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A study of the two week plan for directed field observation in public health nursing for graduate nurse students from Boston University School of Nursing with the visiting nurse association of Boston

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BOSTON UNIVERSITY
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A STUDY OF THE TWO WEEK PLAN FOR DIRECTED FIELD OBSERVATION IN PUBLIC HEALTH NURSING FOR GRADUATE NURSE STUDENTS FROM BOSTON UNIVERSITY SCHOOL OF NURSING WITH THE VISITING NURSE ASSOCIATION OF BOSTON

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CHAPTER I

INTRODUCTION

The general purpose of the professional curricula for graduate nurses at Boston University is

"to enable the student to develop a fuller and more appreciative understanding of human beings and behavior, to gain a sounder knowledge of the scientific foundations from which nursing principles are derived, a wider breadth of clinical experience, a broader approach to social and health aspects of nursing, and, thus, an increased capacity to contribute to meeting the need for professional nursing."

To help achieve this purpose a period of two weeks' directed field observation with a public health nursing agency has been required of graduate nurse students who did not have such experience in their basic curricula.

STATEMENT OF THE PROBLEM

This study has been undertaken to determine whether changes are needed or desirable in the present plan for two weeks' directed field observation with the Visiting Nurse Association of Boston which was offered to graduate nurse students enrolled in various clinical nursing programs in Boston University in 1949. It attempts to answer the following specific questions:

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1. What are the opinions of competent observers concerning the value of a brief field observation and experience with a public health nursing agency?²

2. How do the purposes of such an experience as stated by the Boston University School of Nursing compare with the purposes stated by competent observers?

3. Is the present plan for field experience in the specific situation suitable to meet the objectives which have been established?

4. On the basis of these findings, what modifications, if any, are needed?

SCOPE OF THE STUDY

This study is concerned with one group of graduate nurse students who were enrolled in the clinical department of maternity nursing at Boston University School of Nursing and assigned to the Visiting Nurse Association of Boston for two weeks' directed field observation in December 1949. The University coordinator and a faculty member representing the department of maternity nursing served as consultants.

The type of field experience which is the concern of this study is not to be confused with supervised field experience in public health nursing that is offered to students of nursing as a part of the basic curriculum, nor The term competent observer is used here to apply to one who, by virtue of study and experience, is recognized as an authority in her field.
is it comparable to field experience in a public health nursing agency that is designed for graduate nurses seeking essential preparation for positions in this field. It is an orientation for a graduate nurse who is preparing for a hospital nursing position and who has previously had no public health nursing experience. This study attempts to determine the reasonable objectives for a period of two weeks' guided field observation and to ascertain the kinds of experience that will achieve these objectives.

LIMITATIONS OF THE STUDY

Although other public health nursing agencies currently provide this type of directed field observation, this study is limited to the Visiting Nurse Association of Boston. However, at the time this study was undertaken the Visiting Nurse Association had already had long experience with the two week plan for directed field observation and had served the major portion of the graduate nurse students enrolled in clinical programs at the Boston University School of Nursing. Therefore, an examination of the present plan in action in this situation is expected to point up strengths and weaknesses in relation to this type of field experience for these graduate nurse students.

The staff members of the Visiting Nurse Association of Boston who participated in carrying out the plan for these selected students represent only a small proportion of
the total agency staff. It is assumed that the nurses participating in the plan for these students are sufficiently representative of the agency staff for the purposes of this study.

Administrative arrangements have a vital effect upon field experience plans. One highly desirable element in administrative machinery which is recognized by those with wide experience in affiliation plans is a written contract between the university and the agency. The Boston University School of Nursing and the Visiting Nurse Association of Boston have no such contract. However, in spite of the relevance of this fact to the plan for field experience, such administrative matters appear to constitute a subject too broad to be included within the scope of this study.

Since a study of the present plan was needed as a basis for planning this type of learning experience for subsequent groups of graduate nurse students enrolled in clinical programs at Boston University School of Nursing, it was not possible to set up discrete measurement nor to continue the study for a longer period of time. Instead, reliance has been placed upon the students' oral comments on this block of field experience and upon their written evaluations, which relate this experience to future nursing activities.
METHOD OF APPROACH

In order to solve this problem the following steps were necessary:

1. To ascertain the value of a brief period of guided observation and/or field experience with a public health nursing agency a survey of pertinent literature was made.

2. In an attempt to answer the second question the purposes of the experience set up by the Boston University School of Nursing were examined, the extent to which they differed from the purposes as seen by competent observers was noted, and justification for the similarities and differences was determined in the light of the situation in which the problem exists.

3. In order to assess the suitability of this field experience for meeting the objectives it was necessary to study the present plan in action. Since readiness and motivation are important factors in learning, it was necessary to observe the plan for orientation of the students to this experience. Guided interviews with supervisors engaged in carrying out the plan and questionnaires answered by staff nurses responsible for conducting student experience yielded information about the ability of the agency to operate the plan effectively. Evaluations of the experience written by each student, individual experience sheets showing
the kinds of activities which the student had had on the
district, and reports presented at the final conference
were studied in an effort to determine to what extent the
outcomes of this field experience met the objectives which
had been established.

4. In an effort to answer question four recommenda-
tions were made in the light of the findings.

METHOD OF PRESENTATION

The findings of this study are presented in the
following manner: Chapter Two contains the findings of the
study. Chapter Three contains the summary of the findings,
the conclusions, and the recommendations.
CHAPTER II

"Field experience with a public health organization is very widely considered a part of the nursing school curriculum. This experience is designed as a basis for wider understanding of human problems, to give students an opportunity to become acquainted with community life, and to provide a health approach to nursing, which is difficult in a hospital when acute illness prevails." 

This statement, made in the fifty-second annual report of the National League for Nursing Education in 1937 reflects the thinking of leaders in nursing education. It is based on the belief that field experience reinforces and supplements classroom teaching and provides a sounder comprehension of the health and social aspects of nursing. Although the statement was written to apply to students of nursing in basic programs, it also has implications for the graduate nurse student who has not previously had such experience.

Field experience in public health nursing agencies may be divided into three general types: affiliation with extensive participation in the agency program, brief observation periods with integration throughout the curriculum, and observation periods which are not accompanied by integration. The first type of plan for

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field experience lasts a minimum of eight weeks and furnishes a kind of laboratory in which the student applies the specific knowledge and skills acquired in the classroom and through clinical experience to the care of the patient in his home. Field experience through affiliation with a public health nursing agency is provided by many schools of nursing as a part of the basic curriculum. It is considered an essential part of postgraduate programs in public health nursing. Periods of observation, on the other hand, are of much shorter duration. They vary from one day to three weeks in length. Observation periods serve different purposes at various stages in the development of the nurse, and it is generally conceded that their value depends upon the extent to which the experience is integrated into the school curriculum. At the Boston University School of Nursing the plan for integration of directed field observation is still in the process of evolution toward comprehensive integration throughout all clinical programs.

