THE NURSING SCHOOL EVALUATION PROGRAM

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Manual for the Guidance of the Sister Examiners

Bulletin No. 69

Council on Nursing Education
Catholic Hospital Association of the United States and Canada
February, 1938

MANUAL FOR THE GUIDANCE OF THE SISTER EXAMINERS

NURSING SCHOOL EVALUATION PROGRAM

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Second Edition

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FOREWORD

This "Manual for the Guidance of the Sister Examiners" is a summary of the discussions which were held by the Committee of Sister Examiners for the Catholic Schools of Nursing and by the Council on Nursing Education for the United States of the Catholic Hospital Association of the United States and Canada, from February 17th to March 8th, 1938.

The three weeks' Conference of which this volume is the outgrowth was held incidentally to the work of the Catholic Hospital Association in evaluating the Catholic Schools of Nursing of the United States. The Conference set itself a number of objectives, the first of which was to clarify the purposes of this project. The evaluation of the Catholic Schools of Nursing by the Catholic Hospital Association had been determined upon by the Association at its St. Paul Convention in 1931 and after years of preparation and numerous official actions reaffirming the St. Paul decision, the entire project was finally authorized at the Baltimore Convention of the Association on June 19th, 1936. Many time-consuming preparatory steps were taken by the Association before it was ready to initiate the project in which it is now engaged.

A second objective which the Conference set itself was to determine which of the many available criteria of excellence of a school it intended to use in studying the Catholic Schools of Nursing. And, finally, the third purpose was the development of the techniques to be employed by the Sister Examiners in visiting schools, in evaluating them, in reporting upon them, and finally, in offering them such incentives to greater excellence as would become apparent while the school visits were being made.

In this Manual, therefore, there will be found suggestions which bear upon this three-fold objective. It should be emphasized as strongly as may be done that the present Manual is not offered to the Sister Examiners or to the Schools of Nursing as a final formulation. It is tentative throughout and will be subject to such modifications as the wisdom and experience of the Sister Examiners and of the Directors of the Catholic Schools of Nursing may determine upon in the progress of the work. It is expected, therefore, that this Manual will be modified, it is hoped, from year to year, so that the Association may avail itself continually of the accumulating experiences of those who are now so generously, and without any remuneration to themselves or to their Religious Communities, carrying on a project which under other circumstances might well be beyond the financial capability of the Association to bear.

The project upon which the Catholic Hospital Association is engaged was undertaken with the sincere conviction that a Catholic School of Nursing presents features which are relatively difficult of understanding or interpretation except in the light of a Catholic philosophy of life, a Catholic philosophy of education, and a Catholic philosophy of social action. But even a philosophy is not enough for the understanding of a Catholic School of Nursing, unless that Catholic philosophy is the outgrowth of that Faith, that moral practice, and that religious motivation without which a Catholic School of Nursing as such would have little, if any, reason for existence.

In saying this it is understood that all this in no sense detracts from the emphasis which the school must place upon professional and technical excellence. This Manual, therefore, enters extensively into the technical details of the educational process in the preparation of nurses. Points on which relatively general agreement may be assumed are discussed with some degree of positiveness. It is hoped, however, that controversial points are dealt with in a spirit of due fairness and reserve.

Without emphasis upon the all-pervasiveness of its Catholicism, however, a Catholic School of Nursing may well be said to have failed in achieving its objectives, no matter how excellent it may be in every other respect. Such, in the mind of the Church, is the ideal which the Catholic School of Nursing must set before itself. The religious objective and the professional objective in the Catholic School of Nursing are not two mutually exclusive, nor even two mutually supplementary objectives; they are one objective.

In this Manual, an effort has been made to express these thoughts, not as a disquisition on a philosophy of Nursing Education, but in the form of concrete direction to point out to the Sister Examiners the features to be looked for when they visit a Catholic institution. It is hoped, too, that this Manual may not be without its interest to those who are responsible for the administration of these schools.

May the work which the Catholic Hospital Association has undertaken redound, as all Catholic activity must redound, not only to the greater glory of God but also to the promotion of those purposes which are implied in sound professional education and in self-sacrificing labor for the benefit of our fellowmen.

It is with this hope that the Association's Councils on Nursing Education and the Committee of Sister Examiners submit this result of their deliberations to the Sisters of our Catholic Schools of Nursing.

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March 8th, 1938.

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SCORING DIRECTIONS

Directions concerning the method of scoring will be prepared within a short time. From the instructions which the Sister Examiners have thus far received, and with the aid of the following Tables I and II, the Sister Examiners will be able to assign scores with little difficulty.

I. SCORING TABLE

(1000 - Base)

Weight		Grades				
		A 100-91%	B 90-76%	C 75-26%	D 25-11%	E 10-1%
1000	Range	1000-764	753-639	633-374	367-257	247-75
	Mid Point	882	696	503	312	161
500	Range	500-382	377-309	317-185	184-128	124-38
	Mid Point	441	343	251	156	81
450	Range	450-344	339-279	285-167	166-114	112-32
	Mid Point	397	309	226	140	72
400	Range	400-306	302-246	254-148	147-100	99-29
	Mid Point	353	274	201	123	64
350	Range	350-268	264-216	222-130	129-89	87 -25
	Mid Point	309	240	176	109	56
300	Range	300-230	226-186	190-112	111-77	74-22
	Mid Point	265	206	151	94	48
250	Range	250-192	189-155	159-93	92-64	62-18
	Mid Point	221	172	126	78	40
200	Range	200-152	151-123	127-75	74-50	50-14
	Mid Point	176	137	101	62	32
150	Range	150-114	113-93	95-55	55-39	37-11
	Mid Point	132	103	75	47	24
125	Range	125-95	94-78	79-47	46-30	31-9
	Mid Point	110	86	63	38	20
100	Range	100-76	75-63	63-37	37-25	25-7
	Mid Point	88	69	50	31	16

II. SCORING TABLE

(100 - Base)

Weight		Grades				
		A	B	C	D	E
		100-91%	90-76%	75-26%	25-11%	10-1%
100	Range	100-76	75-63	63-37	37-25	25-8
	Mid Point	88	69	50	31	16
95	Range	95-73	71-59	60-36	35-25	24-6
	Mid Point	84	65	48	30	15
90	Range	90-68	67-57	57-33	33-23	23-5
	Mid Point	79	62	45	28	14
85	Range	85-65	64-52	54-32	31-23	21-5
	Mid Point	75	58	43	27	13
80	Range	80-62	60-50	50-30	30-20	20-5
	Mid Point	71	55	40	25	12.5
75	Range	75-57	56-46	47-29	28-18	19-5
	Mid Point	66	51	38	23	12
70	Range	70-54	53-43	44-26	26-18	18-4
	Mid Point	62	48	35	22	11
65	Range	65-49	49-41	41-25	24-16	16-4
	Mid Point	57	45	33	20	10
60	Range	60-46	45-37	38-22	22-16	15-3
	Mid Point	53	41	30	19	9
55	Range	55-43	41-35	35-21	20-14	14-3
	Mid Point	49	38	28	17	8.5
50	Range	50-38	38-30	32-18	19-13	13-3
	Mid Point	44	34	25	16	8
45	Range	45-35	34-28	28-17	17-11	11-3
	Mid Point	40	31	23	14	7

Scoring Table II. (Cont'd.)

Weight		A	B	C	D	E
40	Range	40-30	30-24	25-15	15-9	10-2
	Mid Point	35	27	20	12	6
35	Range	35-27	26-22	22-14	13-9	9-2
	Mid Point	31	24	18	11	5.5
30	Range	30-22	22-20	19-11	11-7	8-2
	Mid Point	26	21	15	9	5
25	Range	25-19	19-15	16-10	9-5	6-2
	Mid Point	22	17	13	7	4
20	Range	20-16	15-13	13-7	7-5	5-1
	Mid Point	18	14	10	6	3
15	Range	15-11	11-9	9-7	6-4	4-1
	Mid Point	13	10	8	5	2.5
10	Range	10-8	8-6	6-4	4-2	3-1
	Mid Point	9	7	5	3	2
5	Range	5-3	4-2	3-1	2-1	1.5-0
	Mid Point	4	3	2	1.5	0.8

I. O B J E C T I V E S

The objectives of an institution should dominate all the activities of the school of nursing. A wide variety of valid objectives may exist in different schools, all compatible with the general purpose of preparing students for practice as nurses. To be effective, the objectives must be clearly conceived, must be comprehensive in their scope, must be feasible and practical, must be effectively accepted by both faculty and the student body, and must serve as an influence for unifying all of the activities of the institution. Though it is desirable that the objectives of the institution be formulated in a statement, attention should nevertheless be called to the fact that the actual objectives may not necessarily conform with the stated objectives and to the further fact that actual objectives may be detectable by a visitor to a school even though these objectives be not formulated.

The subject of objectives will be treated under the following heads:

A. RELIGIOUS OBJECTIVES

B. EDUCATIONAL OBJECTIVES

C. PROFESSIONAL OBJECTIVES

* * * * * *

A. RELIGIOUS OBJECTIVES

In a Catholic school of nursing the religious objectives must be dominant. They must be such as to affect the student nurse not only as a prospective professional practitioner but also as a woman of character and conviction prepared, as the occasion arises in her life, to give emphatic evidence of her Catholicity in thought, word, and action.

1. Awareness of Objectives in Policy Making

Discussion - The Sister Examiner of the school will judge the institution's awareness of religious objectives by studying the interpenetration of the school's activities by Catholic viewpoints and influences. A school does not become a Catholic school merely by placing emphasis upon required religious practices. The school's policies and practice with reference to non-Catholic students deserve considerable study.

Directions for Scoring - The Sister Examiner will score the school on the basis of the evidence which she detects concerning the extent to which religious objectives have been dominant in fashioning the spirit of the whole institution.

2. Formulation

Discussion - It is desirable that a school should formulate its objectives If it has formulated them the formulation should, by all means, give evidence of the school's awareness of the dominance of the religious viewpoint.

Directions for Scoring - If the Sister Examiner can find no evidence of a formulation of the school's objectives, including religious objectives, she will score this point zero. If an implied formulation can be found she will give a score expressive of her judgment on the clearness of conception and the comprehensiveness of the statement as well as on the extent to which the formulation corresponds to fact.

3. Emphasis

Discussion - Obviously it is not enough for a school to be aware of its objectives. It must make them effective by relating them definitely to the school's activity.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the evidence which she finds for the effective translation of the objectives into action, in other words, on the evidences for the sincerity of the institution.

4. Unification of Objectives

Discussion - The religious objectives must interpenetrate all the other objectives both in concept and in action.

Directions for Scoring - The Sister Examiner will score the institution on the basis of the evidence which she detects for this interpenetration. A low score should be given if the insistence on attendance at Sunday Mass, for example, is superimposed on the students only as a special duty or when scheduled exactions, for example, make it difficult for the student to carry out her religious duties. Other examples will readily occur to the Examiner and evidence on this point, both favorable and unfavorable to the institution, is readily detectable.

5. Effective Acceptance by the Faculty and the Students

Discussion - In order that religious objectives might be effective, both the faculty and the student body must not only be aware of the religious objectives but wholeheartedly accept them. If these objectives have been thus accepted, evidence upon the point is not hard to find. It is more difficult to detect evidence for non-acceptance. Some attention might here well be given to the evidence for the acceptance of the school's objectives by the non-Catholic students.

Directions for Scoring - It may be desirable for the Sister Examiner to delay her score on this topic to the end of her visit. A separate score should be given for acceptance by the faculty and for acceptance by the students. The basis for the score will be the Examiner's judgment formed after her study of the institution.

B. EDUCATIONAL OBJECTIVES

1. Awareness of Objectives in Policy Making

Discussion - Awareness of educational objectives in policy making and in practice should be taken for granted in the school of nursing. That such is not the case, however, is obvious, for example, from the extent to which the interests of a school of nursing are, in some institutions, still subordinated to the needs and conveniences of the hospital to which it is attached. Other evidences for an unawareness of the educational objectives will readily occur to the Examiner.

Directions for Scoring - The Sister Examiner will score an institution on the basis of the evidence which she detects for an institution's over-emphasis upon the adjustment of the school's program to the hospital's needs, costs, conveniences, etc.

2. Formulation

Discussion - The formulation of the educational objectives may be explicit or implied. While it is desirable that it should be explicit, the Examiner's alertness enables her to utilize many suggestions during her visit concerning the validity of the prevailing educational objectives. Consideration should here be given to the formulation of specific objectives in departments, divisions, or special activities.

Directions for Scoring - If there is no evidence of an explicit or an implied formulation, the Sister Examiner will give a zero score. If a formulation is offered or if there is evidence of an implicit formulation, the Examiner will attempt to evaluate such evidence and give her score accordingly.

3. Emphasis

Discussion - Evidence for institutional emphasis on educational objectives should be easy to find. Special attention should be called to any practices which show a subordination of the interests of the school of nursing to other activities in the institution.

Directions for Scoring - The Sister Examiner will give her score on the basis of her judgment formed after a study of the whole school and its relations to the hospital.

4. Unification of Objectives

Discussion - The broadly cultural, technical, and religious objectives of a school, as already said, must be focused on the purposes of a school as a school. The Examiner's judgment should be formed upon the extent of the integration for which she finds evidence, Special attention should here be called to the use of courses in philosophy and religion for the furtherance of educational purposes.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the judgment which she forms after her study of the school. She will subtract from a perfect score in accordance with the number and weight of the instances which she finds indicative of a lack of integration.

5. Effective Acceptance by the Faculty and the Students

Discussion - The educational objectives must be realized in the institution by both faculty members and students. As evidence of the contrary condition, one might cite over-emphasis on skills and procedures, neglect of the educational considerations in making scheduled adjustments, etc.

Directions for Scoring - The Sister Examiner will give a separate score for the acceptance of educational objectives by the faculty and their acceptance by the student body in accordance with the instances which she has found of both desirable or undesirable situations bearing upon this topic.

C. PROFESSIONAL OBJECTIVES

1. Awareness of Objectives in Policy Making

Discussion - Awareness of professional objectives can be evidenced in a school of nursing by numerous indications: its emphasis upon

moral and ethical conduct, the stress upon the elevation of personal characteristics, the balance in theory and practice, the institution's attitude towards the patient, the concept which it imparts to the student concerning the nursing profession, etc. Judgments rather than statistical evaluations are here definitely called for.

Directions for Scoring - The Sister Examiner will score the institution on the basis of her judgment concerning the institution's evaluation of the profession of nursing.

2. Formulation

Discussion - The same considerations obtain with reference to this topic as were adduced above for the same topic under educational objectives.

Directions for Scoring - If there is no evidence of an explicit or an implied formulation, the Sister Examiner will give a zero score. If a formulation is offered or if there is evidence of an implicit formulation, the Examiner will attempt to evaluate such evidence and give her score accordingly.

3. Emphasis

Discussion - The institution's emphasis upon professional objectives must again be judged by its ability to make professional attitudes effective in its professional program. An indication may be found in the relationships which exist between the school and the hospital and the graduate nurses who practice in the hospital. An alert Examiner will readily detect symptoms of excellence or its opposite.

Directions for Scoring - The Sister Examiner will give her score on the basis of her judgment formed after a study of the whole school and its relations to the hospital.

4. Unification of Objectives

Discussion - Considerations similar to those adduced under the criterion of "Religious Objectives" and "Educational Objectives" should prevail here, emphasis being placed, however, upon the modifications for superior professional attitudes which may be derived from the cultural and religious influences affecting the student nurse.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the judgment which she forms after her study of the school. She will subtract from a perfect score in accordance with the number and weight of the instances which she finds indicative of a lack of integration.

5. Effective Acceptance by the Faculty and the Students

Discussion - The professional character of the faculty of a school of nursing is not difficult to judge. If the institution's professional objectives are effectively accepted by the faculty, the whole school will be permeated by them and the student body will readily give evidence of such acceptance by the faculty.

Directions for Scoring - The Sister Examiner will give a separate score for the acceptance of professional objectives by the faculty and their acceptance by the student body in accordance with the instances which she has found of both desirable or undesirable situations bearing upon this topic.

II. ORGANIZATION OF THE SCHOOL OF NURSING

Sound organization is one of the best guarantees of effective administration in an educational institution. While it must be admitted that superior administration is possible even within a poorly organized school and conversely that good organization does not infallibly result in good administration, nevertheless, the educational structure of the school, its relationships to other organizations, to its superiors as well as its inferiors, its general plan can not but be influential in determining the school's effectiveness.

The subject of organization will be treated under the following heads:

A. CORPORATE ORGANIZATION

B. INTERNAL ORGANIZATION

C. ORGANIZATION OF RELATIONSHIPS

D. ORGANIZATION OF SCHOOL-COLLEGE RELATIONSHIP

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A. CORPORATE ORGANIZATION

The Catholic schools of nursing are organized as separate corporations in relatively few instances. For the most part they are the concern of the corporation which controls the hospital or a group of hospitals, or sometimes one or more institutions, or in still other cases which controls all the institutions of a particular Sisterhood. For the safeguarding of the school as a school, therefore, it becomes very important to determine just what the structural relationship of the school of nursing may be to its controlling corporation.

1. Provisions for the School's Interest in the Basic Organization

Discussion - Whatever the controlling or owning corporation might be, adequate provision for the school's interest should be made in this basic organization. The Examiner will, therefore, determine, either by means of an organization chart or by descriptive interview or in some other manner, how the school is owned and controlled and what the likelihood may be, as determined by the form of organization, for safeguarding educational interests.

Directions for Scoring - After the Sister Examiner has understood the organizational relationships, which in some cases may be rather a difficult problem, she will attempt to evaluate this re-

lationship on the basis of the extent to which, within the organization itself, the school's interest can be safeguarded.

2. Charter with Reference to the School

Discussion - Relatively few of the Catholic schools of nursing have a separate charter. The more general pattern is a provision in the corporate charter of the hospital or of the Sisterhood to conduct a school of nursing together with the hospital. At times explicit mention is made of the school, in other cases legislative permission is implied by the wording of the charter itself, while in still other cases the schools have apparently been developed by the hospitals without any charter provisions whatsoever.

Directions for Scoring - If there are no charter provisions, the Sister Examiner will give a zero score. If there are charter provisions for the school, the extent to which these provisions are adequate for safeguarding the educational character of the school will be evaluated by the Examiner, and the score given accordingly.

3. School Interest in the Constitution and By-Laws

Discussion - In the Constitution and By-Laws of the corporations controlling schools of nursing, there is usually some provision for a school. This provision may sometimes be made by only a phrase such as provision "for conducting an educational and charitable institution" or a similar phrase. In the Constitution and By-Laws of the corporation there is at times further clarification of the purposes and intent of the organizers.

Directions for Scoring - The Sister Examiner will give a score on the basis of the information which is here assembled concerning the safeguarding of the school's interest in the Constitution and By-Laws.

4. School Interest in the Organization of the Board or Committee of Control

Discussion - Whether or not there are charter or constitutional provisions authorizing the development of the school and safeguarding its educational character, it is most important that on the Board or Committee of final control, school interests should be represented. This may be done either by according membership on the Board or Committee to one of the higher officials of the school or in given instances by election to the Board or Committee of persons whose chief interest is education or nursing or both.

Directions for Scoring - The Sister Examiner will give a score in accordance with the percentage of the members of the Board who have predominately an educational or a nursing interest.

B. INTERNAL ORGANIZATION

Wide variations, none of them necessarily and in all cases more effective than others, may exist in the internal organization of the school. At the present time there is not available enough information to determine even the basically different patterns of such organizations. It seems important, however, that a structural plan should exist for each school, whatever that plan might be, so that the routing of authority and responsibility may be well understood by all those who carry authority and responsibility. A lack of clearness on such points is the greatest menace to effective administration.

1. The Committee of Control

Discussion - Whatever may be thought of the "one-person" control of a school under special conditions, it is true nevertheless that ordinarily a school should be governed by a Committee or a Board. Frequently in our Catholic institutions there is a Committee or Board by implication. Only rarely is the final authority concerning the school entrusted to one person, the Director, for example. Most commonly the Director of the school together with the Superior of the Community and often a still higher Superior constitute what is, to all intent and purposes, a final Committee of Control. In some instances, there is a formal Committee or Board in the membership of which one finds, besides the Sisters, priests, physicians, nurses, lawyers, educators, and other lay persons.

Directions for Scoring - The Sister Examiner will give high or low scores under this topic depending on the extent to which a wide variety of interests are represented on the school's Committee or Board of Control.

2. Officers

Discussion - There is no intention here of evaluating the diverse patterns of officership which one finds in our Catholic schools. It is important, however, to determine whether in the organization as such a hierarchy of authority and responsibility is recognized in the structure of the institution. For the most part there will be general acceptance of this principle. If under the Board or Committee of Control, authority is concentrated in one person only, the situation is not as desirable as it is when provision is made for a distribution of authority and responsibility.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the evidence for effective sharing of authority and responsibility among the officers of the school.

3. Departmental Organization

Discussion - While thus far no unanimity has been achieved regarding the necessity, desirability, or mode of departmental organization in schools of nursing, nevertheless for effective organization, some measure of division of responsibility for the curriculum and instruction seems indicated. Without over-stressing the matter, it seems only fair that those schools which have made efforts in this direction should receive some credit for their efforts. It is for this reason that this topic is here included.

Directions for Scoring - If a school has not divided its curricular responsibility, the Sister Examiner will give a zero score. If it has attempted to departmentalize, it should be given a low or high score depending upon the extent to which this structural feature has been introduced.

4. Committee Organization

Discussion - With a further view of distributing educational responsibility in the school of nursing, emphasis is here placed upon committee organization of the school. The various areas of school interest should be distributed among the faculty personnel for the more intensified development of the various phases of the school's life. A minimal committee organization composed of an Admissions Committee, a Committee on Student Affairs, a Personnel Committee, a Committee on Curriculum Construction might here be suggested.

Directions for Scoring - The Sister Examiner will score the school in accordance with the extent to which committee organization has progressed, special attention being paid to the number and areas of the various committees, their integration into the school organization, and the personnel composing them.

5. Faculty Organization

Discussion - A minimal faculty organization is desirable even in a small school of nursing. The faculty organization implies at least that the faculty members should meet as a separate group, should have a presiding officer and secretary, and possibly a committee or two for the safeguarding of certain faculty interests. The function of the faculty organization should be clearly recognized to be an integrative one to effect unanimity of effort in the faculty.

Directions for Scoring - The Sister Examiner will allot a high or a low score depending upon the judgment she forms of the character and effectiveness of faculty organization.

C. ORGANIZATION OF RELATIONSHIPS

A school of nursing must not remain an isolated unit. It must maintain active relationships with other professions and with the large organization units of various kinds in the midst of which it is functioning. By including these relationships under the factor of organization, it is intended to place emphasis upon the more or less permanently maintained relationships rather than upon casual and incidental contacts.

1. Relationship with Nursing Profession

Discussion - The school of nursing must necessarily be in intimate and constant contact with the nursing profession. This it should do through its relationship with the local professional organizations, such as the state and local units of the American Nurses' Association and the National League of Nursing Education. The maintenance of these relationships will differ from locality to locality depending upon many and diverse conditions. The important point here, however, is that the maintenance of the relationship should be made the responsibility of some faculty member who is aware of her obligations in this responsibility.

Directions for Scoring - The Sister Examiner will give a score based upon the recognition and effectiveness of the situation and on the wisdom and prudence, depending upon local conditions, of the policy which the school has devised.

2. Relationship with Medical Profession

Discussion - The school of nursing must maintain some relationships with the medical profession. Under certain conditions, it would be highly desirable to keep these on an official plane by a measure of cooperation with the local medical society. Under other conditions, the relationship must be maintained with individual members of the medical profession. In all cases in which a school of nursing is attached to a hospital, it would seem desirable to maintain a permanent and well-planned relationship with the medical staff of the hospital on a more or less formal basis.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the school's recognition of its obligations in this respect and the effectiveness of the plan which has been devised.

3. Relationship with Other Professions

Discussion - A school of nursing may find it necessary under given conditions to maintain more or less formal relationships with other professions besides the medical and nursing professions. Among such professions might be mentioned those of medical social work, social work, dentistry, dietetics, laboratory technology, law, etc. The same considerations apply here as those adduced in the paragraph next preceding.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the school's recognition of its obligations in this respect and the effectiveness of the plan which has been devised.

4. Provisions for Maintenance of Public Relations

Discussion - A school of nursing cannot escape the responsibility for the maintenance of public relations. It must, therefore, make adequate provisions for such maintenance, chiefly by the delegation of a specific function to some administrative or instructional officer best fitted for this purpose. In this area one might mention the relations of the school of nursing to the press, to the lay boards, the auxiliary societies in the hospital, community organizations of various kinds, etc.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the recognition by the school of the importance of this function and the delegation of it to one of its officials.

5. Relationships with Diocese

Discussion - The Catholic school of nursing is generally called upon to maintain relationships with diocesan authorities either directly or indirectly through the higher Superiors of the institution. In some cases, the relationships will manifest themselves in the subordination of the school to diocesan school policies; in others, through the service which the school of nursing may be called upon to render; and in still others, through the aid in terms of subsidy or service which the school of nursing receives directly from the diocese. The important point is the maintenance of an active and general spirit of cooperation of the school of nursing in all phases of diocesan activity, the recognition of this obligation, and the effective designation of it to an official of the school.

Directions for Scoring - The institution should be scored in accordance with the factual situations which the Sister Examiner detects during her visitation.

6. Relationships with Religious Community

Discussion - Obviously, the relationship between the school of nursing and the Sisterhood to which the institution belongs should be an intensely close one. For the purpose of adequate organization any lack of complete understanding between school officials and religious communities conducting the school cannot but work harm and the effective promotion of the school's interest cannot be secured except through the school's full recognition of this responsibility.

Directions for Scoring - The institution should be scored in accordance with the factual situations which the Sister Examiner detects during her visitation.

7. Relationships with Other Schools of Nursing

Discussion - The isolation of any particular school of nursing from other schools of nursing in the same locality cannot but be regarded as undesirable. There should exist among the various schools a spirit of free cooperation even though this might manifest itself in free rivalry. These relationships also should be placed upon a more or less formal and permanent basis.

Directions for Scoring - The institution should be scored in accordance with the factual situations which the Sister Examiner detects during her visitation.

8. Relationships with Medical Schools

Discussion - A small percentage of our schools of nursing, due to the organization of the institution in which these are operating, maintain relationships with schools of medicine. These relationships for the most part are based upon formal understandings. An evaluation of these relationships in connection with the organization of a school where they exist is obviously necessary.

Directions for Scoring - The Sister Examiner will note that the weight attached to this topic is low, so that where the relationship does not exist it can be subtracted without appreciably subtracting from the score for the institution. Where the relationships do exist a high or low score should be given depending upon the character of the permanent understanding.

D. ORGANIZATION OF SCHOOL-COLLEGE RELATIONSHIP

In apprcximately one-half of our Catholic schools of nursing, a relationship has been established between a school of nursing and a college or university. Obviously it is important to attempt an evaluation of these arrangements.

Note - In schools in which there is no school relationship, the Examiner will indicate the fact by an "x" on the score card, and will give a perfect score. The "x" will indicate that this criterion does not apply to the particular school.

1. Plan and Agreement

Discussion - The Catholic Hospital Association has classified the relationships between schools of nursing and colleges and universities

(1) Institutional Integration
(2) Institutional Affiliation
(3) Course Affiliation
(4) Accreditation

It has been repeatedly advised that the relationship between a school of nursing and a college or university should not be left in a haphazard and incidental arrangement but that a more or less permanent agreement between the institutions involved should be developed.

Directions for Scoring - The Sister Examiner will score the institution not on the character of the relationship as planned but on the effectiveness for the educational policies of the school of nursing of the plan which has been devised; in other words, the Examiner is not to express a preference for one or the other of these plans by giving her score.

2. Authority for Maintenance

Discussion - The maintenance for the relationship between the school and a college or university should be entrusted to a particular individual, and should not be allowed to develop into a casual or incidental contact. To this end, it seems necessary that an understanding be effected between the institutions involved, the school of nursing and the college, both entrusting their respective shares of the responsibility to a designated and more or less official person.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the soundness of the relationship which has been established and its effectiveness in operation.

3. Plan for Faculty Inter-relationship

Discussion - The relationship between the school of nursing and the college or university can be regarded as effective for the promotion of the school's objectives only as a measure of faculty inter-relationship has been developed. The intention in all such arrangements is to enable the school of nursing to profit by the educational experience of the college or university.

Directions for Scoring - The Sister Examiner will score the institution on the basis of effectiveness of the plan as it is actually operating.

4. Plan for Administrative Inter-relationship

Discussion - The relationships here being discussed cannot subserve the functions of the school of nursing without successful administrative cooperation. Any effective plan must contain detailed privileges since a mere general statement of principle would scarcely suffice for the purpose of effective school administration.

