1200 including ward teaching
 - 3¹ Emphasis placed upon:
 - 1² Thinking and understanding
 - 2² Ideals
 - 3² Skills
 - 4² Social attitude
13. Records of Students' Activities
 - 1¹ Extent of records
 - 2¹ Value of records
 - 1² Indicate growth of student
14. Methods of Teaching Used in Schools of Nursing
 - 1¹ Types
 - 1² Lecture, discussion, recitation, conferences, demonstration, individual instruction, laboratory, problem, project, case method, seminar, symposium, panel discussion, jury method, and others
 - 2¹ How to select method
 - 1² Consideration of desired results
15. Developing the Teaching Unit
 - 1¹ Definition of teaching unit
 - 1² Objective of teaching unit
 - 2² Subject matter pertinent to objective
 - 3² Activities connected with subject matter
 - 2¹ Major elements in a teaching unit
 - 1.2 Unit method of organizing teaching material

1³ Objectives determine content and method to be used

2³ Placing emphasis upon:

1⁴ Student activity

2⁴ Ward teaching

3⁴ Wide reading

4⁴ Socialized recitation

3¹ Types of teaching units

1² Type based on interest of pupil

1³ Used for younger age group

2² Manageable block of subject matter built around a central idea; material presented as it helps to achieve understanding of central idea

3² Ability to meet specific life situations as unifying factor of unit

16. Class Room Teaching

1¹ The lesson plan

1² Purpose of lesson

2² Aim of lesson plan

3² References and previous assignments

4² Subject matter

5² Method used for teaching

6² Material needed for teaching

2¹ Return class room demonstrations

3¹ What is to be taught in the class room;

1² Principles of nursing

2² Nursing skills

3² Nursing standards

4² Qualities of heart and mind

5² How to correlate principles and practice

17. Teaching in Wards and Clinics

1¹ Methods of ward teaching

1² Conferences and bedside clinics

2² Ward libraries

3² Charts, records, information gained from conferences with doctors

2¹ Methods of assignment of ward experience

1² The efficiency method

2² Case study method

1³ Patient as center of thought

3¹ Extent of ward teaching and experience

18. Use of Text Books

1¹ Method of selection

2¹ Attitude at present toward text books

3¹ Library in classroom and on wards

19. Examinations and Grading

1¹ Types of examinations

1² Oral

2² Written

1³ Essay, essay-completion, completion, multiple-choice, matching, and combination types

3² Practical

4² Reports

2¹ How to decide upon type of examination--purpose of examination

20. The Outlook in Nursing Education

1¹ Progress made in nursing education

1² Reports of N. L. N. E.

2¹ Position of university school

1² Increasing numbers of university schools

2² Steps in building university schools

- 3² The University of Washington school as an example
- 3¹ The ultimate aim of all nursing education
 - 1² To enable nursing students to adjust to nursing situations and to life
 - 1³ Characteristics of such an ideal nurse

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