Objectives for these three types of field experience have been set forth in professional literature, but these objectives cannot be directly applied to the plan for directed field observation, with which this study is concerned, without careful analysis. In the first place, the plan for directed field observation in public health nursing

at Boston University School of Nursing is designed for graduate nurses who have had no previous public health nursing experience. In the second place, these graduate nurse students are preparing for hospital positions in nursing service or nursing education. It is the purpose of this chapter to examine the objectives which have been established for field experience through affiliation and observation and to compare them with the purposes of the plan for directed field observation in a public health nursing agency stated by Boston University School of Nursing. Differences and similarities between the objectives stated by nursing leaders and by Boston University will be determined. The differences in the situations for which the objectives have been established will be analyzed in order to determine whether they justify differences in the objectives. It should then be possible to determine whether the objectives stated by Boston University School of Nursing can be reached and whether there are objectives beyond these which are attainable in the two-week period.

Objectives for field experience in a public health nursing agency can be somewhat arbitrarily divided into seven groups. The first of these is concerned with developing in the student an appreciation of the concept of family health work. Field experience should give the student an opportunity to become aware of the family as a unit and to become sensitive to family relationships. She should gain
some ability in recognizing family health situations, in analyzing the needs and resources of the family, and in comprehending the relationships between health, economic, psychological, and social factors as a basis for wider understanding of human problems. Closely related to this objective is a second: providing the student with an opportunity to apply to the home environment the nursing and teaching skills previously acquired in her hospital experience. The attainment of this objective requires the development of skill in approaching the family, in adjusting to home situations, and in guiding families in their efforts to maintain health and prevent illness. It requires not only the development of skills already possessed but also the acquisition of new skills in working with convalescent and chronic patients, expectant mothers, and well children, with whom a student may have had little acquaintance in previous hospital experience. A third objective for field experience in a public health nursing agency is an understanding of the health and social resources in the community and an appreciation of the interdependence of these agencies. Emphasis is placed upon helping the nurse to plan for continuity of care for individuals and families through a more intelligent use of community resources. That field experience offers the student an opportunity to gain a wider knowledge of the health and social factors in community life which relate to the maintenance of health
and the causes and treatment of disease is the basis of a fourth objective. Acquiring some skill in the performance of public health nursing activities is a fifth objective. These basic skills include planning, carrying out, and recording home visits, mastering bag technique, and, in some cases, performing simple demonstrations for the patient and his family. The sixth objective is concerned with developing in the student an increased appreciation of the nurse as a teacher. Although all nursing involves teaching, it is generally agreed that the public health nurse has unusual opportunities to guide individuals and families in their efforts to regain and maintain health and to prevent illness. The seventh objective is concerned with the professional development of the student. It is expected that the student will gain ability in evaluating her own work and will become more aware of her professional responsibilities. Experiencing constructive supervision and staff education should help her to appreciate the need for continuous professional growth. These, then, constitute the objectives which appear to be most frequently stated by experts who have had first hand experience with plans for field experience in public health nursing agencies.

The following objectives are set forth by the Boston University School of Nursing for the plan for field experience with a public health nursing agency for graduate nurse students:
1. Understanding of family nursing and health services through observation and practical experience.

2. Appreciation of the importance of an effective system of referring patients to and from hospitals and community agencies.

3. Appreciation of this experience as it applies to all subsequent nursing practice, including the guidance of students of nursing.

What, then, are the differences and similarities between the objectives for public health nursing field experience stated by competent observers and those stated by Boston University? In the first place, both groups agree that a better understanding of family health work is an important outcome of field experience. The second objective mentioned in the literature on plans for field experience is applying to the home environment the nursing and teaching skills which the student has previously acquired. This is not stated as an objective by Boston University School of Nursing. However, both the description of this field experience as stated in the catalog and the plan given on the student assignment sheet indicate that the student may participate in the agency program by carrying a limited number of selected cases. Limited participation will afford her some opportunity to apply her skills to the home environment. A wider knowledge of the health and social resources of the community as a basis for planning for continuity of
patient care is the third widely recognized objective. The scope of this objective is somewhat limited in the Boston University statement of purposes for field experience. It includes only appreciation of an effective system of referral among hospitals and community agencies. Acquiring some skill in the performance of public health nursing activities, which is the fifth objective stated in the literature on field experience plans, is not mentioned by Boston University. However, limited participation is recognized as part of this plan and to accomplish this the student must acquire at least a minimum of skill in this area. An increased awareness of the nurse as a teacher, which has been mentioned as an objective in many plans for field experience, is not included in the Boston University statement of purposes. Field experience as an opportunity for professional development is recognized by both groups, although the interpretation is slightly different in the two cases.

Given these differences between the objectives for field experience stated by competent observers and those stated by Boston University, it is necessary to study the situations to which these objectives apply in order to determine whether different situations justify different objectives. The graduate nurse students for whom a period of directed field observation with a public health nursing agency is required by Boston University School of Nursing have had neither public health nursing experience as a part of
their basic nursing preparation nor subsequent graduate nursing experience in this field. In addition to field experience they must include in their program for a Bachelor of Science degree the course "Introduction to Public Health Nursing" offered by the School of Nursing. These requirements are designed to meet what the faculty of the school considers an unmet need in the students' basic preparation. However, in order to be admitted as a candidate for the Bachelor of Science degree students must have had sufficient graduate nursing experience to demonstrate potentialities for further professional competence. Furthermore, field experience is not planned until the students have satisfactorily completed at least one semester of full-time study at the university. Consequently, they are presumably on a more advanced level than undergraduate students about to undertake field experience in public health nursing. On the other hand, objectives of field experience through affiliation or observation designed for nurses who have had experience in public health nursing and who wish more preparation in their field would not be suitable for these graduate nurse students, who are preparing for nursing or teaching in clinical areas other than public health. Therefore, although these students lack experience in public health nursing, they are somewhat more advanced in experience and education than students in many schools of nursing offering a basic curriculum, and yet they are not preparing on a
postgraduate level for positions in public health nursing.