Directions for Scoring - The Sister Examiner will score the institution on the basis of effectiveness of the plan as it is actually operating.

III. A D M I N I S T R A T I O N

In evaluating the school's administration, the basic principle to be kept in mind by the Sister Examiner is the effectiveness of the administrative policies and procedures in furthering the institution's educational objectives.

The subject of administration will be treated under the following heads:

A. FACULTY ADMINISTRATION

B. ADMINISTRATION OF THE CURRICULUM

C. STUDENT ADMINISTRATION

D. ADMINISTRATION OF THE PERSONNEL SERVICE

E. ADMINISTRATION OF RECORDS AND REPORTS

F. ADMINISTRATION OF SPECIAL ACTIVITIES

G. ADMINISTRATION OF HOUSING OF STUDENTS

H. ADMINISTRATION OF BOARDING OF STUDENTS

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A. FACULTY ADMINISTRATION

The field of faculty administration is discussed under the headings of:

(1) Selection of Faculty

(2) Competence

(3) Duties

(4) Conditions of Faculty Service

* * * * *

(1) Selection of Faculty

1. <u>Authority for Selection of Faculty Members and Special Lecturers</u>

<u>Discussion</u> - In a Catholic school of nursing, the selection of the Sister faculty members as well as of priest faculty members

is largely the responsibility of those in higher authority. The Director of the school at times has relatively little authority in such matters. She may, however, have opportunities

a) for making suggestions
b) for the most advantageous placing of such Sisters as are assigned to her to assist in the work of the School.

Members of the Reverend Clergy are assigned to schools by ecclesiastical authorities and with reference to such persons, obviously the directors of the school must necessarily be dependent largely upon the the circumstances existing in each school. Nevertheless, even in such cases, the director of the school, acting, to be sure, under the authority of the Sister Superior or some higher Superior, may be in a position to attract the interest of one of the members of the clergy who may be specially interested in the educational problems presented by a particular institution.

With reference to the physician members of the faculty, it is probable that the director of the school usually has greater influence, either approaching directly a member of the medical profession, most commonly a staff member, or doing so indirectly through the Superior.

Finally, with reference to the nurse faculty members and other lay persons, the director of the school is given a considerable degree of freedom.

Directions for Scoring - Schools in which the questions of faculty selection are the responsibility of the director of the school, under the authority, to be sure, of a Sister Superior, mediate or immediate, should be given a high score provided there is evidence that the Sister director seeks advice of others in making her selection or actually makes the selection by committee action. When the selection is made by a single individual, the grading should be reduced. Special attention should be given to the selection of special lecturers and the policies of the school in this regard should be considered in giving the score.

2. Reasons for Selection

Discussion - It is clear that the reasons for the selection of a faculty member or a special lecturer should be an educational reason and should not be based upon reasons extraneous to the educational activity which they are to assume. This in no way militates against the selection from a group of desirable candidates of such persons who by reason of their activities have merited well of the institution. Extraneous reasons may at times be important for the success of the school. The emphasis in scoring this factor should be placed upon educational considerations. The competence of the faculty members upon which selection is made, is dealt with in the next sub-head.

Directions for Scoring - A school should be given a higher score when it is evident that the selection of the faculty members takes place on the basis of educational excellence, interest in teaching, professional proficiency, noteworthy personality, or similar reasons. The grading of the school should be reduced when it is apparent that expediency or response to unplanned emergency conditions determine largely the selection of faculty members.

3. Effectiveness of the School's Policy

Discussion - The effectiveness of the school's policy should be judged by the impressions which faculty members make upon the Examiner. The Examiner will attempt to meet a number of the faculty members being sure that she has met one or more members of each of the various groups to which reference has been made above. Whenever possible, an attempt should be made to develop a subject of conversation which will have a definite bearing upon the school of nursing or the profession of nursing.

Directions for Scoring - A school should receive a high grade if it is clear that the faculty members are characterized by those qualities which one looks for in a superior or a good teacher; a lower grade, if it is clear that the faculty members lack such characteristics. Among the characteristics to which perhaps special attention might be directed are interest in educational affairs, in professional matters, in the development of the particular school, in students, etc.; concern for the professional, the moral and the spiritual well being of the students, impressive personality traits, evidences of distinct superiority.

(2) Competence

Competence is dealt with under the following:

a. Professional Preparation

b. Experience

c. Professional Interests

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a. Professional Preparation

Under the caption of professional preparation, the Examiner will attend chiefly to formal preparation.

1. High School

Discussion - It seems unnecessary to point out that in accordance with the modern demands of the nursing field a basic high school education is highly desirable. Statistical information concerning the high school preparation of the faculty members is available in the academic records which are to be filled out during the stay of the Examiner at the school.

Directions for Scoring - A school will be scored in accordance with the proportion of the faculty members who report in the academic records that they have completed the high school.

2. Nursing Education

Discussion - The considerations which have just been adduced concerning the high school hold with even greater force concerning the education in nursing of those persons who are teaching nursing subjects. Special attention in this respect should be paid to those who are designated in the school as supervisors from whom the nurse receives her professional education in nursing skills.

Directions for Scoring - A school will be scored in accordance with the proportion of those faculty members who report in the academic records that they have completed their nursing education.

3. College Education and the Bachelor's Degree

Discussion - Modern nursing education has been placed by practically general agreement on a collegiate basis. It is obvious, therefore, that all faculty members should either have the Bachelor's degree or should be preparing for it. This general principle would seem applicable also and in some respects particularly to those who are giving clinical instruction to the student nurse. It need not be emphasized here that the Bachelor degree as such is not deemed a necessary condition of competence. The Examiner will use her wisdom in evaluating conditions in each institution. The college preparation of faculty members who are not nurses should be specially studied and emphasis might also be placed upon the professional preparation of physicians who are selected as faculty members or special lecturers.

Directions for Scoring - A school will be scored in accordance with the proportion of those faculty members who report in the academic records that they have completed the Bachelor's degree or are now pursuing courses leading to such a degree.

4. Advanced Nursing Education

Discussion - Nurse instructors, Sisters, or lay nurses, who are assigned to specialized educational activities, should present evidence of their competence in their specialized fields. Preparation for such positions implies the completion of advanced educational requirements.

Directions for Scoring - The school should be scored high or low in accordance with the proportion of those faculty members who can present evidence of advanced preparation in special fields. Attention, however, should be called to the fact that special preparation in one field should not be taken as prima facie evidence of competence for the teaching of another subject.

5. Graduate Education

Discussion - The same considerations which have just been adduced with reference to advanced nursing education are obviously applicable with reference to the graduate education of faculty members.

Directions for Scoring - The Sister Examiner will score a school higher or lower in accordance with the proportion of faculty members who present evidence of graduate education, particular attention being paid to those faculty members who are not instructors in nursing subjects.

b. Experience

Under the heading of experience, the Examiner will study the diversification of experience of the faculty members and the duration of the experience. The qualitative value of the experience can scarcely, unfortunately, be dealt with effectively except, perhaps, by noting its effectiveness as shown in the personality and the performance of the individual faculty members.

1. Years of Nursing Experience

Discussion - It is thought well to emphasize the nursing experience of the faculty members of the school. While academic preparation is highly desirable and a very important factor in the profession, at least for those faculty members who are engaged in teaching nursing subjects, experience must be regarded as particularly valuable. In reaching a judgment upon this point, the number of years spent in various nursing activities should be evaluated; hence, private duty nursing, institutional nursing, public health nursing may all be weighted in reaching a conclusion concerning the nursing experience of the faculty members. The data contained in the academic records of the individual teachers will form the basis of the evaluations.

Directions for Scoring - The school will be scored in accordance with the length of time spent by the various faculty members who report nursing experience and who are now teaching nursing subjects, a period of five years of nursing experience prior to or during the time of teaching being considered a desirable average period.

2. Years of Teaching Experience

Discussion - In schools of nursing many faculty members, particularly among the Sisters, have had extensive experience in teaching either before they became nurses or in some cases afterwards. This seems particularly true in the case of those Sisters who belong to Religious Communities which have mixed functions, that is, teaching and hospital functions. It seems unnecessary to point out that prolonged teaching experience should prove effective in determining the relative excellence of a faculty in various schools of nursing.

Directions for Scoring - The school will be scored in accordance with the length of time reported in the academic record by the teachers, particularly those who are teaching nursing subjects, due weight being placed upon diversification of experience, that is, upon the experience in other than nursing schools as well as on teaching experience in the nursing schools.

3. Years of Administrative Experience

Discussion - It may be assumed that general agreement could be reached on the value of administrative experience in the preparation of the teacher in a school of nursing. The same considerations adduced under number 2 above, will, no doubt, be of value here.

Directions for Scoring - The school will be scored in accordance with the number of years of administrative experience reported by the faculty members in their academic records, due weight being given especially to administrative experience in hospitals and schools of nursing.

4. Years of Specialized Activities Other than Nursing

Discussion - It is probable that specialized activities and interests in practically any field, particularly if such activities imply specialized competence, must be deemed effective in the development of a teacher. Hence, in reaching a decision concerning the competence of the faculty, it seems desirable to place some weight upon the experience of the faculty members in specialized activities.

Directions for Scoring - The School will be scored in accordance with the years of service, reported by the faculty members in the academic record, spent in specialized activities.

5. Years of Research Activity

Discussion - Considerations suggested in topic 4 above hold with even greater force with reference to research activity. The Examiner will interpret this term in a wide sense. The emphasis, in regarding research activity as an indication of faculty competence, is upon the traits as a teacher which are developed by such activity rather than upon productivity or a quality of the product.

Directions for Scoring - The school will be scored in accordance with the number of years spent by the different faculty members and reported in the academic records.

c. Professional Interests

The effect of professional attitudes of the faculty members upon the excellence of a school can scarcely be over-estimated. Hence the Examiner will make an effort to reach a fair decision on the professional interests of the faculty.

1. Faculty Alertness

Discussion - Faculty alertness may be judged in a number of ways, not all indications being equally obvious in all schools. In some schools, the traits of the faculty members themselves as revealed to the Examiner are an excellent indication of alertness or its lack. In all schools objective indications may be thought particularly valuable in indicating a fair judgment. In all schools, the Examiner may find direct or indirect indications of faculty alertness in classrooms, the library, offices, on the wards, on the bulletin boards, blackboards, etc. The Examiner will attempt to evaluate this trait not only for the Sister and lay nurse members of the faculty but also for the physicians, other lay persons and other persons who may be teaching in the school.

Directions for Scoring - The Sister Examiner will attempt to develop in her own mind a comprehensive picture of the faculty as a whole with reference to the various points just mentioned. A score may be given on the percentage of the faculty members who give evidence of professional interests in the ways just indicated, unless in a particular situation the Examiner may find a different method desirable.

2. Faculty Participation in School Activities

Discussion - The numerous and varied activities of a school may be carried out either as so many isolated and separable functions each entrusted to a different person or group, or as a closely integrated series of activities and functions, consciously directed towards the achievement of an important and unified objective. Other things being equal, a school will achieve its purposes more effectively when with full recognition of the principle of the division of labor, there is also conscious and active acceptance by all the faculty members of the principle of functional integration. Much may be learned concerning this point by the Examiner if she observes the extent to which different faculty members are acquainted with the activities of other faculty members and of the student body. If, for example, several faculty members participate in Conferences, if the non-nurse members of the faculty show an understanding of nursing problems, if the nursing members exhibit interest in medical, social, and psychiatric problems of the patient and the student nurse, a school may be thought to have directed attention to the importance of the integration of function.

Directions for Scoring - The Sister Examiner will attempt to gather evidence on this point in her interviews. If it is found that one or two persons in the faculty are mentioned frequently and predominately as connected with all kinds of activities in the school, while the other members of the faculty seem to restrict their activities in the schools to their specified duties, a low score should be given. A high score will be given when there is evidence of a larger and perhaps general participation of the faculty in the varied activities of the school.

3. Faculty Participation in Professional Activities, Publications, Memberships, etc.

Discussion - The professional interests of the faculty are indicated, to a large extent, by the participation of the members in professional activities, meetings, participation in the work of professional organizations, the giving of special lectures, professional publications, participation in the programs of professional organizations, etc. This is true not only of the nursing members of the faculty but of the physician members and other members as well. It is needless to say that this professional interest is expected to have an important bearing upon the excellence of a school.

Directions for Scoring - The Sister Examiner will score this criterion on the basis of the data contained in the faculty academic records. These points are all touched upon in these records. The percentage of faculty members who participate in professional activities as suggested in the discussion will form the basis of the judgment.

(3) Duties

Faculty duties are evaluated with reference to the following duty areas:

a. Instructional Duties

b. Administrative Duties

c. Personnel Duties

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A. Instructional Duties

Under the concept of instructional duties shall be included not only formal but also informal instruction in the different types of instruction, the different techniques, etc.

1. Class Room Instruction

Discussion - Class room instruction is still, in many respects, a most important form of instruction despite the many new methods which have been devised in schools of nursing. Instruction must still be considered a very important factor in the school's educational activities. A visit to several class rooms by the Examiner will assist her in arriving at the knowledge necessary for forming a comprehensive judgment. The manner of the teacher, the reactions of the students, the use of the teacher's voice and gesture, the use of auxiliary apparatus for teaching, all these and other factors should enter into the Examiner's judgment.

Directions for Scoring - The Sister Examiner will express her judgment concerning class room instruction of the school after she has observed several of the instructors, taking into consideration the factors which have been mentioned in the discussion and others which will readily occur to every experienced teacher.

(See Note following Directions for Scoring qualifying topic 6 below.)

2. Laboratory Instruction

Discussion - Laboratory instruction, as is well known, must be carried on in a manner quite different from that employed in class room instruction. The significant qualities to be evaluated here are such as the constant interest and occupation of the student, the extent of supervision, encouragement to the individual, carrying out of individual plans for experimentation, etc.

Directions for Scoring - The Sister Examiner will visit one or two of the laboratory periods while the class is in session and will arrive at a judgment concerning the interest which the students have in their work and the probable effects of laboratory work as part of the educational process.

3. Ward Instruction

Discussion - The great danger in arriving at a judgment regarding ward instruction is probably the possible confusion which might arise between ward instruction and nursing service. While the student should learn through her nursing service, she can hardly do so altogether on the basis of self teaching. The ward teacher is to be available, so that the student may be led to integrate her knowledge with her service and vice versa.

Directions for Scoring - The Sister Examiner will form an estimate of the school on the basis of the extent to which a school actively insists upon the principle that the student is learning through the giving of ward service.

(See note following Directions for Scoring qualifying topic 6 below)

4. Conference and Demonstration

Discussion - Conferences as a medium of instruction may be individual or group conferences. All forms of instruction of this character are to effectively reach the student, especially with reference to the individual's special methods of learning and the individual's exhibits of thought. In the school of nursing conference instruction will often be accomplished by demonstrations.

Directions for Scoring - The Sister Examiner will form a judgment on the effectiveness of conference techniques by attending a number of conferences and observing the methods employed by the instructors.

5. Individual Instruction

Discussion - In the effort to emphasize the instructional duties of the faculty, instructional attention to a single student should naturally be a combination of effort. This form of instruction may be most difficult and must necessarily be informal.

Directions for Scoring - The Sister Examiner will attempt to evaluate the individual instructional duties of the faculty by careful inquiry and observation. Under certain conditions

students may be asked concerning this point, their judgment being taken with such reservations as the Examiner's prudence may dictate.

6. Out-Patient Department

Discussion - The use of the Out-Patient Department for the instruction of student nurses is not without its dangers to the educational sincerity of an institution. All too frequently, under the stress of out-patient department crowding, the student nurse is left to her own devices in giving service. It would be more correct to say that the nurse gains experience rather than receives instruction in some out-patient departments. Where the Out-Patient Department is most effectively used for the instruction of student nurses, instruction is often individualized.

Directions for Scoring - The Sister Examiner will evaluate a school on the basis of data which she gathers by interviews with faculty members and students, and her own observations during her visit to the Out-Patient Department.

Note - The weighting of this topic should be noted. Those schools of nursing which do not use the Out-Patient Department for the instruction of student nurses will have "class room instruction" and "ward instruction" weighted 200 and "field trips" 150.

7. Field Trips

Discussion - Field trips can be utilized as an effective method of instruction to elicit the interest of the student to wider knowledge and to increase rapidity and accuracy of observation. The Examiner will, if possible, attend a field trip. If she cannot do so, she will inquire carefully into the methods employed in the school, the character of the places which are visited, the use made of student experience after the field trip, etc.

Directions forScoring - If the school uses field trips with apparent effectiveness and with sufficient frequency to have this technique considered an important part in the school's activities, a high score should be given. Non-use of field trips should, of itself, be a reason for a lowered score or a zero score.

(See Note following Directions for Scoring qualifying topic 6 above)

b. Administrative Duties

A measure of administrative responsibility is implied in all teaching in this section. Emphasis is not upon school administration but rather upon such course administration as every teacher of a course is expected to carry out.

1. Course Integration

Discussion - No course in a curriculum is an isolated instructional unit. Each course has its definite place with reference to other courses in the curriculum. The teacher's awareness of this fact is shown in many obvious and also in many unobtrusive ways. An Examiner will easily find evidence upon this point.

Directions for Scoring - The Sister Examiner will score this topic in accordance with her findings, in interviews and observations. A number of individual instructors should be asked such questions as, "What place in the curriculum does your course occupy?" and "What do you presuppose in giving your course?" High scores should be given when a number of instructors have ready and satisfactory answers to these and similar questions.

2. Student Administration

Discussion - While it is true that the educational resultant should be the controlling aim of every teacher, school organization demands attention to a multiplicity of administrative details. In the administration of the course, not only must the subject matter and the teaching methods be "administered" but also the students. By this is meant correlation of course content and student needs. Under certain conditions the term "student administration" may have reference to such activities as the placing of a student in a laboratory with reference to other students or the method employed by the teacher in helping a student to appreciate her attitude towards the subject matter.

Directions for Scoring - The Sister Examiner will attempt to study the methods employed by some of the instructors in dealing with individual students. This can be done by observation and by interviewing. The personal phases of the student-teacher relationship will probably become readily obvious. High or low scores will be given in accordance with the evidence which has been found.

3. Teaching Methods

Discussion - Teaching methods may at first sight seem to be a topic which should have been discussed under instructional duties. They were not so considered on the theory that the choice and modification of teaching methods may well be regarded as the teacher's administration of the subject matter of the course. Diversification of method in the school, initiative, and inventiveness, frequent variation on the part of individual instructors, each cautiously used can greatly increase the school's educational effectiveness.

Directions for Scoring - The Sister Examiner will soon discover whether various teaching methods are employed by different instructors and by the same instructors on different days to achieve different results, etc. With a little effort and observation, and an occasional question, she will detect the extent of the diversification of method which is employed in the institution. High or low scores will be given accordingly.

4. Examinations

Discussion - The Administration of examinations is a wide and an important topic. Included in this area will be the school's insistence upon diversification of examination methods, the elimination of stereotyped and antiquated forms of examination, the substitution of oral for written methods, at least occasionally or in certain courses, the school's inventiveness in devising ward or bedside examinations, etc.

Directions for Scoring - The Sister Examiner will study the examination methods employed in the school, will collect samples of examinations in different courses by requesting them either of the instructor or of the administrative officers and, given the occasion, will attend an examination where she may have the opportunity of studying proctoring methods or honor systems. The relative orderliness of the procedures should also be considered in arriving at the evaluation.

5. Conferences and Meetings among Faculty Members

Discussion - Conferences and meetings among faculty members of an informal character are most valuable contributions to the school's administrative effectiveness. Voluntary participation in such informal groups as well as required participation in the scheduled meetings may both be taken as indications of the seriousness with which faculty members perform their administrative duties.

Directions for Scoring - The scores will be assigned on the basis of interview, observation, the inspection of minutes, the character of the topics discussed at faculty meetings both formal and informal, etc.

6. Committee Service

Discussion - In a well regulated school faculty participation in the administration is best insured by active committee service through which responsibilities of the school can be distributed under competent unified activity of the Director and through which interest in the activities of the school can be maintained.

Directions for Scoring - The Sister Examiner will evaluate the administration of the committee activity by noting the areas in which committees are active, the personnel of the committees, the frequency of the meetings, the methods by which minutes are kept and distributed, etc. Scoring may be raised if there is even one outstanding feature of this kind of activity in the school.

7. Intra-Course Assignments

Discussion - The administration of individual courses is a definite administrative responsibility of the teacher of the course. His distribution of subject matter, whether or not he requires library activity as part of his assignments, whether or not he has succeeded in securing active participation of the students in the conduct of the course, these and other similar features will form the basis of the evaluation.

Directions for Scoring - Special features which impress the Sister Examiner as having educational significance might well be a good reason for a higher score on the theory that any one feature will necessarily increase the educational effectiveness of a particular course.

c. Personnel Duties

The administration of the faculty's duty in personnel work merits special attention by reason of the fact that these responsibilities deserve special emphasis in the school of nursing.

1. In Student Orientation

Discussion - The faculty's participation in the administration of student orientation may be judged by the activity of the faculty in the pre-admission contacts with the prospective students, in the events of freshman day or freshman week or the freshman visit, as it is variously designated, in the contacts which faculty members make with students during the first few days of the school year, and in the extent to which the faculty members participate in progressive orientation.

Directions for Scoring - The score will be given on the basis of the policies which have been devised in the school, the attitudes which the Sister Examiner detects, the information elicited by interviews and data accumulated in observation.

2. In Academic Counseling

Discussion - The faculty participation in academic counseling may be

judged by the activity of the faculty in the registration procedure, in the arrangement of classes, in the evidences of faculty participation, in the advisory function, and, particularly, in the school's appointment of a student counsellor.

Directions for Scoring - The Sister Examiner will grade a school with definite reference to the number, variety, and kind of procedures of which she discovers evidence in the course of her visit.

3. In Personal Counseling

Discussion - The faculty participation in personal counseling may be judged by the activity of the faculty in securing and maintaining contacts with individual students. The presence of the faculty members with the student nurses in off-duty hours, the accessibility of faculty members for interviews with the student nurse, etc., -- these and many other instances may be noted by the Examiner.

Directions for Scoring - The Sister Examiner will score the institution with reference to the evidence which she is able to detect concerning the student-teacher relationship, the contentment of the student body and of the faculty, and the general spirit of the institution.

4. In Vocational Counseling

Discussion - Vocational counseling as here understood refers chiefly to intra-vocational counseling. Nursing today presents a wide diversity of subdivided activities, interest in which must be deliberately elicited in the student nurse if her education is to contribute significantly to the development of the profession. Faculty members must not only be aware of all this, but must make special efforts to bring all this to the notice of the individual student nurse.

Directions for Scoring - The Sister Examiner will seek evidence concerning the performance of the duties in vocational counseling. Inquiries should be made concerning the particular individual to whom this responsibility is entrusted and from this person considerable information should be elicited by a carefully planned interview. Higher or lower scores will be given in accordance with the Examiner's findings.

5. In Health Counseling

Discussion - Health counseling is indispensable in a school of nursing. It need scarcely be pointed out that the educational effectiveness of a school, no matter how superior it may be in other arrangements, can be marred by neglect of this important function. Besides,

the health counseling which a student nurse receives will be to her the measure of the health education which she will later impart to others.

Directions for Scoring - The Sister Examiner will study the record blank of the student health service, the completeness with which the record is filled out and is progressively kept, the mode of interviews of the individual student nurse with faculty members and such other sources which she may find available, the chief one being an extensive and detailed interview with the health officer of the school. The higher or lower scores will be suggested by her findings.

6. In Social Counseling

Discussion - The progressive recognition of the principle that the school of nursing must impart not only professional education but also general education so that the nurse may be developed not only as a technician but also as a woman of culture, has made it necessary to lay special emphasis upon the social activities of our schools. Hence, too, the administration of social counseling must receive specialized and constant emphasis.

Directions for Scoring - The Sister Examiner will find evidence on which to base her score in the school's social program, in the person to whom the responsibility for the program is entrusted and in the frequency and character of the social events. Higher or lower scores should be given on the basis of all of these points but here again one pronounced, distinctive feature may be made the basis of a higher score, again on the theory that awareness of the school's responsibility is of itself an indication of the acceptance of the responsibility by the institution.

7. In Spiritual Counseling

Discussion - The importance of adequate provision for spiritual counseling in a Catholic school of nursing needs no extensive discussion. The administration of this area calls for the exercise of supernatural charity, zeal, prudence and tact, not to speak of a resourcefulness born of all of these virtues.

Directions for Scoring - The Sister Examiner will score the institution on the basis of the provisions which she finds for spiritual counseling. The availability of those to whom the student may turn with her spiritual problems, the emphasis upon this matter which the institution obviously places, and the methods by which religious organization of the school facilitates spiritual counseling, might deserve evaluation in scoring.

(4) Conditions of Faculty Service

Conditions of faculty service is a criterion in which statistical data and evaluation must both be used in forming a satisfactory judgment of the institution.

1. Size of the Faculty

Discussion - The size of the faculty is a matter of enumeration, by means of a request for data made by the visitor concerning the nurses and other faculty members connected with the institution. The Sister director will, no doubt, be ready to supply the required information. Having this information concerning the nursing school faculty, composed of Sister and lay nurses, both for theoretical and clinical instruction, physicians and other teachers, the Examiner will pass a judgment on the numerical adequacy of the faculty for a school of a particular size and for a school which has available the necessary clinical facilities.

Directions for Scoring - The statistical data concerning the size of the faculty will be embodied in the score cards and in the summaries on the basis of a rank order distribution. Evaluation as made by the Sister Examiner will be included in the score for the criterion of which size of faculty is one topic.

2. Tenure

Discussion - The same general remarks as made above concerning size of faculty apply here.

Directions for Scoring - The score should be based both upon statistical data and on evaluation. The statistical data to be collected by the Sister Examiner at the time of her visit will be separately treated in the pattern of the institution on the basis of a rank order, and the judgment of the Examiner concerning the soundness of the policies concerning tenure and the permanency of the faculty members will form part of the score for "Conditions of Faculty Service."

3. Teaching Load

Discussion - Teaching load is a topic to which particular attention should be directed in the Catholic schools of nursing due to the fact that statements have frequently been made that Sisters, on account of their multiplicity of duties are overloaded with work and are too much in demand to carry out an effective educational program. Hence, the Examiner is advised to reach estimates on this point in her visit to the schools.

Directions for Scoring - An effort will be made to treat teaching load statistically as a separate criterion. The Sister Examiner's judgment on the satisfactory or unsatisfactory character of conditions in an individual institution will be merged with the score for "conditions of faculty service."

4. Aids to Growth

Discussion - Aids to growth are obviously a most essential part of the school's responsibility for its faculty. Evaluations can be reached on the basis of the number of aids to growth which a particular school affords to its faculty members. Better still, however, the Examiner can reach an evaluation of the conditions existing in each particular institution by careful interviews, by noting the number of faculty members who have had opportunities for advanced study, by noting the number of faculty members who have achieved degrees and by the study of similar facts.

Directions for Scoring - The Sister Examiner will evaluate the institution on the basis of her objective findings. Here again, particularly favorable conditions should be weighted generously, to emphasize the need of this feature in the administration of schools of nursing.

5. Salaries of Lay Teaching Personnel

Discussion - This topic deserves special consideration on account of the misunderstanding on the points which have arisen at different times.

Directions for Scoring - The matter will be treated statistically but the Examiner's evaluation will form part of the score for the criterion of which this topic forms a part.

6. The Maintenance of Lay Faculty Personnel

Discussion - To carry its economic and social obligations to faculty members, a school of nursing cannot be neglectful of the dignified and proper maintenance of its lay faculty personnel. Inquiry into this matter should be regarded as a duty on the part of the Examiner.

Directions for Scoring - The score will be given on the basis of the Sister Examiner's findings concerning the recognition of the school's responsibility for the maintenance of lay faculty personnel, the school's acceptance and its effective program.

B. ADMINISTRATION OF THE CURRICULUM

Second in importance to the faculty as a criterion of excellence is the curriculum of the school. This, like all other elements of school organization, must be administered and the administration of it constitutes one of the most important phases of the school's interest. By the curriculum as here understood is meant the integrated assemblage of all the courses given in the institution. By a course is here understood a series of class exercises of whatever character they may be, unified either through subject matter or viewpoint, which forms a separate unit of instruction. The curriculum in a school of nursing should not be regarded as unquestionable but as modifiable. Its actual modifications should be in the hands not of one person but generally in a committee of the faculty.

1. The Curriculum as the Expression of Institutional Objectives

Discussion - It is through its curriculum that a school is most readily able to express its institutional objectives. A lack of harmony between the formulated objectives of the school and the curriculum as a whole or in its parts is bound to result in ineffective and undirected effort leading frequently to the confusion of the student and the development of many academic problems in both the student body and the faculty.

Directions for Scoring - The Sister Examiner, after a study of the school objectives and of the curriculum as a whole, will attempt to express her judgment through her score of the success achieved by the school in effecting a harmony between the objectives and the curriculum.

