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An exploratory study to classify, with a specific tool, teacher participation in the group discussion process in courses dealing with the study of human behavior.

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AN EXPLORATORY STUDY TO CLASSIFY, WITH A SPECIFIC TOOL, TEACHER PARTICIPATION IN THE GROUP DISCUSSION PROCESS IN COURSES DEALING WITH THE STUDY OF HUMAN BEHAVIOR

BY

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B.S. ADELPHI COLLEGE, 1955

A field study submitted in partial fulfillment of the requirements for the Degree of Master of Science in the School of Nursing, Boston University, August, 1959

First Reader:  [Signature]

Second Reader:  [Signature]
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CHAPTER I

INTRODUCTION

Statement and Justification of Problem

In teaching an applied social discipline with the emphasis on diagnosing and managing human relations rather than on academic research interests, the major emphasis is placed on giving the students the tools and techniques which will be relevant in a variety of social contexts. The teacher has to walk a tight-rope between abstract generalizations which lose meaning in a concrete situation and a pedestrian cataloging of facts which offer no conceptual guide for thinking now and for generalization to other settings. The challenge for the instructor, then, is to create a learning situation where experienced phenomena can be related to some strategic conceptual framework.

The problem undertaken for study was to identify and classify the functions of the teacher in the classroom in which the emphasis was on students learning about human behavior in an inductive, experience-centered way. This problem was isolated from the more inclusive question of how to create a learning situation where students can effectively utilize experienced phenomena in group discussion, and relate it to "some strategic conceptual framework" so as to acquire a greater understanding and knowledge of human behavior, and the "tools and techniques which will be relevant in a variety of social contexts." The study-maker, agreeing with Dr.'s Benne and Bennis in the above quotation, hoped through this study to gain insight into the style of teaching to which they refer from the point of view of

the teacher. These authors identify three principle ways in which the teacher may function in the leadership of the classroom group.

1. Making diagnostic observations about the problems of the class as a group and in encouraging students to share in this diagnosis.
2. Helping the class design learning experiences in keeping with the problems they locate and decide to study further.
3. Presenting concepts and information relevant to summarizing their classroom laboratory and furthering the diagnostic and managerial processes of the group.¹

These are not essentially different from the leadership functions defined by Dr. Matthew B. Miles in his recent book, *Learning to Work in Groups*. These are:

1. Providing methodological help. The trainer must be able to help the group invent, construct, or adapt learning

2. Benne and Bennis, Ibid., p. 275.

3. Dr. Miles takes what he calls a "functional approach to leadership", which implies that any or all members of the group may perform specific leadership acts or functions, but that these functions must be supplied by someone if the group is to reach its objectives. The leader may encourage members of the group to take on these functions, as implied by Benne and Bennis, but has the responsibility to perform these acts himself if no one else fulfills the need. "Function" is defined by Dr. Miles in this way; "The word "function" will sound like jargon to many readers. It is purposely used here as a reminder that the leadership act is one required by the group." Matthew B. Miles, *Learning to Work in Groups*, (New York), 1959, p. 17. See also op. 36, where Dr. Miles compares the training group with the usual classroom group.

activities to help the members learn what they want to learn.

2. Guiding analysis. Here the trainer comments on, generalizes from, raises questions about, and in general helps the group members think explicitly about the experiences they have been going through. ...it involves more than merely pointing up group phenomena. It also includes the guidance of thoughtful discussion. ... The trainer may also find himself helping to analyze the nature of the training group itself, interpreting the training method being used, or explaining the rationale behind training as another form of analysis.

3. Giving support. As a training activity goes forward, it is important for group members to have emotional support as they work and learn. ...At the beginning of a training group's work, support may have to come mostly from the trainer. As the group works, support comes more and more from other group members, through the development of norms like "It's safe to try things out here."

4. Encouraging group growth. As the trainer suggests training methods, helps the group think, and supplies emotional support, he also needs to encourage the group members to join him in taking responsibility for these matters. ... The trainer's basic job, in a phrase, is to work himself out of a job.

5. Controlling group movement. The entire question of how the trainer influences what the training group does is an interesting and perplexing one. Undeniably, the trainer exerts some control on the group through the timing of his suggestions, the particular methods he proposes for learning, the points at which he chooses to remain silent, and so on. ...Even if the trainer refrains from overt control behavior, however, the members of the training group usually have widely varied feelings about how much he should be controlling the group.... Learning the right amount and kind of control behavior is a matter for practice and reflection.

6. Maintaining membership in the group. Obviously, the trainer must be seen as having some membership in the training group, or his comments and suggestions will have very little impact. He needs to say enough to indicate that he values membership in the training group.... But the trainer cannot afford to be only a member of the group." He cannot give up his responsibility for helping learning procedures proceed fruitfully and well. He has an authority of expertise, in a sense, which he cannot and must not try to give up. ...The trainer has feelings and he should express them as a person. Since the trainer does have special responsibilities, however, he should be reasonably sure that his being spontaneous at any given point will help, not make things more difficult.

It is very difficult to suggest precise rules; the
trainer must diagnose the immediate situation, and supply needed functions to the best of his ability. For this reason, practice and analysis of the trainer role are essential.

The investigator's interest in the area was prompted by experience as a student in classes in which the learning process centered on group discussion, and by anticipation of the use of the method in future teaching. A review of the literature at the time the study began, failed to answer the investigator's questions about the role of the teacher in leading group discussion. The question, "How does one perform these functions?" was answered only in part—"practice and analysis of the trainer role are essential." This study, then, is an analysis of one aspect of the teacher's role. It was thought that the first hand observation and study of experience would be an invaluable experience in the preparation for creating a situation in which inductive, experience-centered learning could take place.

Scope and Limitations

The investigator observed in eleven consecutive classes of one section of the course entitled "Behavioral Aspects of Nursing" in a selected collegiate school of nursing. The university bulletin describes the course as follows:

Seeks to encourage the examination of one's abilities and experiences. Explores ways to bring them to bear with increased skill in the nursing relationship, by means of

group effort and experience in a clinical setting. The class met for three hours, one day a week for one semester. The enrollment in the class was twenty-one. The investigator observed the entire period of each class, taking notes, but did not participate in the discussion, or other classroom activities.

The investigator was introduced at the first meeting of the class as a graduate student, studying the particular teaching method used. It is of interest that none of the students questioned the content of the notes during the entire eleven weeks of observation. A second teacher took over the class at the second meeting, and continued to the end of the course. Therefore, ten consecutive class periods conducted by the same teacher were observed.

In addition, one class period of each of two other sections of the same course were observed. The total number of three hour class periods observed were thirteen--three teachers were each observed for one entire class period and one teacher was observed for ten entire class periods. The total number of hours of observation for the study was thirty-nine.

