

THE DEVELOPMENT OF THE BASIC PROFESSIONAL NURSING
PROGRAM OFFERED THROUGH THE DEPARTMENT OF
NURSING EDUCATION, UNIVERSITY OF
OREGON MEDICAL SCHOOL

by

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CHAPTER I
INTRODUCTION

Introduction to the Problem

For almost forty years the University of Oregon has been offering programs in nursing education to interested and qualified students. The first courses were offered in 1919 when a Public Health Nursing Certificate program was established in the Portland School of Social Work. A few years later, a basic professional program was added, characterized by what is now designated as an affiliation-type of organization. A baccalaureate degree was granted. Later a hospital school of nursing was merged with the degree program. For a period of years, both a degree and a diploma program in nursing were co-existent on the University of Oregon Medical School campus.

Today, the University of Oregon offers through its Department of Education, "curricula leading to: (1) a baccalaureate degree for young persons entering nursing and for registered nurses who have graduated from noncollegiate schools of nursing; and (2) a masters degree for experienced registered nurses preparing to teach."(39)

Statement of the Problem

Information regarding the history of the Department of Nursing Education and of the educational programs it has offered is widely scattered and is vague and confused, even in the minds of persons long associated with the University of Oregon Medical School. In the minds of both students and faculty there are conflicting impressions and, for the most part, answers to questions regarding the history of the department are conjectures based on hearsay evidence. Much of this rather nebulous information could be gathered and preserved.

This paper is concerned with locating information of historic import that can be authenticated and organized in some logical or chronological manner.

The Purpose

The purpose of this study is to gather available data from interviewees, catalogs, bulletins, alumnae records, faculty minutes, student publications, and unpublished reports, and to organize the assembled information in a chronological, concise, meaningful, and useful form in order that there will be a history of the development of the Department of Nursing Education, University of Oregon Medical School.

Assumptions

In the compilation of the data it is to be assumed that the interviewees' recall will be accurate and the validation of the data thus obtained lies in the qualification of the interviewees--their competence, integrity, and professional status.

In this type of study statistical validation seems unnecessary. The external criticism presuppose that authentic information may be obtained from the published catalogs, announcements and the like, and that signed and dated information from the department files will be accurate.

Justification

For the professional nurse continuing formal education beyond the undergraduate level, the pursuance of a problem in nursing history is generally considered an acceptable field for research. Historians have long accepted history as a science and have recognized the common characteristics of history and the other sciences. The data of history differ only from other scientific data in that they always have a time and space relationship.⁽²⁾ Thus, the historian deals with facts just as do other scientists.

The steps of research in the history of nursing are the same as those in any science: formulating and defining

the problem; collecting of data relevant to the problem; analysis of the data; and writing of the report of the problem thus pursued.(7) As a science, the historical method in nursing is a "synthesis of verified facts into a readable and understandable account," and "involves the processes of documentation, organization, and interpretation."(2)

The field of nursing history as a science has only been lightly touched upon and is therefore a very fertile field of research for the graduate student.

There are several satisfactions and rewards to the nurse historian: the satisfaction of being better informed concerning past events in order to understand better the present; the contribution of extending knowledge of past events; and, becoming somewhat of a specialist in an area of nursing--however broad or narrow the area may be. "These satisfactions in themselves are reason enough for the pursuit of this activity."(2)

Apparently very little has been written about the history of nursing in Oregon. History in itself is usually fragmentary in that in comparison to the number of events which have taken place, there is a scarcity of evidence remaining.(2) Information could be found, of course, in minutes of organized activities, reports, pamphlets, brochures, isolated surveys, organizational

publications, and newspapers, but at the present time such information is usually filed away in unusable form and in inaccessible places. There has been little attempt made to organize historical data of collegiate nursing education in Oregon into usable form.

The pursuance of the proposed study seems justified in that, in a small way, it will contribute to the available and known knowledge of the historical development of nursing education in Oregon.

It is to be assumed that in the years to come, the Department of Nursing Education, following a national trend in collegiate education in nursing, will continue to grow and develop. It is to be further assumed that a history of the Department of Nursing Education will be of interest to the students, faculty members, and alumnae of the department, and that the information will be further useful to the students in helping them to understand their relationship to the past. A concise history of the basic professional program should be of value in the orientation of new faculty members to the department. In the assembling of archival material relating to the department, the information should also be helpful to the librarian.

Definitions

For the purposes of this study, the following terms are defined.

History - referred to as "Any narrative or description of past event or facts written in the spirit of critical inquiry for the whole truth." (7)

Basic School of Nursing - a course of study offered to students with no previous experience in nursing and designed to meet the minimum requirements of the State Board of Nursing regarding organization, administration, curriculum, faculty qualifications, student personnel policies and the like.

Diploma Program in Nursing (or Diploma School of Nursing) - a program offered by a basic school of nursing. This is usually incorporated into a hospital's organization and upon satisfactory completion of the program, the student is awarded a diploma in nursing.

Degree Program in Nursing (Collegiate School of Nursing) - an educational unit under the auspices of an institution of higher learning authorized to grant degrees to those students satisfactorily completing the program.

