

AN ASSESSMENT OF WHAT HIGH SCHOOL  
COUNSELORS UNDERSTAND ABOUT  
NURSING AS A CAREER

by

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A THESIS

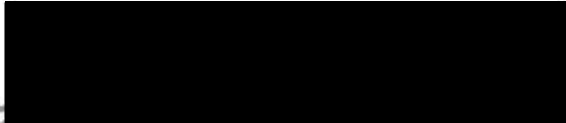
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## CHAPTER I

### INTRODUCTION

#### Introduction to the Problem

If a profession is to perpetuate itself, it becomes necessary for that profession to conduct an active recruitment program. Knowles says that, "One of the responsibilities of a professional group is to attract to the profession desirable applicants in sufficient numbers and of sufficient quality to meet the needs of the population."<sup>(16)</sup> How the formal recruitment program is conducted and by whom varies from one profession to another. However, the persons most vital to recruitment in any profession are the members of that profession. That is, teachers are the most vital persons in recruiting teachers, social workers are important to social worker recruitment, and nurses are indispensable in student nurse recruitment.

Considering the fact that there may not always be an engineer, a physician, a social worker, or a nurse available when an individual expresses an interest in one of those areas, someone on the high school faculty must assume a major share of the vocational guidance that is done in the secondary school. The high school counselor has a tremendous opportunity to provide vocational guidance. With this opportunity comes the responsibility for the counselor to disseminate authentic, up to date information.



There is a recognized shortage of nursing personnel on all levels at the present time, and has been ever since World War II. There are facets of this insufficiency that reach deeper than mere numbers. Sheahan says, "There are aspects to this shortage that relate to quantity, quality, and utilization."<sup>(28)</sup> It might be asked why this shortage has persisted over such a long period of time, and the number one answer is that there has been an increased demand for health care. The number of patients admitted for care in the hospital has risen tremendously. This has been brought about by increased participation in hospital and health insurance plans, and the emphasis that is being placed on early treatment and preventive medicine. The growing birth rate and the increase in hospital births as well as the lengthened life span have added to the shortage of nursing personnel. The extensive medical and nursing care given by the Veterans Administration to veterans and their families, and the extension of nursing services into psychiatry, public health, and industry have added to the problem. The newer scientific methods of treatment including drugs and equipment require an increased amount of nursing care. The shorter work week, and the large armed forces that are being maintained by the federal government create a drain on the nurse supply. And last but not least there is an increased demand for qualified instructors to prepare professional and practical nurses to fill the growing demand. (3,11,19,28,32)

The shortage of nursing personnel is not only a problem of the past and the present, but it will continue to be one in the future. In the thirteen western states there were 318 practicing professional

nurses per 100,000 population in 1950. By 1957 the number of practicing professional nurses in the West had fallen to 275 per 100,000 population. The National League for Nursing considers 300 professional nurses per 100,000 population as a minimum standard, and maintains that 350 professional nurses per 100,000 population are desirable to give adequate and safe nursing care. If current trends and population increases continue as predicted for the West, the professional nurse force will need to be increased by 68,000 by 1970. In order to secure the minimum standard of 300 professional nurses per 100,000 population the necessary increase will be 78,000 nurses, and if the desirable level of 350 professional nurses per 100,000 population is to be reached we must have 94,000 more nurses practicing by 1970. The shortage of nursing personnel for the future is not solely a matter of numbers, but of quality as well. (32)

For the high school counselor to be effective in counseling prospective nurses, he or she must be aware of the various types of programs that are available in nursing, for what level of nursing the program prepares the student, and what scholastic standing a student needs to enter each program. The cost of the program is another important factor. The total cost should not only be known, but the fact that in some programs all or the major portion of the tuition is payable on admission, while in other schools the student pays on a quarterly or semester basis. Information regarding sources of scholarship aid is another important part of the counseling program. Admission requirements should be given consideration as well as the types of screening tests that are used for admission. Accreditation should

be understood by the counselor, that is, he or she should be aware of the difference between accreditation by the State Board of Nursing, and accreditation by the National League for Nursing Accrediting Service. Sources of local and national information should be known by the counselor. The local information sources include the Oregon State Board of Nursing, the Oregon Nurses Association, the Oregon League for Nursing, and the individual schools of nursing in the state. Among the national sources are the American Nurses' Association and the Committee on Careers of the National League for Nursing.

Statement of the Problem

Since high school students should receive useful and valid vocational counseling, an attempt will be made to assess what the high school counselors understand about nursing as a career.

Purposes of the Study

The purposes of the study are:

1. To discover how the counselors obtain information concerning nursing.
2. To determine the factors that counselors know influence their pupils toward nursing.
3. To ascertain (a) whether recruitment literature is made available to prospective candidates for admission to schools of nursing, and (b) how this literature is kept current.

4. To determine if high school counselors know the authentic channels of sources of information.
5. To assess what the high school counselor knows about nursing as a career, and to test this knowledge against the effect of (a) the proximity to an Oregon school of nursing, (b) the size of high school, (c) the type of group counseled, (d) the type of teaching assignment, (e) the sex of the counselor, and (f) the length of employment in the Oregon public high school system.

#### Assumptions

It seems reasonable to assume that vocational guidance contributes toward the selection of a career.

It is assumed that the high school counselor has a special opportunity to provide vocational guidance to the high school student.

It is assumed that the high school counselors who participated in this study are typical of high school counselors and therefore that a similar study carried out with another group of counselors would have similar results.

It is assumed that the high school counselors participated to the best of their ability, and that they gave the same information on the questionnaire that they would give to a student who inquires about nursing as a career.

It is assumed that recruitment in nursing is essential in order to (a) compete with other vocational opportunities and (b) expand enrollment in schools of nursing consistent with the increased demands

for nursing service.

### Justification

Due to their specific interest in recruiting students for the basic nursing programs, this study should prove of interest to nursing educators in the state of Oregon, to the Committee on Careers of the Oregon League for Nursing, and to the recruitment teams of the independent colleges and the state system of higher education.

Assessing what the high school counselors know about nursing as a career will help nursing educators plan recruitment materials and programs aimed at providing the counselor with authentic, current information and sources of information.

The study could be repeated later, thus pointing up different recruitment procedures that could be used for comparison.

### Definition

For the purpose of this study, the following term is used:

A high school counselor is defined as a person who is directly responsible for vocational counseling of a group or of all of the students in a public secondary school in the state of Oregon. The counselor may also carry a full or partial academic teaching schedule.

### Limitations and Sources of Data

The study is limited to information that can be obtained by questionnaire.

The study is further limited to a random sample of counselors who are members of the Oregon Personnel and Guidance Association, who are employed by the public high schools in the state of Oregon, and who are directly responsible for the vocational guidance of a group or of all of the students in a given high school.

The information received only applies to the counselors included in the study, and no widespread generalizations can be drawn without further research.

### Procedure

The purpose of this study was established and defined, and a questionnaire (Appendix A) was devised. The questionnaire was submitted for critical analysis to the thesis adviser, to a counselor in one of the Portland high schools, and to registered nurses who have served on recruitment teams. The questionnaire was then revised to include the suggestions of these persons.

After this revision the questionnaire was presented to counselors in the David Douglas school district as a pilot study. These counselors were then eliminated from the study. Since the questionnaire seemed adequate, no further revision was necessary.

The 1962-1963 Membership Roster of the Oregon Personnel and Guidance Association was used to select the population for the study.

Macoubrie states,

The purpose of OPGA is to bring together in strong professional unity, guidance personnel throughout the state.

To focus public attention on guidance.

To improve professional standards in guidance and personnel work.

To assist the individual counselor in establishing professional identity for himself. (17)

It was thought that this group represented those counselors who were most vitally interested in vocational counseling, and therefore would be the best informed on nursing as a career.

The Membership Roster of the Oregon Personnel and Guidance Association consisted of 427 persons. Since there were 154 members who did not fall within the limitations of the study, these were deleted. This left a total population of 273 from which to draw the sample population for the study.

The list of 273 persons was then divided into two groups. The names of counselors who were working within a radius of thirty miles of Portland, and those working within a radius of thirty miles of Eugene were placed into one group. This group consisting of 173 counselors was considered as working in close proximity to the Oregon schools of nursing, and for the purpose of this study is called group I. The remaining 100 counselors were those who were employed in high schools that were located more than thirty miles from an Oregon school of nursing, and for the purpose of this study will be referred to as group II.

A random sample of fifty counselors was chosen from both groups. This sample was selected by assigning a number to each member of group I

The data were processed with Hadley Uni-Sort Cards and master tabulation sheets were prepared (Appendix E).

The study was summarized, conclusions drawn and recommendations made.

### Overview of the Study

Chapter I has consisted of an introduction to the problem, a statement of the problem, the assumptions of the study, the justification for the study, a definition which was pertinent to the study, the limitations and sources of data, and the procedure for the study. In Chapter II a review of nursing recruitment practices in Oregon and a review of literature pertinent to this study is presented. Chapter III deals with the findings of the research project, and Chapter IV contains the summary, conclusions, and recommendations that were drawn from the findings of this study.



## CHAPTER II

### REVIEW OF THE LITERATURE AND RELATED INFORMATION

#### Introduction

The literature was searched for information concerning recruitment in Oregon, the importance of counseling, and indications from counselors for additional information that would be helpful to them.