Following the observation, the notes taken for each class period were reviewed, and the appropriate items were checked on the "Trainer Behaviors Checklist" (Appendix, p.38) for each class. This data was subsequently categorized into seven categories using the Key (Appendix, p.40) to the Checklist. The Checklist consists of forty-four items, each one describing
specific act which the teacher (or "trainer") may perform, and which fall into one of seven categories of leadership functions as discussed by Dr. Miles. The seventh category, included in the checklist, and not discussed above in leadership functions, is that of Context Maintainence. This is defined in the Key as: "...defining scope, relating the group to the training culture of which it is a part, and setting limits." This is included in "Guiding analysis" by Dr. Miles.

Definition of Terms

Inductive experience-centered learning is that learning which takes place when the student analyzes his own experience, and, through the inductive process, arrives at a generalization.

By group is meant several persons in a face-to-face setting on a task that requires their cooperation.

Group processes refer to the "actual, concrete behaviors in the group--how things are happening, rather than what is being talked about....The idea of process is an abstract one; it implies some structure changing over a period of time."

6. "The trainer's responsibility is to facilitate learning about better group behavior....He is basically a teacher--but he usually deals more in the analysis of here-and-now behavior than do most teachers...Basically, the trainer facilitates and guides learning." Miles, Ibid., p.205


8. Induction."5.Logic. Act or process of reasoning from a part to a whole, from particulars to generals, or from the individual
Statement of the Problem

The problem undertaken for study was to identify, by the use of the Trainers Behaviors Checklist, teacher participations in the group discussion process toward the end of gaining greater insight into the teacher's functions in effectively using group discussion to create a learning situation in the classroom.

Preview of Methodology

The data was collected by observation in the classroom and the use of a log in which a descriptive account of the class activities and discussion was kept, with special attention and emphasis upon the behavior of the teachers. What the teacher said and did was recorded in the context of the total classroom activity and discussion. The recorded data was subsequently categorized by the use of the Trainer Behaviors Checklist.

to the universal; the inference so reached. Webster's Collegiate Dictionary, 2nd edition, (Massachusetts), 1948.

9. Miles, Ibid., p. 3

10. Miles, Ibid., p.3.
CHAPTER II

THEORETICAL FRAMEWORK OF THE STUDY

Philosophical Background and Review of Literature

Many authorities in the fields of education and human relations refer to group dynamics, or human relations training groups as specifically helpful in the development of democratic attitudes, of promoting awareness of the "oneness" of human beings as well as of the uniqueness of each individual, and development of tolerance and understanding of the differences between them. Such training groups usually concentrate on the analysis and interpretation of the behavior of the group, in the group. It seems that only modest changes in the goals and methodology of the training group need be made to adapt it to use in the classroom in which the development of these same attitudes is one of the goals of the course. One such difference may be that students bring into the class incidents and situations from the professional work situation in addition to discussion of the group's own behavior.

An integral and important part of the education of nurses is the development of certain attitudes towards people, themselves, and their own and related professions. Many of

1. Miles, Ibid., ppviii, and 31.
   also, Benne and Bennis, Ibid., p. 274.
these attitudes are formed long before the student reaches professional education. One function of the school of nursing is to reinforce those attitudes which the student has which are professionally sound and desirable, and to begin the re-education of the student's attitudes which are less desirable. The human relations training group or its counterpart has been found to be the most effective tool available to date for this kind of education.

The following succinct statement, quoted from John Dewey, establishes an ideology of the use of group discussion in teaching, and the advantages of teachers and students having a knowledge and understanding of group processes.

Training is that development of curiosity, suggestion, and habits of exploring and testing, which increases sensitiveness to questions and love of inquiry into the puzzling and unknown; which enhances the fitness of suggestions that spring up in the mind, and controls their succession in a developing and cumulative order; which makes more acute the sense of the force, the proving power, of every fact observed and suggestion employed. Thinking is not a separate mental process; it is an affair of the way in which the vast multitude of objects that are observed and suggested are employed, the way they run together and are made to run together, the way they are handled. Consequently any subject, topic, question, is intellectual not per se but be-

3. See the discussion by Dr. James T. Proctor of the Univ. of North Carolina in the article "Group Experiences With Medical Students...", Peltz, Steel and Wright, A. J. of Orthopsychiatry, vol. 27, p. 166.

also, J. J. Auer, and H. L. Ewbank, Handbook for Discussion Leaders, (New York), 1947, p. 10. "Is discussion an effective method of exchanging information?...(the answer) is strongly affirmative as a device for learning new facts, discovering different ways of looking at a problem, and increasing one's understanding of a complex situation..." "Is discussion an effective method of formulating intelligent at-
cause of the part it is made to play in directing thought in the life of any particular person.

For these reasons, the problem of method in forming habits of reflective thought is the problem of establishing conditions that will arouse and guide curiosity; of setting up the connections in things experienced that will on later occasions promote the flow of suggestions, create problems and purposes that will favor consecutiveness in the succession of ideas.

These conditions spoken of by Dewey are not easily provided in the traditional classroom. Lectures seldom if ever help the student to "set up connections in things experienced" for instance. A classroom atmosphere that permits and encourages students to reconstruct experiences, to compare experiences, and to actively engage in interpersonal experiences in the classroom, would seem to provide a wider opportunity for the student to form connections between these experiences. For example, the attitudes the student brings to the class will influence the interpersonal relationships that student has with his classmates. If, in the give and take of the classroom group, his attitudes towards his classmates become modified, and his interpersonal relationships in the class improve, he has the opportunity, and possibly assistance, in seeing the connection between his change of attitude and the change in his relationships. When such a change is recognized, and experiences and opinions? Investigators have found even relatively short discussions may change opinions or attitudes of as many as forty per cent of those who listen or take part."

mented with in one situation, (the class) it is more easily

carried over into other situations, i.e. from classroom to work.

Ken Benne and Warren Bennis state that "the classroom

can fruitfully be viewed in terms of some principles of group
dynamics..." Knowledge of classroom dynamics by a teacher is
important, but "more adequate control of learning is better
achieved if students as well as teachers have knowledge of
these dynamics and assume responsibility for managing them to
good effect." These authors believe that the important element
in achieving augmented motivation and achievement is the empha-

sis upon joint diagnosis if the small group problems and proces-

ses of the classroom in combination with shared responsibility
for managing the learning process.

This would seem to be pertinent to the teaching of

nursing which necessarily must deal with problems in small
groups in practice, if not in class. This is one kind of
"practice" or "training" that could well be provided in the
academic setting. The authors say:

If part of the educational process is geared to equipping
students with internalized self-controls in learning, in
order for education to continue outside of the school or
university walls, then it seems apparent that students
should be given the opportunity to develop and test these
internalized patterns within the university environment.
Shared diagnosis of classroom group experience seems to
serve this aim.

