

A SURVEY OF THE ADMINISTRATION AND  
ORGANIZATION OF THE COUNSELING  
PROGRAMS IN FIVE OREGON  
SCHOOLS OF NURSING

by

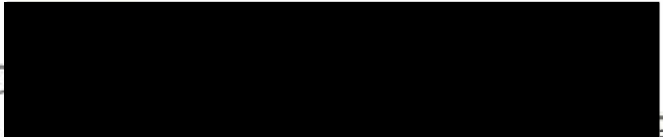
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A THESIS

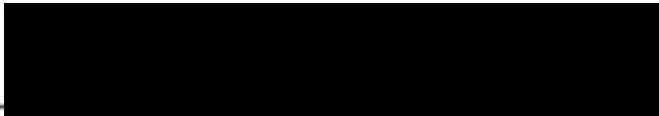
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B. J. H.

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CHAPTER I  
INTRODUCTION

Introduction to the Problem

Advancement and progress in nursing education during this century has been the result of many factors, such as: conducting the school of nursing in accordance with standards and practices characteristic of collegiate education; treating students as mature, responsible, highly motivated, and intelligent individuals; providing each student with an environment conducive to maximal development of potentialities; and the provision of improved student welfare services. Many schools of nursing, in common with other institutions of learning, have some type of counseling program designed to aid the student with personal, social, and emotional problems, thus helping her not only to derive the greatest possible benefits from her educational experience but also to live efficiently and comfortably in her society.

Such counseling for students should not be thought of as something which is added to the instructional program of the school of nursing. It is an integral part of the total program designed to produce a group of well-prepared and personally adjusted nurses. Counseling is not a luxury, it is a necessity in order that all adjustments will be made in ways which meet the requirements of the profession. (2)



### Statement of the Problem

One of the most important factors in the successful operation of counseling services is that of the administration and organization of the program. This study purports to answer these questions: What is the administration and organization of counseling programs in schools of nursing in Oregon? Are the facilities and provisions for these counseling programs equal or comparable to those recommended by a selected group of authorities?

### The Purpose

One purpose of this paper is to obtain objective information which might be used to answer the following questions pertaining to the administration and organization of counseling programs in schools of nursing in Oregon: How many schools have an organized counseling program designed to aid students with personal, social, and emotional problems? How many have definite personnel assigned to administer or direct the counseling service? How many have professionally trained counselors? What has been the academic training of the counselors? What part do the other members of the faculty play in the counseling program? Is there provision for coordinating and directing the services of all who participate in the counseling program? Are cumulative records kept on each student? Is

consent of the student required before any information pertaining to counseling can be released? Does the counseling program have a set of well-defined objectives which are in harmony with the objectives of the institution? Is there any provision for evaluation of the counseling program? Is there any budgetary or financial provision for a counseling program? Are students introduced to the counseling services at time of admittance to the school? What type of physical facilities are available or used for counseling?

A second purpose of this paper was to ascertain, through a review of related literature, those standards and practices considered essential to the successful operation of a counseling program.

The major purpose of this study was to compare the administration and organization of counseling programs in Oregon schools of nursing with those standards and practices considered essential by a selected group of authors.

To recapitulate, the proximate objectives of this study are:

1. To determine the administration and organization of the counseling program in each of the schools of nursing in Oregon.
2. To ascertain, from reviewing related literature, those standards and practices which are considered most



essential to the successful operation of a counseling program.

And, the ultimate objective is:

1. To compare the administration and organization of counseling programs in schools of nursing in Oregon with those standards and practices considered essential by a selected group of authors.

#### Assumptions

It may be assumed that student nurses, not unlike students in other areas of endeavor, have personal, social, and emotional problems. It may also be assumed that they have emotional problems which are unique to student nurses.

It is further assumed that the directors of the schools of nursing in Oregon are cognizant of the trend toward establishing a counseling program designed to aid students with personal, emotional, and social problems, and which is considered by many to be an integral and necessary part of the total educational program. It is assumed that the directors of these schools will be able to give valid responses to questions pertaining to the counseling program in their respective schools.

### Justification

Recent literature and research surveys indicate that there is a definite need for a well-organized counseling program to assist students who need help in facing and solving their personal, social, and emotional problems-- those which are common to all young people and those which are unique to student nurses. Recognizing this need, many schools of nursing are now providing counseling services for their students. The school of nursing which has no planned counseling program is depending upon casual relationships to help the individual achieve what is essentially a difficult, and many times a technically involved adjustment.<sup>(12)</sup> As these casual relationships are often not sufficient to meet student needs, a well organized counseling program is a necessary, if not vital, part of the total educational program. The hypothesis upon beginning this study is that the administration and organization of the counseling programs in most, if not all, schools of nursing in Oregon is inadequate. One justification of this study is to either prove, or disprove, this hypothesis.

A further justification is that the findings of this study might prove helpful to the administration and faculty of the schools of nursing in Oregon. The findings might be an aid especially if the schools are vitally concerned with

their responsibility to consider the student as "a whole person reacting in a specific environment--not merely as a mind."(4) The social and emotional development of the student should concern the institution fully as much as her intellectual and vocational progress.