#### Recruitment in Oregon

There are two teams that hold visitation conferences in the Oregon high schools. These teams are from the Northwestern Independent College Association and the State System of Higher Education. The use of these two teams has minimized the loss of student time by combining visitations. Formerly each institution, public or private, requested permission from the high school administrator to hold a recruitment session with his students, and this led to much loss of student time.<sup>(9)</sup>

The High School-College Relations Committee, which is the group that represents the State System of Higher Education, was organized on a permanent basis in 1934, and was the result of the internecine strife created by the various state-owned schools' attempting to recruit for their specific school. The committee is unique in that it (a) was the first policy-making group of its kind in the United States, (b) its policies and decisions have been honored by secondary and higher education, and (c) it is the only group of its kind which employs full-time

professional workers with no strings attached to a single educational institution. (20)

The committee is responsible for the recruitment of high school students for continued study in the state system. Chancellor Kerr said, "The aim in the program of high school contacts is to permit the high school students to obtain impartial information regarding the educational opportunities afforded in the state system of higher education." (15) Nickerson states that the method used by the committee during the years has upheld this principle of impartial information. (20)

The faculty of the Department of Nursing Education of the Medical School, now the University of Oregon School of Nursing, received permission from the committee to send representatives into the Portland high schools in the 1942-1943 school year. This was discontinued in 1945 due to the end of World War II and the regular committee's plan to restart conferences on an enlarged basis at the request of the high schools. In October 1949 representatives of the Nursing Education Department were given permission on a year's trial basis to travel with the recruitment team. In 1950 this became regular practice and has continued to the present. (20)

All "A" schools, those with a graduating class of 75 or more students, are visited each year by a team of representatives including a member of the faculty of the University of Oregon School of Nursing. The "B" and "C" schools are visited each year, but by a smaller team and without specific representation from the School of Nursing. Schools

classified by the committee as "B" schools have a graduating class of more than 35 and less than 76, and "C" schools are those with fewer graduates. (9,25,26) The University of Oregon School of Nursing does send a letter (Appendix F), "Facts for Nursing Education Today" (Appendix G), and a brochure of the School of Nursing to the "B" and "C" high schools. (25)

In 1961-1962 there were 216 high schools which participated in the state visitation program. This represented all but two of the public high schools in the state. Of these 216 schools there were 97 "A" schools, 41 "B" schools, and 78 "C" schools. (10) This means then that a faculty member of the University of Oregon School of Nursing visited in 97 high schools, and the remaining 121 high schools were sent the information listed above.

The Northwestern Independent College Association, which is the group that recruits for the University of Portland College of Nursing, Emanuel Hospital School of Nursing, Good Samaritan School of Nursing, and Sacred Heart School of Nursing, has been in operation about twenty years. The Association contacts eighty to ninety Oregon high schools each year. Most of the high schools that are contacted are "A" schools, but they do contact some "B" schools. (5)

Although the Association represents various colleges, it has always been their practice to permit the representatives of the diploma schools of nursing to travel with the group. Father Hooyboer reports that Emanuel Hospital School of Nursing sends a representative with their group to all of the Portland high schools and to some of the other schools. Good Samaritan Hospital School of Nursing sends a

representative to almost every high school visited in Oregon. The Sacred Heart Hospital School of Nursing also sends a representative to almost every high school visited in Oregon. Hooyboer states that the University of Portland College of Nursing always is represented by the group since the Director of Admissions of the University travels with the Northwestern Independent College Association. In addition to the Director of Admissions of the University, the College of Nursing sends nurse representatives to the local Portland and Portland area schools. (5)

Father Hooyboer further states that whether there is one or more schools of nursing represented during a visit of the Association, all of the nursing programs are presented. (5)

The Oregon Schools of Nursing concur with what Father Hooyboer has stated; and the other recruitment methods mentioned by the individual schools were open house for interested students, filling requests for guest speakers, encouraging nursing students to correspond with pupils in the high school from which they graduated, and sending printed material. (6,12,30,31)

The Armed Forces are also a recognized adjunct to the nurse recruitment program. Hennek reports that approximately 50 per cent of her workload is in the area of high school recruiting. She further outlines her average workload per month among high school students as seventy letters of inquiry, thirty personal appointments, and six group meetings. (8)

Conder states that she receives invitations from Public Health nurses, school nurses, and high school counselors to speak in high

schools, and further states that during the month of November, 1963 eighteen high school pupils requested information from her office. (2) Johnson mentions similar contacts with high schools. (13)

Conder, Johnson, and Hennek all say that the local recruiters for the Armed Forces frequently contact the high school counselors and keep them informed of the various career opportunities including the scholarship benefits offered by their student nurse programs. (2,8,13)

Another group that is active in recruitment is the Health Career Committee of the Woman's Auxiliary to the Oregon State Medical Society. Although their program is not geared exclusively to nursing recruitment, nursing is included with the other health careers.

The plan of the Health Career Committee has been to have a Health Careers Day on an annual basis. Careers Day is held on the University of Oregon Medical, Dental, and Nursing School campus and is attended in the even numbered years by students and counselors from Oregon who are not residing in Multnomah County. Those from Multnomah County visit the participating hospitals in the Portland area on the same day. In the odd numbered years the students and counselors from Multnomah County participate in Careers Day on the University of Oregon Medical, Dental, and Nursing School campus, and those from the State attend local or regional programs planned throughout the State. (18)

Mrs. Jeanne Mundal, Health Career Chairman, states in her 1962 report that 1129 students, 63 parents, and 52 counselors or teachers attended Career Day on the University of Oregon Medical, Dental, and Nursing School campus, and 361 students from Multnomah County visited

six private hospitals in Portland. Six hundred fifty-five of these students, from 103 different high schools, indicated nursing as an interest area. The areas of health sciences involved were: "Medicine, dentistry, nursing, dental hygiene, dietetics, medical psychology, medical technology, x-ray technique, and occupational therapy." (18)

The Careers Committee of the Oregon League for Nursing co-sponsors the annual Health Careers Day with the Woman's Auxiliary to the Oregon State Medical Society. In September, 1961 the two groups held a workshop in Eugene. The workshop was attended by 40 to 70 high school counselors, auxiliary members, school nurses, and other interested persons. The Careers Committee further cooperates with the Woman's Auxiliary to the Oregon State Medical Society by supplying funds to help publish Oregon Trails to Health Careers which is distributed widely. Another venture in which the two organizations collaborated was in the production of the recruitment film Join the Health Team. (24)

The purpose of the Careers Committee of the Oregon League for Nursing is, "To plan, coordinate, and stimulate programs in recruitment for student nurses, and nurses for all areas of nursing service, including practical nurses." (24)

The Careers Committee of the Oregon League for Nursing prepared and published the pamphlet Financial Aid for Nursing which provides sources for scholarships and loans. In 1962 the pamphlet was distributed to 277 counselors. The Committee began the publication of the leaflet "Oregon Accredited Schools of Nursing" which is a listing of the accredited schools of nursing in Oregon with pertinent information about the various programs. The Oregon State Board of Nursing has

now taken over the publication of this leaflet. (24)

Other areas in which the Careers Committee of the Oregon League for Nursing is active are: arranging for exhibits as was done for the Western Regional Hospital Association Convention in May, 1962 in Portland, and participating in the Northwest Regional Careers Conference which was held in Vancouver, Washington in October, 1960. (24)

The report of the Surgeon General's consultant group on nursing, Toward Quality in Nursing, states that many counselors hold concepts of nurses that are based on old stereotypes, and that information concerning modern nursing and nursing education must replace the counselors' inadequate information. (27) Carmany adds that a man on the street knows what a nurse is, but he is not able to distinguish between the various kinds. (4) And Kennedy asks, "Who else but nurses can tell guidance people what nursing is, and what kinds of men and women the profession needs?" (14) Recruitment programs in Oregon are trying to fill these needs.

### Review of the Literature

The literature recognizes the counselor as an important person in student nurse recruitment. Norman reports the following findings from an assessment of what 1085 first year nursing students thought about the Future Nurses Club. The reported sources where these students secured information were friends or relatives, books and newspapers, and high school teachers or counselors. Seventy-eight of the group reported that their "counselors had tried to discourage their choice of nursing." (21)

While planning a workshop for high school counselors at Beth Israel Hospital School of Nursing in Boston, Kennedy states that the following questions were solicited from the counselors in advance of the program.

1. What are the differences in the various types of nursing schools? What kind of work is expected of nurses who have been graduated from a collegiate program, a diploma program, a junior college program, a practical nursing program, an aide training program? What is the salary each can expect? Why does it take students varying lengths of time to achieve apparently similar goals? Which is the better nurse?
2. What are the generally accepted qualifications for entrance to each type of nursing school? . . . What do most schools require in an applicant before acceptance is fairly well assured?
3. What are the more specific requirements of your school? . . . What do we consider an acceptable high school record? . . . What mathematical potential must the student be able to demonstrate? What weight do we place on the emotional, physical, and mental personality aspects?
4. What is the National League for Nursing Pre-Nursing and Guidance Examination? . . .



5. How can a young woman tell whether she can achieve satisfaction and success in nursing school and in nursing? What motivates people to become nurses? How do we explain the realities of nursing to starry-eyed idealists? What role can the high school future nurses clubs play in both motivation and explanation? (14)

She further states that many of these questions have caused concern to nursing educators in the past and continue to concern them today. (14)

Cafferty states in her study, An Analysis of the Counseling Technics Practiced in a Selected Group of Schools in the District of Columbia to Determine the Degree of Guidance Available for Students Interested in a Career of Nursing, done at the Catholic University of America in 1947,

It is considered significant that in the presentation of the technics used for guidance toward the career in nursing, counselors were anxious to improve and reinforce their information with any assistance that would be provided from within the nursing profession. (1)

It is of interest to note in Cafferty's report that competency, sympathetic understanding, interest in patients' welfare, high personal ideals, service to fellow men, sense of responsibility, personal development, and ability to adjust to a situation were considered by the counselors as more important personal qualifications for success in nursing than educational preparation. There seemed to be no recognition on the part of the counselors that previous educational preparation would help one achieve these personal qualifications as is generally accepted. (1)

Cafferty says that the counselors used interviews and talks conducted by members of the profession, personal reading, illness in

the family requiring hospitalization, personal illness requiring hospitalization, interviews with persons other than members of the profession, publicity (press, radio, magazine articles), and experience as a nurse aide to become aware of requirements for a career in professional nursing. (1)

The counselors in Cafferty's study indicated that the following additional information would be helpful to them.

Specific entrance requirements, i.e., scholastic, physical, personal, for hospitals within the locality. Opportunities in specialized fields of work following graduation from schools of nursing. High school subjects required for admission to schools of nursing.

High school subjects recommended (by individual school of nursing or Nurses' Examining Board).

Exact nature of courses available in schools of nursing, i.e., collegiate, basic, practical.

Status of accreditation of schools of nursing.

Schools providing scholarships or loans.

Cost of the course in nursing.

Schools of nursing granting stipends.

Current literature from agencies employing professional nurses (illustrating work of nurse).

List of hospitals within the locality.