Professional Nurse - a graduate of a state-accredited school of nursing and holding a current license to practice professional nursing. For the purpose of this study, the nurse will be referred to in the female gender since the

major number of nurse practitioners are women.

Limitations

In this study, the problem of gathering and organizing data relevant to the development of the nursing programs, offered through the Department of Nursing Education, will be delimited to include only those data pertinent to the basic degree program. However, enough of the history of the other educational programs offered will be included to give continuity and readability to the study. No attempt will be made to include an analysis of curriculum patterns or of curriculum requirements made throughout the years by the state agency now known as the Oregon State Board of Nursing. In addition, no attempt will be made to study either the entrance or graduation requirements of the University of Oregon, or of the admission policies of the Department of Nursing Education.

The study will be further delimited to that information which can be obtained through interviews, catalogs, department faculty minutes and other related department information, unpublished reports, alumnae records, and student publications.

Sources of Data

In the pursuance of historical research, the only solid bases for historical work are those which are considered as primary sources.⁽⁷⁾ The following primary sources have been selected for this study:

Documents:

Catalogs of the Portland School of Social Work, University of Oregon, University of Oregon Medical School, and the Department of Nursing Education.

Announcements and Bulletins for the Department of Nursing Education.

Faculty minutes and other associated information from the Department of Nursing Education files.

Alumnae records.

Student publications.

Interviews:

Saidie Orr-Dunbar--long active in the interests of nursing in Oregon.

Maisie V. Wetzel--associated with the Department, 1936-1948.

Henrietta Doltz--director of the Department, 1943-1956.

Procedure in Collection of Data

Data for this study are to be collected by note-taking on file cards. Material thus compiled will be arranged chronologically in five-year periods. Interview notes will be taken verbatim as much as possible and will (of necessity) be rewritten on cards for filing purposes. Bibliographical cards will be utilized, but most of the data compiled will be recorded on subject-note cards. An index system will be devised for simplification in the final organization and writing. Data will be arranged chronologically and not classified by subject matter context.

CHAPTER II

THE DEVELOPMENT OF DEGREE PROGRAMS IN NURSING

The Changing Role of the Professional Nurse

Changing Concepts of Professional Nursing

The professional nursing of today is the result of many social factors and influences that have come down through the centuries, but essentially it is the product of outstanding scientific and professional developments in the 20th century. Nursing has progressed from an activity carried on mostly in the home by untrained individuals to a very highly specialized and respected profession. There is today a general public recognition that nursing is no longer limited primarily to simple nursing care in hospitals, but has become a community service in which preventive and educational activities are an important part.(3)

The tremendous advance made in medical science has placed increased demands on nurses' knowledge of disease and treatment. Physicians have more and more looked to the nurse as an assistant and have demanded increased ability in her practice. She has assumed responsibility for many procedures that formerly were done by the physician himself. She has also been given an increased responsibility for the observation of the patient and thus, has progressed from

assistant to co-worker.

Perhaps one of the most important factors that has influenced the modern nursing curriculum is the interest in the matter of health and welfare by our society as a whole. Medicine is not concerned today only with curative measures; preventive medicine has become an increasingly important field. The concept that the hospital is only one of many community agencies concerned with the health of the people has greatly changed the role of the nurse. The trend today is to "recognize the need to individualize care through understanding of the physical, emotional, mental, social, and spiritual factors affecting each patient."⁽¹⁴⁾ To prepare the nurse for the many diversified roles she must play in the physical care, preventive health measures, patient education, and rehabilitation, society, as well as nurse educators, must look very critically at the education being offered to student nurses. The professional nurse of today must be scientifically informed and technically competent. She must have the necessary psychological and social insight, be community-minded, and be able to understand human behavior in all ages and in the presence or absence of illness.⁽⁸⁾

Critical Deficiencies in Nursing Today

Recognized as one of the major social problems confronting our nation today is the critical deficiency in

the supply of nursing personnel for our health services. But, even more critical than the numerical shortages, are the inadequacies in the preparation of many nurses for the responsibilities inherent in the positions they hold. The problem of numerical shortages may be very acute in thousands of local communities but nationally the problem is largely one of quantitative, qualitative, or of distributive supply for the health services indispensable in our society. The educational inadequacy is reflected in the large numbers of professional nursing personnel who lack both the foundation and special training requisite to their jobs.

In the qualitative analysis of the competence of every group of workers, based on adequate preparation, must come the recognition that for some the education should encompass learning in professional and allied fields which only higher education can provide. "In every phase of nursing service there is an urgent demand for more and better teachers, more efficient administrators, head nurses, and clinical specialists properly equipped for their work." (3)

There are several factors which have helped to create this shortage of professional nurse power. First of all, there has been a tremendous increase in our national population, and the opportunities for employment in other

fields have expanded incalculably.⁽³⁾ The United States has been a leader of nations in providing health services to its people so there have been increased demands for nurses in more areas of nursing services, including industry, schools, civil defense, military services, public health, doctors' offices, and private duty. An increased number of hospitals have been made possible by public funds. This in turn has increased the demand for nurses. The changing public attitude toward hospitals, lack of facilities for home care, and pre-payment insurance plans have also increased the demands for the services of the professional nurse.