### Definitions

For the purpose of this paper, the following terms are defined:

Counseling is a "purposeful, reciprocal relationship between two people in which one, a trained person, helps the other to change himself, or his environment."(22)

Counseling Program is a "professional service providing resources for helping the student to formulate goals, make efficient and purposeful plans, and to deal with immediate and obvious situations."(20)

Schools of Nursing are those institutions or programs whose function is the education of "students (of nursing) with no previous preparation in professional nursing."(17)

Although the schools of nursing in Oregon accept men as student nurses and both men and women are members of the nursing profession, the pronouns "she" and "her" are used when reference is made to the individual student nurse, because the number of men nurses is in the minority.

### Limitations

This study is limited first, to include only the schools of nursing in Oregon. One school is omitted from the study because it is in the process of closing.

A further limitation is that the program to be considered will include only that of personal-emotional-social counseling. No attempt will be made to evaluate the effectiveness of the actual counseling process.

### Procedure

It is proposed to carry out this study by means of a questionnaire and personal interview. The interview will be used to obtain any needed elaborations, refinements, or clarification of responses to the questionnaire. It is supposed that, during an interview, comments about the area under study will be more readily elicited or forthcoming.

A questionnaire will be constructed in accord with the established objectives of this study and submitted to a selected group. This group represents persons in general education, nursing education, social work, and psychology--all actively engaged in, or interested in counseling. The questionnaire will then be revised to include the suggestions of this group.

A copy of the questionnaire, a letter explaining the purpose of the survey and requesting individual



participation of the schools, and a covering letter from Miss Lucile Gregerson, thesis adviser, University of Oregon Medical School, Department of Nursing Education, will be sent to the director of each of the six schools of nursing in Oregon. All information derived from each school will remain anonymous.

Interviews will then be arranged with either the director or a representative of each of the participating schools.

Each question will be tabulated and analyzed in terms of the objectives of this study. A review of related literature will be made to ascertain those standards and practices which are considered essential to the successful operation of a counseling program. The information collected in this study will then be compared with those standards and practices derived from the literature. Master tabulations will be made. An interpretation of the findings will be made, conclusions drawn, and recommendations, if any, will be stated.

CHAPTER II  
REVIEW OF THE LITERATURE

Introduction

Little written material can be found concerning counseling programs in schools of nursing prior to 1940. It has probably been only within the last twenty years that counseling services for students have come to occupy a place of major importance in the educational programs of American colleges and universities.<sup>(7)</sup> In 1942, in the National League of Nursing Education publication, Essentials of a Good School of Nursing, it was stated that:

A counseling program planned to aid students in educational, professional, social, and personal problems is an essential part of the work of a school which sets up its program in terms of student needs. The aim of such a program should be to make the student increasingly able to guide herself toward desirable personal, educational, and professional objectives and less dependent upon the counselor.<sup>(6)</sup>

Triggs, in 1945, iterated this same philosophy by stating:

A school of nursing, like other educational institutions, faces the same challenge and responsibility of so guiding and stimulating each individual in its selected student body that she will develop to the maximum her potentialities. This is not only the school's responsibility to the student; it is also the school's responsibility to society.<sup>(25)</sup>



As Triggs suggests, nursing education is not unlike other areas or fields of education. Nursing education, whether it is carried out in collegiate or in hospital schools of nursing is higher education, at least in the sense of being education beyond secondary school.

In the 1947 report the President's Commission on Higher Education eleven goals of higher education are listed, all concerned with the student's preparation for responsible citizenship and productive living in our democracy. Of these eleven goals, four are specifically related to student welfare and the responsibility of the institution for preparing the student:

1. To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems.
2. To maintain and improve his own health and to cooperate actively and intelligently in solving community health problems.
3. To attain satisfactory emotional and social adjustment.
4. To acquire the knowledge and attitudes basic to a satisfying family life. (11)

Admittedly, it is not easy to provide all the services required of a modern institution of higher education and then to coordinate them so that they are available as and when needed by the individual student:

But it can be done if the school accepts its responsibility for and to the student it admits for a course of study designed to stretch his mind; to broaden his intellectual and social perspective; and to turn him out a more mature, informed, and responsible citizen than he might

have become had he spent the same number of years in other pursuits. Responsibility is the point at issue. (11)

The philosophy upon which this new development, counseling services for all students, is based emphasizes the institution's responsibility to consider the student as "a whole person reacting in a specific environment, not merely as a mind." (4) It acknowledges the fact that her "physical, emotional, and social development should concern the institution fully as much as her intellectual and vocational progress." (7)

By 1949 most nurse educators and nurse leaders were aware that:

Programs in schools of nursing which claim to prepare the individual to practice as a nurse must also provide for the whole, unified preparation of the student which will enable her to function in the community. They must assist her to find her place, to practice, and to progress in her profession and to live in a way that is satisfying, both to her and to society. (7)

Gordon, Densford, and Williamson, in Counseling in Schools of Nursing gave the following justification for incorporating a counseling service into the program of the school of nursing:

1. Complexity of nursing education.
2. Background of personal concern for students.
3. Need for organization.
4. Nursing education must meet competition.
5. Trend toward responsibility for the full personal development of students in educational institutions. (12)

They further stated that "Total personal adjustment cannot be separated from any phase of human activity. This is as true of students in nursing as of all other human beings."(12)

By 1952 counseling had become an indispensable aspect of the educational efforts. The counseling services of schools and colleges were rapidly becoming accepted as an integral part of the total educational program.(22) Many schools of nursing have not kept pace with other types of educational programs in providing adequate counseling services.