What, then, can these students be reasonably expected to gain in a two weeks' period of directed observation in a public health nursing agency? In the first place, an understanding of family nursing and health service is certainly considered essential by experts in the field and by the school of nursing. Secondly, since limited participation is recognized by the school as a part of the field experience program, the student will have an opportunity to apply a few basic skills to the home environment. However, participation in the service program of the agency does not usually begin until the latter part of the first week or early in the second week of the student's experience. Therefore, it does not seem likely that the student will have sufficient opportunity to develop her skills to any remarkable extent. The most that limited participation in this particular situation can be reasonably expected to accomplish is to suggest ways of strengthening nursing and teaching skills by adapting them to the care of the patient in the home. An understanding of the importance of an effective referral system among community agencies has been recognized as an objective by the university. This can be thought of as part of a more comprehensive objective stated by competent observers; namely, a better understanding of the health and social resources of the community and the role of the nurse in using them to provide continuity of patient care. Certainly
the student should gain a better understanding of at least one health resource in the community: the one with which she is having her field experience. It is essential that she understand her role in providing for continued supervision and guidance of the discharged hospital patient. Field experience should foster a deeper insight into the kinds of information which the hospital nurse can supply to community agencies providing supervision of patients in the home. Since a referral system is an important instrument for providing supervision and guidance of the discharged hospital patient, Boston University School of Nursing feels that familiarizing students with a referral system is a means of teaching an understanding of the nurse's responsibility for continuity of patient care. In the fourth place, observation is almost certain to promote an increased awareness of the environmental factors affecting health and illness. In the fifth place, if the student is expected to have limited experience, it follows that she will need to be able to perform under supervision selected activities of the public health nurse. To insure continuity of care for the patient it is essential that home visits be carried out according to the techniques adopted by the agency. Since teaching constitutes such a substantial part of the work of the Visiting Nurse Association of Boston, a two-week period with the agency would seem to be a reasonable length of time for the student to become better acquainted with the teaching role of the nurse. The final
objective concerns professional development. This has already been well stated by Boston University.

In the light of this analysis the following objectives appear to be desirable and capable of attainment in the two weeks' period of directed field observation:

1. A better understanding of the family nursing and health services provided by a voluntary visiting nurse agency.

2. A better understanding of the health and social resources of the community in terms of the responsibility of the nurse for using these resources in providing continuity of care for individuals and families.

3. Appreciation of the importance of an effective referral system among hospitals and other community agencies.

4. Appreciation of environmental, social, economic, and emotional factors which affect health and illness.

5. The ability to carry out under supervision selected activities of the public health nurse.

6. An increased appreciation of the role of the nurse as a health teacher.

7. Appreciation of this experience as it applies to the care and teaching of patients in subsequent nursing practice and to the guidance of students of nursing.

In order to determine the ability of the present plan for directed field observation to meet these objectives it is necessary to study the plan in terms of these purposes.

In September, 1949, eight students in the clinical
program of maternity nursing at Boston University School of Nursing applied for directed field observation in public health nursing as a part of their programs for the fall semester. Of these eight students, seven participated in this study. One student was enrolled in a special one year period of study designed to give further preparation in maternity nursing. Six students were candidates for the degree of Bachelor of Science. Of these six, five had chosen maternity nursing as their specialty, and one had selected nursing education related to maternity nursing.

PLACEMENT OF FIELD EXPERIENCE IN THE STUDENT'S CURRICULUM

The plan for directed field observation in public health nursing is a part of the total field experience requirement in maternity nursing for those graduate nurse students who have not previously had such experience. In most instances field work is scheduled in the latter part of the student’s curriculum so that it will be meaningful in terms of the preparation she has received at the university. Of these seven students, two expected to complete the requirements for their degree in January, and four expected to complete them in June. For one student this particular field experience came midway in her year’s special program. With the exception of two students, the special student and another who had earned four credits in public health nursing at another college, this group had completed a course
entitled "Introduction to Public Health Nursing" prior to the field experience. The course description states that it is "an orientation to community nursing services for those students without previous public health nursing experience." It "considers the scope of public health nursing and the general responsibilities of the public health nurse in relation to the changing concepts of public health." It seeks to develop the concept of family health work and to promote understanding of the role of the public health nurse in providing continuity of care for patients and their families. The preparation which this course offers is expected to furnish a background for more intelligent observation in the plan for field experience.

MOTIVATION OF THE STUDENT FOR THE FIELD EXPERIENCE

In addition to placement of field experience in the student's curriculum so that maximum benefit can be derived, it is important that the student be motivated for this particular learning experience. Derryberry believes that "probably the most important factor in a learning experience is the interest which the learner may have in the material to be learned." At Boston University School of Nursing each individual's curriculum is the result of joint

5 Boston University School of Nursing, op. cit. P. 68.

planning on the part of the student and her faculty adviser. The faculty member serving as adviser to these students stated that the need for directed field observation in a public health nursing agency and the plan for meeting this need were discussed in an individual conference when a student's curriculum was originally planned, as well as in subsequent conferences prior to the field experience. Of these seven students, only one was resistant to the plan for this field experience. However, this student did make an excellent adjustment to her field experience.

ORIENTATION CONFERENCES FOR THE PLAN FOR DIRECTED FIELD OBSERVATION

A month before the field experience was to begin these students requested that the university coordinator discuss with them the uniform regulations and course requirements of the plan for field experience. Although this conference had been scheduled for one week before the students' experience, the date was changed in accordance with the needs expressed by the group. At this meeting the purposes for directed field observation with a public health nursing agency and the plan for meeting these purposes were reviewed. The course requirements were also discussed. Each student was provided with a written statement of this material so that she could study it before she began her field experience.

See Exhibit A.
On December fifth these seven students met with the educational director at the central office of the Visiting Nurse Association of Boston. As each student introduced herself she was greeted by the educational director. The atmosphere of the meeting was informal and friendly; the students gathered around a table and the discussion was led by the educational director.

This conference had three purposes: to provide an orientation to the agency; to review the plans for meeting the objectives of the field experience; and to demonstrate a surgical technique. First of all, the public health nursing agencies serving greater Boston were reviewed so that the program and purposes of the Visiting Nurse Association of Boston could be discussed in relation to those of other public health nursing agencies serving the city. The educational director then gave a brief historical summary of the agency. To show the administrative set-up, its personnel, and their functions an organizational chart was drawn on the blackboard. Orientation to the agency also included a discussion of the means of its support, the source of calls, and the services provided to the community. The field experience opportunities which the agency provides for basic professional schools of nursing, hospital staff education programs, and degree programs in colleges and universities were mentioned briefly. There was no orientation to the floor plan or to the work done at the central office.
because the agency believes that in so short a time as two weeks the students can spend their time more profitably in a district. Unfortunately, on this occasion it was impossible for the director to attend the orientation conference.