2. Administration of Courses

Discussion - Not only the curriculum as a whole, but the constituent parts of the curriculum, that is, the courses, must be administered. The procedures for course administration must in turn be harmonized with the procedures employed by the school for its curricular administration. Disharmonies in this arrangement result in uncoordination and ineffectiveness.

Directions for Scoring - The Sister Examiner will give the institution a high or a low score depending upon her judgment of the success with which the school has met the problem of course administration with reference to the curriculum as a whole.

3. Curriculum Integration

Discussion - Curriculum integration demands not only that each course be specialized as to subject matter, sequence, procedure, and emphasis but also that each course really promote the purposes of the curriculum as a whole. In the curriculum there should be evidence of internal organization which may be afforded by the avoidance of non-significant or harmful duplications, adequate coverage of the particular field of study, sequence in the content, etc.

Directions for Scoring - In arriving at a fair score for the institution, the Sister Examiner will seek the bearing which any notable departures from this principle might have upon a weakening of the effect of the curriculum as a whole and she will express her judgment in the grade which she assigns.

4. Institutional Interest

Discussion - The school of nursing in which there is not an obvious concentration of interest upon the curriculum will necessarily fall short of effectively achieving its purpose. The instructors of individual courses must be aware not only of the importance of their own part in the educational processes, but also of the plan of the institution as a whole as an educational agency.

Directions for Scoring - The Sister Examiner will readily note the extent to which the faculty and the administrators of the school are devoting their interest to the study of their curriculum. Objective evidence upon the point might be furnished by the changes which take place from time to time or which may have failed to take place. In institutions in which there is a Curriculum Committee, the extent of the interest will be more readily determined.

C. STUDENT ADMINISTRATION

The term, student administration, covers a very wide field including, as it is here intended it should include, the school's procedures in dealing with a student as a student from her admission to her graduation. For practical reasons the administration of the institution's personnel service for the student is omitted under the criterion of student administration since the administration of the personnel service is treated as a separate criterion in school excellence.

The field of student administration is discussed under the headings of:

(1) Admission

(2) Promotion and Graduation

(3) Administration of Special Classes of Students

(1) Admission

The admission procedure of a school sometimes gives evidence of characteristic attitudes. Special attention should be paid by the Examiner to determine the authority for admitting students, to the avoidance of complex methods on the one hand and arbitrary methods on the other, and to the distribution of function in admissions between administrative officers and faculty members.

a. Policies

1. Student Recruiting

Discussion - The recruiting of student nurses has not taken place in the past without procedures which may be considered questionable. Rivalry between schools has led to undignified attitudes. A self-respecting institution will avoid even the appearance of institutional selfishness in attracting its students. A sense of justice and courtesy will prove safeguards in this as in all other matters connected with student administration.

Directions for Scoring - The Sister Examiner will score the institution on the basis of the practices which are revealed by her conversation with the Director of the School and other officials. It is advised, however, that specific information upon this point be elicited.

2. Student Selection

Discussion - Much has been said about the selection of student nurses with emphasis upon the prospective career which every student nurse ambitions. Two sources of possible error are commonly enough found: an overstress of academic standing and an understress of academic standing. Not every girl who stands in the upper third of her class is ready for a school of nursing nor must every girl necessarily be rejected even though she stands in the middle third of her class. Due emphasis should be placed upon character. The important point here is to detect whether there exist in the school effective methods in the selection of students. The methods themselves will be judged in another section.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the information which she elicits on the practices of the institution in this area.

3. Student Admission

Discussion - The procedure by which the student nurse is notified of her

acceptance differs widely in different institutions. It is important that some formality, even though it be the simplest, be observed in notifying the student that she is accepted. The student has a right to some kind of formal notification.

Directions for Scoring - If the institution formally notifies the student in writing of her admission, a high score should be given. If this is not done through any kind of formal procedure a low or zero score should be given. Informal methods should be graded higher or lower in accordance with the Sister Examiner's estimate of the value of the procedure.

b. Responsibility for Selection

Discussion - The responsibility for the selection of the student should, ordinarily speaking, not be left to a single individual, thus to avoid arbitrariness, rigidity of procedure, literalness in the application of inflexible rules, etc. While adherence to the published admission requirements is desirable, the latter should be so phrased that a measure of prudent wisdom may be exercised by a Committee on Admission. The size of the school and the readiness by which administrative officers may secure first-hand information about prospective students should be taken into consideration in judging the institution.

Directions for Scoring - The Sister Examiner will score the school in accordance with the institution's nearness of approach to these principles and procedures.

c. Requirements

The admission requirements of a school are, to be sure, most important. Breadth of view concerning eligibility of applicants on the one hand, and due regard for the profession of nursing on the other hand, as well as the school's responsibility in accepting a candidate, should characterize the school's attitude towards admission requirements.

1. Academic Requirements

Discussion - In view of the rapidly changing professional requirements our schools of nursing are today admitting both high school graduates as well as college graduates. The higher educational requirements are not as yet so common that they may be made the basis for preferential scoring. Nevertheless, a school which admits a larger percentage of college students, generally speaking, will be faced with a larger responsibility than the one which admits high school graduates immediately after the completion of their secondary education. The

practice of admitting students with lower academic achievement than graduation from high school must today be considered practically obsolete.

Directions for Scoring - If a school admits students as an ordinary procedure who have completed less than four years of high school, the institution should be given a zero score. A high or low score will be given in accordance with the institution's sincerity in administering the stated requirements. Schools making frequent exceptions, without recording reasons should be given a lower score.

2. Scholarship Requirements

Discussion - The custom of demanding at least average class standing or a higher level of scholarship achievement is sufficiently common in the Catholic schools of nursing to justify the Examiner in laying special stress both upon published requirements and upon actual procedures.

Directions for Scoring - Schools demanding higher levels of scholarship achievement should be given a higher score. Schools accepting students on the basis merely of quantitative requirements should be given a lower score.

3. Personal Traits

Discussion - A character requirement for admission to a school of nursing has been repeatedly emphasized. While it may be difficult to define in exact terms what the personal character of the prospective nurse should be, there is, nevertheless, universal agreement upon the requirement itself.

Directions for Scoring - If a school gives evidence that it is selecting a student on the basis of non-academic requirements, a high score should be given and a low score if the converse is ascertained.

4. Health Requirements

Discussion - The importance of health for the prospective student nurse can scarcely be over-emphasized. Many schools have adopted a skeptical attitude concerning a health certificate and have substituted a health examination either as a prerequisite to admission or as a requirement to be fulfilled during a so-called probationary period.

Directions for Scoring - The institution's procedures in these matters

should be determined and evaluation placed upon the effectiveness of the procedures by means of the score which is given.

5. Recommendation

Discussion - Skepticism is also developing concerning the value of letters of recommendation for the prospective student nurse as a requirement for admission. Many believe that this skepticism is amply justified, nevertheless it is generally admitted that letters of recommendation, at times, constitute the only technique through which, when a personal interview is impractical, a school can secure a measure of assurance concerning the eligibility of an applicant living at a distance.

Directions for Scoring - The institution should be scored in accordance with the judgment of the Sister Examiner of the validity and prudence of the institution's practice in this respect.

6. Personal Interview

Discussion - It is generally conceded that a personal interview of one or more administrative officers with the prospective nurse is one of the most effective procedures in admitting students. Much will depend upon the fitness of the person who interviews the prospective student, the technique of the interview and its subject matter. Generally, an interview by more than one person is more valuable than an interview by only one.

Directions for Scoring - The Sister Examiner will give a score based upon her judgment of the capacity of the person giving the interview, the technique which they reveal and the use which is made of the information elicited.

d. Induction Procedures

The induction of students into the institution, which is a prerequisite to the student's adjustment to her new environment is justly regarded as very important. Many diverse practices exist today in the schools. It would seem most important that the Examiner devote considerable attention to the study of this criterion of school excellence.

1. Pre-admission Requirements

Discussion - Under this term we may include the guidance which is given

to the student not only before she applies for admission to the school of nursing but also during the interval between her application and her actual admission. Due to the fact that students place themselves into contact with the school of nursing before they actually come to the school, this pre-admission guidance can be made an effective part of the induction procedure.

Directions for Scoring - The Sister Examiner will attempt to evaluate the school's practices in this respect and will score the institution high or low in accordance with her judgment of the value of these procedures.

2. Orientation

Discussion - In view of the emphasis which has been placed upon the concept of the student's adjustment and maladjustment to the school, to its personnel, to its curriculum and to her prospective profession, too much emphasis can scarcely be placed upon the aids to orientation which the institution affords the student. The orientation procedures should be directed towards helping the student in all the phases of her adjustment. The students should not only be introduced to the school itself by means of such procedures as a visiting tour, but should also be given some understanding of the organization of the school and hospital, of the officials, of the personnel, of the facilities which she will have at her disposal, of the curriculum, of the regulations, etc. All of this should be given in the kindliest and most sympathetic spirit. The student will appreciate this consideration since oftentimes violent modifications of attitude are demanded of the student when she first enters a school of nursing.

Directions for Scoring - The Sister Examiner will, after careful inquiry into the procedure, express her judgment through the grade which she assigns. A school in which there is obvious neglect of this phase of school induction should be given a low score.

(2) Promotion and Graduation

The school's promotion and graduation procedures have a definite relationship to one another and are, therefore, treated here as a single criterion. It is important that a distinction should be made between policies and procedures in this area and that the effectiveness of both for the development of the student, as well as for the administration of the school, be evaluated.

1. Policies Regarding Promotion

Discussion - Promotion policies in different institutions may, for present purposes, be regarded either as rigid or as flexible. In certain areas rigidity, in others flexibility may characterize the procedures. The policies, however, should be such as to permit the administrators of the institution to take into account the many factors which might enter into promotion procedures. It seems important that promotion should not be the exclusive responsibility of one person, and furthermore that promotion should not be a process which depends merely upon the fulfillment of time requirements.

Directions for Scoring - The Sister Examiner, after studying the policies concerning promotion, will attempt to evaluate them depending upon the evidence which is discovered of the institution's attitude.

2. Procedures Regarding Promotion

Discussion - While an institution may have sound policies, its actual procedure may be better or worse than its policies.

Directions for Scoring - The Sister Examiner will seek to discover evidence of the actual practice in the institution and give a score in accordance with her findings.

3. Policies Regarding Graduation

Discussion - The policies regarding graduation for the most part may be regarded as safe even if they are somewhat more rigid than the policies regarding promotion. The reason for this statement is sufficiently obvious, though probably not beyond controversy.

Directions for Scoring - The Sister Examiner, after studying the policies concerning graduation, will attempt to evaluate them depending upon the evidence which is discovered of the institution's attitude.

4. Procedures Regarding Graduation

Discussion - All such procedures as the final checking for the completion of the graduate requirements, the certification of the name of the prospective graduate to the final Board of Control which confers

the certificate, the assembling of judgments concerning the grades from diverse persons with whom the student has come into contact, the character of the faculty or the committee action whose obligation it is to recommend for certification -- all of these procedures should be carefully understood by the Examiner.

Directions for Scoring - The Sister Examiner will seek to discover evidence of the actual practice in the institution and give a score in accordance with her findings.

5. Effectiveness for the Development of the Student

Discussion - The policies and procedures of the institution in the present matter may have a stimulating or a deterrent effect upon the development of the student. If the matter is wisely administered, these policies and procedures can be made very helpful in assisting towards the student's professional consciousness.

Directions for Scoring - The Sister Examiner will give a high or a low score depending upon her judgment of the help which the student derives from the institution's practice.

6. Effectiveness for the Administration of the School

Discussion - The policies and procedures of the institution in the present matter may further or hinder other administrative procedures. A sound promotion and graduation policy and good procedures may react most beneficially upon the whole administration of the student. But harm to student administration may result from unwise policies and arbitrary procedures.

Directions for Scoring - The Sister Examiner will give a high or a low score depending upon her judgment of the help which the student derives from the institution's practice.

(3) Administration of Special Classes of Students

Administration, for the most part, is directed towards meeting the needs of the average student. While this must of necessity be the case, nevertheless, administration which omits completely to meet the needs of the superior student and the deficient or indifferent student, should no doubt be regarded as inadequate administration.

1. Attitude towards the Superior Student

Discussion - The superior student in a school of nursing is, often enough, not the best adjusted student. Obstacles are sometimes placed in her way, at times unwittingly, at other times more or less deliberately, which render her road less enviable than that of an average student. The close intimacies of dormitory life and of shared responsibilities and duties are apt to accentuate unfortunate situations. Individualized attention can do much to meet the problem of the superior student.

Directions for Scoring - The Sister Examiner will attempt to score the school on the basis of such attitudes which she may succeed in discovering.

2. Procedures in Dealing with the Superior Student

Discussion - Procedures in dealing with the superior student should be characterized by a sympathetic insight into the special problems presented by the individuals who are involved and by an appreciation of the total environment of such individuals.

Directions for Scoring - The Sister Examiner will score the institution on the basis of the interest which she discovers in such problems and in further accordance with the wisdom, prudence, and effectiveness with which such problems are met.

3. Effectiveness for the Development of Leadership

Discussion - Other things being equal, the superior student can often be influenced towards professional leadership which, to be sure, may remain more or less dormant during her student days but which may manifest itself effectively after graduation. The recognition of the superior student and of her qualities is one of the obligations today of the school of nursing.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the evidence which she discovers of the institution's influence upon the superior girl, if for example, she finds academically superior students in places of enlarged responsibility, etc.

4. Attitude toward the Deficient Student

Discussion - The attitude toward the deficient student will vary in different institutions from one of official indifference towards

scholarship achievement to one of rigid enforcement of inflexible rules with reference to academic failure. Somewhere between these two extremes we find the attitude that a student nurse may be a poor student but a good nurse. A well administered school will make an intelligent and wise effort to diagnose the student's problem and cautiously to apply the remedial measures but will not hesitate to discharge a student, under whatsoever inconveniences, once the diagnosis of the student's incapacity to become a nurse has been made.

Directions for Scoring - The Sister Examiner will attempt to evaluate the attitudes of the institution and to score it on the basis of her judgment.

5. Procedures in Dealing with the Deficient Student

Discussion - The procedures in dealing with the deficient student vary much as do the institutional attitudes, with this further complication that extraneous influences may at times be active in retaining a deficient student or re-admitting her on other than educational or professional grounds.

Directions for Scoring - The Sister Examiner will score the institution in accordance with the procedures which she finds operative in the school.

6. Effectiveness in Improving Scholarship

Discussion - The procedures in dealing with a deficient student, if effective in improving scholarship, will generally also be effective in developing professional attitudes.

Directions for Scoring - The Sister Examiner will judge the effectiveness of the remedial measures employed in the school by a comparative study of the records of the poorer students in successive semesters or in successive years.

D. ADMINISTRATION OF THE PERSONNEL SERVICE

The recent emphasis on individualized education has found its effective expression in the personnel services of the schools. A school of nursing which is aware of its educational objectives and responsibilities can no longer leave to chance and caprice the function of personal guidance of individual students. The Catholic school of nursing which, by reason of its religious convictions and its philosophy of education is imbued with a strong sense of responsibility for the human individual, will seek to express its entire concern for the spiritual, the educational, and the personal de-

velopment of the individual student nurse through an emphatic emphasis upon personnel service. In this area the school's objectives must be dominant.

The field of administration of the personnel service is discussed under the headings of:

a. Educational Guidance

b. Vocational Guidance

c. Personal Guidance

d. Health Guidance

e. Student Health Service

f. Discipline

g. Spiritual Group Guidance

h. Spiritual Guidance of the Individual

* * * * * * * *

a. Educational Guidance

Conformable to the educational objectives of the school of nursing, educational guidance, if not the most important, must nevertheless be the basic area of interest in personnel service. It is important for each school to discover in which one of many ways it can exercise such guidance. This guidance will be modified in accord with many facts. The school of nursing has generally a fixed curriculum and the problem of choice of electives is thus largely eliminated. Educational guidance will therefore be exercised chiefly with reference to the promotion of the student nurse's scholarship. A strong sense of duty in addition to interest should be held up to the nurse as a determining factor in her efforts to achieve educational excellence.

1. Attitudes

Discussion - The attitude of a school with reference to this matter will vary between indifference and effective enthusiasm. The stimulation of interest in the entire group of student nurses will be produced by emphasis upon educational excellence, the fostering of school ambitions and scholarship rewards, the recognition of noteworthy

achievement, the intensification of interest in all forms of class work, including all the phases of clinical experience, etc. The important point to be noted is that the school must lay stress upon educational achievement.

Directions for Scoring - The Sister Examiner will attempt to evaluate the school's attitude on the basis of her findings in her interviews with the officials of the school and faculty members. She will look for a diffusion of responsibility for and a general interest in educational guidance.

2. Methods

Discussion - The methods by which students are guided towards educational achievement will vary from school to school. At times a special committee may be found for carrying out these responsibilities. At other times an individual is designated. The important point here is this that some person or persons be appointed whose concern it is to make educational guidance accessible to each individual student in the school.

Directions for Scoring - The Sister Examiner will score the institution on the basis of the evidence of diversification and the thoroughness of the methods which are employed.

3. Adequacy

Discussion - The adequacy of educational guidance in the school may be judged not only by the accessibility of the guidance facilities for each of the students, but also by the evidence for its application in all the phases of the activities of the school of nursing, so that, for example, neither classroom work nor clinical experience, neither the resident experience nor the experience on affiliation, be neglected.

Directions for Scoring - A lowered score will be given to the institution in which less emphasis is placed upon educational guidance.

4. Effectiveness

Discussion - The effectiveness of educational guidance can be judged by the general level of scholarship which is maintained in a school in all the various branches of nursing interest.

Directions for Scoring - An evaluating judgment will be passed by the Sister Examiner on the whole field of educational guidance when giving the score.

b. Vocational Guidance

Vocational Guidance is indispensable for the students of nursing, not only to confirm them in the profession which they have chosen and to aid in a deepening of understanding of nursing as a life work, but also to assist the student in her choice of the various fields which are now open to nursing activities. The student should be encouraged to acquaint herself with the development of growing opportunities for service in her profession, and should be led to understand its relationships to other professions -- all this not only on a broad social basis but with special reference to herself, her own aspirations, her character, her social and economic status, etc. The influence of supernatural considerations in the life of the school will prove its effectiveness in vocational guidance.

1. Attitudes

Discussion - The attitude of the school with reference to vocational guidance may vary between the comprehensive and alert interest in the varied opportunities for the nurse, to one of restricted concentration upon the phases of nursing which form the immediate concern of the school. Every school of nursing should be interested in finding outlets for professional activity for all its students, due consideration being taken of individual capacities and interests.

Directions for Scoring - The Sister Examiner will attempt to evaluate the school's attitude on the basis of her findings in her interviews with the officers of the school and faculty members; of the school's selection of books; of the exhibit material on bulletin boards and in the library, etc. She will, furthermore, look for the diffusion of responsibility for and a general interest in vocational guidance.

2. Methods

Discussion - Methods for vocational guidance will, of course, vary greatly. The course on "Professional Problems" or the course "Survey of the Nursing Field" will afford the Examiner a starting point for her study of this topic. Book selection will have an important bearing upon the point. It is desirable that some committee or individual Sister be entrusted with responsibility for promoting interest in professional opportunities and for diffusing this interest among the students.

Directions for Scoring - The Sister Examiner will score the institution on the basis of evidence which she discovers of effectiveness and wide interest in the professional development in the institution.

3. Adequacy

Discussion - The adequacy of the vocational guidance of the school may be judged by its availability for each of the students; evidence for example, that all senior and perhaps junior students have developed some special vocational interest may be regarded as indicative of a good program. An effort should be made to ascertain whether, in a particular school, certain special phases of nursing are receiving disproportionate emphasis.

Directions for Scoring - A low or a high score will indicate the Sister Examiner's judgment on the extent to which vocational counseling has been made accessible to all the students.

4. Effectiveness

Discussion - The effectiveness of vocational guidance may be judged on the basis of interviews with faculty members and students, particular emphasis being placed in these interviews on vocational and professional problems.

Directions for Scoring - The score here should indicate the Sister Examiner's judgment on the whole field of vocational guidance in the particular institution.

c. Personal Guidance

In addition to the personal problems common to all students of college age, such as, personal difficulties arising from economic, social, family, and companionship conditions, the student nurse is subjected to stresses arising from her own professional duties and attitudes. These difficulties have an important bearing upon scholarship and upon professional development. The school should be seriously concerned to afford its students adequate guidance in these matters. In this guidance area particularly the importance of spiritual considerations cannot be over-emphasized. The student nurse should be taught to solve her personal problems speedily, or to meet them, if a solution must be delayed, by an effective program which may involve patience, constancy, and courage. This matter is highly important, so that the nurse may be capable in the exercise of her professional activities to assist in the development of a healthy mental hygiene in her patients. Obviously, spiritual motivations are here effectively called into play.

1. Attitudes

Discussion - The attitude of the school in all matters pertaining to personal guidance should be one of intelligent and sympathetic

interest. Obviously, it will not be enough to solace a student through the consolation of friendship and companionship. Through adequate guidance the student nurse will be led to a diagnosis of her difficulty and gradually to the formulation of a well-planned program.

Directions for Scoring - The attitude of the school in matters with which personal guidance is concerned is relatively easy to detect. The Sister Examiner's score will express a judgment on this attitude.

2. Methods

Discussion - The methods employed in personal guidance vary from very formal ones administered through a specially appointed individual, to informal ones which guarantee the accessibility of every faculty member to any one of the students in meeting a personal problem. It seems important that someone in the institution be appointed whose responsibility it will be to make such assistance, as may be required, readily accessible to each student. This person should also be called into consultation when the scholarship standing of a student suggests the existence of a personal problem.

Directions for Scoring - The Sister Examiner will express her judgment of the methods employed by the institution in giving her score.

3. Adequacy

Discussion - The number of persons engaged in personal guidance may be taken as an indication of the adequacy of the program. Some inquiry into the accessibility of these persons may afford additional evidence. The actual use of the institution's resources by the students may be more difficult to determine. In some institutions, the Reverend Chaplain may be willing to express himself, in general terms, on the extent to which the students avail themselves of their opportunities.

Directions for Scoring - The Sister Examiner will express her judgment of the adequacy of the personal guidance in giving her score.

4. Effectiveness

Discussion - It seems unnecessary to say that the effectiveness of the school's personal guidance is an important factor in developing the spirit of the school. The happiness, content, scholarship and general attitude of the student body are an excellent indication of the freedom of the students from burdensone problems.

Directions for Scoring - While it will be difficult to give a score on this topic, the Sister Examiner will, nevertheless, attempt to express her judgment on the whole field of personal guidance.

d. Health Guidance

Guidance in health matters is important for the nurse, not merely to insure her own health as a necessary condition for professional development, but also because during her student days she is to develop those attitudes which she will later on teach to others in the exercise of her professional activities. It is important, therefore, that this area be well safeguarded in every school of nursing.

1. Attitudes

Discussion - The attitudes of preventive medicine rather than merely those of sickness care should determine the school's attitude towards health guidance. The teaching of health to the student nurse is, therefore, to be regarded as essential. To this end, the emphasis in health guidance will not be merely upon the correction of physical defects, but rather upon the balanced development of the body as an aid, to be sure, to a healthy and vigorous personality. Aesthetic considerations, properly emphasized, will enter the health program, with reference to physical build, appearance, physical activity, etc.

Directions for Scoring - The Sister Examiner will study the school's program in health education with special reference to its application to the individual student nurse, and will give her score in accordance with her findings.

2. Methods

Discussion - The manifold methods for health education employed in schools of nursing, though diverse in effectiveness, are, nevertheless, of value as expressing the school's attitude toward the subject. Classroom activities, demonstrations, individual and group guidance and especially emphasis upon individual needs will all be employed in an effective program.

Directions for Scoring - The Sister Examiner will attempt to tabulate the methods for health guidance employed in the institution and will give a composite score expressing her judgment on the value of all of these methods.

3. Adequacy

Discussion - The health guidance program should include not only the entire period of the student's stay in the school, but also pre-admission guidance, and the advice with reference to health which is given to the student nurse before she graduates. This program must embrace all of the students as, generally speaking, in any group of girls of college age there is none who can be safely deprived of a measure of direction.

Directions for Scoring - The Sister Examiner will determine the extent to which the institution is carrying out these responsibilities and will give her score accordingly.

4. Effectiveness

Discussion - The effectiveness of the health guidance will be judged by the general health conditions in the school. The number of students who labor under uncorrected "defects," the number of days lost through illness, the general appearance of the student body, the availability of the health physician -- these and other indications may be used for judging effectiveness.

Directions for Scoring - An evaluating judgment will be passed by the Sister Examiner on the whole field of health guidance.

e. Student Health Service

Experience in schools of nursing has shown that the health service must be organized at least to a minimal extent. This phase of the personnel service can scarcely be conducted informally and incidentally, no matter how effective informal and incidental services may be under certain conditions in other phases of personnel work. The underlying reason for this difference between the health service on the one hand and other personnel services on the other is probably the fact that so much of the administrative success of the school involves the health of the student body. Wide diversities in the form of organization, in the extent of the service, and in the integration of student health care into the school's general program for student welfare, may be found in different schools. No single pattern can or need to be prescribed for all schools. It would seem highly desirable that one physician be designated as the director of the health service for the nurses so that responsibility in this important area may be definitely fixed.

1. Policies with Reference to Student Care

Discussion - The policies with reference to student care involve the

thoroughness and frequency of health examinations, the centralization of authority for health care, the extent and frequency of consulting service, the hospitalization program for an acutely ill student, the authority for discharging a student after illness, the regulations pertaining to convalescent care, etc., etc.

Directions for Scoring - The Sister Examiner will attempt to study the policies by tracing the steps which a student takes on admission to the school to graduation and will pay special attention to the functions of the health service at the time of a student's illness. She will express her judgment on the entire sequence of procedures in her score.

2. Administrative Control

Discussion - As already said, it seems desirable to centralize the responsibility for the student health care of the student nurses in an individual who should ordinarily be a physician. This does not mean that it is not important to have one of the Sister officials of a school in charge of the administrative details which ordinarily would not be carried out by the medical director of the health service. If there is such a person, however, there should be complete understanding between the medical director and the Sister director of the health service. Adequate records with reference to the student's illness, days of absence from duty due to illness, periods of hospitalization, etc., should be taken into account in arriving at a judgment.

Directions for Scoring - If there is centralization of authority either in a medical director or in a medical director with whom a Sister director is cooperating, a perfect score should be given. When there is no person designated as being in charge of the health service or if there is no medical person in whom authority is vested, a zero score should be given. Other programs should be evaluated as lying between zero and the maximum score.

3. Program of Functions

Discussion - Health services in different institutions carry out widely diverse programs ranging from a required physical examination at the time of the student's entrance only, the remainder of the three year period of the student's life in the school being left to chance decisions, to a well-coordinated and fully-diversified program which includes physical examinations, consultations, and referrals, medical relief, radiological and physical therapy procedures, hospitalization, corrective recreation, etc.

Directions for Scoring - A judgment on the number and the thoroughness with which these functions are carried out will be expressed in the Sister Examiner's score.

4. Educational Effectiveness

Discussion - The student health service will be considered educationally effective if it is used for educational purposes, not merely in teaching health but also in safeguarding educational progress. The number and kind of problems which are referred by the administrative officers to the student health service will give a valuable clue to the effectiveness of the program. The relationships between the student health officers and the guidance officer or officers will also afford an important indication of the effectiveness of the program.

Directions for Scoring - The score given by the Sister Examiner under this topic will express a judgment upon the whole student health service of the school.

f. Discipline

The types of patterns presented by different schools of nursing with reference to discipline are varied between the "informal pattern" and the "formal pattern." In the former, discipline is more or less taken for granted and is mentioned, or needs to be mentioned, only on relatively few occasions. In the latter, precept and regulation are carefully formulated and enforced by distinct procedures. In both plans there may be more or less emphasis upon an appeal to obligation, duty, propriety, refinement, etc. In a Catholic school, supernatural motivations in this area should be particularly effective.

1. Attitudes

Discussion - It would seem that in a school of nursing a fundamentally sound attitude would in some way lay emphasis upon discipline as part of the institution's educational procedure and relatively little emphasis upon discipline through fear or punishment. Behavior incidents may be used as valuable occasions for the effective teaching of high-minded, cultured, dignified, and especially deeply Christian conduct.

Directions for Scoring - The Sister Examiner will attempt to evaluate the attitude which she finds in the institution in giving her score.

2. Methods

Discussion - The methods of enforcing discipline will vary largely with the attitude of the school. Extensive and detailed regulations with a reference to practically all duties in one school may be contrasted with the relative absence of such procedures in other schools.

The personal note in the student-teacher relationship or Sister-nurse relationship on the one hand, and the formal methods of administering discipline, including such techniques as the use of demerits, privation of freedom, etc., on the other hand, will define the methods employed in the institution.