Dr. Margaret Bridgman, in her book, Collegiate Education for Nursing, points out the very important fact that the extensive studies made in the past have resulted in the consensus that the improvement of nursing service must be through improved nursing education.⁽³⁾

It is encouraging to note the spreading interest and sense of responsibility among general educators in regard to the professional preparation of nurses. In the past, there has been a notable lack of communication between nursing education and general education and between nursing services and allied health services. Perhaps the crux of the difficulty lies in the traditional but outworn conception that nurses are a very homogenous group with

the same skills and functions and that their educational needs are identical.(3)

Educational Preparation for Professional Nursing

The Hospital School - the Traditional Pattern

Prior to the establishment of the first school of nursing in 1860, the United States had no organized nursing education. The first schools in this country were modeled after the Nightingale system in England. The Nightingale schools were founded on the principle that the educational control of the student be under a qualified head and not under the control of either the medical or administrative staff of the hospital.(10)

It is interesting for nursing educators to speculate on what nursing might have been in the United States today if all schools of nursing could have been founded and conducted on this basic principle. As it was, difficulties developed in financing these educational programs and the training schools soon became incorporated into the hospitals. "As soon as the early training schools had proven their value, the flood of demand swept away almost everywhere the educational foundations on which the Nightingale Schools were built."(3)

It was difficult to determine the primary aim of these schools--whether it was concerned first with service

in the hospital or with the education of the students. Apparently these aims were considered as identical and the loss of the basic foundation was disastrous from the standpoint of the education provided. Thus, was established the traditional pattern of the hospital school of nursing--the apprenticeship-type of education with the educational control vested in the hospital whose primary objective is the provision of patient care. It continues to be the educational pattern under which the majority of students still are prepared. It is readily apparent that part of the problem of educational inadequacies in the preparation of many of our graduate nurses today has its origin in this apprenticeship-type of education, where often the student has limited opportunity for not only technical but also social and intellectual growth. (18)

The apprenticeship-type of education was probably unavoidable in the late 19th century. At this stage of our social evolution, society as a whole felt comparatively little responsibility for women's education or for any type of vocational education. In criticism of the continuance of this pattern, it must be recognized that the hospital school of nursing had two equally legitimate interests. The underlying conflict has been between the necessity for improving nursing education and the necessity for maintaining and increasing nursing

services in the face of rising costs to the consumer. "Only lately, as education in general has progressed and apprehension caused by shortages and deficiencies in nursing has become vocal, has the public begun to question the adequacy of hospital schools." (3)

In the typical hospital school, the first six months are generally devoted to classroom work in the physical, biological, medical sciences, and in nursing and allied arts. (4) Educators question how much of this extremely heavy academic load the recent high-school graduate is able to assimilate in such a short period of time and would conclude that "the brief time allotted to each subject implied superficiality and inadequacy in the courses, both in themselves and as a foundation for a major worthy of college credit." (3)

Dr. Bridgman points out three major inadequacies of the diploma program. She writes:

Diploma programs in hospital schools have been the recognized means of preparation for general nursing. These courses are unequal to meeting the present-day quantitative and qualitative demands for the preparation of all nurses at the general nursing level, for the following reasons:

1. They vary widely in quality and a large proportion are below the national standards of the nursing profession for producing staff level competence.
2. Because of their educational process, requiring three years when comparable or superior results can be produced more

quickly with concentrated educational emphasis.

3. They fail to provide adequate foundations for specialization and advancement. (3)

Collegiate Education - Basic Degree Programs

The recognition of the need for providing nursing education on the collegiate level is not new. The undergraduate school of nursing (as a professional school under the auspices of a university or college) probably had its beginnings when the nursing schools began to reap the indirect benefits of the university hospitals established for the clinical instruction of medical students. It was inevitable that the nursing schools should also benefit from the abundant clinical facilities, the privileges of the medical school and its educational atmosphere, the physical plant and equipment, and teaching by the medical staffs.

Teachers College, Columbia University, in 1899 admitted qualified graduate nurses to the junior class. This was the first step toward university recognition of nurses' training. (5)

It was not, however, until 1910 that a school of nursing was established as a part of a university system. In that year, the University of Minnesota (a pioneer in collegiate nursing education) started admitting nursing students on the same basis as other students and granting

a special professional degree to the graduates at the completion of the program. The early schools were effective in establishing the nursing student's right to a place in academic preparation and in leveling the prejudice against the student nurse.

The first experiments in having a college or university supply teaching in certain preliminary subjects were in no sense university level instruction, but did help to develop a link between the university and the hospital school.

Since that time, the movement toward collegiate education has continued to grow. For nursing educators it is encouraging to note the growing interest of colleges and universities in providing sound collegiate nursing education.

Four types of baccalaureate degree programs in nursing have evolved. Dr. Bridgman classifies these as:

(1) consecutive type, (2) correlated type, (3) cumulative type, and (4) affiliation type.⁽³⁾

The affiliation-type program was the earliest to develop. It consists of two unintegrated blocks of learning, usually two years of collegiate lower-division work, and the three-year hospital diploma course. Frequently in this type of program, academic standards are applied in an inconsistent manner and the affiliating training unit has never been accredited by any agency of

higher learning as being on the college level. In these programs the institution of higher education often grants degrees without any responsibility for either the quality or content of the nursing major and has thus perpetuated the apprenticeship-type of hospital methods.