Information as to who may be contacted in the community to obtain qualified speakers to appear at student assemblies and conferences. (1)

Flowers reports in her study, Study of the Influence of Selected Factors upon the Decision of Seattle High School Senior Girls Concerning Nursing as a Career, done at the University of Washington, that a few of the counselors who were interviewed seemed quite well informed, but that the questions of many counselors revealed a lack of knowledge of recent trends in nursing education. She also found a lack of recent career publications. (7)

One hundred forty-five of the 411 first year students who expressed their motives for choosing a school of nursing in Sister Mary Louise's

study, Expressed Motives for Choice of a School of Nursing by 411 First Year Nursing Students, done at the Catholic University of America in 1954, indicated that one source of knowledge about the nursing profession was the school counselor. In indicating sources of information about nursing education 347 of the 411 listed the catalogue of the school, 292 listed books or pamphlets, and 186 listed the school counselor. It is interesting to note that the counselor was of more assistance with educational programs than nursing students or graduate nurses. This supports the importance of the counselor in our current educational system. The study further indicated that the counselor assisted 156 of the 411 in choosing a program in nursing education. The counselor was mentioned most frequently as the person who "provided assistance in acquainting the students with types of educational programs in nursing." Sister Mary Louise concluded that "counselors were more helpful in giving information about programs in nursing than in giving information about the profession itself." (29)

O'Koren states in her study, Factors Which Influence the Selection of Nursing as a Career by High School Girls in Tuscaloosa County, Alabama, done at the University of Alabama in 1958, that the high school girls in her study demonstrated a lack of information concerning the cost of programs in nursing, and a lack of understanding of the various facets of nursing education. However, 90 per cent of the students stated that literature was available about nursing in the school library or from their counselors. (23)

O'Connell reports in her study, A Study of Factors Which Influenced a Selected Group of Student Nurses to Choose a Nursing Career and Select a Specific School of Nursing, done at the University of Oregon in 1957, that the factors reported as first stimulating interest in nursing were the following: 40 per cent, nurse friends and relatives; 14 per cent, employment in a hospital or doctor's office; 12 per cent, high school and college counselors; 7 per cent, Career Day programs; 7 per cent, illness in their immediate families; and 11 per cent, did not know what prompted their desire. She also found that the student nurses in her study discussed their interest in nursing with the following persons: 91 per cent, parents or relatives; 58 per cent, high school counselors; 51 per cent, nurses from their own community; 35 per cent, family doctor; 29 per cent, nurse representatives on Career Day; and 14 per cent, college counselor. Following are the sources reported by these same students as providing the most information: 26 per cent, friends; 13 per cent, relatives; 18 per cent, Career Day; 17 per cent, reading material; and 7 per cent, the high school counselor. (22)

### Summary

In Chapter II an attempt has been made to review the major recruitment practices in Oregon, and to review the literature which has pertinence to this study.

The study of the recruitment practices in Oregon revealed that a tremendous amount of money and energy is going into the recruitment program. The groups that are the most active in recruitment are the High School - College Relations Committee, the Northwestern Independent College Association, the Armed Forces, the Woman's Auxiliary to the Oregon State Medical Society, the Oregon League for Nursing, the Oregon State Board of Nursing, and the individual schools of nursing.

The studies reviewed show that the counselor has an important place in recruiting prospective students into the schools of nursing. They further show that there is a lack of knowledge on the part of the counselors, but that the counselors desire more information so that they can be more effective in their work.

## CHAPTER III

### FINDINGS

#### Design of the Study

The purposes of this study were: (1) to discover how the counselors obtain information concerning nursing; (2) to determine the factors that counselors know influence their pupils toward nursing; (3) to ascertain whether recruitment literature is made available to prospective candidates for admission to schools of nursing, and how this literature is kept current; (4) to determine if high school counselors know the authentic channels of sources of information; and (5) to assess what the high school counselor knows about nursing as a career.

A number of factors were tested to see if there was any significant relationship to the fifth purpose stated above. These factors were: (a) the proximity to an Oregon school of nursing, (b) the size of the high school, (c) the type of group counseled, (d) the type of teaching assignment, and (e) the sex of the counselor. It was also planned to test the relationship of the length of employment in the Oregon public high school system against the counselors' understanding of nursing as a career, but all of the respondents fell into one group except two people. Since one of these two did not respond, there was no value in comparing the one person to the remainder of the group.

A questionnaire (Appendix A) was devised to serve as the tool for the collection of the data. Part I of the questionnaire was designed to collect the variables for testing the relationship to the fifth purpose, and to gather information for the first and second purpose. Part II of the questionnaire was prepared to amass the data for purposes three and four. The intention of Part III was to test the counselors' knowledge as stated in the fifth purpose.

The questionnaire was analyzed by the thesis adviser, a high school counselor, and registered nurses who have served on recruitment teams. Following revision and preparation in its final form, the questionnaire was submitted to counselors in the David Douglas school district as a pilot study.

The 1962-1963 Membership Roster of the Oregon Personnel and Guidance Association was used as a basis for selection of the sample population. Of the 427 persons listed, there were 154 members who failed to meet the requirements for the study while 273 counselors fell within the limitations of the study.

After dividing the 273 counselors into two groups, that is, those who work within a radius of thirty miles of an Oregon school of nursing (Group I) and those who work in high schools located more than thirty miles from an Oregon school of nursing (Group II), a random sample of fifty counselors was chosen from each group.

The random sample of one hundred high school counselors was then sent a letter (Appendix B) explaining the purpose of the study and asking them to participate. Fifty-five of the counselors responded to the letter. Forty-seven counselors indicated willingness to

participate, eight stated that they could not participate, and forty-five failed to reply.

There were various reasons given for not participating in the research project such as, "too busy," "moving," and "traveling." It is of special interest to note that one of the eight who stated that he could not participate in the study gave the following as his reason, "My counselees are boys. Therefore, I do not feel I could be of much assistance."

It was found that one of the forty-seven counselors did not fit into the limitations of the research project, and therefore was eliminated. The remaining forty-six persons were sent the questionnaire.

Thirty-nine or 84.8 per cent of the counselors who were sent the questionnaire returned it, and seven or 15.2 per cent of the high school counselors failed to return the questionnaire. Since these thirty-nine counselors represented more than 10 per cent (10.6 per cent) of all of the Oregon high school counselors who fell within the limitations of the study, the sampling was felt to be adequate.

To facilitate the manipulation of the data Hadley Uni-Sort Cards were employed.

The distribution of the responses to the questionnaire according to the group and participation are shown in Table 1. Of the questionnaires mailed to Group I, 14 questionnaires or 77.8 per cent of the questionnaires were returned. Of the questionnaires mailed to Group II, 25 questionnaires or 89.3 per cent of the questionnaires were returned.



The best participation was in Group II. An explanation for the better participation of Group II may be that they are approached less frequently for questionnaire data due to their location in the more rural areas of the state. This explanation is merely a conjecture and cannot be validated without further study.

Table 1. Distribution of Responses of High School Counselors to the Questionnaire According to Group and Participation

Group	Total Mailed	Total Participated	Per Cent Participated	Per Cent Not Participated	Total Per Cent
(1)	(2)	(3)	(4)	(5)	(6)
I	18	14	77.8	22.2	100.0
II	28	25	89.3	10.7	100.0
Total	46	39	84.8	15.2	100.0

The replies to Part I, Item 1 of the tool which states, "Check the following class that applies to your school," were as follows: Class A, 33; Class B, 6; Class C, no responses. This indicates that 33 counselors or 84.6 per cent of the respondents were from Class A high schools, and that 6 counselors or 15.4 per cent of the respondents were from Class B high schools, making a total of 39 high school counselors who responded to the questionnaire.

To the item which states, "Check the group that applies to pupils for whom you have direct counseling responsibilities," the following responses were elicited: Girls, 10; Boys, 10; Both, 19; None, no responses. Of the 39 counselors who replied to the questionnaire,

10 counselors or 25.6 per cent of the respondents counseled girls, 10 counselors or 25.6 per cent of the respondents counseled boys, and 19 or 48.8 per cent of the counselors had both boys and girls as counselees. The response "none" was merely put into the questionnaire in order to make certain that all of the respondents carried direct counseling responsibilities.

Item 3 of Part I, "What academic subjects do you teach?" evoked the following responses: None, 11; Social Science, 8; Mathematics, 5; Business, 5; Science, 5; Language Arts, 5; Physical Education, 3; and Foreign Language, 2. Table 2 shows the distribution of responses to Item 3.

Table 2. Distribution of Responses of 38 High School Counselors to the Questionnaire According to the Academic Teaching Area

Academic Area	Number of Respondents (N = 38) *	Per Cent of Respondents **
(1)	(2)	(3)
Full-Time Counselors	11	28.9
Social Science	8	21.1
Mathematics	5	13.2
Business	5	13.2
Science	5	13.2
Language Arts	5	13.2
Physical Education	3	7.9
Foreign Language	2	5.3

\* One counselor did not respond.

\*\* Since counselors listed more than one academic area, the per cent of responses equals more than 100.

The results obtained show that 28.9 per cent of the respondents were full-time counselors, 21.1 per cent of the respondents taught Social Science, 13.2 per cent of the respondents taught Mathematics, 13.2 per cent of the respondents taught Business, 13.2 per cent of the respondents taught Science, 13.2 per cent of the respondents taught Language Arts, 7.9 per cent taught Physical Education, and 5.3 per cent taught Foreign Language.

To the item, "What is your sex?" the following responses were given: Male, 16; and Female, 23. Of the 39 counselors who participated in the study 16 counselors or 41 per cent were men and 23 counselors or

59 per cent were women.

The replies to Part I, Item 5 of the questionnaire which states, "Check the group that includes the number of years you have been employed within the Oregon public high school system," were as follows: Under one year, none; one to three years, 1; more than three years, 37; and no answer, 1. It was planned to test the relationship of the length of employment in the Oregon public high school system against the counselors' understanding of nursing as a career, but all of the respondents fell into one group except two people. Since one of these two did not respond, there was no value in comparing the one person to the remainder of the group.

#### Factors Which Influenced Pupils Toward Nursing

The responses to Item 6 of Part I of the tool, "Check any of the following that you know might have influenced your pupils toward nursing," are shown in Table 3.

Table 3. Factors Listed by 37 High School Counselors as Having Influenced Their Pupils Toward Nursing.

Factors	Number of Respondents (N = 37) *	Per Cent of Respondents **
(1)	(2)	(3)
Childhood Interests	30	81.1
Career Day	21	56.8
College Conferences	20	54.1
Future Nurses Club	9	24.3
Recruitment Films	7	18.9
Medical Workers	4	10.8
Friends	2	5.4
Science Programs	1	2.7
Literature	1	2.7
Working in Hospitals	1	2.7
Visiting Hospitals	1	2.7
Parents	1	2.7

\* Two counselors did not respond.