Before discussing the plans for meeting the objectives outlined for this particular field experience the students were asked to review briefly the purposes of their affiliation. For several moments no one responded. Finally three students volunteered answers. One suggested that the purpose was to learn about the Visiting Nurse Association; another stressed the importance of continuity of patient care; and a third expressed interest in the maternity program carried on by the agency. Only one student had in her possession the form, which the university coordinator had discussed with the student one month earlier, listing the university's objectives, the plan, and the course requirements. To refresh the students' memories the objectives set up by the university were reviewed briefly and the plan for meeting them was discussed in some detail. According to this plan each student was assigned to a district office. The assignment sheet contained the address of the office, travel directions, and the name of the supervising nurse. Next, the course requirements were studied. The individual experience sheet, which is a record of the observations and practical experiences of each student, was mentioned only briefly, since the student would receive

See Exhibit B.
help in filling it out in the district office. Reference to the narrative summary evaluating the field experience as it applied to the student's own future nursing plans evoked a discussion which brought out such questions as what was expected of the student in the evaluation, whether or not these evaluations were graded, and who read the summaries. These questions were answered from the point of view of the agency, but no explanation of the university's use of the evaluations was offered. Plans for the final conference, scheduled for the last afternoon of field experience, were then made. Each student selected a topic on which to report and was urged to seek guidance in gathering her material from the district supervisors and special consultants and from the reference materials available in each district office. Two students chose to read the evaluations of their experience, and each student chose to report on one of the following programs: the orthopedic program, nutrition program, mental hygiene program, antepartal and postpartal phases of the maternity program, and the agency's role in providing family health service. Past experience with this type of plan has led the agency to believe that in two weeks the student cannot explore all of these areas; consequently, each student is asked to present a report on a selected aspect of the agency program for the benefit of the group as a whole.

The last part of the conference was devoted to a demonstration of bag and surgical technique and to a discussion
of the basic principles on which the technique was based. These principles were listed on the blackboard and the procedures were related to them as they were carried out. For students who wished to read further in this field a bibliography of helpful material was outlined.

It was impossible to learn about the plan in practice by following the experience of each of these students on the district. Instead, the writer relied upon material gathered from district supervisors in directed interviews, questionnaires distributed to staff nurses who participated in any way in the plan, the evaluations written by the students themselves, and the evaluations written about each student by her district supervisor. Due to circumstances beyond control, one district office had to be omitted from the study; therefore, seven supervisors and twenty-six staff nurses participated in the study.

THE SELECTION OF STAFF NURSES AS FIELD TEACHERS

The selection of staff nurses as field teachers for these students was the first aspect of the problem to be studied. Nursing leaders who have had experience with field experience plans recommend that an experienced worker who has demonstrated ability to work effectively in the various areas of public health nursing be chosen as field

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9 See Exhibit C.

10 See Exhibit D.
Of the seven supervisors who were interviewed, five selected field teachers primarily on this basis. In their selections they stressed the ability to do good bedside care and effective teaching. One of these supervisors, as a further consideration, made an effort to select staff nurses who were particularly interested in the clinical specialty of the student. However, two of the supervisors selected field teachers on other grounds. One chose those nurses who had shown outstanding ability in some particular clinical area; for instance, the nurse who handled chronic patients with special skill conducted the observation of the student in this area, while another nurse particularly skilled in maternity nursing guided the student's observations in that field. The other supervisor gave first consideration to the staff nurse who was carrying a number of patients in the clinical area in which the student was studying.

All of the supervisors agreed that knowledge of the agency and preparation for participation in the plan for field experience were important considerations in the selection of field teachers. Although no hard and fast rules can be fixed concerning the amount of experience the nurse should have had in the agency, it has been recommended that she should have worked in the district for at least one year. Several

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reasons have been advanced to support this recommendation. In the first place, in a year's time a nurse will have gained some knowledge of the families within her district, so that she can better select the kinds of experiences most needed by the student. In the second place, the supervisor will have had time to work with her, to visit with her in the home, and to observe her ability to carry out nursing and teaching procedures in the family situation. In the third place, the nurse will have had an opportunity to profit from the guidance of the supervisor. Five of the twenty-six staff nurses who participated in this plan had worked in the district office for less than a year; however, of these five, three had advanced preparation in nursing education or public health nursing beyond their basic curricula, and one had been transferred from another district where she had several years' experience.

It has also been suggested that experience with another agency is a factor which deserves consideration in the selection of field teachers. Such experience keeps a staff from becoming ingrown; but, at the same time, it is hardly practical to disqualify an individual whose experience has been limited to one agency. Seven of the twenty-six staff nurses reported that they had had experience with other

\[12\] Ibid., p. 142.

\[13\] This idea is discussed by Focts, Roberta E. "Steps in Preparing an Agency for Field Training." Public Health Nursing, 39: 339, July 1947.
agencies, four in specialized programs and three in agencies carrying on a generalized program.

Educational preparation is another factor which is considered important in the selection of staff nurses for field teaching. Of the twenty-six staff nurses who participated in the plan, all were graduate registered nurses. Six had bachelor's degrees and ten held certificates of public health nursing from programs of study in public health nursing approved by the National Organization for Public Health Nursing. Two nurses reported that they had accumulated 0-15 semester hours of credit in nursing education or public health nursing beyond their basic programs; three, 15-30 hours; and one, over 30 hours. Although advanced preparation in public health nursing is considered desirable, it is recognized that a degree is not an infallible index of educational achievement. Competent observers recognize that nurses who have profited by years of experience, whose scientific knowledge is up to date, and whose qualifications meet the specifications in other areas should certainly not be disqualified because they lack scholastic credits.14

While the importance of these factors in the selection of field teachers is agreed upon, it is also recognized that much depends upon the individual. For instance, it is essential that the field teacher be interested in the plan for field experience. It is also expected that she

14 Ibid., p. 339.
will have reached the point of being "critically analytical of her own performance." However, a person who is still growing toward this goal may serve successfully as a field teacher, provided that she receives guidance from the person responsible for the student's experience. In fact, it is essential that these individuals be used in the plan for field experience so that an adequate supply of well trained field teachers will be available in the future.