This type of program does not offer a true college curriculum in nursing and the degree granted actually represents no more competence in nursing than the diploma issued from the hospital school which the student attended.

Dr. Bridgman says:

Many leaders in the nursing profession regard the affiliation pattern as the most serious threat to the continuation of the notable progress that has been made in nursing education because such schools confuse issues, devalue the degree in nursing, and deflect students from sound collegiate schools. (3)

The other three types vary somewhat in the organization but in these, all nursing courses and supervised practice is on a collegiate level. Dr. Bridgman emphasizes that in the collegiate school, the

purpose is defeated unless policies applied to nursing are consistent with general standards of colleges and universities, nursing students receive the benefits of genuine college education, and nursing degrees are authentically representative of the completion of an upper-division major in the degree-granting institution. (3)

A sound collegiate program provides background in general education as well as a major curriculum in the field of nursing and should lay the groundwork for graduate

study. College credit is awarded for all courses in nursing on the basis as for other courses. Currently a curriculum in nursing, equal in length to those for other students, has been generally accepted by institutions of higher education.

The hospital used for laboratory work in the collegiate program may be either owned by the degree-granting institution or be closely associated through contractual agreement. In either case, the institution of higher learning assumes the responsibility for the arrangements for an appropriate level and quality of instruction.

Faculty members employed in the nursing major are members of the faculty of the degree-granting institution and are governed by the same standards and policies as those in other departments.

Associate of Arts Curriculum

One of the current trends in nursing education is the establishment of programs within Junior Colleges. These are usually approximately two years in length and lead to an Associate of Arts degree.

Establishment of the First Schools of Nursing in Oregon

Those who founded Oregon possessed much foresight and brought with them strong ideas and ideals for service and education which were reflected in the early establishment

of schools, libraries, hospitals, and other service organizations. Pioneer efforts in higher education began with the founding of Willamette University in 1843.⁽⁹⁾ The nurses migrating to Oregon were few in number, but among them were some very well qualified and capable women. One of these, Emily Loveridge, organized the Good Samaritan Hospital, School of Nursing in 1890, under the auspices of the Episcopal Church.⁽¹⁹⁾

By 1900, two more schools of nursing were opened and are still in existence. The University of Portland, College of Nursing was originally organized in 1895 by the Sisters of Charity of Providence, under the name of St. Vincent's Hospital, School of Nursing. In 1897 a school of nursing was established in the Portland Sanitarium and Hospital. It was taken over by the Conference of Seventh-Day Adventists in 1906, and became a part of Walla Walla College in College Place, Washington in 1948.⁽¹²⁾

In 1911, the Oregon State Legislature enacted a law governing the practice of nursing and made provision for legal status of nurses. It created the state agency now known as the Oregon State Board of Nursing. This was one of the earliest nurse practice acts.

CHAPTER III
THE DEVELOPMENT OF THE BASIC PROFESSIONAL NURSING
PROGRAM OFFERED BY THE DEPARTMENT OF NURSING
EDUCATION, UNIVERSITY OF OREGON
MEDICAL SCHOOL

The basic professional nursing program conducted by the Department of Nursing Education at the University of Oregon Medical School is the outgrowth of courses originally designed to prepare graduate nurses to function as public health nurses. In the development of the existing program, the administrative authority has changed several times. What is now referred to as an affiliation-type degree program characterized the early efforts at establishing a basic professional nursing program. Later, a hospital school of nursing was merged with the degree program. For a period of time, a diploma program in nursing was co-existent with the baccalaureate degree program in nursing at the University of Oregon Medical School. At various times areas of specialization were offered, sometimes to graduates of other schools of nursing.

There is no consistent and complete record of the evolution of the basic nursing program which ultimately came under the aegis of the University of Oregon Medical

School at which time the Department of Nursing Education was organized.

In an endeavor to locate and organize authentic information of historical value, interviews were sought with three persons whose relationship to the Department of Nursing Education extend over considerable time. Two of these, namely, Saidie Orr-Dunbar and Maisie V. Wetzel, could recall the early organization; the third person was Henrietta Doltz, who was associated with the program from 1943-1956. Their recollections were written down verbatim as much as possible. Later, these interview notations were transferred to subject note-cards to facilitate filing and organization. All relevant data thus gathered were assembled and arranged chronologically.

The interview notes were then verified in part by again referring to the interviewees. Further verification was made by seeking additional sources of information. Data obtained by interview with Miss Doltz, being of more recent origin, were readily validated by reference to catalogs, bulletins, student publications, alumnae records, and other information located in the department files. The latter included typewritten, unsigned papers presumably prepared by Grace Phelps, Maisie Wetzel, and Elnora Thomson. One set of papers bears the notation at the top "prepared by E. Thomson." The materials were apparently

prepared in 1950, after Elnora Thomson had left the Department of Nursing Education. Maisie Wetzel has seen these materials and recalled that she was present when Miss Thomson dictated the content which was later transcribed by a department secretary. Miss Wetzel notarized the papers as of May, 1958, after making some footnoted correction of material known to her to be erroneous.