\*\* Since counselors listed more than one area, the per cent of responses equals more than 100.

Childhood interests, which was given by 81.1 per cent of the counselors as an influence on their pupils, is probably the only major area mentioned in Table 3 that cannot be considered a direct result of the recruitment program described in Chapter II. The major areas mentioned were: Career Day 56.8 per cent, College Conferences 54.1 per cent, Future Nurses Clubs 24.3 per cent, and Recruitment Films

13.9 per cent. The areas which were added in the free response section were: Medical Workers 10.8 per cent, Friends 5.4 per cent, Science Programs 2.7 per cent, Literature 2.7 per cent, Working in Hospitals 2.7 per cent, Visiting Hospitals 2.7 per cent, and Parents 2.7 per cent.

It is noteworthy that O'Connell reports that interest in nursing was stimulated for 14 per cent of the students in her study through working in hospitals or doctors' offices while this was mentioned by 2.7 per cent of the counselors in this study, and that 7 per cent of the students in the O'Connell study stated that Career Day stimulated their interest while 56.8 per cent of the counselors in this study mentioned Career Day. (22)

#### How Counselors Obtained Information

The replies to Item 7 of Part I of the tool, "Check any of the following that have assisted you in obtaining information concerning nursing," are shown in Table 4.

Table 4. Areas Listed by 38 High School Counselors as Being Sources Where Information Was Obtained Concerning Nursing

Source	Number of Respondents (N = 38) *	Per Cent of Respondents **
(1)	(2)	(3)
Members of the Nursing Profession	34	89.5
Reading Literature by the Profession	31	81.6
Members of the Medical Profession	20	52.6
Workshop or Conference	18	47.4
Teacher Visitation	10	26.3
Reading Fiction	4	10.5
Career Day	2	5.3
List of Accredited Secondary Schools in Oregon	1	2.6
Occupational Handbook	1	2.6
Medical Career Club	1	2.6
Red Cross Nurse Aide Program	1	2.6
Purchased Materials	1	2.6
Personal Knowledge	1	2.6

\* One counselor did not respond.

\*\* Since counselors listed more than one area, the per cent of responses equals more than 100.

The results obtained show that the members of the nursing profession were considered by the counselors as being a source of information most often, that is, they were listed by 89.5 per cent of the

counselors. The second main source listed was reading literature of the profession which was mentioned by 81.6 per cent of the counselors. The reason these two areas were listed most frequently may be due to the extensive recruitment and literature distribution that was noted in Chapter II. This explanation is merely a conjecture and cannot be validated without further study.

It is interesting to note that in the Cafferty study interviews and talks by members of the profession were named by 100 per cent of the participating counselors as compared to 89.5 per cent in this study, and personal reading was listed in Cafferty's study by 100 per cent of the counselors as compared to 81.6 per cent in this study. Members of the medical profession were named by 52.6 per cent of the counselors in this study as a source of information as compared to 9.1 per cent for interviews with persons other than members of the profession in Cafferty's report.<sup>(1)</sup>

The reason Workshop or Conference was mentioned by 47.4 per cent of the counselors may be due to the workshops which were held in 1960 and 1961, and the yearly college conferences held by the High School - College Relations Committee and the Northwestern Independent College Association.

Other sources noted by the counselors in this study as being valuable to their information concerning nursing were as follows: Teacher Visitation 26.3 per cent, Reading Fiction 10.5 per cent, Career Day 5.3 per cent, and all of the other areas mentioned were only named by one counselor or 2.6 per cent of the participating counselors.



It is noteworthy that 56.8 per cent of the counselors (see Table 3) felt that Career Day had influenced their pupils, but only 5.3 per cent felt that Career Day had helped the counselor to obtain information concerning nursing. A possible explanation is that Career Day was not listed in Part I, Item 7 of the tool as an item to check and therefore was not added under the free response section. This conjecture cannot be validated without further study.

#### Availability of Current Literature

The item, "Check from the following list the places in your school where career materials are available," was designed to assess the availability of career literature. The responses to this item are shown in Table 5.

Table 5. Location of Career Literature in the High Schools as Reported by 38 High School Counselors

Location of Career Literature	Number of Respondents (N = 38) *	Per Cent of Respondents **
(1)	(2)	(3)
Library	38	100.0
Each Counselor's Office	31	81.6
Guidance Director's Office	30	78.9
School Nurse's Office	12	31.6
Interested Teacher's Office	9	23.7
Principal's Office	2	5.3
Adult Education Office	1	2.6

\* One counselor did not respond.

\*\* Since counselors listed more than one location, the per cent of responses equals more than 100.

Table 5 shows that in 100 per cent of the high schools there is career material available in the library. Since the library is probably the most accessible place in the high school, this indicates that in the high schools represented there is career material readily available for the interested pupil. Career materials were also reported to be located in the following places: Each Counselor's Office 81.6 per cent, Guidance Director's Office 78.9 per cent, School Nurse's Office 31.6 per cent, Interested Teacher's Office 23.7 per cent, Principal's Office 5.3 per cent, and Adult Education Office 2.6 per cent.

The above findings substantiate the report from the students in the O'Koren study in which 90 per cent stated that literature was available about nursing in the school library or from their counselors.

(23)

Item 2, Part II of the tool which states, "How are your career materials on nursing kept current?" elicited the responses which are reported in Table 6.

Table 6. How Career Materials are Handled as Reported by 33 High School Counselors

How Career Materials are Handled	Number of Respondents (N = 33) *	Per Cent of Respondents **
(1)	(2)	(3)
Kept Current by:		
Filing Material Received	17	51.5
Request or Subscription	8	24.2
Files Kept by:		
Librarian	6	18.2
Secretary in the Guidance Office	5	15.2
Files Not Kept Current:	1	3.0
Do Not Know How Materials Are Kept Current:	1	3.0

\* Six counselors did not respond.

\*\* Since counselors listed more than one way for handling career materials, the per cent of responses equals more than 100.

Table 6 shows that the majority of the high schools play a passive role in the collection of career materials in nursing, that is, 51.5 per cent of the counselors' responses fell into the category of filing materials received. Only 24.4 per cent stated that they requested or subscribed for material. Flowers, as was noted in Chapter II, found a lack of recent career publications.<sup>(7)</sup> This may be due to this passive role of the counselors, or to the scope of their responsibilities being such that keeping current occupational files becomes an impossible task.

One counselor felt that the materials were not kept current, and one counselor stated that it was not known how the materials were kept current. There might be a conjecture made that the six counselors who

did not respond would also fall into this last category.

Eleven of the counselors read into the question who kept the literature current rather than how the career materials were kept current. It is not surprising to find that the librarian and the secretary in the guidance office are doing this since the library was indicated by 100 per cent of the counselors responding and the guidance director's office was indicated by 78.9 per cent as places where career material was made available to students.

#### Authentic Channels to Sources of Information

The responses to items three and four of Part II of the questionnaire were submitted to a panel of three professional nurses who decided what responses to accept and what responses to reject.

The responses accepted from Item 3, "What organizations do you consider to be the authentic local channels to sources of information on careers in nursing?" are reported in Table 7.

Table 7. Local Organizations Accepted by the Panel as Authentic Channels of Sources of Information about Nursing as a Career with the Frequency and Per Cent of Responses of 36 High School Counselors.

Local Organizations	Frequency of Responses (N = 36) *	Per Cent of Responses **
(1)	(2)	(3)
Schools of Nursing	21	58.3
Oregon Nurses Association	16	44.4
Hospitals	8	22.2
County Health Departments	8	22.2
Future Nurses Clubs	4	11.1
Woman's Auxiliary to the Oregon State Medical Society	4	11.1
Oregon State Board of Nursing	3	8.3
College Conference Personnel	3	8.3
Armed Forces	2	5.8
Oregon League for Nursing	1	2.5
American Red Cross	1	2.5
Oregon State System of Higher Education	1	2.5

\* Three counselors either did not respond or gave responses which were not accepted by the panel of professional nurses.

\*\* Since the counselors listed more than one organization, the per cent of responses equals more than 100.

The results of Table 7 show that the schools of nursing were held by the counselors as the best channel of local information since they were named by 58.3 per cent of the counselors. Other sources named by

the counselors were as follows: Oregon Nurses Association 44.4 per cent, Hospitals 22.2 per cent, County Health Departments 22.2 per cent, Future Nurses Club 11.1 per cent, Woman's Auxiliary to the Oregon State Medical Society 11.1 per cent, Oregon State Board of Nursing 8.3 per cent, College Conference Personnel 8.3 per cent, Armed Forces 5.8 per cent, Oregon League for Nursing 2.5 per cent, American Red Cross 2.5 per cent, and Oregon State System of Higher Education 2.5 per cent.

It is noteworthy that the Oregon State Board of Nursing, the College Conference Personnel, and the Oregon League for Nursing were not named more frequently since they participate actively in the recruitment program as noted in Chapter II. The League is a relatively young organization and may not be creating the impact in careers that it should or could. This is merely a conjecture and cannot be validated without further study.

The responses to Part II, Item 3, "What organizations do you consider to be the authentic local channels to sources of information on careers in nursing?" which were rejected by the professional nurse panel were the following: Nurses 21.6 per cent, Medical Society 16.2 per cent, Doctors 8.1 per cent, Library 2.7 per cent, Academic Guidance for Juniors and Seniors 2.7 per cent, Career Information Folder 2.7 per cent, Hospital Auxiliary 2.7 per cent, Oregon State Employment Service 2.7 per cent, Commercial Vocational Material Sources 2.7 per cent, Volunteer Placement for High School Students 2.7 per cent, Counseling Departments 2.7 per cent, and Adult Education 2.7 per cent. It is obvious that some of the responses are not organizations, and therefore one would conclude that the question was either misread,

misunderstood, or ambiguously stated.

The responses accepted from Part II, Item 4, "What organizations do you consider to be the authentic national channels to sources of information on careers in nursing?" are shown in Table 8.