PREPARATION OF STAFF NURSES AS FIELD TEACHERS

The second aspect of the plan to be examined was the means of preparing staff nurses for their responsibilities in teaching and supervision. It was found that the responsibility for this preparation devolved upon the district supervisors, with guidance from the educational director. The agency had no plan for classes or conferences led by the educational director to prepare staff nurses as a group for their responsibilities as field teachers. Six of the seven supervisors felt that participation in student field experience ought to be regarded as a part of a nurse's professional development. Although the details varied slightly, these supervisors followed the same general pattern for introducing staff nurses to their responsibilities as field teachers.


teachers. As soon as the staff nurse reached a stage in her professional development when she could participate in a student's field experience one or more individual conferences was held to acquaint her with the purposes of the plan and to review her responsibilities in teaching and supervision of these students. A teaching manual prepared by a committee of supervisors was reviewed and made available at all times. Before the staff nurse participated in the plan for field experience for the first time its objectives and the means of attaining them were reviewed in detail. At this point the supervisory plans varied. One supervisor reviewed with the staff nurse Boston University's plan for field experience prior to the first and second time the nurse served as a field teacher for a student from the university. Two other supervisors had an individual conference with the staff nurse every time she was to be responsible for a student. Another supervisor had developed an extensive plan, including conferences and home visits, to develop the nursing and teaching abilities of the nurse as they relate to families as well as to students. One supervisor's plan differed substantially from those which have been described. In her particular district two staff nurses who had been with the agency for a period of years were assumed to know their responsibilities in the plan for field experience and no longer had conferences with the supervisor except as particular problems arose.
To determine the effectiveness of this preparation of staff nurses for field teaching each staff nurse was asked to write what she considered to be the chief purpose of the program for directed observation of these students. The results of this question should be assessed in the light of the fact that of the twenty-five field teachers who answered, fifteen mentioned more than one purpose. Eight nurses recognized an appreciation of family health services as an objective of the experience. One nurse mentioned an understanding of the referral system as a purpose of the plan for field experience, and another stated as an objective helping the student to appreciate the experience as it related to her future work. Other nurses enumerated as purposes of the field experience objectives which are recognized by competent observers although they were not specified by Boston University School of Nursing. Seven nurses stressed the importance of an understanding of the continuity of patient care. Two believed that the plan was designed to promote a better understanding of the environmental factors influencing health and illness; two more mentioned an understanding of health and social resources as one of the objectives, and one believed the purpose of the plan to be an understanding of the preventive aspects of medical care. Eleven nurses selected as the purpose of the plan objectives which are suited for preparing public health nurses but which are much too ambitious for a plan
for directed observation. Nine believed that the purpose of the plan was to promote the student's knowledge of public health nursing, and two expected to observe on the district patients in the clinical area in which they were interested. The staff nurses who participated in the plan for directed observation also share in field experience plans for students of public health nursing and in the plan for orientation of new staff in the agency.

PLAN FOR ORIENTATION TO THE DISTRICT OFFICE

Orientation to the district offices consisted of introducing students to the personnel, acquainting them with the floor plan and facilities of the office, and conducting conferences to help the students adjust to the district. The content of these conferences was planned by a committee of supervisors in January of 1948. In order to augment this general outline, each supervisor gathered material about the characteristics of her particular district. During the students' experience conferences were held and this material was reviewed by the supervisor. The material was designed to be used flexibly, and all of the supervisors agreed that the number and content of the conferences depended upon the needs and interests of particular students. In the case of these seven students the number of conferences varied from two in one case to nine in two other instances. In

17 See Exhibit E.
accordance with the principle that the teaching done by field teachers should be based upon the student's orientation at central office as well as in the district the staff nurses were asked whether or not they were familiar with the plan of these conferences. Seventeen replied that they were not familiar with the orientation plan used in central office; eight did know the content of the plan. Twenty nurses stated that they knew the content of the educational plan in the district office; three were not familiar with the content of this part of the plan.

PLANNING THE STUDENT EXPERIENCE

It is essential that the university curriculum and the field experience plan constitute one learning experience for the student. For this reason it is recommended that representatives of the supervisory and field teacher group participate with the university faculty in planning the student program. This arrangement makes it possible for the agency to translate the learning situations available in the field, and it enables the university to interpret the purposes which this kind of experience is intended to serve. Therefore, each of the seven supervisors was asked whether she and the field teachers had any share in planning a student's field experience. Three supervisors stated that

this planning was done by the agency's educational director and that they and the field teachers had no share in this activity. Another supervisor said that the field experience was planned by the educational director and the district supervisor for individuals assigned to any given district. Three other supervisors said that the overall planning for the students' experience in the agency was planned by a committee of supervisors and the educational director. Although the field teacher group is not represented on this committee at the present time, two of this group believed that they could participate effectively. These supervisors pointed out that members of the agency who were not on this committee could participate indirectly by submitting suggestions. Only two of these supervisors mentioned that the university shared in planning the student's field experience.

In addition to studying the planning of field experience on the agency level, it was necessary to study the way in which the students' experiences were planned on the district level. Joint planning between the supervisor and the field teachers has a number of advantages. It is essential that each nurse view the part she plays in the student's experience as a part of a whole rather than as an isolated segment. Group planning reveals various points of view related to teaching and supervision. It helps the staff nurse to analyze the kinds of experience which will be most meaningful to a particular student. Two supervisors stated
that staff nurses shared with them in the overall planning of a student's experience. Another supervisor felt that at least one member of her staff would soon be ready to share in this type of planning. In two district offices staff nurses were asked to plan parts of a student's observation. Two other supervisors reported that the staff participated little or not at all in planning the field experience for the student assigned to the district. Four supervisors submitted that they would like more participation from field teachers in planning student experience. However, they called attention to the fact that, since the agency has no formal plan for training student advisers, they did not feel justified in taking more than a minimum of the staff nurses' time in this kind of activity. Answers on questionnaires from staff nurses corroborated the statements made by these supervisors. Twenty staff nurses reported that they planned only a small part of the students' field experiences; two said that they planned with the district supervisor all of one student's experience; and three stated that they participated with others in planning the observation for all students assigned to a given district. It also became apparent that in most cases no one field teacher was responsible for the directed field experience of any given student.

Because both teaching and supervision depend upon a knowledge of the individual, the supervisors were asked what information they received about the students assigned to
their districts. Each one reported that she received a form compiled by the university from the students' records. The information consists of the following data: name; age; address; school of nursing from which the student was graduated; educational and experience background; classes in which the student is currently enrolled; health status; needs; interests; and a comment on personality. Four of the supervisors found this information adequate. One suggested that language difficulties should be called to the supervisor's attention on this form, and another asked that the university specify whether or not the student should be sent off duty in time to attend classes. One supervisor thought that the comment on a particular student's personality was not in conformance with her behavior during her experience. She suggested that instances of behavior indicating a personality difficulty be substituted for a broad generalization. If the information about students was inadequate, the supervisors secured the needed material through the educational director of the agency, who, in turn, consulted the university coordinator. Since the field teacher is largely responsible for the success or failure of a student's field experience, and because adequate guidance of students is contingent upon an understanding of the particular needs of the student, the supervisors were asked how much of this material they shared with the nurses who participated in the plan. One shared all the information she received. The other six
supervisors gave over to the staff nurse all of the material except that which had to do with personality traits and scholastic standing. Three of these supervisors qualified their answers by saying that in cases where there was evidence of a problem which might affect the student's adjustment to the new situation the nurse was told that a problem existed, but no information was given about the nature of the difficulty. Still another supervisor added that if a student advisory program existed, the staff nurse who became responsible for any given student should have access to all the data supplied by the university and should be expected to use this material in planning the student program. The replies to an item on the questionnaire asking staff nurses whether they knew about the professional background, previous experience, and interests of the student revealed that three of the twenty-six were always acquainted with this material, seventeen usually knew these facts before taking out a student, four seldom knew, and one never knew. One staff nurse added the comment that she would like to be better informed about the students whom she took on home visits, and another said that she supplemented the information given her by questioning the students.