A teacher's use of classroom group experience as the
point of departure toward the course content, human behavior,
6. Ibid., p. 277.
depends upon his philosophy of teaching and the objectives of
the course. The author believes that a nurse can more effective-
ly understand another's behavior or experience if she has
examined her own behavior in relation to others, and has looked
critically at her own experiences. Clark E. Moustakas states
it in this way:

...people who really know human nature are those who have
experienced the worth and value of others through their
own empathy. Correspondence of perceptual experience is
perhaps the best basis for understanding what an experience
means to another individual, but without such similarity of
perception we can still know the meanings that experiences
have for others through listening with objectivity and
warmth, through attempting to understand the essence of the
experience through the perceptions of the other person.

A class which makes use of the experiences of the members,
through group discussion and interaction, provides an opportuni-
ity for the students to see wherein they have corresponding
experiences, and for them to "listen with objectivity and
warmth" to one another. As the group progresses, one of the
norms which can be expected to be developed is that the members
come to share a work-centered kind of objectivity toward the
expression of feelings.

That the development of such an objectivity is one of
the desirable outcomes of group discussion, and a very valuable
attribute for a nurse to acquire is well accepted. Dr. Gregory
Rochlin describes it in the following passage:

Thus, among other factors, she (the nurse) needs to be

helped to acquire a satisfactory understanding of the subjective and objective elements of human relationships. Is one of our goals objectivity? We should remember that the material with which we work is human and cannot help but arouse our feelings. Therefore, we need to become aware of such feelings. Objectivity for us means that we understand that barriers may be raised by our unawareness.

In discussing the value of group discussions as a learning technique, James H. McBurney and Kenneth G. Hance have this to say:

Participation in discussion offers an opportunity for development along at least two lines, the ability and disposition to approach problems on the level of reflective deliberation and the ability and disposition to cooperate with others in the solution of group problems. Participation in the group thinking process leaves a residue in the experience of the learner in terms of socially desirable skills and attitudes which quite conceivably may have greater educational values than the knowledge which might be acquired by other methods in the same amount of time.

While Dr. James T. Proctor says:

...there is real question about the advisability of engaging (medical) students in analytic or an uncovering type of group therapy as a teaching process. However, group teaching wherein the instructor operates within a structured situation to facilitate learning and insight secondary to discussion of patients' problems would seem to be a superior teaching method.

Nathaniel Cantor discusses his use of group discussion at the University of Buffalo in his book, Dynamics of Learning. He states that learning or growth depends upon the following:

1) That the student discover for himself in the process of learning, what he wants out of the course, and 2) the skill of the instructor in meeting the real needs of the student, and helping the student define his function and responsibility in the learning process. This is best accomplished by changing from the traditional setting with the teacher's desk facing rows of students, to a circle. Change in the way in which the students acquire the academic discipline must accompany the change in setting. The traditional mode is that the student acquires discipline by accommodation to the teacher. Cantor suggests that the student must acquire the discipline by "overcoming himself" if real learning is to take place. This is done by group discussion within the limits set by the content of the course, and the philosophy of the school. The teacher does not take the role of information giver, but places the responsibility for obtaining information upon the students. The teacher's responsibility then becomes the guidance of the discussion so that it remains at a level which provides opportunities for learning and within the limits set by the teacher. The spirit in which the instructor presents this approach to his classes will influence the extent to which it is acted upon by the students, and the degree to which they will struggle to retain the old pattern. 13

13. Ibid., pp 101 to 116.
CHAPTER III

METHODOLOGY

Selection and Description of Sample

The data was collected by observation in classes primarily using group discussion as the method of approaching the course content. Observations were recorded in a log, kept during the class meeting. The classes observed were all sections of the course entitled, "Behavioral Aspects of Nursing", offered by a selected collegiate school of nursing. The course description, as given in the 1958-1959 university bulletin, is:

Seeks to encourage the examination of one's abilities and experiences. Explores ways to bring them to bear with increased skill in the nursing relationship, by means of group effort and experience in a clinical setting.

There were four sections of the course, three of which were observed. These will be referred to in this study as Sections A, B, and C. Section A was observed from the first to the eleventh meeting. Sections B and C were each observed during one class meeting. This was done as a "spot check" to offer some comparison between teachers. However, it was felt that more would be gained from the continuity of observation in consecutive meetings of the same class for several weeks than by many spot checks of several classes, in as much as the groups could not be expected to follow the same pattern at the same time. Each class period was three hours. There was usually a "break" approximately half way through the period. The
enrollment in Section A was twenty-one.

At the second meeting of section A, a second teacher took over the class, and continued until the end of the semester. Therefore, four teachers were observed. Three were each observed for one full period; one was observed for ten full class periods. The total number of class periods observed was thirteen. The total number of hours of observation was thirty-nine.

The observer was introduced to each section as a graduate student interested in studying the method of teaching used. The teachers observed had no further knowledge of the nature of the investigation. The observer recorded in a log the teacher participations, and the events immediately before and after. Verbatim notes of the meetings were not kept, but the context in which the teacher interventions occurred was recorded.

Following the period of observations, the notes of each class were reviewed, and the Trainer Behaviors Checklist checked, without reference to the Key. This was recorded by classes on the form found in the Appendix, page 71. The Key was then employed to categorize the checks (see Table I). Examples from the data which illustrate items of the Checklist may be found in the Appendix, page 72.

The Trainer Behaviors Checklist was obtained from Matthew B. Miles, Associate Professor of Education at Teachers College, Columbia University. It was designed for the special case of human relations training, and was used with his per-
mission. These same categories of trainer functions discussed by him in his book, Learning to Work in Groups, are also referred to on pages 2 and 3 of this study.

1. Miles, Ibid., pp. 209 to 214.
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CHAPTER IV

FINDINGS

Presentation and Discussion of Data

The graph (Table II) clearly demonstrates the findings of the study. Most of the teacher participations fell into the category of Analysis. The second most frequent category of participation was Support; the third, Membership; and the fourth, Control. Growth Facilitation, Methodological Help, and Context Maintainence occurred less frequently in these classes, but participations in all categories occurred at sometime in the thirteen classes observed. The averages depicted on Table II were arrived at by totaling the incidence of all the items in each category, and dividing this sum by the number of items in that category. They are shown to the nearest tenth. The frequency of occurrence of each of the forty-four items of the Checklist may be seen graphically on Table III.