In 1952, Dr. Margaret Bridgman, a consultant to schools of nursing under the auspices of Russell Sage Foundation, was asked to continue her work under the patronage of the National League for Nursing. A report of the information which she obtained in her study of the schools was published under the title Collegiate Education for Nursing. Material pertaining to provisions for student welfare was included in this report. In referring to the fact that colleges and universities generally consider provisions for the welfare and all-around development of students an essential part of their responsibility, Dr. Bridgman mentions the concept of equal opportunity which assumes that all students should share equally in these benefits. "Nursing students", Dr. Bridgman states, "have in many instances received less



than a normal share." (3)

In 1952-53, a nation-wide study of student health programs in American colleges and universities was undertaken. The findings of this study were published under the title The College and Student Health. Summerling has summarized the results thus:

In general, those institutions which set the highest standards of medical care for students are those which pursue the highest academic standards. This positive correlation with high academic standards was found to be equally true for case findings, periodic health exams, immunizations, counseling, and all other procedures designed to protect, maintain, and promote the physical and emotional well-being of the student. (24)

Probably one of the most important factors in the successful operation of any personnel or counseling program is that of the administration and organization of the program. It is obvious that without well-planned and efficiently administered programs, there is little likelihood that counseling services would be provided effectively, or even provided at all.

It is interesting to note that in the early literature on college personnel services the two problems that received probably the least attention were the two most essential to the successful operation of a college program. These were the evaluation of personnel services and the organization and administration of the student personnel program. (2)

Review of Literature Pertaining to the Administration and Organization of Counseling Programs

In the review of twenty-three related articles and studies, note was made of the frequency with which various components of a counseling program were mentioned as being necessary or essential. From this review the following information was obtained: The importance of a professionally trained counselor or specialist was mentioned sixteen times, or in 70 per cent of the articles reviewed. Importance of having some provision for the coordination and direction of the services of all who participate in the counseling program was emphasized by fourteen, or 61 per cent of the authors. Eleven, or 49 per cent of the articles reviewed, stated that an important component of any counseling program was that of well-defined objectives, which are in harmony or accord with the objectives of the total educational program. Also mentioned eleven times was the value of faculty participation and cooperation in the counseling program. The necessity of keeping cumulative records and confidential counseling notes was stressed in ten of the articles. The provision for some method of evaluation of the counseling program was considered necessary by eight, or 35 per cent of the authors. Seven, or 30 per cent of the articles reviewed, mentioned the necessity of having some financial or budgetary provision for a

counseling program. Twenty-two per cent, or five articles, mentioned the importance of clearly defined and uniform titles. Four articles indicated that there should be some sort of introduction to the counseling services at the time of entrance to the institution. Two authors mentioned the desirability of adequate physical facilities for the counseling situation.

TABLE I  
 FREQUENCY WITH WHICH VARIOUS COMPONENTS OF THE  
 ADMINISTRATION AND ORGANIZATION OF  
 COUNSELING PROGRAMS WERE  
 MENTIONED IN RELATED  
 LITERATURE

Component	Number of Articles	Per cent
Professionally trained counselor or specialist. . . . .	16	70
Coordination and direction of all concerned . . . . .	14	61
Well-defined objectives . . . . .	11	48
Faculty participation . . . . .	11	48
Cumulative records. . . . .	10	43
Evaluation of program . . . . .	8	35
Financial provision . . . . .	7	30
Clearly defined and uniform titles.	5	22
Introduction to services. . . . .	4	18
Adequate physical facilities. . . . .	2	9

#### Review of Related Studies

A study, "Survey of Guidance Programs in Selected Approved Basic Schools of Nursing in Canada," was submitted in May, 1956 in partial fulfillment for a doctoral degree



by Mary L. Alderman of the University of Washington. In this survey, there was found to be a relationship between organization and use of larger amounts of planned counseling, testing programs, and counseling as an orientation device. There appeared to be more indications of special training for counselors where organization existed. This survey also brought out that organization resulted in greater satisfaction and adequacy of programs.

Another thesis, "Opportunities for Full-time Counselors in Fully Accredited Schools of Nursing," was written by Inez Perry of St. Louis University in 1955. Miss Perry's findings indicated that many schools lack clearly defined organization and adequate budget for administering student personnel programs. This study brought out a trend toward employment of full-time counselors in many schools of nursing.

A "Survey and Evaluation of Guidance Programs in Hospital Schools of Nursing in the Five North Central States" by Beatrice Stern Miller of Indiana University was also completed in 1955. Findings of this study indicated that only 24 of 153 schools of nursing employed a counselor. The educational and experiential preparation of these counselors was inadequate according to Miss Miller.

### CHAPTER III

#### INTERPRETATION OF DATA

One purpose of this study has been to determine the administration and organization of the counseling programs in schools of nursing in the state of Oregon. A second purpose was to ascertain, from reviewing related literature, those standards and practices which are considered most essential to the successful operation of a counseling program.

The ultimate objective or purpose of this paper was to compare the administration and organization of the counseling programs in Oregon schools of nursing with those standards and practices considered essential by a selected group of authors.