Directions for Scoring - The Sister Examiner will express her judgment not so much on the methods which are employed as rather upon the educational effectiveness of the methods. It is not intended here to pass judgment upon the pattern of the school but rather upon the effect which the school achieves.

3. Adequacy

Discussion - The administration of discipline will be considered adequate if it extends (a) to all the phases in the school; (b) to all the persons in the school; (c) to all activities of the school. In all circumstances the student nurse will be mindful of her obligation to conduct herself as a person of refinement, a professional person, and as a Christian lady to whom a serious responsibility has been entrusted.

Directions for Scoring - The Sister Examiner will attempt to evaluate the adequacy of disciplinary administration by seeking for such evidence as is almost obtrusive when one visits a school.

4. Effectiveness

Discussion - The educational effectiveness of the administration of discipline can be relatively easily judged by conferences with the administrative officers, with an occasional student, by the tone of the school's regulations, and by the conduct which one observes in the various places where nurses are seen at study or at work or at recreation.

Directions for Scoring - The Sister Examiner's score will express a total judgment on the disciplinary effectiveness of the institution.

g. Spiritual Group Guidance

A distinction is made in this manual, as well as in the topics, between spiritual guidance given to groups and spiritual guidance given to the individual. It is obvious that in group guidance the school is more concerned than it is in the problem of the spiritual guidance of the individual as will be noted below.

1. Attitudes towards Spiritual Group Guidance

Discussion - The attitudes towards spiritual group guidance in a school of nursing should center upon the objective of supplying the entire student body with opportunities for the achievement of deeply Christian attitudes towards their personal, as well as their professional lives. The school's interests in organizations such as Sodalities, Catholic Action groups, and similar associations, and the school's concern for insuring satisfactory programs for these organizations, will indicate the institution's attitudes. In this connection, the institution's attitudes with reference to the non-Catholic student deserve consideration.

Directions for Scoring - Many observations will, no doubt, be made by the Sister Examiner in every institution which she visits which will indicate to her the school's attitude towards spiritual group guidance. Her score will express her judgment of the actual conditions which obtain in the institution.

2. Methods Used in Group Guidance

Discussion - In this matter also, no effort should be made by the Examiner in judging the value of methods. These will depend largely upon local conditions. Nevertheless, the methods employed should bear some relationship to the attitudes or the objectives of the school. The important point seems to be that each school should employ some methods for spiritual group guidance so that the institution may be properly permeated by a spiritual atmosphere.

Directions for Scoring - The Sister Examiner will attempt to detect the methods which are employed in each institution and will express her judgment of their effectiveness in achieving the objectives in her score.

3. Adequacy of Group Guidance

Discussion - Over-emphasis upon any one particular feature of an institution, though sometimes justified by local conditions, might well be regarded as generally undesirable. Spiritual group guidance should extend to the student's educational life, towards her professional activities, to her relationship towards others, and to her own spiritual perfection. With reference to all of these, some measure of spiritual group guidance seems to be necessary for the harmonious development of the individual and for the achieving of the spiritual purposes of the school.

Directions for Scoring - The Sister Examiner will express her evaluating judgment through her score after she has studied the practices which have become customary or which are obligatory in the institution.

4. Effectiveness in Group Guidance

Discussion - The effectiveness in spiritual group guidance implies all that is achieved through the group activities in the spiritual life of the institution.

Directions for Scoring - A general judgment upon the value of spiritual group guidance in the school will be expressed by the Sister Examiner.

h. Spiritual Guidance of the Individual

It has just been said that the Director of the school of nursing and the administrative personnel can do much towards insuring adequate spiritual group guidance. In the matter of spiritual guidance of the individual student they can do little more than see to it that each of the student nurses has adequate opportunities of which she should avail herself. Generally speaking, individual spiritual guidance belongs to a priest, and, therefore, the actual performance of this function will not be evaluated by the Examiner.

1. Attitudes toward Individual Guidance

Discussion - Opportunities for individual spiritual guidance should be amply available and every encouragement should be given a student nurse to utilize the opportunities which are hers. Provisions for securing the spiritual guidance of non-Catholic students who desire to understand the Catholic religion should here be given special consideration.

Directions for Scoring - If there is evidence that such opportunities are generously available, a perfect score should be given. If no efforts in supplying these opportunities are made by the officers of the school, a zero score should be given.

2. Methods

Discussion - The institution's methods for making available opportunities for individual guidance will depend largely upon local conditions. They will vary depending upon the availability of resident or non-resident chaplains, proximity of the hospital to parish churches and Catholic institutions of learning, etc.

Directions for Scoring - The Sister Examiner will not seek for uniform patterns but will attempt to evaluate the situation as she finds it and will express her judgment in the score.

3. Adequacy

Discussion - The adequacy to which reference is here made does not imply a judgment on the adequacy of the spiritual guidance of the individual but rather a judgment on the adequacy of opportunities for securing such guidance. Without making specific suggestions, opportunities for the frequent reception of the Sacraments are, of course, to be given to all the nurses in a Catholic institution.

Directions for Scoring - The Sister Examiner will not seek for uniform patterns but will attempt to evaluate the situation as she finds it and will express her judgment in the score.

4. Effectiveness

Discussion - The effectiveness of the whole situation with reference to the spiritual guidance of the individual will be indicated by many and diverse manifestations.

Directions for Scoring - The Sister Examiner will attempt to formulate a judgment and to give a score in accordance with her findings. She should be cautioned, however, that details are outside of her province.

E. ADMINISTRATION OF RECORDS AND REPORTS

Records and reports are, to be sure, indispensable for insuring competent and effective administration. In this section, the Examiner will remember that no attempt is to be made at securing uniformity in the number or character of the records and reports which are kept by an institution. Nevertheless, it has been found that for sound administration certain facts about the students, the faculty members, the curriculum, professional experience, etc., must be recorded to insure permanency of policy, as well as progressiveness of procedure. Precedents may be important in an institution and records and reports can be used to avoid casualness and arbitrariness in a decision or in the formulation of a school policy.

The administration of records and reports is discussed under the headings of:

(1) The School Records

(2) Recording

(1) The School Records

It is not necessary that each of the records for which a grade is given below should be a separate record. It is important, however, that the information which would ordinarily be contained in any one of the records or reports mentioned below should in some way or another be embodied in the permanent records and reports of the school.

Note - The Examiner will, in each case, determine whether a particular fact or set of facts is recorded and then will express her judgment in the score.

The subject of School Records is discussed under the headings of:

a. Records Pertaining to Faculty Members

b. Records Pertaining to Clinical Instruction

c. Records Pertaining to Examinations and Grades

d. Records Pertaining to the Student

e. Records Pertaining to Special Features of Student Relations

f. Records Pertaining to Alumnae

g. Records Pertaining to Physical Facilities

h. Records and Reports Pertaining to Administrative Control

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a. Records Pertaining to Faculty Members

Obviously considerable information should be available in the offices of the administrative officials concerning their faculty members.

1. Record of the Training and Experience of the Faculty Members

Discussion - It seems necessary to safeguard the dignity and effectiveness of a faculty that the past professional and educational history of each faculty member be kept in a central office. The extent to which this is done will form the basis of the score.

2. Record of Faculty Publications

Discussion - In order to encourage publications by the faculty as well as for the purpose of giving each faculty member due credit for these publications, an up-to-date list of the publications of the faculty should be maintained.

3. Faculty Directory

Discussion - By the faculty directory is meant a list of the members together with a statement of the nature of their appointment in the institution and out of it, as well as of a statement of their personal residence. This is less important in institutions in which most of the administrative and instructional officers are Sisters.

4. Record of Faculty Teaching Loads

Discussion - The value of maintaining a satisfactory record of the teaching loads of faculty members cannot be over-emphasized. Such a record by itself will solve many administrative problems and will forestall administrative mistakes.

5. Minutes of Faculty Meetings

Discussion - The careful keeping of minutes of the faculty meetings will insure careful planning of the faculty meetings and an accurate statement of the actions which were taken by the meeting. It might be said that faculty meetings without minutes and without an opportunity of passing upon the accuracy of the minutes would, of themselves, tend to weaken the effectiveness of the meeting itself.

b. Records Pertaining to Clinical Instruction

These records, in some form, are kept by all schools of nursing since in these records the institution's responsibility for the clinical instruction of the nurse must be expressed.

6. Procedure Record

Discussion - Some schools maintain a procedure record which is effectively a check list of the various nursing procedures in which a student nurse must gain efficiency. While the value of such a formal record is undoubted, details concerning such procedures may be embodied in some general record of services rendered and thus be incidental to other reports.

7. Assignment Records

Discussion - It seems unnecessary to call attention to the fact that a school must maintain satisfactory assignment records, so that dates and other details pertaining to a student's experience assignments may not be left to the fallible memory of any one faculty member.

8. Service Time Schedules

Discussion - The same observations as were made concerning the assignment record must, of course, be made concerning the service time schedules. It must always be possible to determine, preferably at a glance or at least after short study, just at what point of her development a particular student nurse has arrived.

9. Supervision Report

Discussion - The supervision report will contain not only such statistical data as should obviously be embodied in such a document but generally speaking should give some indication of the capacity and the performance of each individual to the nurse. These records should be used under certain conditions as the basis for professional advice.

10. Clinical Teaching Record

Discussion - The clinical teaching record will contain details concerning the performance of each particular student nurse under the administrative and educational guidance of those who direct the student's work.

11. Pediatric Nursing Record

Discussion - A pediatric nursing record is especially emphasized in view of the emphasis which is today placed upon the purposes and the functions of pediatric nursing. It seems unnecessary to say that diverse kinds of blanks can be utilized for the purpose here indicated.

12. Obstetrical Nursing Record

Discussion - The same considerations apply here as adduced above under number 11.

13. Record of Operating Room Nursing Service

Discussion - The same considerations apply here as adduced above under numbers 11 and 12.

14. Record of Nurses' Dietary Service

Discussion - Since dietary service has been recognized as an important phase of the preparation of the nurse, a record of the nurse's experience in the dietary service seems all but indispensable.

15. Psychiatric Nursing Record

Discussion - The recent interest in psychiatric nursing makes it necessary to keep a record not only of each individual student's experience in this field but a record also of the opportunities she has had for experience in the psychiatric field while she is engaged in other general or at least non-specialized duties.

16. Nursing Service Record for Out-Patient Department

Discussion - It is notorious that it is difficult to secure adequate records from an Out-Patient Department. If this is true it is still more true that satisfactory records of the nursing services of individual student nurses, particularly while on a voluntary or an optional assignment in the Out-Patient Department cannot but be regarded as necessary.

17. Record of Clinical Service

Discussion - The record of the student's clinical service, it seems unnecessary to say, must be regarded as affording evidence of the student's increasing capacity for and achievement in her professional work.

18. Case Study Record

Discussion - Those schools which are utilizing the case study method in their teaching will be particularly interested, for the purpose of studying the effectiveness of their procedure, to have available a carefully kept record of the cases assigned to the individual student nurse.

19. Student Affiliation Record

Discussion - With reference to the affiliation record, those schools which send their students "out on affiliation" will safeguard the usefulness and adequacy of their own records by great care in supplementing these records by reports received from institutions in which their own student nurses serve a period of affiliation. Each institution receiving affiliating students from another school should be mindful of its reciprocal obligations with reference to records and should extend to other institutions the proper academic courtesies.

c. Records Pertaining to Examinations and Grades

Records pertaining to examinations and grades form, to be sure, the basis for the usefulness and effectiveness of all the other records since all the activities of the school must converge upon its educational efforts.

20. Grade Report by Faculty Members

Discussion - It is important to note that once a faculty member has given a grade and has submitted it to an administrative officer, that grade is not subject to change except through administrative procedure. At this stage it has passed out of the hands and out of the responsibility of the faculty member, and becomes a matter of institutional concern.

21. Record of Term Grades

Discussion - Term grades are, of course, more important for the measurement of achievement than any other evaluations which are kept by the institution. The Examiner should carefully study the value of the forms used for recording term grades.

22. Term Grade Report to Parents

Discussion - A school which takes its obligation seriously will remember that it is exercising some of the prerogatives of parenthood in dealing with the individual student. The school is said to be "in loco parentis." For that reason, it seems desirable that the school should send a report of term achievement to the parents of the student nurses.

23. Summary of Term Grades

Discussion - Interest in the school's scholarship achievement will prompt the administrative officers to study their own institution by summarizing the term grades and thus obtaining a conspectus of the achievement of the student body as a whole or in individual groups.

24. Permanent Grade Record

Discussion - The permanent record sheet or the permanent grade record is necessarily a most important document. It is important not only for the present purposes of the school and for effective guidance of the student but may also supply valuable and, at times, indispensable information concerning a student's stay in a particular institution. It is for this reason that this record sheet should be most carefully analyzed by the Examiner and any omissions or the need for modifications should be promptly and helpfully brought to the attention of higher administrative officers.

d. Records Pertaining to the Students

Records pertaining to the students, it seems unnecessary to point out, are necessary not only for the present guidance of the student but also for the purpose of supplying information in the future pertaining to the student.

25. Report on Qualifications of Students Admitted

Discussion - Preceding a student's admission to the school of nursing, there must be a determination of the school's qualifications for admission. The report on the qualification of the members of the admitted class should be accessible, at least in summary, to all faculty members. Hence the record of these qualifications may assume, at times, very great importance.

26. Record of Physical Condition

Discussion - The student health services of our institutions for the most part keep fairly good records of the student nurse's physical condition. All too frequently these records are formulated in very general terms. The record of the physical condition will be all the more valuable if it includes considerable detail.

27. Record of Standardized Tests

Discussion - Schools which are administering standardized tests will often use the summary sheets which are supplied with the standardized test. In any case, a record of the student's achievement in one of the standardized tests must be kept centrally in the institution, so as to be readily available for the many purposes to which the information contained in the record can be put.

28. Student Directory

Discussion - An adequate student directory is obviously a very important document. The student directory may be kept in the dean's or in the registrar's office, if the institution has one. The important point is that the directory should at all times make it possible to ascertain the personnel of the student body, and should be an aid in tracing any particular student at any time.

29. Record of Vocational Interests and Experience

Discussion - It seems important, even if not indispensable, at least for the vocational guidance of the students, that a record of vocational interests and experience be assembled as part of the institution's record system.

30. Record of Extra-Curricular Activities

Discussion - The same considerations discussed in 29 above apply to the extra-curricular activities in which any particular student nurse takes part.

31. Record of Family History

Discussion - A record of the family history may be highly detailed or general. The institution must know a considerable number of data concerning the familial backgrounds of the students. While much of this information is assembled on the ordinary admission blanks, it must be admitted that more accurate and detailed information is frequently desirable.

32. Record of Personal Counsel

Discussion - Records of personal counseling are probably not kept in many schools of nursing. Nevertheless, some record as a guarantee of adequacy would seem to be desirable. These should contain at least a statement of the fact that a student has been counseled about a personal problem though the character of the counsel or of the problem itself may, as is apparent, be a matter of confidence.

33. Record of Educational Counsel

Discussion - A record of educational counsel which is carefully maintained in the institution will prove invaluable in insuring a consistent and well-directed policy in dealing with the individual student nurse. The record should contain not merely a statement of the fact that counsel was given but in this case should include a statement concerning all the important aspects of the guidance.

34. Personnel Record of Entering Student

Discussion - Schools of nursing are desirous of knowing more than has been heretofore customary concerning their entering students. This ambition should, by all means, be encouraged. Sometimes the student is required to write her own personal history. Records on all such matters are very important for promoting the institution's educational efforts.

e. Records Pertaining to Special Features of Student Relations

Obviously a record should be kept concerning any special features of a student's relations to the school. Two are signaled out here for special mention although many others may be found desirable in different kinds of institutions.

35. Record of Scholarships Granted

Discussion - A record of the scholarships granted to students should contain not merely a statement of the name but chiefly a statement of the reasons why the scholarship is granted to a particular, individual student nurse.

36. Record of Student Loans

Discussion - Institutions which extend loans to students will keep a record not only of the amounts involved, the dates, the reasons for making the loan, and the terms on which the loan is granted, but will also attempt in a general way to follow the educational result of granting a loan. The record will express these various details.

f. Records Pertaining to Alumnae

The alumnae constitute a most important factor in the school's educational effectiveness. Hence, records pertaining to alumnae should be carefully maintained.

37. Address List of Alumnae

Discussion - An address list of the alumnae obviously makes for ready accessibility of any particular nurse who has been a student in the school. Some schools are very successful in maintaining complete lists.

38. Occupations and Educational Experience of Alumnae

Discussion - The alumnae list will be particularly valuable for statistical and other purposes, if the record gives evidence of the institution's concern for the future success of their former students. Hence, data pertaining to professional experience of the former student nurses are particularly valuable.

g. Records Pertaining to Physical Facilities

Adequate administration demands that the physical facilities of an institution be utilized, if not to the fullest extent, at least to the fullest practical extent, allowing ample time for the maintenance of the facilities, their re-conditioning, etc.

39. Record of Use of Each Classroom

Discussion - In the central office of the school or in some other convenient place, a record should be kept of the use of each of the classrooms, so that time may not be lost in determining whether a room is available for special purposes as these arise.

40. Summary of Utilization of Space

Discussion - Similarly, a record of the utilization of all of the space available to the school, including demonstration rooms, wards, etc., should be available.

41. Record of Housing and Study Conditions

Discussion - A record is also to be kept of the use of each of the dormitory rooms and of the facilities afforded in each of these rooms for study. Maintenance records of the facilities must, of course, be included in a satisfactory record scheme.

h. Records and Reports Pertaining to Administrative Control

The records and reports pertaining to administrative control give evidence of the school's seriousness and effectiveness in its administration.

42. Financial Budget

Discussion - The time seems not to have arrived as yet for recommending a uniform budget form for all schools of nursing. Nevertheless, such studies as have already been completed in schools of nursing would seem to indicate the main titles of accounts and educational projects which should be included in the budget. Sufficient details should be included to enable an administrator to gain detailed information concerning disbursements for various school purposes.

43. Detailed Budget Report

Discussion - Control of expenditures through budgeting is facilitated if the financial administrator of the institution is required to present, from time to time, yearly or semi-annually, or quarterly, or even monthly, a detailed budget report to the chief administrative officer of the school.

44. Budget Report to Board or Board Committees

Discussion - A budget report to the Board or to one of the Board's Committees, or to the Committee of Control should be made at least annually.

45. Annual Financial Report

Discussion - The annual financial report of the school is, of course, an important document. It will include not only such features as are ordinarily found in the budget but will also take full account of capital assets and liabilities.

46. Financial Statement of Auxiliary Activities

Discussion - Many schools conduct auxiliary activities either themselves or through student organizations. Whatever plan is followed it seems important that an accounting of the income and expenditures of such activities should be centralized and should be included in the school's financial report.

47. Report on Finances of Student Activities

Discussion - The same considerations as just adduced in the number preceding apply to the report of finances of student activities.

48. Registrar's Annual Report

Discussion - An annual report upon the enrollment, the scholarship standing, the academic load, and on similar phases of each school might well be regarded as indispensable for sound administration. If the school has a registrar, such a report will be prepared by this official, otherwise it will be prepared by the person who performs the functions of the registrar.

49. Summary of Enrollments (for Semester or Term) by Class, Sex, and School

Discussion - Either the registrar's annual report or some other similar document will present an analysis of the enrollments either for a school session or for a semester or for a term. Such analyses are most important for the modification of policies and regulations.

50. Summary of Disciplinary Matters

Discussion - A record of disciplinary matters with reference to individual students seems all but indispensable to insure consistent guidance of the individual student nurse.

51. Annual Report of Director

Discussion - The director of a school of nursing should, by all means, be required to present an annual report to her Sister Superior, so that the higher Superiors of the institution or of the Province or of the Order might be kept in touch with the school of nursing. In this annual report, matters pertaining to individual faculty members, the student body, the financing of the institution, etc., should be adequately presented.

52. Minutes of Board of Trustees Meetings

Discussion - The minutes of the meetings of the Board of Trustees of a school of nursing or of a Board of final control should be carefully kept, and should give evidence of the concern of the Board for the educational purposes of the institution.

(2) Recording

In evaluating this criterion, the Examiner will here record her judgment of the effectiveness of the school in its record keeping. This matter is very important in a school of nursing, not only because through such activities the sincerity of the institution's efforts can be determined, but also because in a school of nursing so many different officials should be called upon to express their judgment of the student nurse. Record keeping implies assembling, recording, filing, and storing of records and in each of these phases of a general activity many different persons are engaged.

1. Emphasis on Record Keeping

Discussion - The emphasis placed on record keeping by the school will be readily determinable through a study of the conditions in which the records are found, through observation of the manner by which data are sent to and assembled by the record office of the school, by the general appearance and content of the individual record forms, etc.

Directions for Scoring - The Sister Examiner will attempt to express her judgment of the school's educational effectiveness in record keeping in assigning a score under this topic.

2. Effectiveness in Assembling Data

Discussion - Data pertaining to the individual student must be assembled from a large number of diverse sources, from schools previously attended, from the institution's financial office, from the ward supervisors, from the various instructors, etc. Some institutions main-

tain check lists of such sources of data for each individual student.

Directions for Scoring - A judgment on the effectiveness of the school in assembling data about all its students will be expressed through the score which is given for this topic.

3. Effectiveness in Recording Data

Discussion - The recording of data implies not only accuracy, conscientiousness and fidelity but also an appreciation of the possible and actual educational use to be made of the recorded data.

Directions for Scoring - The Sister Examiner will express her judgment of the method of recording data used in a school after she has studied the records themselves and has compared the content of her interview pertaining to the records with the school's actual performance.

4. Effectiveness in Filing Records

Discussion - The filing of records also implies a recognition of the educational value of the records. A filing system, therefore, whatever it be, should be logical, orderly and accurately maintained. File directories, where employed, greatly facilitate filing, especially in the larger schools, though modifications in these methods in smaller institutions may give evidence of the school's attitude.

Directions for Scoring - The Sister Examiner will determine whether the filing methods employed in the school are effective for the school's size, its purposes, the character of the student body, the public contacts which are maintained, etc., and will express her judgment in her score accordingly.

Effectiveness in Storing Records

Discussion - The storage of records may also imply much concerning the school's attitude towards records. It seems important that the records should be stored in a fireproof file or at least that they should be kept in a fireproof vault. Where this is not possible on account of structure of a building or the location of the central office of the school, there should, nevertheless, be provisions against danger from fire.

Directions for Scoring - The Sister Examiner will record her judgment of the methods employed in each institution.

6. Accessibility

Discussion - The principles which determine a judgment concerning the accessibility of the records is that the records should be accessible to those who have a right to use them but should not be easily available to others. Different schools will formulate a variety of regulations on this point. It seems important, however, to entrust the responsibility for the record to some one person or to a Committee from whom authorization must be asked for consulting the records on the part of those whose right to consult them may be only temporary or casual. Some schools go so far as to insist that any one consulting the records, except the registrar, must sign a special record sheet every time he has access to the record, and the Director must record the name of the person whose record has been consulted. Such procedures, while seemingly over-exacting, nevertheless safeguard the confidential character of the school's records.

Directions for Scoring - The Sister Examiner will determine the customs which have been developed in the institution she is visiting and will pronounce her judgment on the educational soundness of the procedures.

F. ADMINISTRATION OF SPECIAL ACTIVITIES

The administration of the school's special activities must first of all be intimately integrated into the general administration of the institution, and, secondly, must emphasize the educational purpose of all these activities. Activities which are regarded by the faculty or student body as being apart from the school's purposes and which are administered as if they were outside of the general scope of the institution, are hard to justify in the school of nursing.

1. Religious Activities

Discussion - Attention has already been called to the importance of religious organizations in the school of nursing. In addition to these religious organizations, almost every school will have certain religious activities such as daily practices of devotion, morning prayer, grace, evening prayer, frequent visits to the Blessed Sacrament, the various practices which stimulate the student body towards "Catholic Action," etc. All of these require attention if they are to subserve the school's purposes.

Directions for Scoring - The Sister Examiner will seek to discover the extent to which religious activities are embraced in the administrative concern of the school. If one or more such activities are regarded as the exclusive concern of some one faculty member who thereby promotes interests in which she personally, and not the school as a

whole, is concerned, the score for this topic should be correspondingly reduced.

2. Cultural Activities

Discussion - The cultural activities of the school as such (not implying that other activities cannot be made cultural) should be used as effective methods in teaching that refinement, broad interests, and mode of behavior which should characterize the nurse as an educated woman. These activities, therefore, fall within the scope of the school's administration. Even if student initiative is encouraged in these matters, these activities should, nevertheless, be a serious concern of the institution. Provision should be made not only for the participation of the student body in intra-mural activities but also for their attendance at and, at times, participation in extra-mural events.

Directions for Scoring - The Sister Examiner will seek information on the various kinds of cultural activities in which the school participates. She may draw up a list of such events in which the students have taken part during the last semester, for example. She will give her score in accordance with her findings.

3. Social Activities

Discussion - The remarks made in the paragraph next preceding apply with equal force to the administration of social activities.

Directions for Scoring - The scoring directions in paragraph two above may here be applied.

4. Athletic Activities

Discussion - Since it is so important at the present time to prepare a nurse to teach her patients the profitable use of leisure time activities, and since furthermore athletic activities are so commonly regarded today as a part of a well-balanced physical education program, athletic activities might well be encouraged in a school of nursing. While in some places these, of necessity, must be concentrated in an intra-mural program, there are localities in which schools of nursing have participated in inter-school athletic activities. The soundness of policies and practice in this respect must be determined largely by local conditions.

Directions for Scoring - The Sister Examiner will inquire into the school's athletic activities and local circumstances, will determine whether such activities have been integrated into the school's educational program, and will give her score as an expression of her judgment of the school's soundness in this respect.

5. Recreational Activities

Discussion - Recreational activities in a school should again subserve the same general purposes as do cultural, social and athletic activities. The same considerations as have been recited in the above paragraphs apply also to this topic.

Directions for Scoring - The scoring directions under topic four above will apply to this topic.

G. ADMINISTRATION OF HOUSING OF STUDENTS

The administration of the housing of students obviously is a very important function. Administration in this criterion must be taken to signify not merely the supervision over the physical facilities and their proper maintenance, but also such other functions as apply to the use of the facilities by the students, such as the policies with reference to room assignment, preferential choice of rooms, the grouping of partners in the school, etc.

1. Location of Housing Facilities with Reference to the Hospital

Discussion - For obvious reasons, it seems desirable that the housing facilities of the student body should not be in the hospital itself unless the building be of such a character that the housing facilities for the student nurse can be separated from the rest of the building and thus insure for the student nurse a desirable measure of freedom and sufficient relief from the general hospital atmosphere. A separate building, either at some distance from the hospital or connected with it as circumstances may make necessary, should in general be regarded as a desirable arrangement. Too great a distance of the nurses' home from the hospital may also prove unnecessarily burdensome to both the administrative officers of the school and the student body.

Directions for Scoring - The Sister Examiner will attempt to evaluate the desirability of the location of the housing facilities for the student nurses, taking into account such factors as have been stated or implied in the discussion.

2. Control and Supervision

Discussion - The control and supervision of the housing facilities for the student nurses is one of the major administrative problems in every school of nursing. In this control and supervision, educational purposes should be dominant. Evidences of desirable attitudes and of undesirable attitudes are relatively easy to detect in this matter.

Directions for Scoring - In expressing her judgment on the control and supervision of the housing facilities, the Sister Examiner will take into consideration not merely the physical facilities themselves and the regulations by which their use is governed but also the persons to whom the control and supervision are entrusted and the relationship between this person or these persons and the administrative officers of the school.

3. Use of Housing Facilities for Educational Development of the Student

Discussion - The use of the housing facilities for the educational development of the student is, of course, a paramount issue. Reference is here made not only to the facilities for study such as the lighting of the rooms, adequate desk space, space for comfortable living, but also to the practices which are in force to enable each student to secure that measure of freedom from unwanted disturbance and for the private use of time. It is these factors which make the difference between a rooming house and a dormitory for student nurses.

Directions for Scoring - In giving her judgment on the use of the housing facilities, the Sister Examiner will study not only the regulations of the institution and the views of the personnel but, if possible, she will also observe the actual practice of the institution.

4. Exclusiveness

Discussion - The housing facilities, as has already been said, should insure a measure of exclusiveness to the student nurses. The mere site, however, and even the site with size regulations cannot insure those characteristics which will convert the student's dormitory into "home." The implications of the latter thought are obviously very numerous.

Directions for Scoring - Under this topic, the Sister Examiner will attempt to pass judgment on the institution's total administration of the student's housing program.

H. ADMINISTRATION OF BOARDING OF STUDENTS

It is unnecessary to emphasize the thought that the boarding of student nurses presents literally innumerable difficulties. A school in which enlightened policies prevail will attempt to solve these in such a way that educational objectives are again emphasized in this area of school interest.