As can be seen on Table II, the highest incidence of teacher participations in the classroom was in the area of Analysis. Items in this category include analysis of situations related in the class, as well as analysis or interpretation of behavior which took place in the classroom. This activity in analysis seems consistent with the broad aims of the course, those being to help students examine their abilities and experiences toward the goal of greater skill in nursing relationships.
TABLE II. Average Occurrence By Category of Teacher Interventions For the Total (Thirteen) Classes
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It seems that some analysis of the behavior in the group, and of behavior of others in the work situations as told by the members of the class, would serve as a guide for the students as they learn to analyze these situations for themselves. Leading questions which point the direction for further thought were also considered in this category. For example, item four, "Helped group members generalize from their experience" might very well take the form of a question.

In one discussion, dealing with a psychiatric unit in a general hospital, the teacher asked such questions as the following:

"Were you (nurses from that unit) called on to go to other parts of the hospital? Did you think it might be useful?"

The student responded that doctors were called to other wards, and frequently patients were transferred to the psychiatric unit because other floors "didn't want to deal with them."

"Why don't nurses want to bother with these patients?"

One item, included in the analysis section of the Checklist, which seemed to apply to numerous situations in most of the classes, was number thirteen, "Brought social science concepts into the discussion." These concepts were from the fields of sociology, anthropology, and psychiatry. They were also directed toward a research attitude toward the common problems that arise in clinical nursing practice. This is illustrated by the following quotation from the teacher:

Isn't this group, the way we interact with each other, the way we interact with other nurses? Do you state problems, and follow the scientific method? This (course) is geared to helping communications between nurses—a census of problems, and a sharing of experiences.
The teacher sometimes recommended books or articles that particularly illustrated or enlarged upon a social science concept just introduced, for instance:

Discussion dealt with male nurses working in obstetrics. Are they more gentle with women in labor? Are husbands allowed at birth?

Teacher, "This is a sexual issue. There is greater chance of maturity with co-education...large groups of one sex are not conducive to growing up. Nursing needs warm, mothering women; the teacher of nurses should help students to reach for the womanly role...The Women, by Helene Deutsch and The Second Sex by Beauvoir deal with this in Western civilization."

On some occasions, the teacher "called attention to what was happening in the group" (Item one). The third class began with the teacher saying, "Last week feelings of anger, sadness, inadequacy, and frustration were expressed. Let's continue with our discussion of the most disturbing patients."

A similar function, Item 5, (Clarified what had been happening in the group) was performed by the teacher in the seventh class; "C. had been verbalizing for many in the group. Are the problems too painful to bring up?"

Item eighteen occurred in many classes. Here the teacher described why an individual behaved as he did. This behavior may have taken place in class, but more often was part of a situation which a student related to the class, such as the following:

A student told of supervising a student nurse in giving a medication. The student nurse appeared very frightened, and the nurse's attempts to reassure her were not successful.

The teacher commented, "You must account for past experience. Your tone helps, but one needs several experiences to erase..."
the past. It seems clear to me that you represented past 'illusory' figures."

It was anticipated that much of the teacher's activity would be in the area of support, because of the change from her traditional role as information giver. Miles says, in relation to this, "in the beginning of a training group's work, support may have to come mostly from the trainer. As the group works, support comes more and more from other group members, through the development of norms like "It's safe to try things out here."

It was thought that this change in role of the teacher would be cause for some concern and anxiety in the students, who would in turn have to change their traditional role of "receivers", and take part in the information giving of the class. Examples of such concern were most evident from the class when the topic of self evaluation was discussed. Some students, as may be expected, reacted more verbally to this lack of obvious structure, but it may be that the retreat from any active part in the classroom discussions on the part of others represented their response to the anxiety in the situation. This first came up at the fourth class meeting, and selected excerpts from the discussion at that time will help clarify the above.

Miss B., "Is it true that we mark ourselves?"
Teacher, "How do you feel about it?"
Miss B., "We don't honestly mark ourselves. If we mark 'good', well----, and if 'bad', you say 'You don't think much of yourself'."
Teacher, "Teachers in the past have done this?...I will not grade anybody. What do you want to do about it?"
Miss B., "You are well trained in psychiatric nursing, you should be able to mark better than us."

This was followed by much discussion among small groups within the class. The general idea from all these groups
was that it was not a popular idea. Miss K., "It's unfortunate that a grade is necessary for a course like this." Teacher, "Talk about grades. What's in it?" Some suggestions as to how the grading might be done by the class rather than the individual were discussed, but vetoed by most of the members. The subject was then abruptly changed by one member.

In the discussion above, the students were unwilling to take upon themselves the new role of self evaluator, and desired the teacher to do this as they were accustomed. The teacher refused, so they tried to get their classmates to accept the role. They were not successful in this either, so the subject was changed to a more comfortable one.

The teacher in this case appeared to be trying to encourage the expressions of anxiety and anger which prompted the students to bring up the discussion. She was supportive in the tone and manner in which she encouraged the discussion. This can not be documented by what she said, but must be observed at the time. It is felt by the investigator that the teacher's tone of voice, the expression on her face, and the manner in which she says something play an important part in determining the response of the group. These are the non-verbal communications, well illustrated by Ruesch and Kees in their book by that title. They are difficult to document even with a camera and a tape recorder. They can only be described from the observer's point of view in such a study as this, yet they cannot be discounted as not important.

Sometimes members of the class will become involved in a conflict which the teacher feels is too threatening to one or both of the members. Item eight refers to such a situation; "acted to reduce conflict between individual members." In the classes observed for this study, this did not occur at all frequently, but one example of how the teacher functioned in such a situation is here repeated from the notes of the eighth class.

There was heated discussion between two members of the class regarding student responsibilities in learning. Teacher, "This kind of course makes you feel particularly uncomfortable." Miss J. "Yes, that's why I asked what we are geared to... We need a thread to direct the discussion."

The teacher can indicate acceptable classroom behavior as well as support an individual member of the class by such comments as: "I want to compliment Miss J. If she had been sitting next to me she would have hit me. We had a sharp difference and let each other live." By such a comment, the teacher indicates that differences of opinion are not only acceptable, but desirable in the particular course. She also lets the student know that her behavior was not threatening to the teacher.

An illustration of how the teacher acted to "relieve group tension by joke or comment" (Item nineteen) occurred in the eighth class.

One student had carried the discussion for a long time, asking for guidance and structure for the group. Other members of the class were showing signs of restlessness by talking, moving around, etc. The teacher stated that
following the break, she would bring a tape recording to illustrate student-teacher relationship, that being one of the themes of the foregoing discussion.

Here the teacher acted to relieve the tension in two ways; by giving a "break" in the class, and by focusing the discussion away from the members of the group while still following the general topic of discussion which they had introduced.