Information about the counseling programs in each school of nursing was collected by means of a two and one-half page questionnaire which was compiled in accord with the stated objectives of this study. (Appendix A) Twenty-five alternate response items were designed to elicit information on ten essential aspects of an adequately administered and organized counseling program: employment of a professionally trained counselor or specialist; well-defined objectives; participation of faculty; coordination

and direction of activities of all concerned; the use of cumulative records, of which any counseling notes were confidential; provision for evaluation of program; financial or budgetary provision for a counseling program; clearly defined and uniform titles; introduction of each student to the services at the time of entrance to the school; and nature of physical facilities.

Copies of the questionnaire and a letter of explanation (Appendix B) were sent to the directors of each of the six schools of nursing in Oregon. Of the six Oregon schools of nursing, one school declined to participate in the study. An interview was then arranged with either the director, or a representative selected by the director, of each of the remaining five, or participating, schools of nursing. These interviews were used as a means of acquiring any needed refinements, elaborations, or clarification of the responses on the questionnaire and to elicit free comments on the area under study. All information derived from these questionnaires and interviews remained anonymous.

The data obtained through the questionnaires were tabulated for each school and analyzed in terms of the objectives they were designed to fulfill. Master tabulation sheets were compiled. (Appendix D)

### Tabulation of the Data

All of the five participating schools indicated that they had a counseling program designed to aid students with personal, emotional, and social problems. One school stated that it's program was being "reorganized" and thus the data from this school were incomplete.

In comparing the administration and organization of the counseling programs in the participating schools of nursing in Oregon with those standards and practices considered essential by a selected group of authors, the following information was obtained:

#### Professionally Trained Counselor

There would seem to be general agreement that counseling had to do with the interaction between two people and also that counseling is a professional task for professionally trained people.<sup>(2)</sup> In its 1942 publication, Essentials of a Good School of Nursing, the National League of Nursing Education stated that: "Since certain problems can be handled only by a specialist, this type of service should also be made available to students."<sup>(6)</sup> These specialists, by virtue of special preparation, interests, and abilities often are assigned the chief responsibility for the direction of the counseling program and when feasible, certain of these individuals may devote their entire time to this program.<sup>(12)</sup> It is fairly well



acknowledged that everyone on the school of nursing faculty and staff takes part in some phase of personnel work. The more direct personalized assistance is given by the individual designated as the counselor. Many feel that this personal consultation or counseling should be the responsibility of those who are especially trained for the work. This is stated emphatically by Roeber, Smith, and Erickson in Organization and Administration of Guidance Services:

The effectiveness of counseling depends upon many conditions, varying from those inherent in the counseling situation to others dealing with the over-all organization and administration of the guidance program. Success of the counseling service is dependent upon a trained counselor. (21)

Usually the qualified counselor in an educational institution has had a background of basic educational concepts, psychological foundations, measurements and statistics, guidance practices and techniques, sociology, economics, and an internship or apprenticeship. (15) It would seem that a thoroughly trained individual is an essential for any adequate counseling program.

The administration of the counseling program will depend upon the specific plan in effect and the size of the school. It is highly desirable that a person trained in the field of guidance have the general direction of the program and assist the members of the faculty in an understanding of their duties in this program. (5)

One school, whose program was being "reorganized" indicated that it had a professionally trained counselor until July, 1957, but did not disclose whether the reorganization would include another professional counselor. Two schools stated that they had professionally trained counselors, but none of these counselors was employed full-time. In the first school the counselor spent fifty per cent of his time as a chaplain. In the second school, which stated that it had professionally trained counselors, any one of three full-time psychologists on the faculty of an affiliated school were used as counselors. The remaining three schools stated that they did not have professionally trained counselors.

Three of the five participating schools indicated that there was at least one person specifically designated as responsible for student counseling services. Two of these schools which indicated that they had full-time people designated as responsible for student counseling services indicated that their student health nurses had a dual-responsibility for the counseling program as well as the student health program. In the third school, the chaplain-counselor was also director of the counseling program. A fourth school stated that there had been no one specifically designated as responsible for student counseling services since July, 1957, and although its program was being



reorganized, did not indicate if there was any future provision for a director of this service. A fifth school stated that there was no one person responsible for student counseling services but some plan for direction of this service was being formalized.

#### Clearly Defined and Uniform Titles

The title of positions must be adapted to different types of institutions, but they should be clearly defined and as uniform as possible to promote effective placement, preparation, and functioning of personnel. (6)

In the two schools which utilized the student health nurses as the directors of the counseling program these nurses had the titles of "Director of Student Health," and "Chairman of Student Health and Welfare." The title of the chaplain-counselor in a third school was "Director of Chaplains." The three psychologists who were responsible for counseling in a fourth school were "Professors of Medical Psychology."

#### Coordination and Direction of Activities

As has been mentioned previously, literally everyone on the school of nursing faculty and staff takes part in some phase of personnel work. In any attempt at coordination of activities of different departments within a single institution--the problem of unified organizational machinery becomes a very important one. (15) In order to

secure the best results in any counseling program there should be some provision for coordinating and directing the services of all who participate in the counseling program.<sup>(6)</sup> Most assuredly, any program for diagnosis and counseling of students should be organized, coordinated, and integrated into the total educational program and in a sound and effective manner.<sup>(13)</sup> Gilbert Wrenn, in his pertinent article, "The Greatest Tragedy in College Personnel Work", defines the "tragedy" as the poor coordination of a student personnel program.