If the field experience is to be a learning experience for the student, her observations should be planned in accordance with the objectives of the affiliation and the particular needs of the student. In the first place, the
Staff nurses were asked whether it was possible for them to be relieved of regular responsibilities so that such planning would be possible. Nineteen replied that usually they could be relieved of these responsibilities in order to plan observations around the needs and interests of the student; four said that this was always possible; and three said that it was seldom possible. Not only is it necessary for the nurse to be relieved of regular responsibilities in planning student observations, but she should also be able to adjust her case load to plan observations most needed by the student. Twenty staff nurses replied that it was usually possible to adjust their case load so that the needs and interests of a student could be met; four said that it was always possible; and two felt that it was seldom possible.

The staff nurses were asked to rate four kinds of experiences according to their value in teaching these students. Nurses experienced in conducting field experience agree that it is more important for the student to follow a few families than to have every type of experience.
There has been a tendency in the past to attempt to provide the student with practice in all of the services. We have selected 'cases' of maternity, morbidity, communicable disease, and so on for the student to carry in order to give her a rounded experience. The time is ripe for a change in emphasis. Every patient is a member of a family, and every family offers some type of experience for the student, either with present or potential health problems. The meaningfulness of the experience is dependent upon the skill with which the agency translates the family health situations and opportunities for health teaching into learning experiences.\footnote{Adams, Martha D. "Agencies Giving Field Experience Exchange Views." \textit{Public Health Nursing}, 37: 195, April 1945.} 

The need for the student to observe continuity of nursing care or health supervision in individuals and families was selected by twelve of the twenty-five staff nurses who answered this question as the most important kind of experience; seven more rated it second; five put it in third place. Considerable importance was attached by some staff nurses to the value of observation in the clinical field in which the student was preparing. This may have been due, in part at least, to the fact that before June 1949 each clinical department formulated its own objectives for the plan for directed field observation. These objectives stated that students were to have observations in their clinical specialties. Seven staff nurses stated that observation of a wide variety of clinical conditions related to the student's particular interests had most teaching value; thirteen rated it second; three gave it third place;
and two placed it fourth. Observation of a wide variety of home situations was rated by four staff nurses as having the most teaching value; three rated it second; eight, third; ten, fourth. Thirteen nurses recognized that individuals and families representing extremes of clinical conditions or social situations have comparatively little teaching value in this type of program; nine listed this kind of observation in third place; and two nurses put it in first and second places respectively.

USE OF RECORDS IN THE PLAN FOR FIELD EXPERIENCE

The use of records is recognized as a valuable tool in the guidance of students' field experiences. They help the staff nurse to acquaint the student with the needs of the family, the care which is being given, and the plan for teaching. Records can be used as a tool in analyzing field visits made by the field teacher and student; they are invaluable in planning future care and health supervision. The value of the record in planning a coordinated program of family health service can be translated to the student only by interpretation and guidance from the field teacher. All of the nurses who participated in this program used the record as more than mere reading material for the student to peruse. Twenty-five reviewed records and nursing notes on families to be visited with the student; twenty used records to introduce students to the families they visited;
twenty used records to analyze with the student the visit made to the family; but only nineteen used the record as a means of planning with the student the future care or health supervision of the families they had seen on the field visits.

CONTRIBUTIONS OF THE STUDENT PROGRAM TO THE AGENCY

Experts have placed emphasis on field experience as a learning experience for the student. Guidance of student experience is a learning opportunity for the field teacher as well. The duties of a public health nurse are built around teaching, and participation in student field experience offers the nurse an opportunity to translate the skills used in teaching individuals and families into the teaching of students. This is an opportunity for the field teacher to demonstrate her nursing and teaching abilities in a new situation. It is an opportunity for her to re-evaluate her own ability. The supervisors were asked how they thought the work of the field teacher was affected by participation in the plan for field experience. Six of the seven supervisors felt that participation facilitated the professional growth of the nurse. They believed that the nurse scrutinized her work with families more closely and that her teaching was improved. Only one supervisor felt that participation had little effect upon the staff. The staff nurse group was also asked how the students helped them as nurses. Nineteen replied that students made them
more alert to their responsibilities as nurses and teachers. Discussing families with students was mentioned by some as a means of evaluating the nursing and teaching in families which they had done. Marshalling the material relevant to family health work in specific instances helped the nurse to get an insight into problems which she had not observed. Many of these nurses considered participation in the student program valuable because the student could share her knowledge with the nurse. Eight nurses stated that students kept them informed on new trends in nursing and nursing education; four said that students were helpful in the actual care of patients; and three simply stated that the students were stimulating. Twenty-one nurses checked a statement indicating that they would like to become better acquainted with the plan for directed observation; thirteen stated that they would like to know more about the students they took on field visits; eleven wished that they might share in planning students' experiences; and nineteen expressed an interest in further preparation for the teaching and supervision of these students.

The field teacher group was also given an opportunity to express attitudes toward taking students on home visits. Seventeen reported that they enjoyed the opportunity of having students visit with them in the home. Four of this

20 In most cases more than one reply was given by each nurse in response to this question. All of the replies were used in the tabulation.
group added that the plan for field experience limited the number of visits the nurse could make in a day. Two more field teachers stated that the field experience interfered with planning and carrying out work on the district. Three answered that their attitude depended upon the interest shown by the student and upon the pressure of work to be done. One field teacher felt that the plan created better human relations between the hospital and public health nurse by making possible a sharing of ideas and information. Three more nurses expressed the belief that the plan was extremely helpful to the students.

Two questions were asked of the field teacher to discover the effect of the field experience plan on the service program of the agency. The first question concerned the attitude of the family toward having visitors. Twenty of the field teachers felt that families enjoyed having students accompany them on visits. One commented that families thought that these students were potential public health nurses and tried to influence them to enter this field. Another stated that it gave patients and their families an opportunity to discuss their problems with a new person. Six felt that the attitude of families depended upon the students. Two others felt that families would prefer not to have visitors. The second question was concerned with the limitations imposed by the plan for field experience on the teaching or care of patients and on the nurse's relationship with the family.
Nine felt that the plan imposed few, if any limitations on their care of families. Twelve field teachers felt that the presence of a student made families reluctant to discuss problems. Several of this group felt that some patients did not wish visitors to see the care or treatment which was given, and others mentioned that maternity patients were particularly embarrassed when students were present.