The teacher can offer support by answering a question promptly (Item 27). She may at the same time direct the discussion into profitable channels, for instance:

Student, "What do you think of the word 'attitude'?"
Teacher, "Have you looked it up in a dictionary? We have to start with an established definition."

As can be seen by the graph on Table II, teacher participations that came under the heading of Support comprised the second most frequent form of intervention in the classes observed.

The category with the third highest average incidence was that of membership. This is defined in the Key as follows: "Here the trainer is operating as a member of the group, rather than in a differentiated role." There are five items on the Checklist included in this category, only two of which were checked for this data. These two are: "17. Expressed personal feeling.", and "20. Entered actively into group discussion aside from process analysis." Those items which did not seem to apply to this classroom group were:

7. Performed chore at suggestion of group or member.
15. Followed procedure agreed on by group.
44. Participated in group decision-making.
These items are particularly applicable to a human relations training group, such as those for which the Checklist was originally designed. This activity on the part of the leader would not be expected with as much frequency in a classroom where the content of the course was other than the dynamics of the group.

Examples of Item 17 (Expressed personal feeling.) occurred in every class observed. As Miles points out,

Nothing...should be construed to mean that the trainer (teacher) should be a "zombie," as one member put it. He had feelings and he should express them as a person. Since the trainer (teacher) does have special responsibilities, however, he should be reasonably sure that his being spontaneous at any given point will help, not make things more difficult.

Examples of personal feelings expressed in the classes observed are: "If you make a judgment, it closes the door. Keep asking 'why'.", "I set out to bother you and was bothered myself."

Examples of Item 20 are: "The professional nurse does a lot of counseling with the attendant group. The union can be a problem.", and "Students' education should be guarded and planned; follow the plan. She should not be at the demand of anyone."

The category with the next most frequent occurrence was that of control. The key to the Trainer Behaviors Checklist gives this explanation of this category: "Here the trainer is influencing or regulating group locomotion." Those items in this group which occurred most frequently were:

42. Directed group to do something.
43. Guided the direction of the group.

23. Tested for group agreement.

When item forty-two occurred, the teacher intervention was usually in the form of giving a specific assignment, either for homework, or for the class, such as asking for volunteers to take notes of the meetings. Item forty-three was frequently in the form of a suggestion, which the group could act upon if they desired. Such a suggestion was this: "We could start with a discussion of word symbols. Words mean different things for different people at different times. This leads to a lack of communication."; or, for the first class, "Let's start with each one introducing herself and telling us where she works, and her field of interest." Item twenty-three took the form of such questions as: "Does that sound familiar?", "Do you agree?"

Growth facilitation is explained in the Key by the following: "Here the trainer encourages movement of the group toward greater responsibility and effectiveness." This category is also particularly pertinent to a human relations training group, although it would be hoped that any class taught with emphasis on the students' assumption of responsibility for the content of the classroom discussion would move in this direction. The primary focus of the course observed, however, was not in this direction. As can be seen by the graph (Table II) some interventions were made by the teacher in this direction, such as:

30. Supported group as it learned to work together.
31. Three or four patients were discussed last week; and the major problems of depression were touched in process and content. We'll continue with discussion of the most disturbing
patients."

"Some of the members haven't talked at all. How do you feel about those who talk too much? Do you not want to be in competition?"

33. Helped group grow as a group. 
Teacher, "...The tone was anger. Were you (the class) angry with me?"

37. Encouraged group to take responsibility. 
"We can start anytime you want to."

"Talk about your evaluation. How are you going to do it?"

Methodological help would also be more in the focus of a course in group dynamics. It is defined in this way: "Here the trainer supplies or helps the group construct procedures for effective learning." This is further clarified by a look at the items in this category.

10. Suggested methods or procedures. 
"Next week we can set up role-playing of Joan's patient to clarify this more."

24. Gave advice during discussion of a proposed procedure. 
Teacher clarified the assignment for the following week, answered questions about it, and indicated approval of one student's proposed plan for completing the assignment.

Items 21. Helped group with planning of specific procedures., and 29. Helped group keep procedures working as agreed on., were not checked for this data. The item in this category that was most often observed during the collection of this data was number ten.

The category which occurred least often in the classes observed was Context Maintenance. The Key gives this explanation, "Here the trainer is defining scope, relating the group to the training culture of which it is a party and setting limits."
Actions which would fall into this category closely resemble many of the "analytical" functions which the teacher performs and, in as much as the "training culture" was not the focus of the groups observed, more of the teachers' participations were seen as Analysis. Miles has included these functions in the general category of Analysis in his book, *Learning to Work in Groups*.

The problem being studied was to identify, by the use of the Trainers Behaviors Checklist, teacher participations in the group discussion process toward the end of gaining greater insight into the teacher's functions in effectively using group discussion to create a learning situation in the classroom. Through observing in the classroom, the investigator was able to identify the teacher interventions by recording in a log what the teacher did and said, and the context of the discussion in which the intervention occurred. Following review of the log, the Trainer Behaviors Checklist was completed for each class period observed. The investigator was then able to classify the teachers' activities into seven categories using the Key to the Checklist. The forty-four items of the Checklist identify the ways and means by which the teacher influences the learning process; the seven categories, analysis, support, membership, control, growth facilitation, methodological help, and context maintenance indicate the broad areas into which the teachers' participations fall.

participations may be classified for study.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

The problem undertaken for study was to identify teacher participations in the group discussion process, toward the end of gaining greater insight into the teacher's role in effectively using group discussion to create a learning situation in the classroom. A review of the literature revealed that considerable study of the dynamics at work in a classroom had been done, and that knowledge of these group dynamics is a most useful tool for the classroom teacher.

The Trainer Behaviors Checklist was employed as a tool for categorizing the participations of the teachers observed. Although this tool was developed for use in human relations training groups, it proved very useful in classifying the teachers' activities in a classroom with other course content. When the data, obtained by observation in thirteen classes, was classified into the seven categories of the Checklist, it was found that the largest number of teacher participations came in the category of Analysis; that the second largest number of interventions was in the area of Support; and that participations in the areas of Membership and Control, respectively, were also frequent. The categories of Growth Facilitation, Methodological Help, and Context Maintenance were seen to apply more to human
relations training groups; however, items in these areas did occur in the classes observed by the investigator.

Although this study was limited to the classification of observed teacher activities, the study-maker has found that the observation in classrooms, concentrating on the teachers' activities, and the subsequent classification of the data thus obtained has been a very useful aid in relating the knowledge gained from the literature to concrete situations.

Recommendations

The following recommendations for further study in the area of teacher activities in classes primarily using group discussion techniques have evolved from this study:

1) That the checklist be employed as a tool for classifying teacher participations in several courses using group discussion, but concerned with different subject matter, and the results compared to determine whether the subject matter of the course influences the kinds of teacher activities.