Four of the five participating schools indicated that they had some provision for the coordination and direction of their counseling program. (Appendix D) Three of these four schools used regular faculty meetings as one means of coordination and direction. These same schools also made use of a student guidance (personnel-welfare) committee. A fourth school stated that coordination and direction of the counseling program was accomplished "through the director and through the use of records."

#### Well-Defined Objectives

In order to secure the best results, the organization of the counseling program must be carefully thought out and set up in terms of student needs.<sup>(6)</sup> This "clarity of aim" or objective of the program should be clear-cut and should take account of the general educational objectives of the

administration as well as those of the counseling program proper. (15) The objectives of any service have to be clearly defined and, also, have to be developed in harmony with the total educational program of the school. (21)

All five participating schools have objectives of their counseling program which have been planned out and set down in writing. (Appendix D) In three of the five participating schools, the objectives of their counseling program definitely appeared to be clearly defined, planned in terms of student needs, and had been developed in harmony with the educational goals of the institution. In two of these same three schools, the objectives had either been copied from or patterned after objectives of counseling programs which had been set up in other schools. The objectives of one school's counseling program were rather brief, in fact only one sentence in length, and seemed in actuality to be a general statement rather than a pertinent or specific objective. The objectives of the counseling program in a fifth school were not submitted.

#### Faculty Participation

Since the responsibility for building a counseling program rests with the administration and all the members of the staff and since counseling is concerned with the total development of the student, it naturally follows that the director of the school of nursing and the faculty



members would be directly concerned with the total counseling program.<sup>(7)</sup> While all faculty members will necessarily participate in educational counseling, in addition it has been found helpful to designate a certain number of members, depending upon the size of the school, as advisers and to assign each student to one of them.<sup>(6)</sup> This normal, day-to-day personal counseling given by the faculty and other less professionally trained counselors must be an integral and inseparable part of any program of higher education.<sup>(13)</sup> A school can develop its most effective program only by giving careful attention first to the establishment of policies by an agency representing faculty, students, and administration, and secondly, by administrative provision for the most effective execution and coordination of the various personnel services on the campus.<sup>(29)</sup> Gilbert Wrenn, in his previously mentioned "The Greatest Tragedy in College Personnel Work" states that "Students and faculty, who have the most to gain, have the least to say."<sup>(30)</sup> E. H. Hopkins, in "The Essentials of a Student Personnel Program" iterates Mr. Wrenn in stating that coordination should concern students as well as faculty.<sup>(13)</sup>

Each of the five participating schools indicated that other members of the faculty have a part in or contribute to the counseling program. (Appendix D) In School "A"

each faculty member is assigned to a certain number of students as adviser or a student may consult any faculty member at any time for counseling. Also, two faculty members, chosen for alternate two-year periods, attend the monthly meeting of the Student Welfare Committee. Also serving on this committee is the student health nurse and the director of nursing education. In School "B" each instructor is asked to be alert to any need, and if she feels that there is a need for counseling and, if rapport is present, she is to talk to the student. Instructors are encouraged to refer to the counseling committee whenever they need assistance or guidance in helping a student. The counseling committee at this school is composed of the director of nursing education, director of nursing service, nursing arts instructors, and the director of chaplains. In School "C" each student may select any one of a group of instructors for counseling or advice and is also scheduled for a "formal conference" with the director of nursing education at regular, specified intervals. Certain faculty members, and a member of the student body, serve on the guidance committee. School "D" selects a class adviser for each new group of students. The students have the alternative of either retaining this adviser or choosing another faculty member as class adviser after a specified length of time. There is also a student personnel services

committee at this school, made up of faculty members and directed by a faculty member appointed by the director of nursing education. The students in School "E" are "encouraged to go to any faculty member to whom they feel free to talk."

#### Cumulative Records

The nature of the counseling relationship conditions the use of personal and environmental data. The preparation and use of an individual inventory for each pupil in the school is essential to the effectiveness of all guidance services and is the key to planning activities of the counseling program.<sup>(21)</sup> All information about students derived from entrance applications and examinations, tests of all kinds, profiles, physical examinations, and personal conference records should be filed in a cumulative folder and available to the counselors concerned.<sup>(7)</sup> The gathering together of pertinent information such as that in the cumulative record will provide all who counsel with enough information for the adequate understanding of the students' problems and for the making of a careful diagnosis.<sup>(27)</sup> While much of the information contained in the cumulative record is available to faculty members and those concerned, it has been fairly well recognized that by its very nature, information pertaining to personal or emotional counseling is confidential and should not be released without the



student's permission.

Cumulative records were kept on all students in each of the five participating schools. (Appendix D) Each school kept about the same items or information in the folder: entrance applications and test results, profiles, grades, and evaluation records. In two schools, the results of any and all physical examinations and medical reports were kept in the folders; in the other three participating schools, these reports were kept in the student health offices. In each school, these cumulative records were available to the counselors concerned. In School "A" records of counseling were not kept, but information was not considered confidential. In School "B" counseling records were kept only by the counselor and were not available to anyone else. School "C" kept counseling reports in the cumulative folder and anyone on the faculty had access to them. Counseling in School "D" was considered as a confidential matter between counselor and student and no information pertaining to counseling could be released without written consent of the student. Counseling records were kept in School "E" and the student's permission was necessary before anyone other than the director could refer to them.