Table 8. National Organizations Accepted by the Panel as Authentic Channels of Sources of Information Regarding Careers in Nursing with the Frequency and Per Cent of Responses of 27 High School Counselors

National Organizations	Frequency of Responses (N = 27) *	Per Cent of Responses **
(1)	(2)	(3)
American Nurses' Association	17	63.0
National League for Nursing	14	51.9
Department of Health, Education and Welfare	6	22.2
Armed Forces	3	11.1
National Association of Practical Nurse Education	2	7.4
U. S. Department of Labor	2	7.4
American Hospital Association	1	3.7
American Personnel and Guidance Association	1	3.7

\* Twelve counselors either did not respond or gave responses which were not accepted by the panel of professional nurses.

\*\* Since the counselors listed more than one organization, the per cent of responses equals more than 100.

The results of the responses as shown in Table 8 indicate that the American Nurses' Association was listed most frequently as a source of

national information. It was mentioned by 17 counselors or 63 per cent. The National League for Nursing was listed by 14 counselors or 51.9 per cent. These organizations were probably mentioned most frequently because of the very nature of the organizations and their participation in recruitment.

The other sources listed were: Department of Health, Education and Welfare 22.2 per cent, Armed Forces 11.1 per cent, National Association of Practical Nurse Education 7.4 per cent, U. S. Department of Labor 7.4 per cent, American Hospital Association 3.7 per cent, and the American Personnel and Guidance Association 3.7 per cent.

The responses to Part II, Item 4, "What organizations do you consider to be the authentic national channels to sources of information on careers in nursing?" which were rejected by the professional nurse panel were the following: Medical Society 25 per cent, National Foundation 10.7 per cent, Schools of Nursing 10.7 per cent, Science Research Association 7.1 per cent, Hospitals 7.1 per cent, Career Subscriptions 3.6 per cent, American Dental Association 3.6 per cent, National Education Association 3.6 per cent, Mental Health Association 3.6 per cent, American Physical Therapy Association 3.6 per cent, and State Board of Nursing 3.6 per cent.



Counselor's Understanding of Nursing as a Career

Part III of the questionnaire was developed as a test of the counselor's understanding of nursing as a career. Since it obviously could not be a comprehensive test and still maintain the cooperation of the counselors, it was felt that a few questions on the various aspects of nursing education and employment would give a sample of the counselor's understanding.

Item 1, Part III of the tool which is the first item in the test states, "Check which of the following indicates the amount of bona fide college credit which is earned from attending a diploma school of nursing in Oregon," elicited the following responses: 45 quarter hours, 7; 60 quarter hours, 5; none, 10; do not know, 11; 1 year to complete requirements for a baccalaureate degree, 1; 1 year plus 1 summer to complete requirements for a baccalaureate degree, 1; and no answer, 4.

Since there is no bona fide college credit earned from a diploma program, there were only 10 correct responses. This means that 25.6 per cent of the counselors who returned the questionnaire gave the correct response, and 74.4 per cent of the counselors gave an incorrect response, or no response.

The second item in the test, "In the spaces provided list all of the schools of nursing in Oregon that you know about. Also give the length of each type of program and the approximate tuition cost," will be analyzed in segments.

The acceptable responses to the Collegiate Schools of Nursing in

Oregon were as follows: University of Oregon School of Nursing 31, University of Portland College of Nursing 16. The responses which were rejected were the following: Emanuel Hospital 4, Lewis and Clark College 3, Sacred Heart Hospital 3, Good Samaritan Hospital 2, Walla Walla College 2, Oregon State College 1, and Providence Hospital with University of Portland 1. There were 6 counselors who gave no response to the item.

The rejected responses portray definite confusion on the part of the counselors about collegiate programs in nursing in Oregon.

The replies which were accepted for the Schools of Practical Nursing were: Salem Technical Vocational School 14; Portland Community College 12; Eugene Technical Vocational School 13; Southern Oregon School of Practical Nursing, Medford 10; Central Oregon College, Bend 9; Forest Grove Practical Nurse School 7; Pendleton Practical Nurse School 6; Portland Sanitarium and Hospital 5; and Southwestern Community College, North Bend 2. The responses which were rejected were the following: Girls' Polytechnic High School 2; McGuley Hospital, Coos Bay 1; Portland Evening School 1; Multnomah College 1; Gresham 1; Providence Hospital 1; Clark College, Vancouver, Washington 1; Columbia Basin College, Pasco, Washington 1; and Most Hospitals 1. There were 9 counselors who gave no response to the item.

Again the rejected responses show confusion on the part of the counselors about practical nurse programs in Oregon.

The acceptable responses to the Diploma Schools of Nursing in Oregon were as follows: Emanuel Hospital School of Nursing, Portland 29; Good Samaritan Hospital School of Nursing, Portland 29; and

Sacred Heart Hospital School of Nursing, Eugene 21. The following responses were rejected: Providence Hospital, Portland 5; St. Vincent Hospital, Portland 4; University of Oregon, Portland 4; Physicians and Surgeons Hospital, Portland 1; Portland Sanitarium and Hospital, Portland 1; St. Anthony Hospital, Pendleton 1; and Sacred Heart, Spokane, Washington 1. Five counselors gave no response to the item.

Twenty-six of the 39 counselors knew the length of the collegiate course in nursing, 9 counselors did not answer the question, 1 counselor replied 2 years, 1 counselor answered 3 to 4 years, 1 replied 5 years, and 1 gave 5 years plus 1 term as an answer.

Of the 39 counselors, 19 knew the length of the practical nurse program, 15 counselors did not answer the item, and the remainder gave the following responses: 13 months 1; 16 months 1; 18 months 1; 2 years 1; and 2 to 3 years 1.

There were 26 of the 39 counselors who knew the length of the diploma program in nursing, 10 counselors did not answer the item, and the others gave the following responses: 1 year 1; 2 years 1; and 4 years 1.

Of the 39 counselors, 7 knew the tuition cost of the collegiate program in nursing, the item was not answered by 20 of the counselors, and the other responses were as follows: \$300.00, 1; \$720.00, 1; \$900.00, 1; \$3,680.00, 1; \$4,500.00 to \$4,800.00, 2; \$5,000.00, 2; \$6,000.00, 1; \$6,400.00, 1; and the same as other college courses, 2.

Twelve counselors gave the accepted response for the tuition cost of the practical nurse program, 24 did not answer the item, and the other counselors gave the following responses: \$500.00, 1;

\$560.00, 1; and \$1,000.00, 1.

There were 15 of the 39 counselors who knew the tuition cost of the diploma program in nursing, 19 did not answer the question, and the following responses were rejected: no cost, 1; \$200.00, 1; \$1,200.00, 1; \$1,200.00 to \$1,500.00, 1; and \$1,400.00 to \$1,500.00, 1.

Since there are no associate degree programs in nursing in Oregon at the present time, the responses to the part of Item 2 which deal with the associate degree program were neither accepted or rejected, but will be reported as they were received. Twelve of the counselors reported associate degree programs in nursing as follows: Clark College, Vancouver, Washington, 5; Boise Junior College, Boise, Idaho, 1; Columbia Basin College, Pasco, Washington, 1; Oregon Technical Institute, 1; Central Oregon College, Bend, 2; Portland Community College, 2; Blue Mountain College, 1; Southwestern Community College, North Bend, 2; and All Hospitals Except Sacred Heart, 1. There were 27 of the counselors who did not give a response to the item. This failure to respond may mean that the counselors are aware that there are no associate degree programs in Oregon, or it could mean that they are not familiar with the associate degree program. In order to validate either of these conjectures, more study is required.

The responses received about the length of the associate degree program were the following: 1 year, 3; 2 years to 2 years plus 1 term, 2; and 34 counselors did not answer the item.

Thirty-seven counselors did not answer the part of the item concerning the cost of the associate degree program. The other two

counselors answered \$180.00 and \$2,400.00.

Item 3 of Part III which reads, "List the name of the governing body which sets up minimum standards for the Oregon schools of nursing and whose approval is needed to operate a school," elicited the following responses: Oregon State Board of Nursing 16, Do not know, 3, National Nursing Accrediting Service 3, State Board of Health 3, Oregon State Board of Higher Education 1, American Hospital Association 1, Northwest Association of Secondary and Higher Schools for Accreditation 1, State Approving Authority 1, National Association for Practical Nurse Education 1, and 13 counselors did not answer the item. The 16 counselors who gave the correct response, Oregon State Board of Nursing, represent 41.0 per cent of the 39 counselors.

The fourth item of Part III, "What other agency also serves as an accrediting agency?" evoked responses as follows: National League for Nursing 13, Do not know 3, American Nurses' Association 2, American Medical Association 1, State Agency 1, State Board of Higher Education 1, Board of Examiners 1, and no answer 20. Thirteen or 33.3 per cent of the 39 counselors were aware that the National League for Nursing accredited schools of nursing.

Item 5, Part III which asks, "What is the approximate annual salary a professional nurse can expect upon completion of the basic program in nursing?" elicited the following responses: \$3,250.00 to \$3,749.00, 6; \$3,750.00 to \$4,249.00, 12; \$4,250.00 to \$4,749.00, 9; \$4,750.00 to \$5,249.00, 6; \$5,250.00 to \$5,749.00, 4; and no answer, 6. The appropriate response according to the Oregon Nurses Association is \$3,750.00 to \$4,249.00, and 12 or 30.7 per cent of the 39 counselors

chose this response.

There were a total of 25 possible points to be earned in Part III of the tool. The mean score of the 39 participating counselors was 9.23 or 36.9 per cent of the total possible points. Table 9 shows the mean score and per cent earned by the total group and the mean scores and per cents earned by the various sub-groups.

Table 9. Mean Score and Per Cent Earned by the Total Group and Mean Scores and Per Cents Earned by the Various Sub-Groups in a Test Administered to 39 High School Counselors to Assess Their Understanding of Nursing as a Career

Groups (1)	Mean Score Earned (2)	Per Cent Earned (3)
Total Group	9.23	36.9
Women Counselors	11.00	44.0
Men Counselors	6.69	26.8
Counselors in Group I	10.71	42.8
Counselors in Group II	8.40	33.6
Counselors in Class A Schools	9.21	36.8
Counselors in Class B Schools	9.33	37.3
Full-Time Counselors	10.73	42.9
Part-Time Counselors	8.64	34.6
Men Counselors of Boys	6.00	24.0
Men Counselors of Both Boys and Girls	7.57	30.3
Boy's Counselors	7.50	30.0
Girl's Counselors	9.80	39.2
Counselors of Both Boys and Girls	9.84	39.4

Table 9 reveals that there is a great deal of homogeneity in all of the groups since the range of the mean scores is only 4.31 points. The mean scores of the groups fell in the following order: Women Counselors 11.00 or 44.0 per cent; Full-Time Counselors 10.73 or 42.9 per cent; Counselors in Group I 10.71 or 42.8 per cent; Counselors of

Both Boys and Girls 9.84 or 39.4 per cent; Girl's Counselors 9.80 or 39.2 per cent; Counselors in Class B Schools 9.33 or 37.3 per cent; Counselors in Class A Schools 9.21 or 36.8 per cent; Part-Time Counselors 8.64 or 34.6 per cent; Counselors in Group II 8.40 or 33.6 per cent; Boy's Counselors 7.50 or 30.0 per cent; and Men Counselors 6.69 or 26.8 per cent.