MEANS OF EVALUATING THE PLAN FOR DIRECTED FIELD OBSERVATION

Four instruments were used to measure the extent to which these students had achieved the objectives which the university established for the field experience: the papers prepared for presentation at the final conference; the written evaluations of the field experience submitted by the students; comments submitted by each district supervisor about the student assigned to her district; and the experience sheets showing the number and kind of activities which the individual had had on the district.

The final conference was held in the central office of the Visiting Nurse Association of Boston on the last afternoon of the field experience. Both the university coordinator and a faculty representative from the clinical department of maternity nursing were present. In addition to the educational director, consultants in nutrition, mental hygiene, and orthopedics and physiotherapy represented the agency. Like the orientation conference, this meeting
was an informal one. Its purpose was to provide an opportunity for the students to present reports, which had been assigned at an earlier meeting and prepared with the guidance of the district supervisors during the experience. Two students had prepared family care studies for presentation. One study concerned a family which had been afflicted with a multitude of physical ailments and social misfortunes. The student gave a detailed account of the vicissitudes of the family, but there was no attempt to analyze the situation in terms of family nursing or health services, which had been stated as an objective of the experience. This same student prefaced her paper with the remark that, since there was no family receiving health supervision on the district to which she had been assigned, she had been obliged to select one which had been discharged. The content of the second student's study showed a similar lack of understanding of the concept of family health work.

Three students reported on special programs provided by the agency: nutrition; mental health; orthopedics and physiotherapy. Each of these reports covered the general scope of the program under discussion, but there was little effort to analyze these programs in concrete terms as they related to a specific individual or family.\textsuperscript{21}

\textsuperscript{21} The two remaining students presented their evaluations of the field experience as it related to future nursing plans. A discussion of these evaluations is included with those of the other students.
The evaluations of the field experience as it related to future nursing plans shed further light on what these students had derived from their directed field observation. With a single exception, these evaluations were not conceived in terms of the objectives of the plan. Only three students gave any indication that the field experience had contributed to their understanding of family nursing and health services. In fact, one student stated that her "main objective in coming to the Visiting Nurse Association was to obtain some insight into the maternity program." Although every student stated that the field experience had helped her to gain a wider knowledge of health and social resources in a community, only three related this knowledge to their responsibility for promoting continuity of care through the use of these agencies. An understanding of the need for a good referral system between hospitals and community agencies, which the university established as an objective of the experience, was mentioned specifically by only two students. Four of the seven students related their field experience to future nursing plans. Of this group, one felt that the services of a public health nursing consultant should be available in the hospital. Another observed that "in maternity teaching in the hospital we are still neglecting the father." Another student remarked that the blood pressure technique used by the Visiting Nurse Association appeared safer than the hospital techniques with which she was
familiar. Several of the students gave evidence that they had met objectives which, although not set forth by the Boston University School of Nursing, are accepted by experienced nurses in field experience plans. Thus an awareness of the environmental factors affecting health and illness was mentioned by three students. Four appeared to have become more aware of the nurse as a teacher. One of them observed that "we must put teaching on a more individual basis in the hospital." Two more were impressed with the health teaching opportunities of the nurse in the prevention of illness.

Clearly, these evaluations provide the field teacher with a good opportunity to cast a critical eye upon the effectiveness of her teaching and supervision. Yet twenty-three of the twenty-six field teachers reported that they did not read the narrative summaries submitted by the students.

Next, the comments submitted by the supervisor on the student assigned to her district were consulted. The supervisor is responsible for writing the final report, but her evaluation is made on the basis of the daily comments and evaluations compiled on a work sheet by the supervisor and field teachers who have taken part in the student's observations, participations, and conferences. However,

22 The Visiting Nurse Association of Boston technique calls for use of a paper napkin next to the patient's arm to prevent contamination of the cuff.

23 See Exhibit F.
of the twenty-six staff nurses, only seventeen reported that they shared in any way in the evaluation of the students in whose field experience they had had a part. The supervisors' evaluations proved helpful in determining the adjustment of the student to her field experience but were of limited value in discovering to what extent a student had met the objectives of the plan, since in most cases the comments were in general rather than specific terms and since the evaluations did not relate to the purposes of the field experience. For instance only three supervisors mentioned whether or not the student showed evidence of an understanding of family health work.

The experience sheets on which observations and direct participation in the agency program were recorded were the fourth instrument to be studied.24 They revealed that each student had observed nursing care or health teaching in a wide variety of services. Unfortunately, the record of observations does not show the number of visits to any one patient. The number of observations varied from twenty-four to thirty-eight. However, there was a wide range in the amount of participation; two students made four home visits; two more made six; one made eight; while the remaining two made sixteen and eighteen. In one of these cases the student showed some impatience and requested participation as the only means by which she could learn about the agency's program.

24 See Exhibit G.
CHAPTER III

SUMMARY OF FINDINGS AND CONCLUSIONS

1. Until such a time as the curricula for graduate nurse students at Boston University School of Nursing provides for more comprehensive integration of the social and health aspects of nursing there is a need for a plan for directed field observation in a public health nursing agency. However, changes are needed to make the present plan more effective.

2. A comparison of the purposes of field experience stated by competent observers with those established by Boston University School of Nursing and a consideration of the different situations in which these plans operate indicate that there are objectives for graduate nurse students beyond those which have been stated by Boston University which are desirable and capable of attainment in a two-week period of directed field observation in a public health nursing agency.

3. An examination of the replies of field teachers indicates that there is need for a definite plan for in-service preparation of the field teachers who are to participate in guiding the students observational experiences. The following evidence supports this conclusion:

(a) There was a wide variety of interpretations of
the purposes which the plan for directed field observation was intended to serve.

(b) Seventeen of the twenty-six field teachers did not know the content of the orientation plan given at central office, and six did not know the content of orientation conferences held in the district.

(c) Nine field teachers did not know the professional background, previous experience, and interest of the students in whose field experience they participated.

(d) Twenty field teachers reported that they planned only a small part of the students' field experiences.

(e) Field teachers did not always select the kinds of experiences suited to the purposes of the plan.

(f) Twenty-one field teachers wished to become better acquainted with the plan; nineteen desired further preparation in teaching and supervision; thirteen wanted to know more about the students in whose field experience they participated.

4. A comparison of the kinds of observations provided for these students with the objectives of the plan for directed field observation indicates the need for better planning of field experience. The following evidence supports this conclusion:

(a) Thirteen of the twenty-six field teachers failed
to select the kinds of observations suited to the attainment of the objectives of the plan.