Establishment of the Portland School of Social Work

In the years 1916-1917, the Oregon Tuberculosis Association sponsored a survey of 17 counties in the state to determine the extent of the state's tuberculosis problem. This was the beginning of a chain of events which eventually involved the University of Oregon in nursing education. In addition to sponsoring the survey, the Oregon State Tuberculosis Association, under the capable direction of Saidie Orr-Dunbar, obtained and financed the first public health nurse in Oregon. She was Jane Allen, still residing in Oregon. Her successful demonstration in Jackson County stimulated the local residents into providing the first public funds for the employment of a public health nurse. Additional activities of the organization such as helping the State Board of Health in organizing local health departments, and financing a public health nurse for the State Board of

Health, stimulated an interest in and a demand for more public health nurses in Oregon. In an effort to solve the problem of obtaining such nurses, the Oregon State Graduate Nurses Association (now known as the Oregon Nurses Association) proposed preparing these nurses in Oregon's own educational institutions. The Portland Extension Division of the University of Oregon was requested to include courses designed to prepare public health nurses. The Oregon Tuberculosis Association agreed to finance the initial public health nursing curriculum. (25)

For some time prior to this request, it had become increasingly apparent to the social agencies in Oregon that there was a great need for more competently prepared persons for employment on their staffs. As a result of a conference between President Prince Campbell of the University of Oregon and a group of representatives of the Portland social agencies, the Board of Regents of the University of Oregon authorized the establishment of the Portland School of Social Work in the fall of 1919 as the Portland Division of the University's School of Sociology. It was located in Portland because the facilities for field and laboratory work were more readily available there than elsewhere in the state.

In the summer of 1919, the Oregon Tuberculosis Association, the Portland Visiting Nurse Association, and

the Multnomah County Public Welfare Bureau made arrangements for Miss Gillespie, Assistant Director of the Public Health Nurses Association in Cleveland, to come to Portland to conduct a six-week program in Social Work and Public Health Nursing, under the sponsorship of the Extension Division of the University of Oregon. This was so successful that there was a demand for the continuation of the program. In the fall of 1919, Dr. Franklin Thomas and Dr. Edward Devine of the Portland School of Social Work authorized Mrs. Dunbar to contact people in the East to find someone to conduct the Public Health Nursing Program. (40)

The first announcement of the program set the beginning date as January 5, 1920, (27) but there was difficulty in securing a qualified director; hence, the courses were not begun until the fall quarter, 1920. By that time, Mrs. Dunbar had secured the loan of Elnora E. Thomson to assist with the program. Miss Thomson was under contract to the National Organization for Public Health Nursing to organize and direct a Western office for this organization in San Francisco. Miss Thomson carried both positions until the San Francisco office closed in 1923, at which time she also left the Portland School of Social Work. She accepted a position with the Commonwealth Fund and returned to the Portland School of Social Work as

part-time director of the nursing program in 1925 while she was conducting the Commonwealth Fund's Public Health Demonstration in Marion County, Oregon. In the interim, Helen Hartley had assumed the responsibility for the direction of the nursing program. Miss Thomson resigned her position with the Commonwealth Fund to become full-time director of the public health nursing program in the School of Social Work in 1927.

Nine students were enrolled in the first class in 1920. They completed the courses and received their certificates at the University of Oregon's exercises in Eugene in June, 1921. (40)

First Degree Curriculum in Nursing

Offered by the University

It is interesting to note that a degree program in nursing had been proposed years before it became a reality. In 1915, Grace Phelps, who at that time was director of the Multnomah County Training School for Nurses, became interested in having the University offer a degree program in nursing and had her first interview with President Campbell at the University. (26) Many other conferences followed, but World War I intervened and Miss Phelps left to become Chief Nurse, Base Hospital, #46. Following the war, she returned and enlisted the help of Jane Doyle in

further promoting a plan for collegiate nursing education. Following more interviews, Dr. Campbell and Dr. Harry Beal Torry, Dean of the School of Biology, expressed an interest in such a plan. In the course of working with Miss Phelps and Miss Doyle, Miss Thomson also became interested in promoting such a program. In the summer of 1926, Dr. George Rebeck, and Mr. Earl Kilpatrick, Dean of the Extension Division of the University, told Miss Thomson such a program could be started in the fall of 1926, as approval could be obtained from the University's Faculty Committee on Curriculum. (30)

The students enrolled for this program would be allowed to select for the clinical portion of their curriculum a hospital school of nursing meeting the University's requirements. In the school year 1926-1927, there were a few students who had had the two-year university requirement and who were enrolled for clinical work in the St. Vincent's Hospital, School of Nursing, Portland, Oregon. In 1929, Miss Harriet Osborn finished the prescribed nursing course and was the first nurse to graduate from the University of Oregon with a Bachelor of Science degree. (40)

At that time, the five-year course leading to a Bachelor of Science or Bachelor of Arts degree included two years at the University of Oregon, two years in a

University-approved hospital school of nursing, and one year in public health nursing, hospital administration, or some other type of nursing. The non-nursing portion of the program included courses in natural and social science, and the language arts. In the early years in the degree program, the third and fourth years, or the clinical nursing portion of the program, were confined to St. Vincent's Hospital, School of Nursing or the Multnomah County Training School for Nurses.⁽³⁰⁾ The fifth year was designed for specialization in some area of nursing.⁽³²⁾