2) That the Checklist be given to every member of a class at the end of each class period to be completed at that time. That this be done in several sections of the same course, over a period of several weeks, and the results tabulated and compared with the results obtained from an observer in the classes who would also complete the Checklist at the end of each class period.

3) That this study be repeated with a larger sample, and
That the observer present to a jury of peers, example, the data, illustrating the items of the Checklist, to validate the observer's use of the Checklist.
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APPENDIX

TRAINER BEHAVIORS CHECKLIST

Your name ____________________________

Your trainer's name ____________________________

We are interested in getting a description of how the trainer of your group has behaved during meetings. Below is a list of things that trainer do. A few, many or all may apply to what your trainer did during this meeting.

Please read each item. If your trainer did this during the meeting which has just ended, put an X at the left of the item. When you are finished, please go through the items again and put a second X beside those items of which you are most certain.

1. Called attention to what was happening in the group.
2. Aided group when it was in difficulty.
3. Got the group to do something he wanted.
4. Helped group members generalize from their experience.
5. Clarified what had been happening in the group.
6. Supported a goal suggested by a group member.
7. Performed chore at suggestion of group or member.
8. Acted to reduce conflict between individual members.
9. Reflected feelings of group members.
10. Suggested methods or procedures.
11. Gave feeling of warmth when speaking.
12. Gave support to individual members.
13. Brought social science concepts into the discussion.
14. Agreed to carry information from the group to outside authority.
15. Followed procedure agreed on by group.
16. Described why the group behaved as it did.
17. Expressed personal feeling.
18. Described why an individual behaved as he did.
19. Relieved group tension by joke or comment.
20. Entered actively into group discussion aside from process analysis.
21. Helped group with planning of specific procedures.
22. Expressed approval of what an individual had done.
23. Tested for group agreement.
24. Gave advice during discussion of a proposed procedure.
25. Interrupted while the group was carrying out a plan.
26. Explained the general nature of a training group.
27. Answered direct question promptly.
28. Expressed approval of what group had done.
29. Helped group keep procedures working as agreed on.
30. Supported group as it learned to work together.
31. Encouraged independent action by the group.
32. Helped group members analyze what had been happening.
33. Helped group grow as a group.
34. Helped the group see what needed to be done next.
35. Stopped group movement.
36. Controlled the flow of discussion.
37. Encouraged group to take responsibility.
38. Explained administrative matter.
39. Helped group members state their learnings explicitly.
40. Explained limits within which group works.
41. Explained own training role.
42. Directed group to do something.
43. Guided the direction of the group.
44. Participated in group decision-making.

KEY TO TRAINER BEHAVIORS CHECKLIST

This is a preliminary form of an instrument designed to produce a clear description of what trainers do. The 44 items are divided into seven categories.

A. Control. Here the trainer is influencing or regulating group locomotion.
   Items 3, 6, 23, 25, 34, 35, 36, 42, 43

B. Analysis. Here the trainer is analyzing, interpreting or helping the group analyze, interpret and learn from their experience.
   Items 1, 4, 5, 9, 13, 16, 18, 32, 39

C. Methodological Help. Here the trainer supplies or helps the group construct procedures for effective learning.
   Items 10, 21, 24, 29

D. Membership. Here the trainer is operating as a member of the group, rather than in a differentiated role.
   Items 7, 15, 17, 20, 44

E. Support. Here the trainer protects members from threat or injury, and supplies support of an emotional sort (not cognitive).
   Items 2, 8, 11, 12, 19, 22, 27, 28

F. Context Maintenance. Here the trainer is defining scope, relating the group to the training culture of which it is a part, and setting limits.
   Items 14, 26, 38, 40, 41

G. Growth Facilitation. Here the trainer encourages movement of the group toward greater responsibility and effectiveness.
   Items 30, 31, 33, 37
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EXAMPLES FROM THE DATA FOR ITEMS OF THE CHECKLIST

CONTROL.

Here the trainer is influencing or regulating group locomotion.

3. Got the group to do something he wanted.

Class XI
Teacher suggested that the class begin with a discussion of word symbols. "Words mean different things for different persons at different times. This leads to lack of communication... A student immediately asked, "What do you think of the word 'attitude'?"

Discussion followed of the possible meanings of the word attitude as frequently used by nurses, and the many colloquial meanings attached to the word.

6. Supported a goal suggested by a group member.

Class IV
Student, "Is it true that we mark ourselves?"
Teacher, "How do you feel about it?" Continued to encourage discussion of self evaluation.

Class VIII
Student started the class by relating the discussion which took place at a NLN meeting. The student apparently had been very moved by this discussion which had dramatized the conflict between "service" and "education" in hospitals.

The teacher encouraged further discussion on this topic by isolating themes of the discussion as the student told about it. Themes isolated by the teacher were, "I love me, I love people; I hate me, I hate people." "If I have friends, I also have enemies."

"Change is slow--what are some ways of meeting change?"

There was a lengthy discussion of tension between service and education in settings familiar to class members.

Class XI
Student, "How can students learn to use the scientific method with an instructor of the 'old school'? Students are led by the instructor, if he is authoritarian, they don't use the scientific method."

As it was the usual time for a break, discussion did not immediately follow. After the break, the teacher re-introduced the topic for discussion by, "C. brought up something that has to do with teaching-learning, kinds of authority, communication."
23. Tested for group agreement.

Class III
Student told of a problem with an authority figure on her job.
Teacher, "Sound familiar?"

Class VI
Student, "Are we going to have a mid-term exam?"
Teacher, "Do you want it?"

Class XIII
Teacher gave out and read an anecdote.
Student, "This is learned behavior."
Teacher, "Do you agree?"

34. Stopped group movement.

Class IV
Discussion of psychiatric units in general hospital, how they are used, are they good, etc.
Student, "They are good because if you have suicidal patients, the other patients are protected from the gruesomeness of suicides." She went on to tell about such emergencies in the state mental hospital.
Teacher, "Did you ever have fantasies of "if I were dead, they'd be sorry?"
A long silence followed. When discussion picked up, it was on the topic of tranquilizers.

36. Controlled the flow of discussion.

Class IV
Teacher opened the discussion by asking who it was that worked on a psychiatric unit in a general hospital. Asked this student several questions.
Student, (in answer to a question), "We often got patients the other floors just didn't want to take care of."
Teacher, "Why don't nurses want to bother with these patients?"
The following discussion brought out such comments as "not enough time", what is meant by "psychotic", why patients are not "good".

Class VIII
Teacher suggested the group talk about their evaluations.
A student asked for structure for the group, for direction from the teacher. Asked, "What is this course aiming at?"
Teacher answered that it was to study interactions between nurses, help communication, etc., then asked, "Did you expect to get solutions?"
A second student commented that "Students have half the
responsibility.