#### Evaluation of the Counseling Program

Some plan for continuous appraisal and evaluation as well as a willingness to adjust and readjust is an important

adjunct to any counseling program. The form of guidance service in any single institution must necessarily be affected by the provisions for research. Unless adequate research is undertaken, it will not be possible to tell the modifications in practice and directions which should be taken, according to the nature of needs disclosed by research, nor will it be possible to evaluate clearly the outcomes and to effect improvements in the service. (15) This research, or evaluation, must be a continuous study to appraise truly the effectiveness of the counseling program.

Four of the five participating schools indicated that there was some provision for evaluation of their counseling program. (Appendix D) In these four schools, this evaluation was certainly informal and consisted of committee or faculty discussion and appraisal or comparison with National League for Nursing standards. One school had, four years ago, compiled a questionnaire regarding its guidance program, distributed it to the entire student body, and tabulated the results for study. At this time none of the participating schools is making any attempt at actual research into any phase of their present counseling program.

#### Financial Provision

Financial support is a crucial determinant in the life of any guidance service or program. (15) Dr. Bridgman has stated:

The policies of making available the same or comparable educational facilities and provisions for student welfare for nursing as for other students involves expense. Radical change in the allocation of financial responsibility for nursing education is essential if these inequities are to be remedied.<sup>(3)</sup>

In none of the participating schools was there any financial or budgetary provision for a counseling program. (Appendix D) It is considered either a part of the overall budget or a part of the student health service budget in the schools.

#### Introduction to Services

Early detection and follow-up of students with emotional stress is essential for good social and academic adjustment.<sup>(4)</sup> A counseling program for a student nurse is concerned not only with those students with emotional stress but also includes all phases of the school's program which are designed to help the individual to make necessary adjustments to the demands of the professional school; to utilize the social and educational environment of the school for purposes of personal development; and to acquire the problem-solving attitudes and skills and the emotional patterns of response which are useful, and often essential, in later professional and personal life.<sup>(12)</sup> Perhaps the earliest opportunity to introduce and acquaint the student with these services and of the total program is at the time of entrance to the school.



In four of the five participating schools, the students were introduced to the available facilities at the time of admittance into the school. (Appendix D)

#### Physical Facilities

The fact that effective counseling is not performed in the presence of others suggests a need for private quarters for counselors.(21) In order for the counselor to do his work competently, appropriate physical facilities are essential for carrying out the activities of the counseling program.(23)

In the two schools where there was a person specifically designated as counselor, the office of that person was used for counseling. These offices were private, comfortable quarters and seemed adequate for any counseling program. Two other schools used either the office of a faculty member or the student health office. A fifth school, whose program was being reorganized, did not indicate if there was an office to be set aside for counseling. (Appendix D)

#### Method by Which Student Consults Counselor

In both of the schools which had a person specifically designated as counselor, a student could go to these counselors directly whenever she felt the need. Any faculty member could refer a student to these counselors at any time. Any student in these two schools could also ask any faculty member to make an appointment with the counselor



for her. (Appendix D)

Comments from the directors, or their representative, of all five participating schools indicate that they considered a counseling program an integral and necessary part of the total educational program. And, recognizing this need, indicated that they felt that their counseling program could, or should, be strengthened in one or more ways.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Two purposes of this study were: (1) to determine the administration and organization of the counseling programs in each of the schools of nursing in Oregon, and (2) to ascertain, from reviewing related literature, those standards and practices which are considered most essential to the successful operation of a counseling program. The major purpose of this study was to compare the administration and organization of the counseling programs in Oregon schools of nursing with those standards and practices considered essential by a selected group of authors.

The questionnaire method was used to obtain data for this study. Questionnaires were sent to the six schools of nursing in Oregon. One school declined to participate in the study. An interview was then arranged with the director, or a representative selected by the director, of each of the remaining five, or participating, schools of nursing. These interviews were used as a means of acquiring any needed refinements, elaborations, or clarification of the responses on the questionnaires and to elicit free comments on the area under study.

The data obtained through the questionnaire were

tabulated for each school and also for the total number of responses to each item. Each question was analyzed in terms of the objectives it was designed to fulfill. A master tabulation was compiled.

The provision of a well-organized and administered counseling program designed to aid students with emotional, social, and personal problems was found to be generally recognized as a necessary and integral part of the total educational program.

From the data reported in this study on the existing administration and organization of counseling programs in schools of nursing in Oregon, it was not evident that any of the schools had an adequately administered and organized counseling program. None of the five participating schools employed a full-time counselor. One school relied upon a chaplain for part-time counseling and another school used the services of one or more psychologists who were on the faculty of an affiliated school. The remaining three participating schools stated that they did not have professionally trained counseling personnel.

In two schools, the student health nurse was responsible for the student counseling services. The chaplain-counselor was responsible for the student counseling services in a third school. Two of the five participating schools did not, at this time, have a person specifically

designated as responsible for student counseling services.