It is interesting to note that the men counselors who counsel both boys and girls scored higher than the men counselors who counseled boys only. The mean scores of these two groups were: Men Counselors of Both Boys and Girls 7.57 or 30.3 per cent and Men Counselors of Boys 6.00 or 24.0 per cent.

It was felt that a statistical comparison of the various groups should be done to see if there was any significant differences between them. The t test (Appendix H) was selected and computed. Comparisons were made between the following: Men and Women Counselors; Counselors from Group I and Group II, Counselors in Class A and Class B High Schools, Full-Time and Part-Time Counselors, Men Counselors of Boys and Men Counselors of Both Boys and Girls, Boy's Counselors and Girl's Counselors, Counselors of Boys and Counselors of Both Boys and Girls, and Counselors of Girls and Counselors of Both Boys and Girls.

The only comparison that proved significant was the comparison between the Men and Women Counselors. The t test of this comparison proved significant between the .05 and .01 level. All of the other comparisons were not significant. Tables 10 through 17 show the comparisons and the t scores.



Table 10. A Comparison of Men and Women Counselors on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

(1)	N (2)	Mean (3)	$\Sigma x^2$ (4)
Men Counselors	16	6.69	431.50
Women Counselors	23	11.00	942.00

$t = 2.1730$        $df = 37$        $P = \text{Significant between } .05 \text{ and } .01 \text{ level.}$

Table 11. A Comparison of Counselors in Group I and Counselors in Group II on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

(1)	N (2)	Mean (3)	$\Sigma x^2$ (4)
Group I	14	10.71	658.80
Group II	25	8.40	842.00

$t = 1.0890$        $df = 37$        $P = \text{Not Significant}$

Table 12. A Comparison of Counselors in Class A High Schools and Counselors in Class B High Schools on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

	N	Mean	$\Sigma x^2$
(1)	(2)	(3)	(4)
Class A	33	9.21	1399.38
Class B	6	9.33	149.33

$t = .0412$        $df = 37$        $P = \text{Not Significant}$

Table 13. A Comparison of Full-Time Counselors and Part-Time Counselors on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

	N	Mean	$\Sigma x^2$
(1)	(2)	(3)	(4)
Full-Time Counselors	11	10.73	502.15
Part-Time Counselors	28	8.64	1012.44

$t = .2903$        $df = 37$        $P = \text{Not Significant}$

Table 14. A Comparison of Men Counselors of Boys and Men Counselors of Both Boys and Girls on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

	N	Mean	$\Sigma x^2$
(1)	(2)	(3)	(4)
Men Counselors of Boys	9	6.00	204.00
Men Counselors of Both Boys and Girls	7	7.57	217.68

$t = .1795$        $df = 14$        $P = \text{Not Significant}$

Table 15. A Comparison of Boy's Counselors and Girl's Counselors on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

	N	Mean	$\Sigma x^2$
Boy's Counselors	10	7.50	406.50
Girl's Counselors	10	9.80	469.50

$t = .0174$        $df = 18$        $P = \text{Not Significant}$

Table 16. A Comparison of Counselors of Boys and Counselors of Both Boys and Girls on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

(1)	N (2)	Mean (3)	$\Sigma x^2$ (4)
Counselors of Boys	10	7.50	406.50
Counselors of Both Boys and Girls	19	9.84	632.61

$t = .9655$        $df = 27$        $P = \text{Not Significant}$

Table 17. A Comparison of Counselors of Girls and Counselors of Both Boys and Girls on the Number of Items Scored Correctly on Part III of the Questionnaire Designed to Elicit their Understanding of Nursing as a Career

(1)	N (2)	Mean (3)	$\Sigma x^2$ (4)
Counselors of Girls	10	9.80	469.60
Counselors of Both Boys and Girls	19	9.84	632.61

$t = .0174$        $df = 27$        $P = \text{Not Significant}$

Since there is a significant difference between what the Men and Women Counselors know about nursing it is not surprising that one man refused to help with this study on the grounds that his "counselees were boys," and that another man who had said he would participate in the study returned the unanswered questionnaire with a similar comment.

The responses in Part III of the questionnaire substantiate Kennedy's findings that counselors have questions concerning the difference in the various levels of nursing programs.<sup>(14)</sup> Cafferty and Kennedy both state that the high school counselors have questions about tuition costs, and this study bears this out.<sup>(1,14)</sup> The Cafferty study also indicates that more information on the status of accreditation of schools of nursing is needed by counselors; this study also found this to be the case.<sup>(1)</sup> Kennedy mentions that the counselors asked about the nurses' salaries, and Part III of this study shows a lack of information in this area.<sup>(14)</sup>

Although there are no associate degree schools of nursing in Oregon, a question on the associate degree school was included to assess whether the Oregon high school counselor had information available to give to pupils who inquire. The returns show that there is misunderstanding in this area. Some of the counselors mentioned associate degree schools in Washington and Idaho as a response to the question. Other counselors listed the practical nurse programs which are established within the framework of the community college.

The free responses which were elicited by the questionnaire are as follows:

This has been good for me as I shall look up some things about which I am not sure. I think counselors should have a compiled book of information on the several nursing schools rather than relying upon yearly catalog information.

As a counselor for boys, I am totally unfamiliar with the requirements of nursing.

Just answered this on basis of what I knew, not what I have available in my files.

I do not have this information at my command as knowledge but get the information as needed.

The above information is the type our students look up for themselves (catalogs & bulletins made available to them) and then discussed when needed. General information is easy to have at your 'tongue tip,' but specific info must be at your 'finger tip.'

Our experience has been that only high school students with top grades - particularly in chemistry and geometry - are even given an aptitude test at the hospital schools. There is always a pressure for suggesting nursing as a career, but it is so selective that many girls cannot have a chance. Most vocations want the best - I wish some vocation would cater to the 'average.' Practical nursing does cater to the 'average' but it is very limited as to the number to be enrolled.

I try to look up information for each interested student. It would be helpful for a Nurses Association to provide counselors with this information.

Confused as to meaning of diploma school.

Diploma program discontinued in 1950.

We have two Deans of Girls who handle these problems and I have not taken the time to do the research necessary to complete this questionnaire.

As noted throughout Chapter III this study substantiates the findings of the studies reviewed in Chapter II.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

This study was concerned with the information that high school counselors have about nursing as a career. The purposes of the study were: (1) to discover how the counselors obtain information concerning nursing; (2) to determine the factors that counselors know influence their pupils toward nursing; (3) to ascertain whether recruitment literature is made available to prospective candidates for admission to schools of nursing, and how this literature is kept current; (4) to determine if high school counselors know the authentic channels of sources of information; and (5) to assess what the high school counselor knows about nursing as a career.

This study should prove of interest to nursing educators in the state of Oregon, to the Committee on Careers of the Oregon League for Nursing, and to the recruitment teams of the independent colleges and the state system of higher education.

The findings of the study were based on a questionnaire which was prepared to collect the data.

The thirty-nine participants were chosen at random from the 1962-1963 Membership Roster of the Oregon Personnel and Guidance Association. The participants were directly responsible for the vocational guidance of a group or of all of the students in a given

high school, and were employed by the public high schools in the state of Oregon.

The data were processed on Hadley Uni-Sort Cards to facilitate the manipulation of the data.

The findings of the study show that there is a lack of understanding and knowledge of nursing as a career by the high school counselors. The findings further indicate that the man counselor is less informed than the woman counselor, that counselors in general take a passive role in collecting nursing career materials, and that there is a great deal of confusion in the minds of the counselors about the various levels of nursing.

#### Conclusions

The findings of this study lead to the following conclusions:

1. The purposes of the study were fulfilled.
2. The knowledge of most of the high school counselors who participated in the study is not adequate.
3. Nursing as a whole must define and clarify the various levels of nursing.
4. Nursing should keep an active recruitment program going in the high schools each year.



### Recommendations

Based on the findings and conclusions of this study the following recommendations are made:

1. That a study be undertaken to determine what literature is available in the high schools, and to assess whether it is reliable and current.
2. That a similar enlarged study be done with the participants being drawn from a list of every high school counselor in the state of Oregon. This study would point up whether there are any differences in the understanding of counselors in general and counselors who are members of the Oregon Personnel and Guidance Association. It should also include some of the smaller high schools.
3. That a study of how more recruitment could be done to reach the high school boy to interest him in nursing as a career. This might be accomplished through the man counselor and successful men nurses.
4. That a study be undertaken to determine how nursing can clarify and define the various levels of nursing.
5. That a study be conducted to determine what assistance student nurses say they received from high school counselors when making a choice of a career.
6. That a study of recruitment programs in nursing be done, and that their cost in terms of money, time, and personnel be compared with their effectiveness.