1. Location of Dining Rooms in the Institution

Discussion - The location of the dining rooms is often a valuable indication of attitudes. It is admitted that the location of these rooms is, for the most part, outside of the administrative control of the present officers since more frequently than not, the officers are not or were not free to select locations.

Directions for Scoring - Even if the present officers of a school have not been the persons responsible for the location of the dining rooms, a judgment should be passed upon the location. Undesirable locations of dining rooms may often, through ingenuity and resourcefulness, be converted into desirable locations or at least into less undesirable ones. The score given by the Sister Examiner will express her judgment not merely upon the physical location but also upon the utilization of the location.

2. Control and Supervision of the Food Service

Discussion - While in some institutions the control and supervision of the food service may not be the direct responsibility of the Sister Director, or of some other administrative officer of the school, nevertheless, in each institution provision should be made that persons who are concerned with the food service should meet in conference to discuss problems of control and supervision in this area. Hence, the health service, the administrators of the school, the administrators of the dietary service, the purchasing agent or business officer of an institution and sometimes other persons should all participate in the formulation of policies and the devising of practices for the boarding of student nurses.

Directions for Scoring - The Sister Examiner will attempt to formulate her judgment upon the control and supervision of the food service after visiting the dining rooms, kitchens, diet kitchens and the provisions for "dinettes" which are often found in dormitory buildings. Attention should be paid not merely to the physical facilities but especially to their use and to the regulations which govern this use. Committee activity in this field should, generally speaking, entitle an institution to a higher score than if the responsibility is entrusted to one person, especially if this person has no other contacts with the student nurses.

3. Flexibility of Schedules, Menus, and Hours

Discussion - Flexibility in the boarding program, it seems unnecessary to point out, is not only highly desirable but at times indispensable to insure proper health care. A relative ease in securing service when the nurse has been justifiably or necessarily detained, a reasonable provision for diet likes and dislikes, absence of monotony in the menus, these and all other similar factors may make the difference between success and failure in the boarding service.

Directions for Scoring - The Sister Examiner will attempt to evaluate the practices of the school with reference to schedules of meal hours, variation of the menu, and provisions for individual needs.

4. Educational Use

Discussion - Like all other activities in a school, provisions for the boarding of students should give evidence of a strong educational viewpoint. Some institutions insist upon occasional formal dinners served under supervision so that the nurse may have an opportunity of learning accepted and refined forms of behavior. Undue haste in the dining service, casual methods, a disregard of modest claims for a measure of attention, might well be regarded as evidence of a non-educational viewpoint in the use of the school's facilities.

Directions for Scoring - In giving the score, the Sister Examiner will attempt to express her judgment of the institution's total administration of the Boarding program.

IV. FINANCIAL ADMINISTRATION

It must be admitted at the outset that among our Catholic schools of nursing, in relatively few institutions have provisions been made for the financial administration of the school as a school. For the most part, the financial administration of the school of nursing is merged with the financial administration of the hospital. The school of nursing is financially administered through the hospital's books, sometimes in one account, sometimes in separate accounts which provide for educational expenditures as distinct from board and maintenance, and still at other times without explicit provision of the school of nursing.

In conformity with the emphasis which has been placed on the administrative separation of the hospital and the school, it seems desirable to separate at least the administration of separate accounts for the hospital and the school, even though these may still remain part of a unified set of books. Equally desirable, under whatever circumstances, is a separation in the accounts of educational expense (with adequate detail depending upon the size of the institution) and board and maintenance expense as well as of educational income and hospital income.

Similarly, it would seem necessary that a school of nursing, no matter what may be the system of control (through the accounts) should be conducted on the basis of at least an expenditure budget so that the administrative officers may be able at any time to evaluate the school's standing and its program both as a school and as an activity of the institution as a whole.

It should be noted, by all means, and too much stress cannot be placed upon this point, that in order to make Catholic institutions comparable with other institutions in the area of financial administration, due consideration must be given to the contributed services of the Sisters. While it is important to maintain a sharp distinction between cash and non-cash income and expenditure, it is equally important to secure as much detail with reference to non-cash income and expenditure (contributed service) as it is with reference to cash income and expenditure. The evaluation of the Sisters' services in terms of equivalent salaries has been adequately discussed in HOSPITAL PROGRESS (July, 1936, pp.266-81). A financial schedule is here included.

The subject of financial administration is discussed under the headings of:

A. FINANCIAL POLICIES

B. BUDGET ADMINISTRATION

C. ACCOUNTING METHODS

D. FINANCING SUPPLEMENTARY ACTIVITIES

E. INCOME AND EXPENDITURE

A. FINANCIAL POLICIES

1. Financial Policy as Related to Educational Objectives

Discussion - If the school's objectives are to be the dominant consideration in evaluating a school, it is obviously necessary that the school's financial policy should be definitely related to the educational objectives. Certain practices still not too uncommon in schools of nursing would seem to contravene this principle when practices are accepted which clearly imperil an educational program. In different institutions this refers, for example, to the admission policy of the school, in others to the policy with reference to nursing service, in still others to the almost complete neglect of educational expense. Variations upon this topic are numerous and diverse.

Directions for Scoring - The Sister Examiner will attempt to determine, from interviews and from an actual inspection of the books under the guidance of the financial officer what the school's financial policies are, and whether they are directed with emphatic reference to the school's educational objectives. Undesirable policies should be regarded as reasons for lowering a score. Absence of any policy in this respect should require a zero score, but before giving such a score the Examiner must be careful to determine whether or not an institution is being operated on the basis of implied policies even though these may not have been explicitly formulated. Considerable thought should, therefore, be given to the score.

2. Administration of Finances toward Educational Objectives

Discussion - Whatever the financial policies of an institution, its actual administrative practices may be better or worse than any implied or explicit policies.

Directions for Scoring - The Sister Examiner will attempt to discover actual practice of the school before giving the score on this topic. Desirable as well as undesirable practices, especially with reference to the alleged exploitation of the student nurse by hospitals, should be carefully considered and the educational effect should be studied before a score is given. Appearances in this area are sometimes exceedingly deceptive and require considerable mental penetration for their evaluation.

3. The Effectiveness of Policy and Practice

Discussion - The effectiveness of the school's financial policy and practice in promoting educational objectives through financial administration merits careful study. If the Examiner has found emphasis upon educational sincerity in the institution the probability is high that in the financial area also such sincerity will assert itself.

Directions for Scoring - In scoring the Sister Examiner will attempt to record her judgment on the value of the institution's financial policy for the promotion of nursing education.

B. BUDGET ADMINISTRATION

As already stated in the general paragraph concerning the factor of "Financial Administration," a budget, even if it be simple and general in its statements, seems to be all but indispensable in conducting a school of nursing. The planning of the school's program of activities can hardly be undertaken without some understanding of available income and available resources. The planning function, as well as other control functions, would seem to depend for their efficacy upon the school's budget administration.

1. Policy Regarding Budgeting

Discussion - The school's policy regarding the budget should include not only the size of the budget, the sources from which revenue is to be derived, and the method and volume of expenditure, but also the authority for budget making and for budget control. It should be noted that under this topic the Examiner will study policies, while practices are to be evaluated under the three succeeding topics.

Directions for Scoring - The Sister Examiner will attempt to evaluate the expressed or implied policies with reference to budgeting.

2. Authority for Making and Approving the Budget

Discussion - Two considerations should enter into an evaluation of the institution's practices with reference to the making and approving of the budget: who makes and approves the budget and the procedures employed in making and approving it. The educational authority of a school should, in general, participate in the making of the budget and should be the person who secures approval of the budget from higher Superiors since she is the one who should be best able to interpret to higher Superiors the educational needs of the institution.

Directions for Scoring - The Sister Examiner will make special efforts to understand the school's actual practice in this respect before she attempts to give a score. She will also distinguish carefully between policies and practices.

3. Budget Content

Discussion - Budget content is an important consideration in budget administration. It will probably be generally conceded,

even though other points may produce controversy, that a sharp distinction should be drawn in the budget between educational expenditures and expenditures for housing and maintenance. Moreover, it will also be conceded that in budgeting for educational expenditures a distinction should be made between salaries, library, other educational expenditures, and capital expenditures usually represented in appropriations for new equipment or for replacements of equipment. In some institutions expenditures for library would not be included among educational expenditures of the school of nursing; even when library costs are kept separately these costs might in most institutions be classified as educational expense.

Directions for Scoring - The Sister Examiner will attempt to pass judgment on the school's practice by a careful examination of the budget and after determining whether certain minimal requirements have been observed.

4. Budget Control

Discussion - Financial administration through budget control is fairly well understood today in educational circles. Provision should be made for frequent comparison between the budget allotments for the fiscal period and the actual expenditures to a particular date from the beginning of the fiscal year. Monthly control reports would seem highly desirable if not indispensable. Refinements in budget control, especially when these are obviously intended to safeguard the educational significance of the budget, should be regarded as the basis for a higher score.

Directions for Scoring - The actual practices of the institution with reference to such procedures as just indicated should form the basis of the Sister Examiner's score on this topic.

C. ACCOUNTING METHODS

Accounting methods must, of course, bear some relationship to the objectives of an institution, to its organization, to its size, to its administrative policies, to its administration, and to its form of control. If, therefore, the individuality of schools is to be maintained, the accounting methods of the school also will necessarily exhibit individual characteristics. Such a principle is not incompatible with a measure of uniformity in accounting in different institutions. There are, after all, certain basic and fundamental needs of an institution which the accounting methods must attempt to meet. It may, therefore, become a problem of considerable difficulty for the Examiner of the school to determine whether in the accounting methods due attention has been paid to the fundamental requirements of all accounting methods and the special purposes and the character of a particular institution.

The Examiner will be cautious to determine both the adequacy of the school's books to meet the fundamental needs of all accounting methods and the provisions made in each institution for safeguarding its individuating

traits. Attention should be called to the fact that certain Sisterhoods have developed their own accounting methods for their group of institutions. Attention should also be focused upon the relationships which may exist between the school of nursing, the hospital, and the Religious Order or Congregation conducting both the hospital and the school.

1. Separation of School Accounts from Hospital Accounts

Discussion - The extent to which the accounts of the school and the accounts of the hospital are kept separately may, in many respects be considered an index of the nursing school's emphasis upon proper financing. A word of caution should, as already indicated above, be added, that if adequate provision for the accounts of a school of nursing is made in the hospital books the status may be considered very satisfactory.

Directions for Scoring - If no separate account is kept for the school, that is, if instructional charges, for example, are merged in the general hospital expenses, or maintenance costs of the nurses' home are merged in the general maintenance costs of the hospital, a zero score should be given. Complete separation of the accounts with possibly summaries which are submitted to the central hospital office should merit a high or a perfect score. Other plans will be scored according to the extent to which they permit an accurate estimation of the school's costs.

2. Organization of Books (Ledger, Day Book, Journal, etc.)

Discussion - Obviously not all schools of nursing, depending on their size, require a complete set of books for their accounts. It seems difficult to dispense with at least a cash book and a ledger. Special attention should be paid to the ledger and to the analysis which the accounts permit of the diversification of expenditures. Attention should also be placed upon the correspondence between the budget headings and the ledger accounts, so that in this way budget control, through the books, may be facilitated and that a more careful control of costs may be effected.

Directions for Scoring - The Sister Examiner will give a high or a low score in accordance with the institution's compliance with these few basic concepts.

3. Bookkeeping

Discussion - The techniques employed by the institution in keeping its books are often an index of the institution's awareness of the importance of financial control. Accuracy, neatness, regularity, keeping the books up to date, evidences of regular attention to the

books, etc. are the desirable qualities which the Examiner will seek to discover.

Directions for Scoring - The Sister Examiner will give the institution a high or low score in accordance with her findings with reference to these few basic points.

4. Financial Report (Daily, Monthly, Yearly)

Discussion - Customs will vary in different institutions with reference to financial reports. The important point is that there be a periodic and regular financial report. In some institutions there is a daily report on receipts and expenditures. Weekly and monthly summaries, especially the latter, should, by all means, be advised. An annual report at the close of the fiscal year seems indispensable. Some evidence should be available to show that the financial reports, whatever they be, are being used by the responsible person for careful budget control.

Directions for Scoring - The Sister Examiner will attempt to read some of the financial reports and will determine their value for securing the objectives of school financing.

D. FINANCING SUPPLEMENTARY ACTIVITIES

It is highly desirable for effective school administration that the financial accounting of all of the school's activities, including that for supplementary activities, be included in the books of the school of nursing. This remark applies even to those activities, the financing of which is undertaken by the students, provided that the school official exercises supervision over the moneys collected for such purposes and the expenditure of such funds. The more completely all of the activities of the school are centralized in the school's books, the more readily will the books yield a complete understanding of the school's total activities.

Obviously this does not mean that initiative on the part of the student body, special committees or administrative officers, should necessarily be curtailed by the accounting procedures. As examples of supplementary activities to which reference is here made, we might cite (1) social activities sponsored by the school, (2) religious organizations which collect funds for special religious purposes, (3) special lunch or refreshment projects, candy shops, stationery stores, etc., etc.

In some institutions, the funds of the Alumnae Association will also be found to be administered by the school itself, even though some persons regard this practice as being of dubious value.

1. Policies

Discussion - A sound policy with reference to the financing of supplementary activities has been indicated in the paragraph next preceding. It may be admitted that other policies might be devised which could effect the same purposes.

Directions for Scoring - The Sister Examiner will attempt to understand the school's policies with reference to the financing of supplementary activities and express her judgment with reference to the educational value of these policies.

2. Administration

Discussion - The practice of the school in dealing with the financing of supplementary activities may be better or worse than the school's policies. Often sound practice grows up in an institution, and the converse is also true, even when there are no formulated policies. Policies which are only implied may sometimes lead to contradictions in practice.

Directions for Scoring - The Sister Examiner will attempt to estimate the educational value of the actual practice of the institution.

3. Accounting Methods

Discussion - The comments made under the general discussion of the accounting methods above apply with equal force to the financing of supplementary activities. It is important to note here whether in a given institution there has been an unnecessary multiplication of books -- separate books for each supplementary activity.

Directions for Scoring - If the Sister Examiner finds special books set aside for special supplementary activities and especially if these books are in the hands of many different persons, she should express her judgment of the undesirability of such a situation by lowering the score. Contrariwise, a high score should be given if the books are centralized or if, even when there are many different books, they are, nevertheless, in charge of one person or one office.

4. Effectiveness

Discussion - It has been pointed out that supplementary activities in a school of nursing are important for increasing the alertness and the general interest and the life of the school. A financing program

for these supplementary activities will safeguard the institution's administration of such activities.

Directions for Scoring - In her scoring, the Sister Examiner will attempt to pronounce a summarizing judgment on the institution's policies and procedures with reference to the financing of supplementary activities.

E. INCOME AND EXPENDITURE

The income and expenditure of the school of nursing are, it seems unnecessary to say, most important factors. These will be treated statistically in the evaluation of a school. Attention should, however, be paid to the inclusion of contributed service in making estimates of income and expenditures though no confusion should be permitted to arise of cash and non-cash items which are included.

V. THE HOSPITAL RELATIONS OF THE SCHOOL

Under the heading of "The Hospital Relations of the School," an effort is made to evaluate those features of the hospital and of the hospital-school relationships which might be assumed to have a pronounced bearing upon the educational policies of the school. It is conceded that there need not necessarily be a correlation between hospital excellence as a hospital and school excellence as a school. Nevertheless, when a school of nursing is attached to a hospital, certain basic characteristics of the hospital should have attained a measure of excellence, without which probably the school would find it difficult to achieve a desirable level of educational distinction. These relationships or the relationships between the school of nursing and the hospital, from the viewpoint thus indicated, pertain chiefly to:

A. THE RELATIONS BETWEEN THE SCHOOL OF NURSING AND THE HOSPITAL PERSONNEL

B. ADEQUACY OF THE HOSPITAL CENSUS FOR THE EDUCATIONAL PROGRAM

C. THE HOSPITAL ORGANIZATION

D. QUALITY OF MEDICAL CARE

* * * * *

A. THE RELATIONS BETWEEN THE SCHOOL OF NURSING AND THE HOSPITAL PERSONNEL

1. Organization of Relationship between the School of Nursing, the Hospital, the Medical Staff, and the Nursing Staff

Discussion - Many and varied patterns will be found in different schools of nursing with reference to the personnel of the school of nursing and of the hospital. In some institutions practically all of the members of the school of nursing, administrative and instructional personnel, will be found to have joint responsibilities. In other institutions, relatively few members of the personnel of the hospital and of the school of nursing will have responsibilities in both.

Whatever the pattern might be, it seems important that the organization of the relationship should be clear and well defined and preferably that it should be well formulated. This comment pertains to the relationship between the school of nursing personnel and the entire hospital personnel including, therefore, the medical and the nursing staff.

Particular study should be given to this question in those institutions in which certain important officials of the school of nursing are also carrying hospital responsibilities, for example, when the Director

of the school acts at the same time as Supervisor of the nursing service in the hospital.

Special attention should also be paid to the maintenance of the relationship between the school of nursing staff and the medical and nursing staff of the hospital. These relationships should, generally speaking, be on an official and not a personal basis and contacts should be maintained rather through official channels than through personal contacts thus to insure stabilized and continuing policies and practices.

Directions for Scoring - The Sister Examiner will attempt to understand the character of the relationships just described - a task which may not be easy in all cases, and will attempt to evaluate them on the basis of their educational soundness.

2. Concentration of Control

Discussion - In Catholic institutions particularly, by reason of the fact that the officials of the school of nursing and of the hospital are, generally speaking, members of the same religious community, the relationship with the Sister Superior of the whole institution is most important. If and when other forms of organization are adopted, this question will be approached in a different manner. At the present time, however, it is important to determine whether the channels of responsibility for the administration of the school of nursing clearly lead to the Sister Superior. Similarly, the channels of authority from the Sister Director of the school to the directors of the medical and nursing staffs, as well as to the responsible officers of other auxiliary staffs are well defined and unobstructed.

Directions for Scoring - The Sister Examiner will again attempt to understand the relationships here indicated and will evaluate them on the basis of their probable or actual educational effectiveness.

3. Participation in Responsibility between School and Hospital

Discussion - Under this topic the chief point of emphasis is the relationship between the school and the hospital with reference to nursing service. The nursing service constitutes an integral and an important part of the hospital's responsibility. It also constitutes a very important feature of the nurses' clinical experience. The proper balance between the two responsibilities should theoretically insure to the hospital a much higher quality of nursing service than can be secured in a hospital which is not carrying out a teaching function. On the other hand, neglect of the proper equilibrium, the formulation of hazy policies or the growth of unwise practices may lead to a serious impairment of the educational value of the nurses' clinical experience.

Directions for Scoring - The Sister Examiner will seek evidence for the desirability or the undesirability of the responsibilities which are shared by the school and the hospital, and will grade the institution accordingly.

4. Effectiveness of Cooperation in Educational Problems

Discussion - Under this topic, the Examiner will study the educational effect of cooperation of the school and the hospital in introducing wise provisions for safeguarding the development of student nurses.

Directions for Scoring - The score should express a comprehensive judgment based on the studies of this question made by the Sister Examiner.

B. ADEQUACY OF THE HOSPITAL CENSUS FOR THE EDUCATIONAL PROGRAM

The question of an adequate hospital census for the needs of each particular school of nursing is, needless to say, a very important matter. Mere numbers can give little, if any, indication of satisfactory or unsatisfactory conditions. It seems fair to conclude from a number of studies which have been conducted with reference to this question that the hospital's and the school's total pattern must be taken into consideration in defining an educationally favorable or unfavorable situation. The point to emphasize is indicated in the title of this criterion, "the adequacy of the hospital census with reference to the educational program of the school."

1. Adequacy of Number of Patients

Discussion - The number of patients by itself, as already indicated, has little significance for the educational effectiveness of the school. It would seem, however, that certain minimal requirements should here be laid down. A hospital census yielding a number of patients less than three times as great as the number of students in the school, when the school approaches a student body of fifty, should, generally speaking, be considered as approaching minimal conditions. Before arriving at a judgment on this matter, however, the other topics under this criterion must also be present in the mind of the Examiner. The Examiner should also keep in mind the percentage of students in the school who, at any one time, are withdrawn from bedside experience to be assigned to other clinical experiences. A statistical study on this point will be made on the basis of the reports of the examiners.

Directions for Scoring - The Sister Examiner will attempt to express her judgment concerning the satisfactory or unsatisfactory condition of the school on the basis of her actual findings.

2. Availability of Patients

Discussion - The hospital's census by itself, as already pointed out, gives no indication concerning the availability of patients for teaching student nurses. Some hospitals enforce restrictions of a more or less rigid character on this point while others pursue a more liberal policy. Statistics alone are again less valuable on this point.

Directions for Scoring - The score will express the Sister Examiner's judgment regarding the value of the situation in the institution.

3. Teaching Use of Patient

Discussion - The concept of the teaching use of patients for nursing education implies more than it expresses. Patients can hardly be considered as useful for teaching student nurses if the latter are permitted to render only certain services to the patient without being subjected to supervision at the time when she is actually rendering such service. It is not denied that the student nurse, at the time when she has already progressed sufficiently in her studies, is not to be given a measure of independent responsibility. This should probably be done even at an early period in the student nurse's education, but whenever and however it is done, the student nurse's service to the patient should never be left without some measure of supervision, if service to the patient is given with an educational objective in mind. Obviously service to the patient by the student nurse must be more than a service which the hospital owes to its patients.

Directions for Scoring - The Sister Examiner will gather much information upon this topic by a careful sampling of the teaching experiences of student nurses in the various sections of the hospital and she will give her score in accordance with her findings.

4. Diversification of Patients

Discussion - This point is most important for determining the adequacy of the hospital's census for the institution's educational program. Some insight should, therefore, be gained into the distribution of patients to the various sections of the hospital in which the nurses are educated through bedside experience. An over-population of the hospital with certain classes of patients, surgical patients, for example, may indicate a restriction of the school's educational program, and may even reveal a need which the institution has for an affiliation on such services on which its census is particularly weak.

The Examiner will also study the question of the segregation of patients by general diagnoses, which segregation may make possible, under certain conditions, at least, a more effective teaching program than is possible in those institutions where segregated services cannot be maintained. Some statistical data on these various points will be assembled as the basis of the Examiner's reports.

Directions for Scoring - The Sister Examiner will grade the school in accordance with, not only her findings, but in scoring she should bear in mind that the conditions existing at the time of the visit may not represent an average situation.

C. THE HOSPITAL ORGANIZATION

The hospital's organization should be such that conscientious emphasis is placed upon the interests of the school of nursing. In institutions in which this has not been done it is difficult to carry out all of the responsibilities implied in the conduct of a school of nursing.

1. Effect of the Administrative Plan of the Hospital on the Functions of the School

Discussion - It is clear that the administrative plan of the hospital may further or hinder effective functioning of the school. Obviously, it would be impossible for the Examiner of the school of nursing to make a complete study of the hospital's administrative plan at the time of her visit. Attention to this topic, however, may reveal particularly desirable or particularly undesirable plans for administration of the institution.

It seems necessary, therefore, that the Examiner give some attention to the relationships of the general administration to the hospital departments, to inter-departmental relationships, to the relationship maintained by the financial office, and to similar general features with a view of determining their possible educational significance for the school.

Directions for Scoring - The Sister Examiner will express a judgment concerning the favorable or unfavorable effect of the administrative plan upon the functions of the school.

2. Medical Staff Organization

Discussion - Since it probably will remain true for some time that many schools of nursing will select some of their instructional

officers from the medical staff of the institution, the organization of the medical staff should be such as to facilitate, (a) the exchange of opinion between the officials of the school and the medical staff, (b) the enforcement of policies and practices which may be developed as a result of joint conferences, and (c) the administration of the school with reference to both faculty members and students.

In certain successful schools the relationships between the medical staff and the school of nursing personnel are maintained through a joint committee. The extremes which are here to be guarded against are, on the one hand, unwarranted dictation by the medical staff and on the other hand the selection of physicians for certain teaching positions, not on the basis of the staff's responsibility, but on the basis of a personal selection. It should be assumed that the medical staff of a hospital to which a school of nursing is attached, has an intelligent and sympathetic interest in the problems of nursing education, and is not actuated merely by the interest of securing nursing service for patients.

Directions for Scoring - The Sister Examiner will attempt to evaluate the actual situation which she discovers and to grade the institution accordingly.

3. Nursing Staff Organization

Discussion - The considerations adduced with reference to the medical staff organization apply with even greater emphasis to the nursing staff organization. Here it is most important that the nursing staff organization should be such as will effectively facilitate the modification of procedures, schedules, ward assignments, etc., so that these may be made most effectively to serve the purposes of the school without endangering the nursing service. Again these arrangements are to be made not by the personal control of one or a few individuals but by official action taken subsequent to a conference between responsible officials.

Directions for Scoring - The Sister Examiner will attempt to evaluate the actual situation which she discovers and to grade the institution accordingly.

4. The Effect on the School of Nursing of the Hospital's Public Relations

Discussion - The effect which the hospital's public relations have upon the educational effectiveness of the school of nursing is no longer a matter of dispute. The school of nursing will share in the opinion which the public has formed of the hospital. If the hospital is functioning as a source of real influence in the community, the fact will be reflected in the spirit and activity of the school. It may be more difficult to detect this influence.

Directions for Scoring - The Sister Examiner will attempt to determine the actual situation in the school with reference to this topic, and will give her grade accordingly.

D. QUALITY OF MEDICAL CARE

Unnecessary though it seems to state that a good school of nursing cannot be conducted in conjunction with a hospital in which the quality of medical care is not superior, the thought must still be formulated here by way of emphasis. Clearly, an institution in which medical care is of a low level, cannot attempt to teach the nursing care of patients on any level higher than that of its medical care.

Measures of the quality of medical care are unsatisfactory. A medical procedure which effects desirable results in one institution fails to do so in another for the simple reason that personal differences, responsibility, conscientiousness, ethical soundness, and many other factors enter into the institution's total effect with reference to the level of excellence of its medical care. Judgments upon this point must necessarily be guarded but should, nevertheless be courageous.

1. Evidence of the Concentration of Interest on the Patient

Discussion - The hospital's chief care must be the patient. All other considerations are secondary to this one even the educational objectives. In a well-conducted institution, as has been repeatedly shown, educational interests make for better care of the patient but in less well-managed institutions conflicts sometimes arise between the safeguards of the patient's interest and the sincerity of the educational program.

Directions for Scoring - The Sister Examiner will use her best and wise judgment in attempting to grade the institution with reference to this topic. She must be prepared to define her evaluation on the basis of evidence which she has accumulated bearing upon the institution's concentrated interest in the patient.

2. Emphasis on Staff Competence

Discussion - The competence of the medical staff is, all other things being equal, the best safeguard of a high quality of medical care. If staff membership is based merely upon considerations extrinsic to medical practice, conditions may be found to be undesirable. On the other hand, even professional qualifications of the staff membership may, at times, fail to give a sufficiently valuable indication of competence.

Directions for Scoring - The Sister Examiner will attempt to exercise her best judgment in scoring this topic. It is one which may raise a number of problems with reference to the actual excellence of a school.

3. Use of Professional Methods and Controls

Discussion - The extent and variety of professional methods and controls in a hospital to which a school of nursing is attached, can scarcely be over-estimated. Reference is here made not only to diagnostic procedures, but also to laboratory and observational procedures which enable the physician to follow the progress of a disease. It is necessary at times to change nursing procedures in accordance with the actual condition of a patient as he passes from phase to phase of his illness. Such adjustments are relatively easy in institutions which are most aware of their responsibilities and the fact that such adjustments are made, are an indication of institutional excellence.

Directions for Scoring - The Sister Examiner will seek evidence upon the points here suggested, and will give her score in accordance with her findings.

4. Extent and Adequacy of Supervision

Discussion - One of the best guarantees of excellence in giving medical care is the extent and thoroughness with which the supervisory function in the institution is carried out. Clearly this duty of supervision must extend to the details of the medical treatment of each patient. It is not suggested here that supervision should necessarily be carried out by one person or a group of persons. Each person who is concerned with a patient must exercise a measure of supervision, and will be aware of his or her responsibilities in this respect. Test cases which the Examiners might well investigate may concern themselves with the origin, the execution and the recording of, for example, special nursing procedures.

Directions for Scoring - The Sister Examiner will attempt to find time for making a thorough study of several "orders" from their inception to their completion, and will record her judgment in her score.

5. Research and Scientific Interest

Discussion - Another indication of the quality of the medical care in the institution is the extent to which research and scientific interests are encouraged. Again this indication by itself might be

thought by some persons to be of relatively little significance. On the other hand, sound medical institutions have found it a valuable criterion for estimating the quality of medical care. A suggested correlation has thus been established between scientific interests and the quality of medical care.