In 1929, a certificate curriculum in nursing was offered to students enrolled in accredited hospital nursing schools in Oregon. This was conducted cooperatively by the Portland School of Social Work, the Extension Division of the University of Oregon, and the University of Oregon Medical School. In addition to pre-clinical nursing courses, the program included courses in the physical and biological sciences, and in clinical nursing, for which the student received 50 academic credits granted by the University of Oregon.⁽³⁰⁾ The three-year certificate curriculum lead to the acquisition of a Junior Certificate from the University of Oregon or Oregon State College and a diploma from the hospital school of nursing. This certificate program was discontinued in 1939.⁽⁴⁰⁾

In 1930, the Good Samaritan Hospital, School of

Nursing affiliated with the University of Oregon in the nursing program and offered both the certificate and degree programs to its prospective students. (16)

Reorganization Under the State Board
of Higher Education

With the advent of the depression and its effect on the state's economy, the residents began to look more critically at its higher education. The desire to build strong and effective education in Oregon State College and the University of Oregon had fostered a dual system of higher education. This had proved to be very costly, and legislative action in 1929 reflecting the people's desire for a unified system, created the Oregon State System of Higher Education and established the State Board of Higher Education. The act placed under the Board's control

all of the State's institutions of higher learning provided for and made mandatory on the Board the reorganization of these institutions, and reorganization to be based upon a survey covering the present conditions and future needs of all branches of state-supported higher education and scientific research in Oregon. (29)

In the reorganization that followed, changes were made in many departments of the various institutions. The Portland School of Social Work was closed and the nursing program would have been lost except for the far-sighted efforts of Dr. Richard D. Dillehunt, Dean of the Medical

School, and others interested in nursing. These individuals persuaded the University to place its nursing program under the auspices of the Medical School. In this reorganization, the Department of Nursing Education was established in 1932.

Throughout available printed materials in references to the University of Oregon Medical School, Department of Nursing Education, the following terms are often used synonymously and interchangeably:

Department of Nursing

University of Oregon Medical School, Department of
Nursing

School of Nursing

University of Oregon, School of Nursing

University School of Nursing

Although the programs in nursing are offered through a department, the actual administration and organization more closely resemble that of a school rather than the usual concept of a department within a school. The use of the term "School of Nursing," although not accepted officially, has been accepted in common parlance.

In the academic year 1934-1935, the Department offered either a five-year or a four-year curriculum to the prospective student. The first two years were taken either at the University of Oregon or at Oregon State College, followed by one term at the Medical School, then two years

in the affiliate hospital. Courses not requiring the hospital for laboratory work were given at the Medical School. Students already in pre-nursing by the fall of 1934 could take advantage of this curriculum change which reduced by one year the time required to secure a degree. In the five-year program, the fifth year was taken either at the Medical School in one of the programs leading to a certificate, or in the College of Social Science at the University of Oregon. (33) Certificates were granted in public health nursing, obstetrical nursing, orthopedic nursing, or pediatric nursing. The University announced at that time that an allowance of 45 term-hours would be given for courses taken in schools of nursing other than those affiliated schools, providing they were standard schools of nursing which admitted only high-school graduates. (34)

In 1936 the affiliation with St. Vincent's Hospital was discontinued when their School of Nursing withdrew to become part of the University of Portland. Shortly afterward, Good Samaritan Hospital, School of Nursing also withdrew. From then on, the nursing program conducted by the Department of Nursing Education utilized the clinical resources of the Medical School Hospitals and Clinics. (40)

By fall 1939, only the five-year degree program was offered. This led to a baccalaureate degree plus a

certificate of specialization. (35) More direct control of the education and supervision of students was made possible in 1938-1939 when, for the first time, a department budget was allowed over and above the estimated income from students' fees. This, plus the very substantial increase in the 1943-1944 budget, made it possible to appoint an increased number of faculty. (15)

Between 1942-1944, an affiliation with Emanuel Hospital's obstetrical department was utilized to augment the experiences available at Multnomah Hospital. An increase in the number of student nurses and a decrease in the number of obstetrical patients at Multnomah Hospital, made additional educational resources necessary in that clinical area. (15)

World War II precipitated many problems in nursing and nursing education. The pressing need for large numbers of nurses in the armed forces had greatly depleted the number of nurses available for health services on the homefront. In an effort to meet the demand for nurse power both in the military and civilian health services, the 78th Congress enacted what is commonly called the Bolton Act. This Act became effective on July 1, 1943. (17) As a temporary emergency measure, the Department established (in 1943) a diploma curriculum to which high-school graduates were admitted, and accelerated the degree program

for completion in four calendar years, including four terms of pre-professional courses. Both programs were approved by the United States Public Health Service and students of both programs were eligible to become members of the United States Cadet Nurse Corps.⁽³⁶⁾ The Cadet Program aided in the recruitment of students, assisted them financially in their education, and materially aided the Department by providing for more faculty salaries.⁽¹⁵⁾ October 15, 1945 was the last date when students could be admitted under the Bolton Act.⁽²³⁾

Several changes were made in the administrative personnel about that time. Elnora Thomson retired on October 11, 1943 to become Director Emeritus. Maisie Wetzel was in charge of the Public Health Nursing Program and continued in that capacity until her resignation on January 1, 1948.⁽⁴⁰⁾ Henrietta Doltz became director of the Department in July of 1944 and functioned in this position until her resignation in September, 1956.