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## APPENDIX A

QUESTIONNAIRE FOR AN ASSESSMENT OF WHAT HIGH SCHOOL COUNSELORS  
KNOW ABOUT NURSING AS A CAREER

## Part I

1. Check the following class that applies to your school.
- Class A \_\_\_\_\_  
Class B \_\_\_\_\_  
Class C \_\_\_\_\_
2. Check the group that applies to pupils for whom you have direct counseling responsibilities.
- Girls \_\_\_\_\_  
Boys \_\_\_\_\_  
Both \_\_\_\_\_  
None \_\_\_\_\_
3. What academic subjects do you teach? \_\_\_\_\_  
\_\_\_\_\_
4. What is your sex? Male \_\_\_\_\_ Female \_\_\_\_\_
5. Check the group that includes the number of years you have been employed within the Oregon public high school system.
- Under 1 yr. \_\_\_\_\_  
1 to 3 yrs. \_\_\_\_\_  
More than 3 yrs. \_\_\_\_\_
6. Check any of the following that you know might have influenced your pupils toward nursing.
- Career day \_\_\_\_\_  
College conferences \_\_\_\_\_  
Future Nurses Club \_\_\_\_\_  
Recruitment films \_\_\_\_\_  
Childhood interests \_\_\_\_\_  
None \_\_\_\_\_  
Other, specify \_\_\_\_\_
7. Check any of the following that have assisted you in obtaining information concerning nursing.
- I have none \_\_\_\_\_  
Reading literature by the profession \_\_\_\_\_  
Reading fiction \_\_\_\_\_  
Workshop or conference \_\_\_\_\_

Teacher visitation	_____
Members of the nursing profession	_____
Members of the medical profession	_____
Other, specify	_____

## Part II

1. Check from the following list the places in your school where career materials are available.

Guidance Director's Office	_____
Each Counselor's Office	_____
Interested Teacher's Office	_____
Library	_____
School Nurse's Office	_____
Principal's Office	_____
Do not know	_____
Other, specify	_____

2. How are your career materials on nursing kept current?

\_\_\_\_\_

3. What organizations do you consider to be the authentic local channels to sources of information on careers in nursing?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

4. What organizations do you consider to be the authentic national channels to sources of information on careers in nursing?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

## Part III

1. Check which of the following indicates the amount of bona fide college credit which is earned from attending a diploma school of nursing in Oregon.

45 quarter hours \_\_\_\_\_  
 60 quarter hours \_\_\_\_\_  
 None \_\_\_\_\_  
 Do not know \_\_\_\_\_

2. In the spaces provided list all of the schools of nursing in Oregon that you know about. Also give the length of each type of program and the approximate tuition cost.

Type	Name of School	Length	Cost
Collegiate or Degree			
Practical or Vocational			
Diploma or Hospital			
Junior-Community College or Associate Degree			

3. List the name of the governing body which sets up minimum standards for the Oregon schools of nursing and whose approval is needed to operate a school.
- 

4. What other agency also serves as an accrediting agency?
- 

5. What is the approximate annual salary a professional nurse can expect upon completion of the basic program in nursing?

\$3250 to 3749 \_\_\_\_\_      \$5250 to 5749 \_\_\_\_\_  
 3750 to 4249 \_\_\_\_\_      5750 to 6249 \_\_\_\_\_  
 4250 to 4749 \_\_\_\_\_      6250 to 6749 \_\_\_\_\_  
 4750 to 5249 \_\_\_\_\_      6750 to 7249 \_\_\_\_\_

If you have any comments which you wish to add to the questionnaire, you may write them on the back of this page.

Thank you for your cooperation in completing this questionnaire. Please return the questionnaire in the enclosed envelope to Ray Showalter, 3411 S. W. 13th Ave., Portland 1, Oregon by June 1, 1963.



## APPENDIX B

## LETTER TO COUNSELORS

3411 S. W. 13th Ave.  
Portland 1, Oregon  
April 23, 1963

Dear Counselor:

As a graduate student enrolled at the University of Oregon School of Nursing, I am preparing a thesis in partial fulfillment of the requirements for a Master of Science degree. Because I am especially interested in student nurse recruitment, I have defined my research topic as "An Assessment of What High School Counselors Know About Nursing as a Career."

The purposes of this study are to assess what knowledge high school counselors hold concerning nursing as a career, to determine whether they know the authentic channels to sources of information, to ascertain whether current, reliable literature is made available to prospective candidates, and to determine whether proximity to an Oregon School of Nursing has any bearing on the knowledge held by the counselors.

As a member of the Personnel and Guidance Association, I thought you would be especially interested in participating in this study. It will involve completing a questionnaire. A self-addressed post card is enclosed for your convenience in indicating your willingness to assist with the study.

A copy of the thesis will be placed in the University of Oregon Medical School Library and will be available for inter-library loan.

Yours sincerely,

Ray Showalter

Mr. Showalter is a regularly enrolled graduate student at the University of Oregon School of Nursing. Any assistance you can offer Mr. Showalter will be greatly appreciated.

Lucille Gregerson  
Thesis Adviser

APPENDIX C  
RETURN POST-CARD

Mr. Showalter:

I am \_\_\_\_\_ am not \_\_\_\_\_ willing to participate  
in your study.

Please print name and address below.

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---

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Mr. Ray Showalter  
3411 S.W. 13th Ave.  
Portland 1, Oregon

APPENDIX D  
COVER LETTER

3411 S.W. 13th Ave.,  
Portland 1, Oregon  
May 15, 1963

Dear Counselor:

Since you have indicated your willingness to participate in my study, I am enclosing the questionnaire to which reference was made.

Thank you for your kind assistance in helping me complete my research project. Please return the tool by June 1, 1963.

Yours truly,

Ray Showalter

APPENDIX E  
MASTER TABULATION SHEETS

Respondents by Group:

14 Group I  
25 Group II

Responses to Part I of the Questionnaire:

1. Check the following class that applies to your school.

33 Class A  
6 Class B  
0 Class C

2. Check the group that applies to pupils for whom you have direct counseling responsibilities.

10 Girls  
10 Boys  
19 Both  
0 None

3. What academic subjects do you teach:

11 None  
8 Social Science  
5 Mathematics  
5 Business  
5 Science  
5 Language Arts  
3 Physical Education  
2 Foreign Language  
1 No Answer

4. What is your sex?

16 Male  
23 Female

5. Check the group that includes the number of years you have been employed within the Oregon public high school system.

0 Under 1 year  
1 1 to 3 years  
37 More than 3 years  
1 No answer

6. Check any of the following that you know might have influenced your pupils toward nursing.

30 Childhood Interests  
 21 Career Day  
 20 College Conferences  
 9 Future Nurses Club  
 7 Recruitment Films  
 Other, specify  
     4 Medical Workers  
     2 Friends  
     1 Science Programs  
     1 Literature  
     1 Working in Hospital  
     1 Visiting Hospital  
     1 Parents  
 1 No Answer

7. Check any of the following that have assisted you in obtaining information concerning nursing.

34 Members of the nursing profession  
 31 Reading literature by the profession  
 20 Members of the medical profession  
 18 Workshop or conference  
 10 Teacher visitation  
 4 Reading fiction  
 Other, specify  
     2 Career Day  
     1 List of Accredited Secondary Schools in Oregon  
     1 Occupational Handbook  
     1 Medical Career Club  
     1 Red Cross Nurse Aide Program  
     1 Purchased Materials  
     1 Personal Knowledge  
 1 No answer

Responses to Part II of the Questionnaire

1. Check from the following list the places in your school where career materials are available.

38 Library  
 31 Guidance Director's Office  
 30 Each Counselor's Office  
 12 School Nurse's Office  
 9 Interested Teacher's Office  
 2 Principal's Office  
 0 Do not know where they are kept.  
 Other, specify  
     1 Adult Education Office  
 1 No answer

## 2. How are your career materials on nursing kept current?

## Kept current by:

17 Filing material received.

8 Request or subscription to material.

## Files kept by:

6 Librarian

5 Secretary in the Guidance Office

## Files not kept current:

1

## Do not know how materials are kept current:

1

## 3. What organizations do you consider to be the authentic local channels to sources of information on careers in nursing?

## Accepted responses:

21 Schools of Nursing

16 Oregon Nurses Association

8 Hospitals

8 County Health Departments

4 Future Nurses Clubs

4 Woman's Auxiliary to the Oregon State  
Medical Society

3 Oregon State Board of Nursing

3 College Conference Personnel

2 Armed Forces

1 Oregon League for Nursing

1 American Red Cross

1 Oregon State System of Higher Education

## Rejected responses:

8 Nurses

6 Medical Society

3 Doctors

1 Library

1 Academic Guidance for Juniors and Seniors

1 Career Information Folder

1 Hospital Auxiliary

1 Oregon State Employment Service

1 Commercial Vocational Material Sources

1 Volunteer Placement for High School Students

1 Counseling Departments

1 Adult Education

## No Answer:

2

4. What organizations do you consider to be the authentic national channels to sources of information on careers in nursing?

Accepted responses:

- 17 American Nurses' Association
- 14 National League for Nursing
- 6 Department of Health, Education, and Welfare
- 3 Armed Forces
- 2 National Association of Practical Nurse Education
- 2 U. S. Department of Labor
- 1 American Hospital Association
- 1 American Personnel and Guidance Association

Rejected responses:

- 7 Medical Society
- 3 National Foundation
- 3 Schools of Nursing
- 2 Science Research Association
- 2 Hospitals
- 1 American Dental Association
- 1 National Education Association
- 1 Mental Health Association
- 1 American Physical Therapy Association
- 1 State Board of Nursing

No Answer:

11

Responses to Part III of the Questionnaire:

1. Check which of the following indicates the amount of bona fide college credit which is earned from attending a diploma school of nursing in Oregon.

- 1 1 year to complete
- 1 1 year to one term to complete
- 5 60 quarter hours
- 7 45 quarter hours
- 10 No credit
- 11 Do not know
- 4 No answer

2. In the spaces provided list all of the schools of nursing in Oregon that you know about. Also give the length of each type of program and the approximate tuition cost.

College or Degree:

Accepted responses for degree schools:

- 31 University of Oregon School of Nursing  
16 University of Portland College of Nursing

Rejected responses for degree schools:

- 4 Emanuel Hospital  
3 Lewis and Clark College  
3 Sacred Heart Hospital  
2 Good Samaritan Hospital  
2 Walla Walla College  
1 Oregon State College  
1 Providence Hospital with University of Portland

No Answer:

6

Accepted responses for length of the degree program:

- 26 4 years, or 4 years plus 1 term

Rejected responses for length of the degree program:

- 1 2 years  
1 3 to 4 years  
1 5 years  
1 5 years plus 1 term

No Answer:

9

Accepted responses for tuition cost of the degree program:

- 7 \$1274.00 to \$2314.00 University of Oregon,  
or \$3200.00 for the University of Portland\*

Rejected responses for tuition cost of the degree program:

- 1 \$300.00  
1 \$720.00  
1 \$900.00  
1 \$3680.00  
2 \$4500.00 to \$4800.00  
2 \$5000.00  
1 \$6000.00  
1 \$6400.00  
2 Same as other college courses

No Answer:

20

\* Cost was calculated from catalogues (1962-1963).