Directions for Scoring - Though the Sister Examiner may not have adequate time to discuss the situation in any particular hospital thoroughly, she will, nevertheless, gather enough indications to enable her to form a judgment of some value.

VI. THE PHYSICAL PLANT

The physical plant of the hospital and of the school of nursing must, for present purposes, be thought of as having an important bearing upon educational objectives. Standardization or a judgment of one institution in terms of another should be farthest from the mind of the Examiner. The emphasis in plant inspection should rather be placed upon the fitness of each institution as a satisfactory environment for a school. If this principle is recognized, characteristic differences between institutions will be given their just evaluation. For the purpose of revealing the individual differences between institutions, four criteria are here suggested: (A) the hospital plant as the laboratory of the school of nursing; (B) the school of nursing plant as a school including, to be sure, its use as a home for the students; (C) the care of the hospital plant and (D) the care of the school of nursing plant.

A. THE HOSPITAL

The hospital is here thought of as the clinical laboratory of the school of nursing. Evaluations should, therefore, be made with this viewpoint in mind.

1. Site

Discussion - The site of a hospital may vary from more or less complete segregation from its patient clientele to practical identification with the neighborhoods of its clientele. From the viewpoint of the school the important consideration is the question, whether or not the hospital site is adapted to meet the needs of the particular type of patients who use the institution.

2. Buildings

Discussion - The score given for the hospital building will include consideration of the usefulness, modernity, practicability, the aesthetics, the floor plan, the allocation of space, the facilities for nursing supervision, etc. of the institution.

3. Service Systems — Heat, Lighting, Plumbing, etc.

Discussion - Service systems are most important in a hospital. Chief study should here be given to the heating system, the lighting, the plumbing, the call system, the transportation, the telephone, etc. systems.

4. Instruction Rooms, Conference, Demonstration

Discussion - A teaching institution must provide facilities for instruction rooms, conference rooms, demonstration rooms, etc. in which instructors and supervisors may meet students.

5. Units for Patients

Discussion - The patients' rooms and the arrangement of the rooms in a teaching institution will have an important bearing upon teaching methods.

6. Departmental Units -- i.e., Operating-Room, X-Ray, Diet Kitchen, Central Services, Out-Patient Department, etc.

Discussion - Departmental units, especially those in which student nurses are instructed must be so placed and arranged as to make feasible a teaching program. Special attention should here be paid to those departments in which a student nurse is apt to spend a considerable portion of her time, for example in the diet kitchen, the Out-Patient Department and the Operating Room.

7. Library -- Patients' and Physicians'

Discussion - The library, either as a unified library, patients', physicians' and nurses', or the library units as the case may be in different institutions, should be evaluated from the viewpoint of the school of nursing, emphasis being placed upon the ease with which the student nurse has access to the library facilities.

8. Chapel

Discussion - The Chapel in a Catholic institution is not only a place of religious worship but also a room in which the student nurse receives much of her most important educational influence. Its availability, therefore, for the student nurses and for the educational functions which are carried out in the Chapel should be evaluated by the Examiner.

9. Nurses' Station

Discussion - The nurses' station in the hospital is often the center of the student nurse's activity while she is being instructed on her clinical assignments. Diverse as nurses' stations are, and

placed as they are with reference to the wards or divisions which are served through them, the important consideration for the student nurse is the adaptability of the nurses' station for individual guidance in her ward work.

10. Reception Room

Discussion - The hospital's reception room, admission station, etc. may in certain institutions greatly affect the educational program. Differences in different institutions should be evaluated with reference to conditions existing in each.

11. Dining Room and Dietary Department

Discussion - The dining rooms and dietary departments of the hospital will also have an important educational significance for the student nurse. Conditions in this respect will differ from place to place.

B. THE SCHOOL OF NURSING

1. Site

Discussion - The important consideration in this topic is the relationship of the school of nursing to the hospital. Generally speaking, it should not form so closely integrated a unit with the hospital that the student nurse cannot easily remove herself from the hospital atmosphere.

2. Buildings

Discussion - The building or buildings of the school of nursing will be evaluated by the Examiner on the basis of their serviceability as an educational institution, implying in this statement the widest range of educational influences.

3. Service Systems -- Heat, Light, Call Systems, etc.

Discussion - The service systems in the school of nursing will, for the most part, be completely unified with those of the hospital. A separate score is here suggested, however, to provide for differentiations if such should exist.

4. Instruction Rooms, Demonstration Rooms, and Laboratories

Discussion - Instruction rooms, demonstration rooms and laboratories of the school of nursing should, in general, conform to the demands for such facilities which are made by good institutions of collegiate rank. Obviously, the evaluation of the plant with reference to such instructional units will vary with the institution's curriculum, its relationship to other educational institutions, its faculty, and its general objectives.

5. Units for Students

Discussion - The units of the school which are directly used for individual students should be carefully studied by the Examiner. In another section of this manual attention has been called to the emphasis which should be placed upon the evaluation of such units, namely their adaptability to school and study functions.

6. Recreational and Social Facilities

Discussion - Recreational and Social facilities are today demanded in every school of nursing. Special efforts which certain institutions have made to insure recreational and social activities by supplying superior facilities for these purposes should be recognized in the Examiner's score.

7. Library

Discussion - The library of the school of nursing, whether it be an integral part of a general library or whether it be a separate library unit should be given careful study as the physical facilities of the library will have an important bearing upon library use.

8. Chapel

Discussion - The Chapel, if a separate one exists in the school of nursing, will be, for the most part, a "Chapel of convenience" in which the student nurses may pay more frequent "visits." The nearness of the Chapel to the student nurses may have an important significance for the promotion of an active and enthusiastic religious life.

9. Administration Offices

Discussion - The administration offices of the school of nursing should, not only be of easy access and should, therefore, be advantageously placed, but should be characterized by dignity and even beauty but above all by orderliness, so that through the physical facilities themselves proper attitudes may be developed in the student body.

10. Self-Service Facilities

Discussion - In every school of nursing there will necessarily be certain facilities for the convenience, the tidiness, and the hygiene of the student body. In a modern institution such facilities cannot be overlooked.

11. Dining Rooms, Dietary Department

Discussion - The dining rooms used by the student nurses should not only be conveniently and properly located but should be characterized by dignity, scrupulous attention to hygienic conditions, excellent ventilation, and attractiveness.

12. Auditorium

Discussion - Many schools of nursing have separate auditoria. In every school of nursing there should be a place large and convenient enough to permit an assembly of the entire student body.

C. THE OPERATION AND CARE OF THE HOSPITAL

The purpose of evaluating the operation and care of the hospital in an evaluation of a school of nursing is to emphasize the educational values implied in the proper operation and care of the clinical laboratory of the student nurse.

1. Administration of Plant Operation and Maintenance

Discussion - The provisions for the administration of plant operation and maintenance are often the best single indication of the degree of excellence which an institution desires to maintain. The Examiner will, therefore, study the administrative procedures and will record her judgment in her grading.

2. Maintenance Personnel

Discussion - While visiting the institution the Examiner will look for suggestions concerning the effectiveness, appearance, behavior, and competence of the maintenance personnel.

3. Facilities for Service

Discussion - An inspection of the facilities provided by the institution for such functions as the janitor service should, by all means, be made by the Sister visitor as service facilities of various kinds must be used by student nurses.

4. Preservation of Floors

Discussion - The preservation of floors in the institution is not without its significance for the safety, convenience and effectiveness of student nurses.

5. Cleaning of Floors

Discussion - Proper cleaning of floors adds greatly to the attractiveness of the institution. Obviously, the methods employed in cleaning will be determined by the character of the floors.

6. Elimination of Dust

Discussion - The elimination of dust and the methods employed for such elimination will aid in teaching student nurses the proper standards of cleanliness.

7. Care of Woodwork, Ceilings, etc.

Discussion - Care of woodwork and ceilings, besides having a significance for aesthetic effects will contribute to the lessons which a student nurse must learn with reference to home economics and the care of patients' rooms.

8. Cleaning of Glass

Discussion - Concerning the cleaning of glass, similar comments should be made as in the paragraph next preceding.

9. Cleaning of Toilet Rooms and Baths

Discussion - The cleaning of toilet rooms and baths is an important consideration for the student nurse. She must have knowledge of the use of these facilities in carrying out many nursing procedures.

10. Care of Heating and Ventilating

Discussion - The institution's care for heating and ventilating will affect the student nurse's understanding of these factors in caring for her patients.

11. Care of Grounds

Discussion - The care of the hospital grounds has a bearing upon many phases of the student nurse's life, affecting her attitudes towards institutional dignity, in some instances towards her recreational program, etc.

12. Fire Protection

Discussion - Fire Protection in the hospital is important not only for the possible preservation of life for patients and personnel but is also an object lesson in public safety.

13. Care of Linens

Discussion - Through the institution's care of linens the student nurse can be taught many of the lessons of home making, domestic economics, cleanliness, etc. which she might be expected to convey to her patient. This matter is also important for the teaching of many nursing procedures.

14. The Elimination of Odors

Discussion - The elimination of odors in a hospital is not without its educational significance for the student nurse with special reference to ventilation and cleanliness.

15. Care of Departmental Equipment

Discussion - Good example in the care of departmental equipment is indispensable for its educational influence. The nurse must

not be expected to give more attention to departmental equipment than those representatives of the institution whose major responsibility is the care of such equipment.

16. Care of Elevators and Dumb Waiters

Discussion - The care of elevators and dumb waiters contributes to the institution's effectiveness, orderliness and readiness to meet emergencies.

17. Units for Patients

Discussion - The care of the patients' rooms by the institution will have an undoubted effect upon the nurse's attitude towards the patients.

18. Disposal of Garbage and Dressings

Discussion - Cleanliness, hygiene, and orderliness are more easily taught in an institution in which satisfactory provisions have been made and are carried out for the disposal of garbage and dressings.

19. Incinerators

Discussion - In a modern institution the location, number and condition of the incinerators will constitute an important index of an institution's attitude with reference to cleanliness and hygienic conditions.

20. Drinking Fountains

Discussion - The availability and condition of drinking fountains throughout the hospital building is regarded by many as an indication of the hospital's consideration for the needs and comforts of its clientele.

21. Boiler Rooms - Coal Storage

Discussion - The condition of the boiler rooms and the provisions and maintenance of coal storage facilities are justly regarded as indices of effective and economic administration.

22. Laundry

Discussion - The position, mode of operation, and general condition of the institution's laundry are important in teaching the student nurse many of the practices which are indispensable to her later in her professional life.

23. Care of Individual Equipment for Patient

Discussion - The care of the individual equipment of the patient which is kept in his room or in the bedside table may give the Examiner valuable hints concerning the seriousness of the responsibility assumed by the institution for patient care.

24. Kitchen

Discussion - The general condition of the kitchen and its use should be studied by the Examiner as the student nurse will form many of her attitudes towards the institution and towards its educational program on the evidence she finds in the kitchen.

25. Ambulance

Discussion - The institution's ambulance, if it has one, its general condition, and its mode of use can be made an effective object lesson in many important phases of nursing practice.

26. Autopsy Facilities

Discussion - The proper care and administration of the autopsy facilities will make possible the effective teaching of the student nurse in many of the phases of medical care and should aid in developing in her mind an appreciation of the meaning of self-criticism by the doctor and the development of safeguards in medical practice.

27. General Equipment

Discussion - The operation and care of the institution's general equipment will have an important bearing upon the development of the sense of responsibility in the student nurse.

D. OPERATION AND CARE OF THE SCHOOL OF NURSING

The Examiner is requested to grade the operation and care of the school of nursing with the same attention to detail as she gives to the grading of the operation and care of the hospital. The topics to be evaluated are the same for both the hospital and the school, with the exception of topics number 14, 15, 17 and 23. Topics number 25 and 26 which occur under the heading of the operation and care of the hospital are not found in the topics listed under the operation and care of the school of nursing so that topic number 27 of the hospital list becomes topic number 25 in the school of nursing list.

The topics which are special to the school of nursing are here separately described.

14. Recreational Facilities

Discussion - The care and operation of recreational facilities for the student body of a school are obviously matters which intimately affect the educational program and should, therefore, receive proper emphasis.

15. Care of General Teaching Equipment

Discussion - The institution's care of the general teaching equipment has an undoubted bearing upon the student's attitudes. One cannot expect the latter to rise above the level of the institution's conscientiousness in this respect.

17. Units for Students

Discussion - The living units for the student nurses should be such as to inculcate an appreciation of proper living conditions and an appreciation of educational opportunities.

23. Care of Students' Personal Belongings

Discussion - When the institution assumes a measure of responsibility for the care and protection of the student's personal belongings, it assumes at the same time the obligation of teaching the student nurse many important and indispensable lessons.

VII. C U R R I C U L U M

The curriculum of a school must, of course, be devised with definite reference to the character of the institution, the character of the student body, the purposes of the school, and the resources in money and personnel which a school commands. Despite the fact that we have been accustomed to regard the curriculum of the school of nursing as being more or less fixed, as other professional curricula are, nevertheless, considerable variation has been developed in the course of time with reference to a wide variety of factors. These variations may arise in certain institutions in response to a planned program; in other institutions, they are accidental and casual.

In many of the Catholic schools of nursing, the old curriculum of the National League of Nursing Education will be found to be still in use; in some, the new curriculum is already being stressed. The Examiner of the school will not attempt to differentiate between them, as, for example, by grading higher those schools which have adopted the new League curriculum. She will rather attempt to study the curriculum of each school and evaluate it as an existing and as a most important factor of the school's educational work.

The subject of the curriculum is discussed under the headings of;

A. OBJECTIVES AND ORGANIZATION

B. TECHNIQUES OF CURRICULUM

C. COURSES

D. NURSING CONTENT OF CURRICULUM

E. SAMPLED COURSE EVALUATION

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A. OBJECTIVES AND ORGANIZATION

As already indicated, the curriculum to be an effective educational instrument must conform to the school's objectives. It must, therefore, be so organized as to enable the school to achieve its objectives. The implications of this statement are numerous. One important point which must be stressed, however, is that the curriculum of the school must be differently viewed by the Examiner with reference to the various purposes of the institution.

1. Evidence of Curriculum Planning

Discussion - Curriculum planning implies an active and conscientious effort on the part of the school officials, either individuals or committees, to form an integrated instrument for the development of those traits, capacities and skills in the student nurse which are thought to be desirable in a member of the nursing profession. The curriculum should, therefore, be characterized by adequacy, balance, and richness, as determined by the institution's resources, and by similar characteristics. These characteristics may seem general, but their absence in whole or in part will be readily detected on a study of the school's offerings.

Directions for Scoring - The Sister Examiner will score the institution in accordance with her findings.

2. Curricular Objectives

Discussion - The curricular objectives which should bear a definite relationship to the institutional objectives, will be manifold in the various religious, cultural, scientific, literary, and professional areas with which the school is concerned. A definition of these curricular objectives, expressed or implied, with reference to the broad areas of the school's interests, is different from both the objectives of the school and from the objectives of the component parts of the curriculum. The Examiner will attempt to determine whether the institution, in organizing its curriculum, has kept the broad developmental aspects of the curriculum sufficiently in mind.

Directions for Scoring - The Sister Examiner will express her judgment of the institution with reference to curricular objectives after she has had an opportunity of observing the curriculum in operation.

3. Relationship between Objectives and Curricular Content

Discussion - It seems unnecessary to emphasize the thought that there must exist a relationship between all of the school's purposes and the content of the curriculum. Whether this relationship is consciously understood may be determined in a multiplicity of ways, but chiefly by studying the objectives of the various courses and by determining whether the educational content of the courses is really such as to bring about the expected result in the pupil.

Directions for Scoring - The Sister Examiner's score will be the expression of her judgment on the school's excellence in this respect.

4. Effectiveness of Centralization or Departmentalization

Discussion - With reference to the educational administration of the curriculum, the various patterns are reducible to two fundamental ones; those which exhibit centralization and those which exhibit departmentalization. The difference between the two patterns lies not so much in the obvious significance of the terms, that is, in the absence or presence of a centralized authority for the organization of the curriculum, but rather in the degree to which authority is centralized. In the centralized pattern the entire responsibility for the curricular organization rests in a small group or in one person; in the departmentalized pattern, the immediate responsibility for the organization of a part of the curriculum lies in a person who may be designated as departmental director or by a title having similar implications. It is not the intention here to pronounce upon the value of the two types for the school of nursing. The Examiner is advised to accept the factual conditions existing in a school and to pass her judgment upon their educational effectiveness.

Directions for Scoring - The Sister Examiner's score will be the expression of her judgment on the school's excellence in this respect.

B. TECHNIQUES OF CURRICULUM

In the organization and administration of a curriculum, various techniques are obviously necessary to bring about that integration and unification without which the educational effect could not be secured.

1. Distribution of Curricular Content into Courses

Discussion - The total subject matter which the curricular content is required to teach the student nurse is, for the purpose of convenience, as well as for the purpose of educational effectiveness, distributed into subdivisional units ordinarily called courses. Under older forms of curricular planning, it was determined, first of all, for example, that the student nurse needed a knowledge of anatomy. The question then arose, how much instruction in anatomy should the student nurse receive in this particular school, and by what method should the subject be taught.

Under the newer approaches to the same question, the determining viewpoint is not so much the student's need of instruction in anatomy, but rather the achievement of the total effect on the student and courses are planned rather around a centralized and unified viewpoint, than on the basis of their unified content. Whichever plan the Examiner may find in the institution will be accepted by her as a factual condition, though, to be sure, in her report she will be free to make whatever comments may seem to be indicated.

Directions for Scoring - The score will be the expression of the judgment of the Sister Examiner after she has studied the curriculum of the institution.

2. Course Sequence (Emphasize Prerequisites)

Discussion - In a well-organized school, there is more than a casual reason for placing certain courses into the first, second, or third year, or the first or second semester, or for designating certain courses as "required" and others as "elective." The underlying reasons should emerge from the educational content of the courses rather than from less fundamental considerations. Once placed in the curriculum, a course should retain its position until again, for good reasons, a re-allocation takes place. With reference to the student, she should be required to follow a course sequence in such a way that a certain course or a group of courses is a prerequisite for admission to another course. One of the best indications of curriculum planning is the emphasis which it places upon the prerequisites for any particular course.

Directions for Scoring - The score will be the expression of the judgment of the Sister Examiner after she has studied the curriculum of the institution.

3. Balance in Time

Discussion - The time requirements of the curriculum as a whole should be divided into the time requirements for the individual courses, again on the basis of the relative importance of the different courses for securing objectives. Such considerations, for example, as the willingness of a particularly generous teacher to fill a larger fraction of the total time allotment, or the insistence of a teacher that he or she must have more time for teaching a particular subject as, for example, a special area of medicine, cannot be regarded as the expression of a sound policy with reference to time distribution.

Directions for Scoring - The score will be the expression of the judgment of the Sister Examiner after she has studied the curriculum of the institution.

4. Balance in Relation of Theory and Practice

Discussion - With the present emphasis upon teaching by "doing," it seems important to determine in each particular school whether reasonable and desirable balance is maintained between the teaching of theory and the teaching of practice. It should be noted that both may be

taught by doing, but, in the most common acceptance of the term, theory is assumed to be taught in the classroom, and practice in the laboratories and at the bedside. Schools of nursing which have kept themselves in touch with educational trends have, no doubt, re-examined their curricula with reference to this point. Hard and fast rules can scarcely be given, nevertheless, a reduction in the number of classroom hours and an enrichment of the number of hours of experience, as compared with time allotments a few years ago, may be regarded as sound, provided that the allotment of time to the teaching of theory has not been reduced to an educationally dangerous extent. The Examiner will require her best judgment and careful study in giving a score upon this important phase of the school's curriculum.

Directions for Scoring - The score will be the expression of the judgment of the Sister Examiner after she has studied the curriculum of the institution.

C. COURSES

The purpose of the distribution of the curriculum into courses has already been indicated above. The number of courses given in schools of nursing, as designated by the schools themselves, varies in the Catholic schools between twenty-four and forty-eight. In the new curriculum of the League, prescriptions with reference to courses, so-called, are relatively few, and the institution will again be able to divide the total content of the curriculum into as many separate units as may be found feasible or desirable.

1. Content

Discussion - The content of each course should be such as to achieve particular educational objectives. Courses may be organized by embracing in them unified subject matter or unified viewpoints or unified principles. In the more accepted courses, the unification of subject matter was stressed. This principle, as is well known, may lead to an unnecessary multiplication of courses.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

2. Duration, Length, and Place in Curriculum

Discussion - In the total curriculum each course has given to it a definite time allotment and a definite place. While good reasons may dictate flexibility in this respect, the reasons for such flexibility should always be apparent and should imply the fulfillment of an educational purpose.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

3. Relation between Course Objectives and Curricular Objectives

Discussion - The curricular objectives find their detailed expression in the course objectives. These latter may be specific for each course or group of courses but will be in harmony with the total curricular objectives in every well-organized curriculum. Evidence upon this point will not be difficult to ascertain.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

4. Correlation between Theory and Practice

Discussion - The relation between theoretical and practical teaching in furthering educational purposes, either through the curriculum as a whole or through the individual courses, is obviously a matter of serious concern. In the schools a wide variety of attitudes may be found. In some schools, there is insistence that the entire teaching should facilitate correlation in the student's mind. In other institutions the practice obtains of teaching theory without definite relation to practice in the hope that the student may make the proper applications with a minimum of guidance. Between these two extremes many diverse modifications may be found.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

D. NURSING CONTENT OF CURRICULUM

The curriculum of a school of nursing should emphasize the development of the nurse. Though this statement may seem to be a truism it is, nevertheless, frequently enough violated. The emphasis which is placed upon certain courses merely because facilities for teaching them are more available than for teaching other subject matter; the unjustifiable time allotments to which reference has already been made, all these and other indications would seem to point to a neglect of the fundamental principle that, after all, the curriculum in nursing is intended to develop nurses.

1. Evidence of Emphasis on Profession

Discussion - Sound views concerning professional education would seem to

demand that the emphasis of the curriculum be placed definitely upon nursing. With the growing interest in the introduction of the viewpoints and practices of college education, a temporary danger may exist to over-emphasize this approach for the purpose of bringing about certain highly desirable modifications. In a well-planned program, the nurse will not be able to forget her purpose, and the emphasis will be upon progressively higher professional requirements in nursing than upon progressively higher requirements in any particular phase of the nursing curriculum. After all the purpose of the so-called non-nursing courses in the nursing curriculum is to make better nurses. In a Catholic school of nursing, this emphasis will not be wanting, as the Catholic school will motivate its insistence upon professional excellence by the considerations which are derived from religious teaching and life.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

2. Development of Professional Attitudes

Discussion - As here used, we mean by professional attitudes those viewpoints towards the work of nursing which should characterize the nurse as a "professional person" rather than as a "tradeswoman." Hence, service rather than gain, skill based on knowledge rather than mere skill, self-dedication rather than economic considerations, broad usefulness rather than restricted service are to characterize the nurse who is a "professional person." The school's curriculum must be devised in such a way as to facilitate the development of these attitudes. In the Catholic school, moreover, the religious factor as a stimulus to professional excellence and to service will not be overlooked.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

3. Integration of Basic Principles with Nursing

Discussion - In a professional school, the emphasis upon the development of skills should be derived from fundamental and basic principles. The nurse should not be allowed to develop attitudes which in her mind, for example, draw a sharp line between the basic science courses as merely theoretical and the courses in medical nursing as really practical. There must be constantly a "carry-over" of viewpoints from her scientific, her cultural, and her religious courses into her nursing practices. The more intimate the integration, the more effective we may consider the institution's educational program.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

4. Use of Procedures and Techniques

Discussion - Considerations similar to those just discussed will apply to the manner in which procedures and techniques are taught to the students and to the manner in which the students carry out these procedures and techniques. The Examiner will seek to discover evidence upon the institution's awareness of underlying theory for each of the nursing procedures and techniques.

Directions for Scoring - The Sister Examiner will express her judgment on the educational soundness of the school's practice in giving her score.

5. Professional Orientation

Discussion - The professional orientation of the nurse, as a process, implies the school's efforts towards directing her interests, under adequate motivation, including in our schools, religious motivation, first of all towards nursing as a profession; secondly, towards one of the phases, or branches, or activities of nursing; thirdly, towards the larger subject of health and sickness care in the social environment of the day, and, fourthly, towards life in general. The curriculum must make provision for a graded and progressive series of influences for molding these attitudes of the nurse. Before her graduation she should have been assisted towards a focal point for her life.

Directions for Scoring - The Sister Examiner will express her judgment on the effective assistance given by the school towards the professional orientation of the nurse.

E. SAMPLED COURSE EVALUATION

Manifestly, it would be impossible for the Examiner, during a relatively short stay in an institution, to evaluate each of the courses which is offered by the institution; nevertheless, it seems necessary for the purpose of school evaluation that a fair sampling of the courses and a more or less intensive study of several of them be undertaken. For this reason it is suggested that the Examiner of the Catholic schools give a measure of concentrated attention to: (1) A Basic Science Course; (2) A Cultural Course; (3) at least two Courses in Nursing; (4) The Course in Ethics and the Course in Religion.

(1) A Basic Science Course

Many of the schools of nursing which are not emphasizing the two year preliminary college requirements are still offering basic science courses. The Sister Examiner on the advice and perhaps at the suggestion of the Director of the school of nursing will survey all of

these courses but will concentrate her attention upon one of the following: Anatomy, Bacteriology, Chemistry, Physiology, and Pathology.

(2) A Cultural Course

From the cultural courses, the Sister Examiner will select one for special study, again with the advice and perhaps suggestion of the Sister Director of the school. Among those which may be selected are the following: English, Sociology, Expression, and Philosophy.

(3) Courses in Nursing

Among the courses in nursing, two will be selected, after consultation with the Sister Director. These two should be selected from the following: Medical, Surgical, Pediatric, and Obstetric Nursing. If Surgical Nursing is chosen, the course in Operating Room Technique should be included. It is advised that the Sister Examiner select Medical Nursing.

(4) The Course in Ethics

On account of its special importance, the course in Ethics will be separately studied. The same applies to the course in Religion.

1. Content and Sequence

In reviewing the sampled courses, the course content should be studied from a syllabus if one is available or from notes on the course supplied by the Sister Director or by the instructor in the course itself. It seems important that the prerequisites of the course, the educational level of the students, and the immediate previous preparation of the student should all be taken to account in arriving at a judgment on the course content and sequences. Considerable attention should also be devoted to the courses for which a particular course is to prepare the student.

2. The Instructor

Wherever possible, the Sister Examiner should seek an interview with the instructor of the particular course to which she is devoting concentrated attention. During this interview she will attempt to ascertain the instructor's attitudes towards the teaching of nurses

and towards the nursing profession and will attempt, furthermore, to estimate her academic preparation and her qualifications as a teacher. The academic record of the instructor will be available for ascertaining details.

3. Adequacy of Time Requirement

After ascertaining the time allotted to each of the sampled courses, the Sister Examiner will seek to determine whether or not the time allotment satisfies the needs of the students and the purposes of the particular course.

4. Schedule Place

The place of the course in the schedule, as has been pointed out above, may suggest some valuable considerations with reference to the emphasis which is being placed upon it by the institution. The evaluation of this place must be studied with reference to prerequisites and with reference also to the courses which are to follow.

5. Administration

The course administration should be studied through information elicited both from the instructor and from the school office. In the course administration should here be included provisions for group and individual instruction, methods of grading, examining methods, instructional methods, laboratory and classroom requirements, etc.

VIII, INSTRUCTION AND TEACHING FACILITIES

Instruction and teaching facilities are here treated as closely inter-related features of the school of nursing. Difficult as it is to find objective methods of measuring instructional success, it is not as difficult to form a judgment concerning the quality of instruction and concerning the institutional interest in instruction. The teaching facilities are usually closely related to instruction and while not indispensable for instructional success, they cannot but add greatly to instructional effectiveness.

This factor is discussed under the following heads:

A. INSTITUTIONAL CONCERN REGARDING INSTRUCTION

B. METHODS

C. FACILITIES

D. EFFECTIVENESS

* * * * *

A. INSTITUTIONAL CONCERN REGARDING INSTRUCTION

The institution must be seriously concerned regarding instruction. This concern will manifest itself chiefly in the interest which the administrative officers of the school take in the problems of the individual teacher, of the student's reactions to the instructional program and the evidence of its effectiveness.

1. Policies

Discussion - The school's policies concerning instruction are fundamental and insure effectiveness. Again, it must be pointed out that the policies may be either explicit or implied. In either case, it is important that they be stabilized and that questions pertaining to instruction and teaching facilities should not be left to a casual solution which may or may not form a part of a consistent attitude. The policies to which reference is here made are policies pertaining to the emphasis upon the teaching ability of the staff; faculty selection; the policies concerning the induction of young instructors; policies concerning classroom visits by administrative or other officers; policies concerning the discussion of instructional methods in committees and faculty meetings; etc.