(b) Seven of the field teachers did not use records to plan with the student future care of health supervision of individuals and families.

(c) Seven field teachers were unable to plan observations suited to the needs of the student because they could not be relieved of their regular responsibilities.

(d) None of the seven students gave evidence of having achieved all the purposes of the plan stated by the university.

5. The evaluations of the student submitted by each district supervisor and the evaluations of the experience prepared by the student are of limited value since they do not relate the results of the experience to the objections of the plan for directed field observation.

6. There is evidence as indicated on pages 20-24 that the orientation conferences should be modified in order to increase the readiness and motivation of the students for this particular learning experience.

7. An examination of the replies of the field teacher group and the supervisors gives evidence that participation in the plan for directed field observation aids in the professional development of field teachers.
RECOMMENDATIONS

1. It is recommended that the following objectives be established for the two-week plan for directed field observation for graduate nurse students from Boston University School of Nursing with a public health nursing agency:

(a) A better understanding of the family nursing and health services provided by a voluntary public health nursing agency.

(b) A better understanding of the health and social resources of the community in terms of the responsibility of the nurse for using these resources in providing continuity of care for individuals and families.

(c) Appreciation of the importance of an effective referral system among hospitals and other community agencies.

(d) Appreciation of environmental, social, economic, and emotional factors which affect health and illness.

(e) The ability to carry out under supervision selected activities of the public health nurse.

(f) An increased appreciation of the role of the nurse as a health teacher.

(g) Appreciation of this experience as it applies to the care and teaching of patients in subsequent
nursing practice and to the guidance of students of nursing.

2. In order for the student to attain these objectives the following types of experience are recommended:

(a) Observation of a single individual or family requiring several visits in the course of the student's field experience.

(b) Observation of the use of community agencies in providing family health service.

(c) Observation of teaching in the home, particularly as it applies to the prevention of illness and the promotion of health.

3. There is need for definition of the criteria on the basis of which staff nurses are selected for field teaching. The basis of selection should be as nearly as possible in accordance with the recommended practice stated by the National Organization for Public Health Nursing. It is essential that representatives from the staff nurse group participate in formulating these criteria and that they have access to information stating the requirements for participation in the plan.

4. There should be a definite plan for the preparation of staff nurses for their responsibilities in the teaching and supervision of these students. This plan should give field teachers an understanding of the following things:

(a) The purposes of the plan for directed field
observation.

(b) The kinds of experiences suitable to meet the objectives of the plan.

(c) The field experience as it fits into the curriculum of the student.

(d) The use of information about each student so that the experience can be adapted to her individual needs and interests.

(e) The evaluation of the work of the student on the district in accordance with the objectives of the plan.

(f) The reinforcement of the teaching skills of the nurse.

(g) The use of records to plan care and health supervision of patients and families.

(h) The content of the orientation conferences at the university and in the district.

5. There is need for joint agency-university planning of the directed field observation. For this purpose the following recommendations are made:

(a) Representatives from the supervisory and field teacher group should participate with the educational director of the agency and with the university coordinator in planning the overall experience of students assigned to the agency.

(b) Field teachers and students should participate
with the supervisor in planning the directed field observation of the student in any given district.

6. It is recommended that the following modifications be made in the plan for orientation of these students to this experience:

   (a) A single orientation conference, conducted jointly by the university coordinator and the educational director of the agency, should be held at the university not more than a week prior to the beginning of the directed field observation. This plan would provide additional time for observation on the district.

   (b) Specific information about the objectives for the field experience, the plan for meeting these objectives, the course requirements, and uniform regulations should be given the students in advance of the orientation so that this material can serve as a basis for discussion.

   (c) This conference should provide the students with an opportunity to restate the objectives in terms which are meaningful to them and to set up others which are in accord with their particular needs and interests.

7. In order to determine whether the plan for directed field observation meets its objectives the following recommendations are made:
(a) Evaluations of the experience written by the students should be presented in terms of the objectives.

(b) Reports and evaluations prepared by the student should be read by the field teachers and supervisors who have shared in her experience.

(c) Both the student and field teachers should participate with the supervisor in preparing the evaluation of the student's experience.

(d) The form used for evaluation of student experience should be changed so that it will show the students' ability to reach the objectives of the plan.

(e) The student experience sheet needs revision so that emphasis will be placed upon observation of the continuity of care given to individuals and families rather than upon the number and kinds of observations.
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BOOKS


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Joint Committee on Integration of the National League of Nursing Education and the National Organization for Public Health Nursing. "Joint Committee on Integration." Public Health Nursing, 36: 25, January 1944.


**MISCELLANEOUS**

Purpose:

1. Understanding of family nursing and health services through observation and practical experience.

2. Appreciation of the importance of a good system of referring patients to and from hospitals and other community agencies.

3. Appreciation of this experience as it applies to all subsequent nursing practice, including the guidance of students of nursing.

Plan:

A program is planned to include both group and individual activities.

All students will participate as a group in conferences on the Agency program and trips to selected community agencies.

Each student will be assigned to one of the district offices where the program of observation and practical experience will be arranged to meet the individual needs and interests of the student as nearly as possible. She may be required, as part of her experience, to carry a limited number of selected cases.

Time Schedule:

From _______ to _______ Monday through Friday, ______ a.m. to ______ p.m., with ______ for lunch.

Name and Location of Agency:

Course Requirements:

Students are responsible to the Educational Director of the Agency for course requirements.

1. Uniform
   Tailored navy blue dress, dark colored tailored hat and coat. Comfortable shoes, preferably oxfords. Rubbers, umbrella and raincoat.

2. Assignments
   a. Individual experience sheet provided by Agency to be checked daily by student.
   b. Written narrative summary evaluating field experience as it may apply to individual's future nursing plans. This paper is due at last conference.
The purpose of this questionnaire is to aid in discovering the strengths and weaknesses of the present program for directed field observation for graduate nurse students from Boston University.

Members of the university and of the agency who participate in this program are being consulted.

The results of the study will be available to you in a Master's thesis at Boston University in April 1950.

Your answers are confidential. Please be entirely frank. Thank you very much for your cooperation.
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### Community Resources

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<th>Date</th>
<th>Records and Statistics</th>
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<td>Evaluation of records</td>
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### Other Conferences

- Social Service Index
- Health agencies
- Social agencies
- Greater Boston Community Council and Fund
- Other resources
- Professional relationships

Revised January 1948
Brief evaluation and comment regarding preparation for visit, approach, nursing care, teaching, recording, result of conference and need for further help. Sign name.

<table>
<thead>
<tr>
<th>Date</th>
<th>Type Case</th>
<th>Supervisory Comment</th>
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# Record of Observation

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