Discussion returned to the problem of self evaluation.

Class IX
Teacher, "You talk about others. It would be wiser to bring it home. Who does the changing of an individual? The teacher?" Student, "The individual is influenced by outside."
Teacher, "You can't blame or praise outside, must bring it home. Change is done by the person who changes."

Class XII
Student brought up a problem of being laughed at because of her foreign customs and accent.
Teacher prompted her with such questions as, "What would you have done in India? Do they know you would appreciate on-the-spot help and correction?"
The student received considerable support from the group and was able to explore her problem more fully. The group then carried it on to discuss dealing with people of different customs and habits.

42. Directed group to do something.

Class I
Teacher, "Let's start by each one introducing herself and telling us where she works, and her field of interest.

Class II
Teacher, "Let's begin with the assignment you received last week. You were all going to be prepared to talk about the most disturbing patient you had cared for.

Class IV
Teacher gave assignment for the following week.

43. Guided the direction of the group.

Class XII
Teacher gave out and read an anecdote, waited for discussion to start.

Class XII
Discussion on discourtesy. Teacher, "Can only subordinates be discourteous?" "Let's take a break and continue this discussion when we return. It is pertinent to our reading on authority."

Class VI
We could start the discussion today by talking about the relationships between nurses and practical nurses, and nurses and aides.
ANALYSIS.

Here the trainer is analyzing, interpreting or helping the group analyze, interpret and learn from their experience.

1. Called attention to what was happening in the group.

   Class III
   Teacher, "Last week feelings of anger, sadness, inadequacy, and frustration were expressed. Let's continue with our discussion of the most disturbing patients."

   Teacher, "Sound familiar? C. was unable to reach and please someone she wanted to please. Dealing with dependence--both were dependent in this situation."

   Class V
   Teacher, "How did you feel at the end of the session last week?"
   Student, "We left many points unanswered."
   Teacher, "How did you feel in terms of feeling? There were many sub-groups. They seemed to be expressing anger; or isn't it "nice" to be mad? Why can't you express anger, and distrust then and now?"

   Class X
   Teacher, "This patient showed marked dependency and anxiety. She was very verbal. We like patients who have quiet anxiety--they don't bother us. Anna may be likened to a child--we wonder what's wrong when she's quiet."

4. Helped group members generalize from their experience.

   Class II
   Teacher, "These are common problems--they all have to do with the patients' not improving making the nurse feel inadequate."

   Class IV
   Teacher, "Nurses express extreme hostility at paperwork, routine, neglect of nursing--"
   Student, "Nurses don't want to give up the things they've been doing."

   Class XIII
   Students discussing how to evaluate the course. Some complained the course was too unstructured.
   Teacher, "An unstructured course like this leaves you up in the air. It has value only if you can see enduring threads
5. Clarified what had been happening in the group.

Class VII
   Teacher, "C. has been verbalizing for many in the group. Are the problems too painful to bring up?"

Class V
   Teacher, "How did you feel at the end of the session last week?... Were you angry about the grading? The tone was anger."

9. Reflected feelings of group members.

Class II
   Discussion of a patient who failed to get better during a long hospitalization.
   Teacher, "Nurses care. You were seeking approval of the patient, and satisfaction from his approval."

Class III
   Teacher, "Last week feelings of inadequacy, frustration, anger and sadness were expressed."

Class VIII
   Teacher, "The atmosphere is one of depression. 'Poor me?' Is it so awful?..."

13. Brought social science concepts into the discussion.

Class IX
   Discussion of male nurses working in obstetrics. Are they more gentle with women in labor? Are husbands allowed at birth?
   Teacher, "This is a sexual issue. There is greater chance of maturity with co-education...large groups of one sex are not conducive to growing up. Nursing needs warm, mothering women; the teacher of nurses should help students to reach for the womanly role...!The Women' by Helene Reutsch and 'The Second Sex' by Beauvoir deal with this in Western civilization."

Class X
   Discussion of "difficult patient" with an endocrine disorder that had had a marked effect on her personality.
   Teacher, "Good nursing management could do much to help out even organic difficulties."

Class X
   Student, "Men with the same disorder are more stable than women."
Teacher, "It may be the cultural influence. In our culture, men are not allowed to be a 'pain in the neck' as are women."

16. Described why the group behaved as it did.

Class X
Student, "The head nurse didn't get angry, but she got the hives." There was laughter from the entire group.
Teacher, "Why do we laugh? 'Murder will out.'"

Class VIII
Teacher, "The atmosphere is one of depression, sadness... Is everyone up to their ears in study for mid-semesters? How do we get more time in a day?"

18. Described why an individual behaved as he did.

Class IV
Teacher pointed out that a student was blushing, and that this probably indicated her irritation at a generalization that another student had made, but that she did not verbalize this irritation.

Class X
Discussion of a patient who accepted medicine from one nurse, but would not take the medication when administered by another.
Teacher, "Suggestion is very powerful if a patient trusts a nurse...."

Class X
A student told of supervising a student nurse in giving a medication. The student nurse appeared very frightened, and the nurse's attempts to reassure her were not successful.
Teacher, "You must account for past experience. Your tone helps, but one needs several experiences to erase the past. It seems clear to me that you represented past 'illusory' figures."

32. Helped group members analyze what had been happening.

Class XI
Teacher, "You talk about others. It would be wiser to bring it home. Who does the changing of an individual?"

Class XI
Student, "Are communications breaking down?"
Teacher, "See, words are a problem. I don't know what she is talking about--it has to do with authority, value, having different ways of communication."
Class XII
Teacher, "Has anyone been in such a situation besides Mrs. B?"
"Why do you suppose they cover up?"

39. Helped group members state their learnings explicitly.

Class XII
Discussion of reading assignment, dealing with authority.
Teacher, "Why do nurses have difficulty with authority?"

Class XIII
Final assignment was to write an evaluation of the course.
"An unstructured course like this has value only if you can see
enduring threads through it." Teacher indicated that she
thought that the expression of these "enduring threads" would
be part of the evaluation.

Class XIII
Teacher, "Sobriety and warmth are assets for the nurse.
'The good nurse should' inhibits--we perpetuate these, not only
others."

METHODOLOGICAL HELP.

Here the trainer supplies or helps the group construct pro­
cedures for effective learning.

10. Suggested methods or procedures.

Class X
Teacher, "When you have protocol reduced to routine, you
can have fun watching people, interactions. These routines
come into service of the relationships."

Class IX
Following the break, teacher suggested, "Let's get back to the
discussion with a story...."