No history of the Department of Nursing Education would be complete without a few comments about the Multnomah County Training School for Nurses.

The Multnomah County Training School for Nurses was organized in 1910 under the direction of Alta B. Youmans-Spaulding, Superintendent of the Multnomah County Hospital. The school was part of the hospital then located at the

corner of Second and Hooker Streets. In 1923 the hospital and its school were moved to the present site on Marquam Hill.⁽¹¹⁾ The hospital, through contractual agreements with the University of Oregon Medical School, had long been used for clinical facilities for medical students and it was only natural that facilities of the Medical School would be utilized for the instruction of the student nurses.

One of the units of the University of Oregon Medical School Hospitals and Clinics, the Doernbecher Memorial Hospital, opened in 1926 and offered to all state-accredited schools of nursing in Oregon instruction and practice in pediatric nursing. The Multnomah County Training School for Nurses was the first to utilize these facilities.⁽¹¹⁾ Doernbecher Hospital continues to be utilized for that portion of nursing education.

The Multnomah Hospital Alumnae Association was first organized in 1921, at the time Emma Jones was superintendent of the Multnomah County Hospital. In November of 1944, the Association changed its name to the "University of Oregon Medical School, Department of Nursing Alumni Association."⁽²⁴⁾ The Alumnae Association includes in its membership the graduates of this early school.

No specific date marked the merger of the Department of Nursing Education and the Multnomah County Training School for Nurses. Gradually, the Department assumed more

of the responsibility and control of the students' education. The transition might have been considered accomplished when the Dean of the Medical School and the Director of the Department started to sign the Graduate Nurse Certificates and the pin was changed (in 1945) to read "University of Oregon Medical School, Department of Nursing Education."⁽²²⁾ The pin was the same as had been used by the Multnomah County Training School for Nurses. The uniform and cap (designed by Mrs. Youmans-Spauling)⁽²⁶⁾ that had been in use by the Multnomah school continued to be worn. The grey dress with white collar and cuffs, white bib and apron (with modifications) is still the student uniform.

In 1945 the professional curriculum was increased to a minimum of five quarters at an accredited college or university, plus 11 terms at the Medical School in the Department of Nursing Education.

The Department was at that time accredited by the Oregon State Board of Nursing and by the National Organization for Public Health Nursing, and was a charter member of the Association of Collegiate Schools of Nursing.⁽³⁷⁾

The Department of Nursing Education was the first department in the Medical School to issue its own catalog. This was first done in the academic year 1945-1946.⁽¹⁵⁾

Upon recommendation of the Department's Executive Committee, the last class in the diploma program was

admitted in June of 1950.

Throughout the years, additional experiences have been developed to enrich the students' education. Tuberculosis Nursing at the University State Tuberculosis Hospital, one of the Medical School Hospitals and Clinics, was started in 1943. Out-patient Clinic experience was included in 1952. Public health nursing observation of one week was started in 1943. By 1955 this was extended to six weeks experience in the affiliating agencies.⁽⁴⁰⁾ The experience is now eight weeks in length. In order to meet the Oregon State Board of Nursing's requirement for psychiatric nursing, an affiliation with the Oregon State Hospital in Salem was started in 1948. This phase of the students' education was not under the direct control of the University, but the hospital faculty worked very closely with the Department of Nursing Education in designing the courses and selecting appropriate practice areas. Nebulous plans were at that time being formed for a psychiatric unit at the Medical School where the students might receive this instruction. This unit opened in the fall of 1957, and plans of the Department call for rotation of basic students in the unit starting fall quarter, 1958.

Recruitment of capable students for the degree nursing program has always presented a problem to the Department. Understanding and public relations were strengthened by

the addition of a Coordinator for the Preprofessional Curriculum. Olive Slocum was appointed to this position in 1945 to assist the pre-nursing students at Oregon State College and University of Oregon. The presence of a faculty member made possible better integration of the pre-nursing and clinical nursing portions of the program. Her presence and participation in campus activities promoted better communication and understanding between the Department of Nursing Education and the faculties of the other institutions of higher learning in the state. The recruitment program grew with representatives of the Department participating in regular high-school visitations sponsored by the Oregon State System of Higher Education. (15)

Current Basic Professional Program

Currently, the student who wishes to register in the basic degree curriculum enrolls for the first five terms at the University of Oregon or Oregon State College, or in some other accredited college or university. This portion of the program is planned to provide a sound educational foundation in the biological and physical sciences, English, history, sociology, and other liberal arts courses. It also provides the student a period of time for personal development and the opportunity for the evaluation of

nursing as the major field of interest. (39)

Students enroll in the Department of Nursing Education in either the spring or fall quarters for the clinical nursing curriculum consisting of 11 quarters.

At the completion of the program, students receive their degrees from the University of Oregon, unless they have taken their pre-nursing work at Oregon State College, Linfield College, or Pacific University, in which case they may receive their degree from the institution attended.