Coordination and direction of activities of all concerned with the counseling program was attempted by means of faculty meeting and student-welfare committees in three of the five participating schools. Coordination and direction of the counseling program in the fourth school was "accomplished through the director and through the use of records."

All five participating schools have objectives which have been well planned and set down in writing. In three of these schools, the objectives appeared to be clearly defined, planned in terms of student needs and developed in harmony with the educational goals of the institution.

Each of the five participating schools indicated that other members of the faculty have a part in or contribute to the counseling program. In four of these schools, one or more faculty members serve on the student counseling, or personnel-welfare committee. In most of the schools, the faculty not only contributed to or played a part in the counseling program, but in actuality, did most or all of the counseling.

Cumulative records were kept on each student in each school, and were available to any faculty member in each respective school. Consent of the student was required before information pertaining to counseling could be



released in three of the five participating schools.

None of the schools had any provision for formal evaluation of their counseling program. In none of the participating schools was there any specially designated financial or budgetary provision for a counseling program. In four of the five participating schools, the students were introduced to the available facilities upon entrance into the school.

Through a tabulation and interpretation of the data obtained, the following tentative conclusions may be made:

1. Counseling programs designed to aid students with social, emotional and personal problems were seriously considered as a part of the students' educational program.
2. While the schools were outwardly concerned with maintaining acceptable standards of counseling services for the students in their school of nursing, none of the five participating schools was actually maintaining standards comparable to those set forth in the literature.
3. A lack of professionally trained counselors was apparent.
4. Much of the responsibility for counseling was delegated to the faculty members of the schools.

In view of the findings and tentative conclusions, the following recommendations are made:

1. A similar study might be made in other states or areas as a basis for making comparisons and for further evaluation of student counseling programs.
2. A study might be made of the student nurses' evaluation of the effectiveness of the counseling programs offered in their schools of nursing.
3. A study of the effectiveness and success of the counseling programs in Oregon schools of nursing might be undertaken.
4. Each school of nursing might undertake research into the adequacy of the program, specific needs or areas where improvement is indicated, and available resources for improving the counseling program.

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APPENDIX A  
QUESTIONNAIRE

For the survey of the administration and organization of counseling programs in schools of nursing in Oregon.

Prepared by Barbara Hudziak

Please answer the following questions. Check the items which apply to your school or, if none apply, please write in the particular answer which does. Further comments will be appreciated.

1. Does your school of nursing have a counseling program planned to aid students with personal, social, or emotional problems? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Does your school have a budget or other financial provision for a counseling program? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Does your school have a person specifically designated as responsible for student counseling services? Full time \_\_\_\_\_  
Part time \_\_\_\_\_  
No \_\_\_\_\_  
What is the person's title? \_\_\_\_\_
4. Does your school have professionally trained counseling personnel? (Number) Yes \_\_\_\_\_ No \_\_\_\_\_
5. Highest degree attained by the counselor(s)? Baccalaureate \_\_\_\_\_  
Master's \_\_\_\_\_  
Doctorate \_\_\_\_\_  
Other \_\_\_\_\_

6. Area in which degree obtained? Social Work \_\_\_\_\_  
 Psychology \_\_\_\_\_  
 Psychiatry \_\_\_\_\_  
 Education \_\_\_\_\_  
 Other \_\_\_\_\_
7. Other academic training or preparation? Tests and measurements \_\_\_\_\_  
 Statistics \_\_\_\_\_  
 Clinical psychology \_\_\_\_\_  
 Social psychology \_\_\_\_\_  
 Educational psychology \_\_\_\_\_  
 Administration \_\_\_\_\_  
 Individual therapy \_\_\_\_\_  
 Group therapy \_\_\_\_\_  
 Other \_\_\_\_\_
8. Does the counselor have any duties other than in the counseling area? Yes \_\_\_\_\_ No \_\_\_\_\_
9. If yes, what are those duties?  
 \_\_\_\_\_
10. What title(s) does the counselor hold? \_\_\_\_\_
11. Is there an office or other area specifically designated as the student counselor's office? Yes \_\_\_\_\_ No \_\_\_\_\_
12. By what method does a student consult the counselor? Referral \_\_\_\_\_  
 Direct appointment \_\_\_\_\_  
 Indirect appointment \_\_\_\_\_  
 Other \_\_\_\_\_
13. Are students introduced to the counseling services at the time of admittance to your school? Yes \_\_\_\_\_ No \_\_\_\_\_

14. How is the student counselor selected? Employed \_\_\_\_\_  
 Appointed \_\_\_\_\_  
 By whom? \_\_\_\_\_
15. Do other members of the faculty have a part in or contribute to the counseling program? Yes \_\_\_\_\_ No \_\_\_\_\_  
 In what way? \_\_\_\_\_
16. Is there provision for coordinating and directing the services of all who participate? Yes \_\_\_\_\_ No \_\_\_\_\_  
 How? \_\_\_\_\_
17. Is a cumulative folder kept on each student which is available to the counselor? Yes \_\_\_\_\_ No \_\_\_\_\_
18. What is kept in the cumulative folder?  
 Entrance applications \_\_\_\_\_  
 Tests \_\_\_\_\_  
 Profiles \_\_\_\_\_  
 Physical examinations \_\_\_\_\_  
 Conference records \_\_\_\_\_  
 Grades \_\_\_\_\_  
 Other \_\_\_\_\_
19. Who has access to folders?  
 Director \_\_\_\_\_  
 Executive faculty \_\_\_\_\_  
 Faculty \_\_\_\_\_  
 Student health service \_\_\_\_\_  
 Student counselor \_\_\_\_\_  
 Other \_\_\_\_\_
20. Is consent of the student required before any information pertaining to counseling can be released? Yes \_\_\_\_\_ No \_\_\_\_\_