Directions for Scoring - The Sister Examiner will attempt to discover the policies which are in operation and will express her judgment accordingly.

2. Administrative Concern

Discussion - The administrative officers of a school are the persons to whom the instruction of the institution should be a matter of serious concern. A judgment upon this point may be formed on the basis of many features which will become obvious to the Examiner. The recognition of the effective instruction by the administrative staff and the institution's concern to give to teachers an opportunity to develop by supplying them with special facilities to aid in their instructional problems, by affording opportunities for visits to meetings, conventions and other institutions of learning, by making special provisions to meet their needs in the library, by permitting faculty members to participate in the development of the school's policies, will form the basis of the Examiner's judgment upon this point.

Directions for Scoring - The Sister Examiner will attempt to find evidence upon this point and will express her judgment in her score.

3. Teacher Induction

Discussion - It is important that young or newly appointed teachers should not be left entirely to their own devices in adjusting themselves to the institution and in facing the problems which the institution presents. Practices differ widely in different institutions but some assistance should be available for young or new instructors. This matter may be of particular significance to our Catholic institutions.

Directions for Scoring - The judgment of the Sister Examiner will be formed on the basis of her findings.

4. Supervision of Teaching

Discussion - In every school, a measure of supervision of the teaching is highly desirable. Wisdom must here be exercised by administrative officers lest personal methods, initiative and resourcefulness be unwarrantedly curtailed. Rather these should be stimulated within such limits as prudence will define. On the other hand, restraint in all such matters and a desire to standardize teaching methods may also fail in achieving a desirable educational result.

Directions for Scoring - The Sister Examiner will give her score in accordance with her judgment on the actual practices which are employed in the institution.

5. Evidence of Faculty Concern for Instruction

Discussion - Not only the administrative officer but the faculty as well must be seriously concerned with the instruction. The faculty interest will be greatly stimulated by administrative interest in the problems, but it is equally true that initiative on the part of the faculty with regard to such matters may react favorably upon the administrative group and will undoubtedly have a significant influence on the student body.

Directions for Scoring - The Sister Examiner's judgment will be expressed in accordance with her findings.

B. METHODS

Methods of instruction, as is well known, differ widely from the more or less standardized methods of classroom instruction to the extremely variable and flexible methods of individual instruction and from the formal lecture to the casual conference. Methods are also diverse with reference to the modes of conveying knowledge, vocal and visual methods of extreme diversity having been developed to insure effective teaching.

1. Interest of Faculty in Methods

Discussion - The faculty's interest in methods of instruction is paramount. Every individual teacher should be encouraged to discuss her own methods with other faculty members and to bring instructional problems to the entire group for a common solution. Evidence upon the practice of the institution can be gained from conferences with faculty members, from records of faculty meetings, and also from the administrative officers.

Directions for Scoring - The Sister Examiner will express her judgment in her score on the basis of her findings.

2. Attitude towards Experimentation

Discussion - An experienced teacher will not content herself with the employment of a constant and invariable method. She knows that for the purpose of stimulating the interest of her class, she must present her subject matter from constantly varying and from many diverse viewpoints. Experimentation, therefore, with methods of teaching, provided they be based upon a thoughtful estimate of a situation and upon a prudent resourcefulness, should by all means be encouraged.

Directions for Scoring - The Sister Examiner will express her judgment in accordance with the evidence which she will find of the attitude in the institution towards experimentation.

3. Adaptation of Method to Course Objective

Discussion - Variation in teaching methods should be based, among other things, upon well-defined course objectives. It has already been pointed out that course objectives will vary and for the development of a well-planned instructional program, the methods employed in teaching should fit the purposes of the course. Clearly, teaching methods which may be useful in a didactic course cannot be assumed to be equally useful in a laboratory course and the didactic methods used in a course which is accompanied by laboratory work will scarcely be the same as those employed in giving a course which embraces neither laboratory work nor field work.

Directions for Scoring - The Sister Examiner will recall her findings with reference to the sampled courses which she has carefully evaluated and will express her judgment accordingly.

4. Extent of Student Participation

Discussion - In accordance with present day trends, the participation of students in teaching is thought to be highly desirable. The underlying purpose is always to increase the student's interest and alertness and to give her a deeper sense of responsibility in following the course. In schools of nursing, such student participation should be particularly emphasized by reason of the special character of the problems of a school of nursing.

Directions for Scoring - The Sister Examiner will attempt to define the extent of student participation in instruction and will express her judgment accordingly.

5. Individualization of Instruction

Discussion - Again, in accordance with present day trends, instructional methods must take cognizance of the needs of individual students. This may be done either by individualizing the teacher's approach in group instruction or by separate conferences with the individual student. Countless variations and combinations of these two basic procedures are possible.

Directions for Scoring - The Sister Examiner will attempt to discover what is being done in the institution to provide for the needs of individual students through the instructional methods.

6. Evidence of Emphasis on Student Activity

Discussion - From all that has here been said, it seems clear that the emphasis in the evaluation methods should be placed on the stimulation of student activity and on the active participation of the students in the school's educational program. In essence, this thought

implies that the chief concern of the school as a school is to bring the students to a realization of their purposes in attending.

Directions for Scoring - The score given by the Sister Examiner will here pass judgment upon the educational effectiveness of the institution's interest in instructional methods.

C. FACILITIES

Instructional facilities, as already indicated, are obviously indispensable in conducting a school and must be particularly emphasized with reference to a school of nursing. There are still schools of nursing in which relatively little provision has been made for the ordinary school requirements.

1. Classrooms

Discussion - In evaluating the classrooms, the Examiner will give her attention to a large number of details, such as, the dimensions of the room for the size of the class, the ceiling arrangements, the seats, the lighting conditions, ventilation, heating conditions, blackboard and bulletin board space, the teacher's desk, facilities for display material, ease in insuring cleanliness, etc., etc.

Directions for Scoring - The Sister Examiner will express a summarizing judgment in her score. She may find it convenient, however, for her own consistent application of her methods, to place her own evaluation as a part of the total score upon the separate features which are herein mentioned or others which she may deem particularly important.

2. Laboratories

Discussion - The same considerations which have been mentioned above with reference to classrooms apply to laboratories. Here, however, the emphasis should be upon the adaptability of the laboratories for the particular sciences which are taught in it. In some institutions, the laboratory is used for teaching all of the sciences. Where this is the case, special consideration should be given to insure adequacy.

Directions for Scoring - The Sister Examiner will express a summarizing judgment in her score. She may find it convenient, however, for her own consistent application of her methods, to place her own evaluation as a part of the total score upon the separate features which are herein mentioned or others which she may deem particularly important.

3. Demonstration Rooms

Discussion - Again, the considerations offered under the program concerning classrooms might here well be repeated. Emphasis, however, is to be placed upon the availability of the demonstration room for group instruction. The room should be of such a character that all those who are called to witness the demonstration may be conveniently placed to insure their concentration of interest upon the instruction which is in progress.

Directions for Scoring - The Sister Examiner will express a summarizing judgment in her score. She may find it convenient, however, for her own consistent application of her methods, to place her own evaluation as a part of the total score upon the separate features which are herein mentioned or others which she may deem particularly important.

4. Library (as a Teaching Facility)

Discussion - The library is here regarded as one of the teaching facilities. The library itself may be used as a demonstration room for certain purposes, as it is in some institutions but even if it is not so used, it is a most important adjunct to all the other facilities.

Directions for Scoring - The Sister Examiner will inquire specially into the use of the library as a teaching facility and will give her score in accordance with her findings.

5. Conference Rooms on Wards

Discussion - Due consideration for the attitudes of patients as well as the student nurses will suggest that certain comments and certain class exercises should not take place in the presence of other patients. In well-planned schools and hospitals, therefore, a conference room is readily accessible from the wards or divisions thus insuring the possibility of presenting an individual patient to small groups of student nurses.

Directions for Scoring - The Sister Examiner will give a high or a low score depending upon whether she finds suitable conditions in all sections of the hospital and on all divisions where student nurses are taught individually or in small groups.

D. EFFECTIVENESS

On account of the educational importance of instructional methods and teaching facilities, a summarizing criterion is here inserted to emphasize the bearing of the teaching facilities to the instructional methods.

The intent here is so obvious that only a general statement need be made under each of the topics.

1. Evidence of Effectiveness

a) In Classroom Instruction

Discussion - The evidence should be sought for on the basis of the judgment concerning the classroom facilities and classroom teaching methods.

b) In Laboratory Instruction

Discussion - The evidence should be sought for on the basis of the judgment concerning the laboratory facilities and laboratory teaching methods.

c) In Clinical Instruction

Discussion - The evidence should be sought for on the basis of the judgment concerning the clinical facilities and clinical teaching methods.

2. Evidence of Correlation by the Student

Discussion - The effectiveness of the teaching facilities and instructional methods on the student body may be judged by the evidence which the Sister Examiner discovers, of the student's self-activity in correlating all her required knowledge at the various educational levels.

3. Evidence of Professional Development

Discussion - The effectiveness can also be judged by the evidence which is discovered of the student's professional development at the various educational levels.

IX. L I B R A R Y

The library of a school of nursing should, of course, be developed in strict accord with the institution's objectives. The complicating feature here is the fact that in different institutions, the libraries are not developed in accordance with a uniform organizational plan. In those institutions in which a close relationship between the hospital and the school of nursing is maintained, the library of the school is often merged with the hospital library and the patients' library. In other institutions, the school library may be separate but for reasons of economy, many of the books in the medical or patients' library must be readily accessible to the student nurses.

This factor is discussed under the following heads:

A. THE LIBRARY AND THE SCHOOL

B. HOLDINGS AND USE

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A. THE LIBRARY AND THE SCHOOL

On whatever plan the library of the institution is organized, it seems imperative that in every school of nursing there should be a separate school of nursing library. If, for economic reasons, the use of certain books and publications must be shared by the nursing staff and other staffs of the institution, the use of the non-nursing books and publications should be made easy for the student nurse, so that the difficulties of getting needed books may not become prohibitive.

1. Institutional Emphasis on the Library

Discussion - The institutional emphasis on the library may be regarded as an index to the seriousness of the educational program. Evidence upon this point will be easy to detect.

Directions for Scoring - The Sister Examiner will determine by conferences with the administrative officers and the librarian, the extent to which the official attitudes have emphasized this teaching facility. An inspection of the library itself should serve as a check upon the conferences. The score will be given in accordance with the Examiner's combined findings.

2. Accessibility for Continuous Use

Discussion - The library should be readily accessible to the student nurses at all times. Hence, the hours during which the li-

brary is open each day, whether or not it is open on Sundays and holidays, the availability of the librarian's service, all these points are important in arriving at a reliable judgment concerning the library and the school.

Directions for Scoring - The Sister Examiner will investigate the matters here suggested and will give her score in accordance with her findings.

3. The Librarian as a Faculty Member

Discussion - The most significant educational results can be achieved by regarding the librarian as a faculty member of the school. She should enjoy all the privileges of the faculty members but should at the same time assume all of the obligations. Her functions as one of the teachers of the institution are important and significant. The various characteristics which distinguish any other faculty member should be found in her also. She should recognize the unusual opportunities which she has to individualize instruction.

Directions for Scoring - The Sister Examiner will attempt to evaluate the librarian not as an individual but as a faculty member, though necessarily, the Examiner's impression of the individual will enter into her evaluation.

4. Effectiveness of the Library in the School

Discussion - As a summary of the total judgment which the Examiner has formed of the use and the usefulness of the library in the school, an evaluating score for general effectiveness should be given.

Directions for Scoring - The score will express the Sister Examiner's judgment.

B. HOLDINGS AND USE

The content of the library and the use to which it is put are obviously most important considerations. The statistics concerning the size of nursing school libraries has not as yet been developed to the point of reliability.

1. Relation of the Holdings to Curricular Objectives

Discussion - The library holdings must, of course, be assembled with definite reference to the curricular and the institutional objectives. This principle has already been implied in the discussions which have preceded. A nursing library which is made up chiefly of medi-

cal books, would, of course, be regarded as inadequate. Several large fields of knowledge should be well represented in the library holdings. It seems unnecessary to point out that all the various areas of interest which are presented to the student nurse are to be represented in the library.

Directions for Scoring - The Sister Examiner will score this topic after inspecting the library and after her conferences with the administrative officers and the librarian.

2. Balance in Book Holdings

Discussion - By balance in the book holdings is here understood a well-planned assemblage of books representative of all of the important nursing, cultural, and scientific fields which should be of interest to the student nurse. It seems important to insist that even if one feature is specially developed by reason, for example, of a gift collection, an effort should be made to enrich the other areas of interest as fully as resources will permit.

Directions for Scoring - The score should express the Sister Examiner's judgment upon this important point.

3. Balance in Periodical Holdings

Discussion - The considerations adduced concerning the balance in book holdings are applicable with equal force to the topic of balance in periodical holdings. In conformity with other professional libraries, special emphasis should here be placed upon the number and character of the school's periodicals. It is important, furthermore, that periodicals should be bound promptly, as soon as possible after the completion of each volume.

Directions for Scoring - The Sister Examiner will study the library from the viewpoints here suggested.

4. Use of the Library by the Faculty

Discussion - A library of a school of nursing is intended not only for the student nurses but also for the faculty members. Though these latter may have private collections of books specially with reference to their individual fields, nevertheless, the use of the library by the faculty should be greatly encouraged.

Directions for Scoring - The Sister Examiner will attempt to secure statistical information on the use of the library by faculty members and will supplement this information by conferences

with administrative and instructional officers. Her score will be given accordingly.

5. Use of the Library by the Students

Discussion - This is a most important matter and will give evidence of the soundness of the school's educational practice in many fields.

Directions for Scoring - The Sister Examiner will attempt to secure statistical information on the use of the library by students and will supplement this information by conferences with administrative and instructional officers. Her score will be given accordingly.

X. ACHIEVEMENT AND EDUCATIONAL RESULTANTS

It is important that every school should exercise self-criticism towards its program and towards its educational resultants. This should be done with deep sincerity, with an impersonal and aloof desire of knowing the truth and with a further determination to use the results of its self-critical processes for the modification of its policies and practices.

This factor is discussed under the following heads:

A. EXAMINATIONS

B. PLACEMENT

C. PROFESSIONAL CERTIFICATION

A. EXAMINATIONS

The examination of the students in every school is a most important part of the educational activity. The viewpoint which should be stressed is that examinations should not merely test the knowledge and the skill of a student, a very important objective, but also that the examinations should test the validity of the school's policies and the efficacy of its educational methods.

1. Policies towards Achievement Testing

Discussion - The school's policies towards achievement testing should give evidence of thoroughness, impartiality and a strong educational viewpoint. If it is the policy of the school to give examinations at set intervals only, for example, at the end of each semester, thus making it difficult to secure evidence of a need for the guidance of an individual student, the institution must be able to justify such a policy by the content of its general educational policies. On the other hand, an exaggerated frequency of achievement testing may lead the students into "cramming" for examinations which result would again fall short of an educational effort.

Directions for Scoring - The Sister Examiner will discover evidence of the school's policy in the course of her inquiry into the character and the frequency of tests and will give an evaluating score.

2. Types and Methods of Examinations

Discussion - The types of examinations can be roughly classified as the "essay type" and the "objective type," the classification depending upon the alleged degree of freedom from personal bias to which the two types are differently subjected. The more modern methods of examination have laid stress upon the objectivity of the newer examination methods. In such a statement, a judgment of the validity of the essay type of examination is not necessarily expressed, nevertheless, schools seem to have favored the modern objective method of examination. In addition to these two types, the "practical examination" still holds a deserved and honored place.

a) In Theoretical and Laboratory Courses

Discussion - The examination methods may well be, at times, of the essay type; at other times, of the objective type. When the latter methods are employed, they should be sufficiently diversified to prevent the student from gaining the impression that the institution is employing only one form for its examinations.

Directions for Scoring - The Sister Examiner will study the actual examination questions which have been employed by the institution and will attempt to evaluate these examinations.

b) In Clinical Experience

Discussion - There is a possibility by a competent examiner to employ many and diverse approaches to a test. The "practical examination" should by no means be overlooked as contributing greatly to the efficacy of the testing program.

Directions for Scoring - The Sister Examiner will study the actual examination questions which have been employed by the institution and will attempt to evaluate these examinations.

3. Grading

Discussion - No hard and fast rules can be laid down for judging the efficacy of the grading practice of an institution. It must be admitted that both principles, that of recognizing the value of extra-course information in grading the student and that of purely objective grading, have considerable merit. In the employment of either principle, it seems important to emphasize the thought that sufficient variation should exist in the grades given to different students to express significant differences in their achievement. Obviously, the practice would be open to criticism if all the students received high or very low grades consistently in any one course, particularly if the same students manifested a decidedly different achievement in other courses. Such a situation should be definitely subjected

to special study. In this connection, it seems important also to investigate the institution's practice with reference to reporting the grades. Moreover, the procedure of changing a grade once it has been officially reported to the office, should also be looked into.

Directions for Scoring - The Sister Examiner will give her judgment of the grading procedures in accordance with her findings.

4. Educational Use of Examination Results

Discussion - Examination results are used for educational purposes either for the guidance of the individual students or as a suggestion with reference to the school's educational program. Examination results should be used for both purposes.

Directions for Scoring - The Sister Examiner will determine whether the institution is pursuing a sound practice with reference to examination results. She should be particularly careful to determine whether or not both the individual student and the institution as a whole are benefiting by the results of the examination. The Sister Examiner will attempt to express her judgment on the whole examination procedure in assigning her grade.

B. PLACEMENT

Every institution is called upon at some time or another to make suggestions for filling a vacancy in some other institution. In addition, however, the institution should have a strong sense of responsibility for placing its own graduates into positions which are conformable to certain individuating traits of its students and to their likes and capacities. The important point which must be stressed is that the institution should regard a placement program as a part of its educational responsibility.

1. Policies Concerning Placement

Discussion - An institution may either ignore its obligation with reference to student placement or may accept the responsibility wholeheartedly. Between these two limits lies a wide variety of attitudes towards this problem.

Directions for Scoring - The Sister Examiner will attempt to express her judgment on the policies pursued by the institution with reference to this important matter.

2. Accumulation of Data

Discussion - The obligations of a school of nursing towards the individual student should not, as has been indicated, cease with the student's graduation. To this end, the institution should keep an alumnae file and should give evidence of its concern that this file be carefully kept up to date. Facts, therefore, about the successive employment, appointment, pertinent personnel data, etc., should be diligently accumulated by each school, so that when the time comes, the institution may give reliable and accurate information not only about the academic standing of the student, but also upon many other points of interest.

Directions for Scoring - The Sister Examiner will study the institution's alumnae file and will attempt to give an evaluating judgment upon the institution's practice.

3. Administration of Plan

Discussion - In addition to the data which are accumulated, the administration of the placement plan demands a measure of concentration upon the personal fitness of the graduate nurse. To this end, there should be evidence of the fact that the school officials have from time to time kept graduates informed of desirable openings. Moreover, there should be evidence of the fact that the institution has actually used the information which is available in counseling the acceptance or non-acceptance of a suggested position.

Directions for Scoring - The Sister Examiner will attempt to find correspondence dealing with placement problems either explicit or implied and will give her judgment in accordance with her findings.

4. Attitude towards Alumnae Associations

Discussion - An institution's attitude towards its own alumnae association must be regarded as affording valuable evidence upon the school's concern for its student body. The alumnae association should be given a measure of continued influence in the administration of the school without, however, in any way weakening the educational policy. The important point that must be stressed is this, that the alumnae association of an institution by reason of the fact that each of its members has a right to safeguard the full educational validity of the certificate, diploma or degree, has a right to express views upon the conduct of the school provided that this be done with due regard to existing circumstances.

Directions for Scoring - The Sister Examiner will attempt to determine the institution's attitude towards its alumnae association from such criteria as have here been suggested and will give her score accordingly.

5. Inter-Institutional and Inter-Agency Relationships

Discussion - It is most important that each institution should, through a particular, designated official or a committee, maintain an effective relationship with other organizations in the community. This does not mean that the school of nursing should yield to every suggestion, be it logical or whimsical, which comes to the mind of some alumna. It does mean, however, that all inter-institutional and inter-agency relationships with relation to placement should be regarded as the primary concern of some faculty member or a group of faculty members.

Directions for Scoring - The Sister Examiner will attempt to express her judgment upon this important matter on the basis of her findings.

C. PROFESSIONAL CERTIFICATION

The question of professional certification or licensure is obviously a very vast and highly important one. It is necessary for every school of nursing to maintain amicable, cooperative, and frank relationships with the State Board of Nurse Examiners, thus eliminating the charges not too infrequently heard, that a particular school failed to secure recognition by reason of factors over which the institution had relatively little control.

1. Policies with Reference to the State Board

Discussion - The policy of the school of nursing with reference to the State Board should be one of understanding and cooperation. Any view of the State Board other than this may lead to serious complications in policy.

Directions for Scoring - The Sister Examiner will determine what the requirements of the State Board are and how these are integrated into the curriculum of a particular school. She will express her judgment in accordance with her findings.

2. Conformity with State Board Requirements

Discussion - The State Board of Nurse Examiners is usually made up of representatives of the various interests of the nursing profession. With regard to all of these, the administrative and instructional officers of a school of nursing should have a profound understanding and intimate appreciation. A school of nursing must bring its program into harmony with the State Board requirements if it is to succeed in a particular community.

Directions for Scoring - The Sister Examiner will study the State Board requirements of the state in which she is examining and will attempt to give a score in accordance with her findings.

3. Maintenance of Relationships with the State Board

Discussion - The maintenance of relationships between the school of nursing and the State Board should, as has already been suggested, be one of helpfulness. It is important to stress here the desirability of a continuing program. Faculty members who are successful in maintaining a relationship with the State Board and of promoting a reciprocal relationship, should be encouraged to take a deep interest in this problem. The schools must be seriously concerned with maintaining a gratifying relationship with the State Board.

Directions for Scoring - The Sister Examiner will attempt to study the actual functioning of the school with reference to professional certification, the special phase being the institution's whole attitude and practice with reference to the State Board.

4. The State Board Record of the School

Discussion - While it is admitted that State Board records of individual students mean relatively little as compared with the knowledge of the total set of circumstances within which a particular student takes the examinations, nevertheless, the record of the school before the State Board is important just as are the grades of the individuals taking the examination, and other factors.

Directions for Scoring - The Sister Examiner will do well to call for a statement of the record of State Board examinations and will express her judgment accordingly.

APPENDIX

INFORMATIONAL AND STATISTICAL SCHEDULES

Faculty Academic and Service Record for Nurse Faculty Members	Top.Anal.II-A-n
Present Service Record -- School of Nursing	Top.Anal.III-A(3)
Faculty Academic Record for Use of Non-Nurse Faculty Members	Top.Anal.II-A-o
Present Service Record -- School of Nursing	Top.Anal.III-A(3)
Internal Organization -- Boards and Committees	Top.Anal.II-B-1
Internal Organization -- Faculty Roster	Top.Anal.II-B-5a
The School-College Relationship	Top.Anal.II-D
Faculty Administration -- Conditions of Faculty Service	Top.Anal.III-A(4)
Student Administration -- Student Enrollment	Top.Anal.III-C
Source of Students	Top.Anal.III-C(1)a
Daily and Weekly Clinical Service Schedule Distribution of Student Nurses on Clinical Service	Top.Anal.III-E(1)b-17
Financial Statement Financial Report of Supplementary Activities Guide of Instruction	Top.Anal.IV-E
Guide for the Computation of Contributed Services	Top.Anal.IV-E-g
Report of Equivalent Value of Contributed Services	Top.Anal.IV-E-i
Estimated Value of Student Nursing Service	Top.Anal.IV-E-h
Hospital Census Report	Top.Anal.V-B
Curriculum Class Schedule for Student Nurses	Top.Anal.VII-B
Library	Top.Anal.IX

N.B.—Ruled for Typewriter Use if Desired.

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

Top. Anal. II-A-n

FACULTY ACADEMIC AND SERVICE RECORD FOR NURSE FACULTY MEMBERS
(Including Teachers, Administrators and Clinical Supervisors)

Date_____

Name in Full, including
Religious and Family Name_____

_____ _____
Name of School City and State

Present Position—in the Hospital_____

—in the School of Nursing_____
Full Time or Part Time

General Education:

High School: Name_____ Date_____

Name_____ Date_____

College: Name_____ Date_____

Name_____ Date_____

Name_____ Date_____

Degrees:_____ College or University_____ Date_____

_____ College or University_____ Date_____

Graduate Education:

College or University: Name_____ Date_____

Name_____ Date_____

Degrees:_____ College or University_____ Date_____

_____ College or University_____ Date_____

Professional Education:

Nursing School: Name_____ Date_____

Name_____ Date_____

Graduated: School_____ Date_____

Special Courses:

Hospital or School_____ Date_____

Courses Taken_____

Professional Education: (Cont'd.)

Special Courses: (Cont'd.)

Hospital or School _____ Date _____

Courses Taken _____

Hospital or School _____ Date _____

Courses Taken _____

Former Hospital Positions:

Name and Address of Hospital	Position	Dates

Former Teaching Positions:

in Schools of Nursing

Name and Address of Institution	Position and Subject(s)	Dates

in Other Educational Institutions

Name and Address of Institution	Position and Subject(s)	Dates

Memberships in Associations, Organizations, or Societies:

a. Professional Organizations

Name of Organization	Membership Status	Year

b. Other Organizations

Name of Organization	Membership Status	Year

Committee Memberships:

a. Please provide in the spaces below information concerning your memberships on state and national committees of various professional and other similar Associations and groups.

Name of Committee	Year(s) (from ——— to ———)

b. Please indicate below the names of committees of the hospital or of its school of nursing on which you were or are a member. (This refers to the School in which you are now teaching.)

Name of Committee	Year(s) (from ——— to ———)

Publications:

Please list below the titles of any articles which you may have had published, indicating the name of the Journal, the month and year of publication. (If necessary, please use Supplementary Sheet.)

Title of Article	Name of Journal	Month and Year

Special Fields of Interest in Education, Nursing, Hospital or Other Professional Activities:

Please give details:

Special Projects Undertaken: Please give details.

1. As a Thesis or Dissertation—Title, year, etc.

2. Organizational Projects (i. e. School or School Activities, hospital or hospital activities, etc.)

3. Special Educational or Professional Projects in School or hospital fields.

III. ADMINISTRATION

PRESENT SERVICE RECORD
SCHOOL OF NURSING

a. Present Instructional Duties

Date of Appointment_____

Course	Number of Students	Hours per Week	
		Classroom Duties	Laboratory Periods

b. Present Administrative Duties

Please check (√) which of the following administrative duties you are now performing:

1. Course Integration_____
2. Student Administration_____
3. The Supervision of Teaching_____
4. Administering Examinations_____
5. Faculty Conferences and Meetings_____
6. Committee Service_____
7. Intra-Course Assignments_____

About how much time per week do you give to the discharge of this group of duties?_____

(Over)

c. Personnel Duties

Please check (√) which of the following personnel duties you are performing:

1. Student Orientation_____
2. Academic Counseling_____
3. Personal Counseling_____
4. Vocational Counseling_____
5. Health Counseling_____
6. Social Counseling_____
7. Spiritual Counseling_____

About how much time per week do you estimate is given to the discharge of this group of duties?

_____

Present Hospital Position:

Position _____

Duties _____

Approximate Number of Hours per Week_____

Comments _____

_____

N.B.—Ruled for Typewriter Use if Desired.

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

Top. Anal. II-A-o

FACULTY ACADEMIC RECORD
FOR USE OF NON-NURSE FACULTY MEMBERS

Date_____

Name in Full_____

_____ _____

Name of School City and State

Present Position—in the Hospital_____

—in the School of Nursing_____

Full Time or Part Time

General Education:

High School: Name_____ Date_____

Name_____ Date_____

College: Name_____ Date_____

Name_____ Date_____

Name_____ Date_____

Degrees:_____ College or University_____ Date_____

_____ College or University_____ Date_____

Graduate Education:

College: Name_____ Date_____

Name_____ Date_____

Degrees:_____ College or University_____ Date_____

_____ College or University_____ Date_____

Medical or Other Professional Education:

Medical School: Name_____ Date_____

Name_____ Date_____

Name_____ Date_____

Graduated: School_____ Date_____

Interneships Hospital_____ Date_____

or

Residencies: Hospital_____ Date_____

Hospital_____ Date_____

Medical Education: (Cont'd.)

Post Graduate Instruction:

Name of Institution	Subject	Date of Attendance	Remarks

Former Hospital Positions:

Name and Address of Hospital	Position	Dates

Former Teaching Positions:

in Schools of Nursing

Name and Address of Institution	Position and Subject(s)	Dates

in Other Educational Institutions

Name and Address of Institution	Position and Subject(s)	Dates

Memberships in Associations, Organizations, or Societies:

a. Professional Organizations

Name of Organization	Membership Status	Year

b. Other Organizations

Name of Organization	Membership Status	Year

Committee Memberships:

a. Please provide in the spaces below information concerning your memberships on state and national committees of various professional and other similar Associations and groups.