Class VIII
Teacher, "We will not take record the sessions anymore. Can
we have some volunteers to take notes of the class?"

Class II
Teacher, "Next week we can set up role playing of Joan's
patient."

21. Helped group with planning of specific procedures.

This item was not checked.
24. Gave advice during discussion of a proposed procedure.

Class I
Teacher, gave the following assignment, that the students write out the most disturbing patient I have nursed. Modified this during discussion of what was desired, to include the most difficult head nurse I have worked with. This assignment was to serve as a starting point of discussion in the second class.

Class XIII
Teacher clarified the assignment for the following week, answered questions about it, and indicated approval of one student's proposed plan for completing the assignment.

29. Helped group keep procedures working as agreed on.
   This item was not checked.

MEMBERSHIP
Here the trainer is operating as a member of the group, rather than in a differentiated role.

7. Performed chore at suggestion of group or member.
   This item was not checked.

15. Followed procedure agreed on by group.
   This item was not checked.

17. Expressed personal feeling.

Class III
Teacher, "Flanders Dunbar's 'Mind and Body' is a good book on this subject."

Class IV
Teacher, "If you make a judgment, it closes the door. Keep asking 'why'."

Class V
Teacher, "I set out to bother you and was bothered myself."

20. Entered actively into group discussion aside from process analysis.

Class VI
Teacher, "The professional nurse does a lot of counseling
to the attendant group. The union can be a problem."

Class VII
Teacher, "Student's education should be guarded and planned; follow the plan. She should not be at the demand of anyone."

Class VIII
Teacher, "In New York, head nurses, supervisor, etc., have faculty status. In some places, more pay is added for years of experience on the staff nurse level."

44. Participated in group decision-making.

This item was not checked.

SUPPORT.

Here the trainer protects members from threat or injury, and supplies support of an emotional sort (not cognitive).

2. Aided group when it was in difficulty.

Class VIII
Teacher, "I'll bring a tape after the break that illustrates one student-teacher relationship."

8. Acted to reduce conflict between individual members.

Class VIII
Heated discussion between two members of the class regarding student responsibilities in learning.
Teacher, "This kind of course makes you feel particularly uncomfortable."
Miss C., "Yes, that's why I asked what we are geared to... We need a thread to direct the discussion."

Class V.
Student had given long views on the need for direction for the course. Class was getting restless, and beginning to all talk among themselves.
Teacher, "There seems to be much 'boredom', are you all afraid?"

11. Gave feeling of warmth when speaking.

12. Gave support to individual members.
Class VIII
Teacher, "I want to compliment Miss J., if she had been sitting next to me she would have hit me. We had a sharp difference and let each other live."

Class X
Student told of problem of difference with a supervisor. Teacher, "We agree its a good thing. If more nurses did it, there would be less manipulation of nurses. You had a personal difference with a supervisor—we all have. You hear many nurses gripe about this, but seldom do anything about it."

Class XIII
Student gave teacher a paper, asking if this were the way an assignment should be done. Teacher, looking at student's paper, "This much have been the way it made sense to you."

19. Relieved group tension by joke or comment.

Class VIII
One student had carried the discussion for a long time, asking for guidance and structure for the group. Teacher stated that following the break, she would bring a tape to illustrate student-teacher relationship, that being one of the themes of the foregoing discussion.

Class IV
Discussion had been of self evaluation for the course. One student asked, "You told an incident of dropping a pill when there were no more. What did you do?"
Teacher, "I didn't give it. Do you want to know the sequel to that story?..."

Class III
Student told of situation in which she had been teaching both three-year and collegiate students. Another teacher, suddenly appointed to teach the collegiate students, came in and "started to reform the entire department", with resulting conflicts. This had been told with very rapid speech, and extreme affect. The student seemed very upset by retelling this situation.
Teacher summed-up the situation, then suggested a break.

22. Expressed approval of what an individual had done.

Class II
Expressed approval by furthering the discussion along the topic introduced by the student. "Do we limit grieving for the patients' sake, or because we feel uncomfortable in the presence of such strong feelings?"
Class IV
Student, "It's unfortunate that grades are necessary for a course like this."
Teacher, "Talk about grades, what's in it?"

Class VIII
Teacher, "Want to compliment Miss J. If she had been sitting next to me, she would have hit me. We had a sharp difference and let each other live."

27. Answered direct question promptly.

Class XI
Student, "What do you think of the word 'attitude'?"
Teacher, "Have you looked it up in a dictionary? We have to start with an established definition?"

Class XII
Student, "I'm learning it's a good thing to express anger if you know how to do it. How far do you go in expressing anger?"
Teacher, "You answered your own question. It can be a handy tool if used with skill."

Class XIII
Student handed teacher appaper for approval. Teacher looked it over, responded, "This must have been the way it made sense to you."

28. Expressed approval of what group had done.

Class IV
Discussion had veen about grading for the course. Teacher showed approval of this topic by encouraging further discussion along these lines. "Talk about grades. What's in it?"

CONTEXT MAINTENANCE.
Here the trainer is defining scope, relating the group to the training culture of which it is a part, and setting limits.

4. Agreed to carry information from the group to outside authority.
This item was not checked.

26. Explained the general nature of a training group (the class).
Class VIII
Student, "What is course aiming at?"
Teacher, "To find commonalities of our problems. Those dealing with humans always have these problems. This gives more understanding—it can only come about by comparing, talking, getting you to think...Isn't this group—the way we interact with each other, the way we interact with other nurses? Do you state problems, follow the scientific method? This is geared to helping communications between nurses..."

38. Explained administrative matter.
Class VIII
Student, "Are we going to have a mid-term?"
Teacher, "Not from me."

Class XIII
Teacher informed class of Dean's accident.

40 Explained limits within which group works.
This item was not checked.

41. Explained own training role.
This item was not checked.

GROWTH FACILITATION.
Here the trainer encourages movement of the group toward greater responsibility and effectiveness.

30. Supported group as it learned to work together.
Class III
Teacher, "...Three or four patients were discussed last week, and the major problems of nursing were touched in process and content. We'll continue with discussion of the most disturbing patients."

Class VII
Teacher, "Some of the members haven't talked at all. How do you feel about those who talk too much? Do you not want to be in competition?"

Class VIII
Teacher, "What can the group do to make it, (the course), more meaningful?"
33. Helped group grow as a group.
   
   Class V
   Teacher, "...The tone was anger. Were you angry with me?"

37. Encouraged group to take responsibility.

   Class V
   Teacher, "We can start anytime you want to."

   Class VIII
   Teacher, "Talk about your evaluation. How are you going to do it?"

   Class IX
   Teacher, "Those who are working with patients, record a little data (about patients' behavior) and bring it to class for next week's discussion...Would you be willing to do this?"