21. Do you have objectives of your counseling program which have been planned out and set down in writing? Yes \_\_\_\_\_ No \_\_\_\_\_
22. Does your school have any provision for evaluation of its counseling program? Yes \_\_\_\_\_ No \_\_\_\_\_
23. If so, what? Formal \_\_\_\_\_  
Informal \_\_\_\_\_  
Research \_\_\_\_\_
24. If your school does not, at this time, have an organized counseling program is one being planned or considered? Yes \_\_\_\_\_ No \_\_\_\_\_
25. Do you consider a counseling program an integral part of your total educational program? Yes \_\_\_\_\_ No \_\_\_\_\_

## APPENDIX B

November 7, 1957

Director  
School of Nursing  
Portland, Oregon

Dear Director:

As a graduate student enrolled at University of Oregon Medical School, Department of Nursing, I am planning a thesis based on a survey of the administration and organization of counseling programs in schools of nursing in Oregon.

I would very much like to include your school in this survey, and would appreciate your help in completing a questionnaire I have prepared and plan to use in obtaining the necessary data. All information derived from each school will of course be considered confidential. However, each school which participates in this survey will be sent an abstract of my findings.

Miss Lucile Gregerson, my thesis adviser, has offered to write a covering letter which I am enclosing. I am also enclosing a postcard for your convenience. Would you kindly indicate on the postcard whom I may call on for a personal interview.

Sincerely yours,

Barbara Hudziak

bh  
Enclosure

## APPENDIX C

November 7, 1957

Director, School of Nursing

Dear

Enclosed you will find a communication and a questionnaire prepared by Miss Barbara Hudziak who is undertaking, as partial fulfillment of the requirements for a Master of Science degree, a study of the counseling programs in Oregon Schools of Nursing.

Your school is invited to participate in this study. We hope you will want to assist us. We are well aware of the time and effort involved in completing the many fact-finding devices received by schools of nursing today. Accordingly, both Miss Hudziak and I wish to express our sincere appreciation for your interest and cooperation.

Yours very truly,

Lucile Gregerson  
Assistant Director in charge of  
Teaching and Supervision Programs

APPENDIX D  
MASTER TABULATION TABLE

	SCHOOLS				
	A	B	C	D	E
1. Does your school of nursing have a counseling program planned to aid students with personal, social, or emotional problems?	Yes	No			
	x	x	x	x	x
2. Does your school have a budget or other financial provision for a counseling program?	Yes	No			
	x	x	x	x	x
3. Does your school have a person specifically designated as responsible for student counseling services?	Yes	No			
	x	x	x	x	x
4. Does this person have any duties other than in the counseling area?	Yes	No			
	x	x	x	x	-
5. What title does this person have?	Chairman of Student Health and Welfare Chaplain Director of Student Health and Welfare Professor of Medical Psychology				



	SCHOOLS				
	A	B	C	D	E
6. Does your school have professionally trained counseling personnel? (Number)	X	X	X	X	-
7. Highest degree attained by the counselor(s)?	-	X	-	X(3)	-
8. Area in which degree obtained?	-	X	-	X(3)	-
9. Duties other than in counseling area?		Director of Hospital Chaplains		Teaching, Clinical Services, Research	
10. Is there an office or other area specifically designated as the student counselor's office?	-	X	-	X	-
11. By what method does student consult the counselor?		X		X	
		X		X	
				X	
12. Are students introduced to the counseling services at the time of admittance to your school?	X	X	X	X	X

SCHOOLS

A                      B                      C                      D                      E

---

13. Do other members of the faculty have a part in or contribute to the counseling program?

Yes                      No

X                      X                      X                      X                      X

14. In what way?

Class Advisers  
 Group Advisers  
 Individual counseling  
 Revolving member of guidance/counseling committee

X                      X                      X                      X                      X

15. Is there provision for coordinating and directing the services of all who participate in your counseling program?

Yes                      No

X                      X                      X                      X                      X

16. How?

Faculty meetings  
 Guidance/Counseling Committee  
 "Through the director and through the use of records"

X                      X                      X                      X                      X

	SCHOOLS				
	A	B	C	D	E
17. Is a cumulative folder kept on each student which is available to the counselor concerned?	Yes X	X	X	X	X
	No				
18. Is consent of the student required before information pertaining to counseling can be released?	Yes X	X	X	X	X
	No				
19. Do you have objectives of your counseling program which have been planned out and set down in writing?	Yes X	X	X	X	X
	No				
20. Does your school have any provision for evaluation of its counseling program?	Research X	X	X	X	X
	Informal				
	None				
21. Do you consider a counseling program a necessary or integral part of your total educational program?	Yes X	X	X	X	X
	No				

Typed by

Freida M. Smith