Upon admission to the nursing part of the program, the students become members of the Student Nurse Association. This organization participates actively in the Oregon State Student Nurses Association. The Alpha Tau Delta, national nursing sorority, maintains a chapter in the Department of Nursing Education with which eligible students may be identified.

Current graduates of the program are eligible for membership in the American Association of University Women. (15)

The Department of Nursing Education, under its present director, Jean E. Boyle (appointed March 1, 1958), is fully accredited by the Oregon State Board of Nursing and the National League for Nursing. It is currently a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

The student enrolled in the Department of Nursing Education shares in the stimulating educational atmosphere and fine facilities offered in the Medical School Hospitals and Clinics. She receives professional preparation from 25 educationally-qualified full-time faculty members, in addition to instruction by the medical faculty and numerous members of the hospitals and clinics teaching staffs.

CHAPTER IV
SUMMARY AND RECOMMENDATIONS

Summary

It was the purpose of this study to gather data relevant to the development of the basic professional nursing program offered through the Department of Nursing Education, University of Oregon Medical School, and to assemble this information in a logical or chronological, meaningful and useful form.

The historical method of research was used in pursuance of the study concerned with the locating of information of historic import that could be authenticated and organized in some logical manner.

The study was limited to data which could be obtained from interviews, catalogs, bulletins, alumnae records, faculty minutes, student publications, and unpublished reports.

For almost forty years, the University of Oregon has been offering programs in nursing education to interested and qualified students. The basic professional nursing program is an outgrowth of courses which were first offered in 1919 when a Public Health Nursing Certificate Program was established in the Portland School of Social Work.

The concern of nursing leaders in Oregon, such as Saidie Orr-Dunbar, Grace Phelps, Jane Doyle, and Elnora Thomson stimulated the interest and cooperation of the University of Oregon in establishing a basic professional program in nursing. The program was approved by the University's Faculty Committee on Curriculum and was first offered in the academic year 1926-1927.

The five-year program was characterized by what is now referred to as an affiliation-type of organization. It included two years at the University of Oregon, two years in a University-approved hospital school of nursing, and one year in public health nursing, hospital administration, or some other type of nursing offered through the Medical School, Portland School of Social Work, or the Extension Division of the University.

In 1928 a Junior Certificate program was offered to state-approved hospital nursing schools and was given in connection with the University of Oregon Medical School, Portland School of Social Work, and the Extension Division of the University of Oregon. This program was discontinued in 1939.

The Department of Nursing Education was established in the University of Oregon Medical School in 1932 as part of the reorganization which took place following the creation of the Oregon State System of Higher Education and the

establishment of the Oregon State Board of Higher Education.

At that time, the Department still offered a basic degree program in affiliation with St. Vincent's Hospital School of Nursing, Good Samaritan Hospital School of Nursing, and the Multnomah County Training School for Nurses. By 1936, St. Vincent's and Good Samaritan hospital nursing schools had withdrawn from the affiliation and the nursing students' experiences were confined to the Medical School Hospitals and Clinics.

Gradually, a great degree of control and supervision of the students was taken over by the Department of Nursing Education, and a merger with the Multnomah County Training School for Nurses took place. This transition was considered complete by 1945, when the pin was changed to read "University of Oregon Medical School, Department of Nursing Education."

As a temporary measure during World War II, a diploma program was started and the degree program was accelerated for completion in four calendar years. The diploma program was discontinued following the completion of the class admitted in June, 1950.

Throughout the years, gradual curriculum changes have been made to enrich the students' experiences and professional preparation. The addition of public health observations and experience, tuberculosis nursing, and

psychiatric nursing are particularly noteworthy.

The basic professional nursing student now is enrolled in a four-calendar year curriculum leading to a baccalaureate degree. The first five terms are taken at the University of Oregon or Oregon State College, or at some other accredited college or university. The clinical nursing portion of the program is developed by the Department of Nursing Education. The practice fields are: Multnomah Hospital, Medical School Hospital, University State Tuberculosis Hospital, Oregon State Hospital, and in affiliating Public Health Nursing Agencies. The actual administration and organization of the Department of Nursing Education more closely resemble a school than the usual concept of a department within a school.

Recommendations

As a result of this study, the following recommendations are made:

1. That a history of public health nursing in Oregon be compiled. A number of persons whose long experience and association with public health nursing in this state are available for assistance in the pursuance of such a study.
2. That a history be written of the public health nursing programs offered through the Department

- of Nursing Education. This would further extend the knowledge of the history of the Department.
3. That curriculum studies be made of the schools of nursing in Oregon--both of the diploma and degree programs offered.
 4. That biographical studies be compiled of nursing leaders in the state--a compilation of a "Who's Who" in Nursing in Oregon.
 5. That a follow-up study be made of the graduates of the various programs in nursing offered by Portland School of Social Work, Multnomah County Training School for Nurses, and the Department of Nursing Education as a basis for locating those individuals who have profited from the programs, personally and professionally.
 6. Since a diploma program and a degree program were co-existent for a number of years, a follow-up study on the graduates of the two programs would be most interesting. A comparison of the professional achievements of the two groups might be attempted.
 7. It is further recommended that the faculty of the Department of Nursing Education be cognizant that history is an on-going process and that authentic records of all important actions be preserved.

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