Practical or Vocational:

## Accepted responses for practical schools:

14 Salem Technical Vocational School  
 13 Eugene Technical Vocational School  
 12 Portland Community College  
 10 Southern Oregon School of Practical Nursing,  
 Medford  
 9 Central Oregon College, Bend  
 7 Forest Grove Practical Nurse School  
 6 Pendleton Practical Nurse School  
 5 Portland Sanitarium and Hospital  
 2 Southwestern Community College, North Bend  
 0 Treasure Valley Community College, Ontario

## Rejected responses for practical schools:

2 Girl's Polytechnic High School  
 1 McCuley Hospital, Coos Bay  
 1 Portland Evening School  
 1 Multnomah College  
 1 Gresham  
 1 Providence Hospital  
 1 Clark College  
 1 Columbia Basin  
 1 Most Hospitals

## No Answer:

9

## Accepted responses for length of the practical nurse program:

19 1 year

## Rejected responses for length of the practical nurse program:

1 13 months  
 1 16 months  
 1 18 months  
 1 2 years  
 1 2 to 3 years

## No Answer:

15

## Accepted responses for tuition cost of the practical nurse program:

12 Average cost \$200.00\*

## Rejected responses for tuition cost of the practical nurse program:

1 \$500.00  
 1 \$560.00

\*Average cost was calculated from letters, brochures, or personal contact (1963).

1 \$1000.00

No Answer:

24

Diploma or Hospital:

Accepted responses for diploma schools of nursing:

29 Emanuel Hospital School of Nursing, Portland  
 29 Good Samaritan Hospital School of Nursing,  
 Portland  
 21 Sacred Heart Hospital School of Nursing,  
 Eugene

Rejected responses for diploma schools of nursing:

5 Providence Hospital, Portland  
 4 St. Vincent Hospital, Portland  
 4 University of Oregon, Portland  
 1 Physicians and Surgeons Hospital, Portland  
 1 Portland Sanitarium and Hospital, Portland  
 1 St. Anthony Hospital, Pendleton  
 1 Sacred Heart, Spokane

No Answer:

5

Accepted responses for length of diploma schools of  
 nursing:

26 3 years

Rejected responses for length of diploma schools of  
 nursing:

1 1 year  
 1 2 years  
 1 4 years

No Answer:

10

Accepted responses for tuition cost of the diploma  
 program:

15 Average cost \$750.00\*

Rejected responses for tuition cost of the diploma  
 program:

1 No cost  
 1 \$200.00  
 1 \$1200.00

\* The average cost was calculated from school catalogues. This represents tuition, textbooks, and fees since the tuition could not be identified alone. (1961-1963).

1 \$1200.00 to \$1500.00  
 1 \$1400.00 to \$1500.00

No Answer:

19

Junior-Community College or Associate Degree Program:\*

Responses received for associate degree programs:

5 Clark College, Vancouver, Washington  
 1 Boise Junior College, Boise, Idaho  
 1 Columbia Basin College, Pasco, Washington  
 1 Oregon Technical Institute  
 2 Central Oregon College, Bend  
 2 Portland Community College  
 1 Blue Mountain College, Pendleton  
 2 Southwestern Community College, North Bend  
 1 All hospitals except Sacred Heart  
 27 No answer

Responses received for length of the associate degree program:

3 1 year  
 2 2 years to 2 years plus 1 term  
 34 No answer

Responses received for the cost of the associate degree program:

1 \$180.00  
 1 \$2400.00  
 37 No answer

\* Since there are no Associate Degree programs in Oregon, the responses were neither accepted or rejected.

3. List the name of the governing body which sets up minimum standards for the Oregon schools of nursing and whose approval is needed to operate a school.

16 Oregon State Board of Nursing  
 3 Do not know  
 3 National Nursing Accrediting Service  
 3 State Board of Health  
 1 Oregon State Board of Higher Education  
 1 American Hospital Association  
 1 Northwestern Association of Secondary and Higher Schools for Accreditation  
 1 State Approving Authority  
 1 National Association for Practical Nurse Education  
 13 No Answer

4. What other agency also serves as an accrediting agency?

13 National League for Nursing  
 3 Do not know  
 2 American Nurses' Association  
 1 American Medical Association  
 1 State Agency  
 1 State Board of Higher Education  
 1 Board of Examiners  
 20 No Answer

5. What is the approximate annual salary a professional nurse can expect upon completion of the basic program in nursing?

6 \$3250.00 to \$3749.00  
 12 \$3750.00 to \$4249.00  
 9 \$4250.00 to \$4749.00  
 6 \$4750.00 to \$5249.00  
 4 \$5250.00 to \$5749.00  
 6 No Answer

Free Responses Received:

"This has been good for me as I shall look up some things about which I am not sure. I think counselors should have a compiled book of information on the several nursing schools rather than relying upon yearly catalog information."

"As a counselor for boys, I am totally unfamiliar with the requirements of nursing."

"Just answered this on basis of what I knew, not what I have available in my file."

"I do not have this information at my command as knowledge but get the information as needed."

"The above information is the type our students look up for themselves (catalogs & bulletins made available to them) and then discussed when needed. General information is easy to have at your 'tongue tip,' but specific info must be at your 'finger tip.'"

"Our experience has been that only high school students with top grades - particularly in chemistry and geometry - are even given an aptitude test at the hospital schools. There is always a pressure for suggesting nursing as a career, but it is so selective that many girls cannot have a chance. Most vocations want the best - I wish some vocation would cater to the 'average.' Practical nursing does cater to the 'average' but it is very limited as to the number to be enrolled."

"I try to look up information for each interested student. It would be helpful for a Nurses Association to provide counselors with this information."

"Confused as to meaning of diploma school."

"Diploma program discontinued in 1950."

"We have two Deans of Girls who handle these problems and I have not taken the time to do the research necessary to complete this questionnaire."

## APPENDIX F

## LETTER FROM THE UNIVERSITY OF OREGON SCHOOL OF NURSING

TO: High School Counselors

We wish it were possible for some member of our staff to visit all of our High Schools in Oregon. Since this cannot be accomplished we try to provide you with copies of our brochure and other materials which may be of interest to you. Nursing is a career that may be approached in several different ways. Our Degree program is attracting many good high school students, and we will welcome even more.

A number of Counselors have told us that the mimeograph sheet Facts for Nursing Education Today is most helpful. It defines the various approaches to a Nursing Career, and gives addresses where students may write for more data. On a separate sheet you will find the names of persons who serve as pre-nursing advisors on the campuses of our State System Schools as well as those in the many independent colleges and universities. These advisors give valuable assistance with course plans, transfer procedures and registration.

Frequently students and their parents like to visit our campus and speak to members of the staff. Miss Bernice Orwig, a member of our faculty, is available for conferences on this campus. She can be reached by letter or by telephone at 228-9181, Ext. 676. She will welcome an opportunity to talk with individuals or with small groups of students.

If you would like additional copies of the enclosed materials we will be glad to forward them to you.

Sincerely,

JEAN E. BOYLE  
Director

JEB:bt  
enc.

## APPENDIX G

## FACTS FOR NURSING EDUCATION TODAY

Today three types of basic educational programs prepare nurses for licensure as registered professional nurses: college and university programs leading to the baccalaureate degree, junior college programs leading to an associate degree, and hospital programs leading to a diploma. In addition to the basic programs, master's and doctoral programs provide graduate training for the more responsible professional positions. Practical nurse programs, usually administered by public vocational education systems or hospitals, offer preparation for examination and licensure as a practical nurse.

## BACCALAUREATE DEGREE PROGRAMS

Baccalaureate degree programs are conducted by 176 colleges and universities. The curriculum includes course work in the biological, physical, and behavioral sciences, in languages and mathematics, and an upper division major in nursing.

Clinical nursing experience is planned so that students learn how to give nursing care to adults and children in hospitals and public health agencies. Both the candidates and the faculty members must meet university requirements.

The curriculum comprises liberal arts as well as nursing courses. Courses in nursing include fundamentals of teaching and administration as they relate to professional nursing care.

Graduates of baccalaureate degree programs are broadly prepared to give nursing care, to interpret and demonstrate such care to others, and to plan, direct, and evaluate nursing care. They are prepared for positions as public health nurses and team leaders, and for advancement to positions as head nurses and clinical specialists. They are also prepared to begin graduate study for teaching, administration and clinical practice.

In Oregon three such degree programs are available for the prospective nursing student. They are the UNIVERSITY OF OREGON SCHOOL OF NURSING, the University of Portland College of Nursing, and Walla Walla College School of Nursing.

The University of Oregon School of Nursing requires that the student spend at least one year of pre-nursing on the campus of an accredited college or university. A well-defined course of study has been outlined for this pre-nursing year. A copy of the pre-nursing curriculum may be obtained from the School of Nursing, upon request.

#### ASSOCIATE DEGREE PROGRAMS

Associate degree programs in nursing are offered primarily by community or junior colleges. As yet, none of these nursing programs is available in Oregon. Information concerning the Associate Degree program may be obtained from Clark College, Vancouver, Washington, as well as from Junior Colleges located in Pasco and Everett, Washington, Boise Junior College, Boise, Idaho, and from the great number of Junior Colleges in California.

#### DIPLOMA PROGRAMS

Programs leading to a diploma in nursing are conducted by schools of nursing which are under the auspices of hospitals or are independently incorporated. Entering students must be high school graduates. The course is usually 3 years in length. The curriculum content is selected primarily to prepare the graduate as a practicing nurse. Instruction and related clinical experience focus primarily on the nursing care of patients in hospitals. Graduates are prepared to use basic scientific principles in giving nursing care. They are able to plan with associated health personnel for the care of patients and may be responsible for the direction of other members of a nursing team.

In Oregon there are three such schools. Emanuel Hospital School of Nursing and Good Samaritan Hospital School of Nursing are located in Portland, Oregon. Sacred Heart Hospital School of Nursing is in Eugene, Oregon.

Prepared by University of Oregon School of Nursing from "Towards Quality in Nursing", Surgeon General's Report 1963, USPHS.

April 1963



APPENDIX H  
FORMULA FOR STATISTICAL ANALYSIS

The formula which was used for the t tests was taken from Diamond's Information and Error, and appears below:

$$t^2 = \frac{n_1 n_2 (\bar{x}_1 - \bar{x}_2)^2}{\sum x_1^2 + \sum x_2^2} \cdot \frac{n_1 + n_2 - 2}{n_1 + n_2}$$

Typed by

Gwendolyn M. Dunning