Name of Committee	Year(s) (from ——— to ———)

b. Please indicate below the names of committees of the hospital or of its school of nursing on which you were or are a member. (This refers to the School in which you are now teaching.)

Name of Committee	Year(s) (from ——— to ———)

Publications:

Please list below the titles of any articles which you may have had published, indicating the name of the Journal, the month and year of publication. (If necessary, please use Supplementary Sheet.)

Title of Article	Name of Journal	Month and Year

Special Fields of Interest in Education, Nursing, Hospital or Other Professional Activities:

Please give details: _____

_____

_____

Special Projects Undertaken: Please give details.

1. As a Thesis or Dissertation—Title, year, etc.

   _____

   _____

   _____

2. Organizational Projects (i. e. School or School Activities, hospital or hospital activities, etc.)

   _____

   _____

   _____

3. Special Educational or Professional Projects in School or hospital fields.

   _____

   _____

   _____

III. ADMINISTRATION

PRESENT SERVICE RECORD

SCHOOL OF NURSING

a. Present Instructional Duties

Date of Appointment_____

Course	Number of Students	Hours per Week	
		Classroom Duties	Laboratory Periods

b. Present Administrative Duties

Please check (√) which of the following administrative duties you are now performing:

1. Course Integration_____
2. Student Administration_____
3. The Supervision of Teaching_____
4. Administering Examinations_____
5. Faculty Conferences and Meetings_____
6. Committee Service_____
7. Intra-Course Assignments_____

About how much time per week do you give to the discharge of this group of duties?_____

(Over)

c. *Personnel Duties*

Please check (√) which of the following personnel duties you are performing:

1. Student Orientation_____
2. Academic Counseling_____
3. Personal Counseling_____
4. Vocational Counseling_____
5. Health Counseling_____
6. Social Counseling_____
7. Spiritual Counseling_____

About how much time per week do you estimate is given to the discharge of this group of duties?

_____

Present Hospital Position:

Position _____

Duties _____

Approximate Number of Hours per Week_____

Comments _____

_____

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

_____ _____
Name of School Address of School

ORGANIZATION OF THE SCHOOL OF NURSING
Internal Organization:-- Boards and Committees

The Director will record the factual data called for under the following headings as well as her impressions and any other relevant evidence.

1. The Committee of Control: List the members' names, their positions in the hospital, school or elsewhere; state in each case the interest which the individual represents on this Controlling Board.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Officers of the School - List the names and positions.

_____

_____

2. Officers of the School (Cont'd.)

3. Indicate what Committees are functioning

4. Faculty Organization - Describe

Sister Director

INFORMATION SCHEDULE

THE NURSING SCHOOL EVALUATION PROGRAM

of the Catholic Hospital Association

Name of School

II. ORGANIZATION OF THE SCHOOL OF NURSING

Internal Organization 1-1 Faculty Roster

Please list the names of the faculty members, whether part time or full time, and whether their instructional assignments include only lecture courses, nursing supervision, or both.

Faculty Members and Special Lectures

(Who are Nurses)

Name	Degree	Rank	Part Time	Full Time	Lecture Course	Laboratory Periods	Nursing Supervision	Salary (If none, write 0)	Maintenance (If none, write 0)	Equivalent Value	Maintenance	Vacation With Pay	Vacation Without Pay
								Compensation (Monthly)		Combined Service (Monthly)		Indicate number of weeks	

THE NURSING SCHOOL EVALUATION PROGRAM

of the Catholic Hospital Association

Name of School

Address of School

II. ORGANIZATION OF THE SCHOOL OF NURSING

Internal Organization :-: Faculty Roster

Please list the names of the faculty members, their rank, whether part time or full time, and whether their instructional assignments include only lecture courses, nursing supervision, or both.

Faculty Members and Special Lecturers
(Who are Nurses)

Name	Degrees	Rank	Part Time (√)	Full Time (√)	Lecture Courses (√)	Laboratory Periods (√)	Nursing Supervision (√)	Compensation (Monthly)		Contributed Service (Monthly)		Vacation	
								Salary (If none, write 0)	Maintenance (If none, write 0)	Equivalent Value	Maintenance	Indicate number of weeks	
												With Pay	Without Pay
								$	$	$	$		

INFORMATION SCHEDULE

5a. (Cont'd.)

FACULTY MEMBERS AND SPECIAL LECTURERS

(Who are not Nurses—inclusive of Physicians)

Name	Degrees	Rank	Part Time (√)	Full Time (√)	Lecture Courses (√)	Laboratory Periods (√)	Nursing Supervision (√)	Compensation (Monthly)		Vacation	
								Salary (If none, write 0)	Maintenance (If none, write 0)	Indicate number of weeks	
										With Pay	Without Pay
								$	$		

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

Name of School Address of School

II. ORGANIZATION OF THE SCHOOL OF NURSING
THE SCHOOL-COLLEGE RELATIONSHIP

If the type of relationship with a University or College has changed (as published in the Directory Number of HOSPITAL PROGRESS) within the last year, or if an educational affiliation has been effected during this year, please report such changes and describe the plan.

1. Plan and agreement (Secure copy of agreement) Describe plan

To what type of school-college relationship (see attached statement) does it conform.

In what respect is the agreement unsatisfactory.

2. Authority for Maintenance.
Who is responsible for maintenance of relationship

In the College?_____

_____

In the School of Nursing?_____

_____

3. Plan for Faculty Inter-relationship. Describe.

Joint planning of the curriculum_____

_____

Joint faculty meetings_____

_____

Responsibility for the Curriculum_____

_____

Responsibility for faculty actions_____

_____

Responsibility for educational policies_____

_____

Other Plans:_____

_____

_____

4. Plan for Administrative Inter-relationship. Describe.

Joint Board of Administration_____

_____

Joint record room facilities and joint records_____

_____

Joint Registrar_____

_____

Other Plans:_____

_____

_____

Sister Director

EDUCATIONAL RELATIONSHIP BETWEEN COLLEGES OR UNIVERSITIES AND CATHOLIC SCHOOLS OF NURSING

Class 1. Institutional Integration

The mutual relationship between a college and university and a school of nursing as the result of which the school of nursing is an integral part of the college or university organization either as a more or less autonomous unit or as a dependent part of some other division of the college or university. The essential feature in such an organization is this that the college or university has complete control of all phases of the school administration, of the curricular content, of the faculty appointments and faculty administration, and of the requirements for matriculation, certification, and graduation. In this relationship the university or college also confers the certificate and the degree.

It is proposed that to such an organization the term affiliation be not applied but that the inter-institutional relationships be designated as Institutional Integration.

Class 2. Institutional Affiliation

The mutual relationship between a college and university and a school of nursing as the result of which the school of nursing, while not forming an integral part of a college or university has, nevertheless, entrusted to the educational institution the responsibility for many, if not all the phases of school administration, for the approval of the curricular content, for the recognition and approval of the teaching personnel and, at least, advisory influence in matriculation, certification, or graduation. In such an arrangement, the school of nursing confers the certificate but the college or university accredits the school of nursing curriculum "in bulk" toward an academic degree.

It is proposed that this relationship be designated as Institutional Affiliation.

Class 3. Course Affiliation

The mutual relationship between a college and university and a school of nursing as the result of which the school of nursing entrusts to the college or university the responsibility for one or more courses either by accepting teachers from the college or university faculty or by nominating teachers from its own faculty for approval by the educational institution. In this case, the particular course is regarded as accreditable by the college or university. A wide variety of practice exists under this definition, some of the colleges and universities giving the basic-science courses in the school of nursing; others, certain cultural courses, and still others some of the medical or strictly nursing courses.

It is proposed that this relationship be designated as Course Affiliation, the further designation being added to signify a particular subject, thus, Course Affiliation for Chemistry, for Internal Medicine, for Religion, etc.

Class 4. Accreditation

The mutual relationship between a college and university as a result of which the college or university sometimes formally, sometimes informally, but consistently as a matter of policy, accepts students for advanced standing from a particular school and grants them, under stated conditions, a stipulated number of college credits toward a professional degree, either for the entire curriculum of the school of nursing or for certain courses.

An excerpt reprinted from HOSPITAL PROGRESS, official Journal of the Catholic Hospital Association of the United States and Canada, January, 1935.

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

_____ _____
Name of School Address of School

III. ADMINISTRATION

Faculty Administration:-- Conditions of Faculty Service

Aids to Growth -- Salaries and maintenance of lay teaching personnel:

Please check from the following list those institutional provisions for personnel growth and improvement which are made available to the nurse members of your faculty.

_____Traveling expenses in whole or part for attendance at professional meetings
_____Reduction of teaching load below normal for a semester or year without reduction of salary to give a particular teacher time for study
_____Special library facilities in the various teaching fields
_____Special laboratory facilities for some teaching fields
_____Library provision for books and periodicals in general education
_____Personal conferences with head of department or dean regarding problems
_____Opportunity to visit classes and observe work of other instructors
_____Observation of instruction by other faculty members, head of department, dean, or president
_____Organized institutional effort to improve the school by use of objective tests, comprehensive examinations, final course examinations, etc.
_____Faculty groups organized for study of college and related educational problems particularly professional education
_____Participation in the investigation of the school's educational problems
_____Counsel of Specialists invited from outside your institution
_____Systematic collection of alumnae opinion regarding school improvement
_____Systematic collection of student opinion regarding school improvement
_____Sabbatical leave
_____Other than Sabbatical leave
_____Others: _____
_____ _____
_____ _____
_____ _____
_____ _____

Please indicate to what extent the nurse Faculty members have availed themselves of these aids to growth

(a) What is the policy of your school with respect to the salary schedule of nurse Faculty members and school personnel? (i.e. is it fixed or flexible, etc.)

What procedure is followed in recommending salary changes?

(b) Accommodations for resident faculty members

Do you provide accommodations for resident faculty members?

Comment:

What is the policy of the institution with regard to allowances to resident faculty members for such accommodations?

What provisions, if any, are made for the recreational welfare of nurse Faculty members? Describe.

(c) Vacations - What is the policy of the school regarding vacations for nurse Faculty members?

Sister Director

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

_____ _____
Name of School Address of School

III. ADMINISTRATION
Student Administration: Student Enrollment

The Director will prepare a statement of the enrollment of the school as follows:

Are students accepted more frequently than once a year?_____

N.B. Include your own students out on affiliation and exclude those students whom you accept on an affiliating basis.

Classes	1938-39	1937-38	1936-37	1935-36	1934-35
Preliminary					
1st Year					
2nd Year					
3rd Year					
Other Students					
Total					
Number Graduated					
Number of non-Catholic Students enrolled					

Geographical Distribution of Students:

List below the distribution of the student body for current year.

a. From the city in which the school is located:_____

b. From other cities and towns within the same state_____

c. From other states (please list the states and the number of students from each state)

_____

_____

_____

_____

STUDENTS ON AFFILIATION

How many students are sent out for affiliation? Number_____

For what Service?	Duration of Affiliation	Number of Students sent at one time	Total per Year	Hospital to Which Sent	City and State

The Director will please describe the arrangement for affiliation of this school of nursing with the hospitals listed above, bearing in mind the professional character of such affiliating institutions, teaching facilities, instructional staff, etc.

Affiliation Offered to how many schools of nursing?_____

To which School of Nursing	City and State	Number of Students Accepted	For what Subjects?	Total Students Per Year

For the completeness of the school's curriculum, are additional services required to be secured by hospital affiliation?_____ If so, which?_____

Optional Schedule Top.Anal.III-C-(1)a

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

_____ _____
Name of School Address of School

For purposes of a Special Study at a later date, we should appreciate your cooperation in supplying the following data:

Please list below the names and addresses of the high schools from which students now enrolled were graduated. Indicate, too, opposite each high school the number of students accepted from this school. (If the space is not adequate, please use supplementary pages.)

Name of High School	City and State	Number of Students Accepted by your School of Nursing

If in the school of nursing there are students of advanced scholastic standing, that is, students having had some college studies, please supply the following information:

Name of College	City and State	Number of Students

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

Name of School _____ Address of School _____

Daily and Weekly Clinical Service Schedule

	Daily				Weekly	
	Day		Night		Day	Night
	Number of Students	Total Number of Hours Per Day	Number of Students	Total Number of Hours Per Night	Number of Hours Per Week	Number of Hours Per Week
Preliminary Class						
1st Year Class						
2nd Year Class						
3rd Year Class						

DISTRIBUTION OF STUDENT NURSES ON CLINICAL SERVICE

Please indicate below the number of student nurses on nursing service and the number assigned to duties other than the nursing care of patients both on day duty and night duty.

	Nursing Service	Services Other than Nursing	Total
Day Duty			
Night Duty			
Total			

IV. FINANCIAL ADMINISTRATION
Financial Statement 1937 - 1938

It is fully realized by the Council on Nursing Education that many of our schools of nursing will have considerable difficulty in filling out a financial report. Since so much is made of this factor, however, by all educational and welfare agencies, the Council has felt that our entire study will be subject to very serious criticism and will be regarded by many as all but worthless unless a financial study is included.

In the interest, therefore, of ensuring public confidence in our study the Sisters whose schools are being evaluated are earnestly requested to make the additional sacrifice of attempting to fill out the financial schedule to the best of their ability. If it is not possible to fill out the entire schedule, as much of it as can be should be filled out as even a few basic facts can be made to yield very significant information when studied in conjunction with other data which are available.

If any changes in the report as made by the school can be suggested by the Council this will be done and a copy of the suggestions will be sent to each school before the suggestions are used.

The Council on Nursing Education will be particularly grateful for help in this matter, thus more definitely to ensure complete confidence in their work. The directions for filling out this schedule are attached to the schedule itself.

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

_____ _____
Name of School Address of School

IV. FINANCIAL ADMINISTRATION
Financial Statement 1937 - 1938

Income

A. Cash Income

Tuition $_____

Gifts and Donations _____

Endowment Revenue _____

Other School Fees:

_____ $_____

_____ _____ _____

Other Income _____

Total Cash Income $_____

B. Non-Cash Income

Estimated value to hospital of student nurse service (as calculated in Schedule IV-E-h) $_____

Estimated value to the school of contributed services of the Sisters (as calculated in Schedule IV-E-i) _____

Total Non-Cash Income $_____

Grand Total Income $_____

Expenditures

Educational Expenditure:

Administration Expense -- Maintenance of Office, supplies, telephone, printing, etc. $_____

Salaries with maintenance of Stenographers, Secretaries, etc. _____

Salaries with maintenance of Faculty and Administration Personnel _____

Membership dues in Professional Organizations _____

Traveling Expenses -- Conventions, Meetings, etc. _____

Laboratory Materials and similar school supplies _____

Forward $_____

Brought Forward $_____

Graduation Expenses _____

Uniforms _____

Textbooks _____

Library:
Salary of Librarian(s) $_____

Subscriptions to Magazines and journals _____
Expenditures for new books _____

Other library expenses _____ _____

School Equipment:

_____ _____

_____ _____

_____ _____ _____

Miscellaneous Expense _____

Total Educational Expenditures $_____

Maintenance Expenditure:

Board _____

Laundry of Students _____

Illness _____
Maintenance of building(in a separate nurses' residence or elsewhere) _____
Janitor service (in a separate nurses' residence or elsewhere _____
Miscellaneous:

_____ _____

_____ _____

_____ _____ _____

Total Maintenance Expenditures $_____

Estimated value of Contributed Service of the Sisters (as calculated in Schedule IV-E-1) $_____

Total Annual cost of conducting the school of nursing $_____

Financial expense: Interest on indebtedness _____

TOTAL COST -- including interest _____

Supplementary Activities

_____
Name of Activity

Revenue

_____ $_____

Expense

_____ $_____

_____ _____

_____ _____ _____

NET REVENUE $_____

* * * * * * * *

_____
Name of Activity

Revenue

_____ $_____

Expense

_____ $_____

_____ _____

_____ _____ $_____

NET REVENUE $_____

* * * * * * * *

SUGGESTIONS FOR THE PREPARATION OF THE FINANCIAL STATEMENT

Income

Items of income of an educational character are listed as: tuition, gifts and donations, and, for some school purposes, revenues from endowments for the school and additional school fees, if not included as tuition.

The item 'Other Income' listed in this first grouping is intended to record items of educational revenue which cannot be classified in any of the specified sources of income.

In filling out this statement the Sister will please remember that both the income and the expenditure data as here requested should be calculated from the viewpoint of the school of nursing, i.e., for example, in estimating the remuneration received by the school from the hospital for the maintenance of the nurses in return for the nursing service, this amount is regarded as an income to the school. This may be calculated by using Schedule (IV-E-h).

It is assumed that the Sister Superior provides other funds for the school.

The item 'Estimated value of the Contributed Services of the Sisters' appears both as an income and as an expenditure. On the special schedule (IV-E-i) dealing with these data will be found suggestions for securing the amount to be reported on the Financial Statement.

Expenditures

Educational Expenditure:

The first two items, maintenance of the school office and salaries of stenographers, secretaries, etc., are easily understood.

The item 'Salaries of Faculty Administration Personnel' may present difficulties if an accurate estimate is to be made. Many faculty members have duties also in the hospital. Hence, it will be necessary to estimate in each case what proportion of an individual's annual salary, or of her equivalent salary, is to be considered an expense of the school. The assistance of the hospital's business office may be found very helpful in making the calculations.

The expenditures for 'Membership Dues,' 'Traveling Expenses,' 'Laboratory Supplies,' and 'Graduation Expense,' can probably be determined from the Sister Treasurer's books.

Concerning the items 'Uniforms' and 'Textbooks' not all Directors follow the same procedure. In cases in which the school supplies these items to the students the cost is an expense and is properly to be included in the Financial Statement. Where, however, the student supplies the funds (by depositing with the Director an advance fund for uniforms and textbooks) for these purposes, the Director should not regard these items as expenses for the conduct of her school. It should, however, be indicated in the report, whether or not such expenditures are included in the school's accounts.

The cost of maintaining the 'Library' is outlined under four headings. The Director should thus be able, without difficulty, to supply reliable estimates.

Educational Expenditures: (Cont'd.)

'School Equipment' as used here refers to equipment employed in carrying out the school's educational program. This item includes 'new equipment as well as 'replacements' of old or obsolete equipment.

Provision is made for items of expense not reported in the headings above by the use of 'Miscellaneous Expense' classification.

Maintenance Expenditure:

The meaning of 'Maintenance Expenditure' can be very easily determined from a perusal of the items. Most of this information can be secured from the hospital's Accounting Department.

In estimating the cost of 'Board' for students, the unit cost per meal or per day is used. With this fact at hand, an it is known in most hospitals, there should be little difficulty in making the estimate for the entire student body on an annual basis.

It is believed that the Director can secure an acceptable estimate of the cost of the 'Laundry of Students' by consulting some of the Sisters or others on the hospital staff. -- If this item is carried as a separate account on the books of the school there will be no difficulty in reporting it.

Because of the many discussions which have taken place in recent years, the value of 'Illness' of student nurses can be determined without much difficulty.

The cost of 'Housing' of student nurses can be estimated from the records in the Sister Treasurer's Office and by consulting the hospital's engineer, the housekeeper and perhaps other members of the hospital or school staff responsible for these quarters, i.e., their maintenance, including heat, light and power, Janitor service, etc.

Provision is made too for recording any other maintenance expenditures not elsewhere provided for by using the item 'Miscellaneous.'

* * * * * * * * * * *

As indicated above, the item 'Estimated value of Contributed Services of the Sisters' is also to be included in expenditures.

* * * * * * * * * * *

Since the Director is responsible for the School's Supplementary Activities -- usually financed by Sodalities and other similar plans, provision is here made for statements of the finances of such activities. The Director, no doubt, has records of these facts in her office or she can obtain them from the officials of the various organizations responsible for these activities.

GUIDE FOR THE COMPUTATION OF CONTRIBUTED SERVICES

This section pertains only to personnel of religious orders, -- Sisters, Novices and Postulants. Equivalent salaries and maintenance should be estimated preferably on a basis of local rates. If the local salary scale and rates for cost of maintenance are not available, consult the schedule of positions in the hospital together with the scale of monthly remuneration for hospitals of varying sizes included below. The schedule below is included as a suggestion in order to enable the Director to prepare Schedule IV-E-i which follows and to calculate the apportionment of contributed services on behalf of the school of nursing.

Monthly Rates for "Contributed or Donated Service" of Sisters or Brothers

This Schedule is based upon the computations of the Industrial Commission of Ohio

ADMINISTRATIVE	1-199 Beds	200-299 Beds	Over 300 Beds
Superintendent	$200	$300	$350
Assistant Superintendent	125	150	200
Accountants and Bookkeepers	100	100	150
Clerks, Assistant Bookkeepers, Cashiers, Stenographers	75	75	75
Admitting Officers, Registrars	90	90	100
Telephone Operators	75	75	75
Information Clerks	75	75	75
Purchasing Agents	100	125	150
Assistant Purchasing Agents	75	100	125
DIETARY			
Dietitians	100	125	150
Assistant Dietitians	75	75	100
Cooks and Bakers	75	75	100
Dietary Assistants (Dining Room)	60	60	60
LAUNDRY			
Supervisor	75	85	100
Assistant Supervisor	60	60	75
TEXTILES			
Sewing & Linen Room Supervisor	75	85	85
Sewing & Linen Room Assistants	60	60	60
HOUSEKEEPING			
Housekeepers	100	125	150
Assistant Housekeepers	75	85	100

ADMINISTRATIVE	1-199 Beds	200-299 Beds	Over 300 Beds
NURSING			
Superintendent	$125	$150	$175
Assistant Superintendent	100	125	150
Supervisors	100	125	125
Instructors	150	150	150
General Duty Nurses	85	85	85
Gauze Room Supervisors	60	60	60
Gauze Room Assistants	60	60	60
RECORDS			
Historians & Record Clerks	100	100	100
X-RAY			
Technicians & Assistants	100	100	100
LABORATORY			
Technicians	100	100	100
PHARMACY			
Registered Pharmacist	125	150	150
Assistants	75	75	75
PHYSIOTHERAPY			
Physiotherapists	100	100	100

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

Name of School _____ Address of School

IV. FINANCIAL ADMINISTRATION

E. Contributed Services

The Director of the school will list in the form below the names and positions of all Sisters who contribute their services to the school of nursing, either fully or on a part time basis. This is to include those Sisters who supervise the program of clinical experience in this school, as well as the Sisters engaged in departmental activities. On the attached statement may be found a suggestion which will assist in determining the equivalent value of the Sisters' contributed services. The Director will estimate the proportion of an individual Sister's time devoted to the interests of the school of nursing.

Name	Position	Value of Service	School of Nursing	Hospital Service
		Equivalent value of Contributed Service on a monthly basis	Proportion of time devoted to School	Proportion of time devoted to Hospital Service

Information Schedule

What value do you place on monthly maintenance?_____

In your estimate above of the equivalent value of the Sisters' contributed services have you included maintenance as part of this value?_____

_____

Sister Director

THE SERVICE OF STUDENT NURSES TO THE HOSPITAL

1	2	3	4	5	6
Student Classes	Number of Students	Number of Hours Per Week	Estimated No. of Hours Per Year	Rate per Hour	Estimated Value
1st Year					
2nd Year					
3rd Year					
TOTAL					

THE NURSING SCHOOL EVALUATION PROGRAM of the Catholic Hospital Association

_____ : _____

_____ _____

Name of School Address of School

V. HOSPITAL RELATIONS OF THE SCHOOL

Adequacy of the Hospital Census for the Educational Program

The Director will secure the cooperation of the Medical Record Department in supplying the information called for below.

Occupancy for the current year:

Daily Average No. of Patients_____

Total Annual No. of Patients_____

Character of Patients: (For the year beginning_____

and ending_____)

Approximate Annual Number of Patients According to Service

	Number of Patients	Number of Hospital Days of Service
Medical	_____	_____
Medical Specialties	_____	_____
Surgical	_____	_____
Surgical Specialties	_____	_____
Obstetrics	_____	_____
Pediatrics	_____	_____
All Other Services - i.e., T.B.,N.&M.etc.	_____	_____
TOTAL	_____	_____

_____

Sister Director

VII. CURRICULUM

1. Sequence of Class Room and Laboratory Courses
2. Instructional Staff Assignments for Class Room and Laboratory Courses
3. Clinical Experience Schedule
4. Instructional Staff Assignments for Clinical Experience

INFORMATION SCHEDULE

THE NURSING SCHOOL EVALUATING PROGRAM
of the Catholic Hospital Association

Name of School. _____ Address of School. _____

VII. CURRICULUM

B. Techniques of Curriculum

The outlines which follow are more or less familiar to the administrators of schools. The work of the Sister Examiner will be greatly facilitated if the Sister Director will arrange to have these outlines available at the time of the examination for the use of the Examiner.

1. Sequence for Class Room and Laboratory Courses

COURSES	WHEN TAUGHT				
	I Preliminary Period	II First Year After Preliminary	III Second Year	IV Third Year	

SEQUENCE FOR CLASS ROOM AND LABORATORY COURSES—Continued

COURSES	WHEN TAUGHT				
	I Preliminary Period	II First Year After Preliminary	III Second Year	IV Third Year	

2. INSTRUCTIONAL STAFF ASSIGNMENTS

CLASS AND LABORATORY

PRELIMINARY PERIOD

COURSES	INSTRUCTORS	
Please list the courses specified on page 2, column I, in the space provided below, allowing for each course sufficient number of lines so that the names of the staff may be conveniently supplied.	List Name or Names of Instructors	Degrees

FOR CLASS ROOM AND LABORATORY COURSES

Please Give the Length of the Preliminary Period

Number of Weeks..... or Months.....

Where Taught			Total Number of Clock Hours		TEXT BOOKS AND CHIEF REFERENCES
In Own Hospital	In Affiliating Hospital	In Educational Institution	Class	Laboratory	Please indicate title of book, name of author, publisher and year of publication

2. INSTRUCTIONAL STAFF ASSIGNMENTS

CLASS AND LABORATORY

FIRST YEAR AFTER PRELIMINARY PERIOD

COURSES	INSTRUCTORS	
Please list the courses specified on page 2, column II, in the space provided below, allowing for each course sufficient number of lines so that the names of the staff may be conveniently supplied.	List Name or Names of Instructors	Degrees

FOR CLASS ROOM AND LABORATORY COURSES

Where Taught			Total Number of Clock Hours		TEXT BOOKS AND CHIEF REFERENCES
In Own Hospital	In Affiliating Hospital	In Educational Institution	Class	Laboratory	Please indicate title of book, name of author, publisher and year of publication

2. INSTRUCTIONAL STAFF ASSIGNMENTS

CLASS AND LABORATORY

SECOND YEAR

COURSES	INSTRUCTORS	
Please list the courses specified on page 2, column III, in the space provided below, allowing for each course sufficient number of lines so that the names of the staff may be conveniently supplied.	List Name or Names of Instructors	Degrees

FOR CLASS ROOM AND LABORATORY COURSES

Where Taught			NUMBER OF CLOCK HOURS								TEXT BOOKS AND CHIEF REFERENCES
			1st Term		2nd Term		Summer Term		Total for Year		Please indicate title of book, name of author, publisher and year of publication
In Own Hospital	In Affiliating Hospital	In Educational Institution	Class	Laboratory	Class	Laboratory	Class	Laboratory	Class	Laboratory	

2. INSTRUCTIONAL STAFF ASSIGNMENTS

CLASS AND LABORATORY

THIRD YEAR

COURSES	INSTRUCTORS	
Please list the courses specified on page 2, column IV, in the space provided below, allowing for each course sufficient number of lines so that the names of the staff may be conveniently supplied.	List Name or Names of Instructors	Degrees

FOR CLASS ROOM AND LABORATORY COURSES

Where Taught			NUMBER OF CLOCK HOURS								TEXT BOOKS AND CHIEF REFERENCES
			1st Term		2nd Term		Summer Term		Total for Year		
In Own Hospital	In Affiliating Hospital	In Educational Institution	Class	Laboratory	Class	Laboratory	Class	Laboratory	Class	Laboratory	Please indicate title of book, name of author, publisher and year of publication

REMARKS:

3. CLINICAL EXPERIENCE SCHEDULE

SERVICES	WHEN GIVEN (Indicate number of weeks or days in each instance)				
	Preliminary Period	First Year After Preliminary Period	Second Year	Third Year	
General Medicine					
Venereal and Skin					
Communicable Disease					
General Surgery					
Operating Room					
Orthopedics					
Gynecology					
Delivery Room					
Obstetrics—Care of Mother					
Obstetrics—Care of Babies					
Pediatrics					
Infant Feeding					
Eye, Ear, Nose and Throat					
Psychiatry					
Laboratory and X-ray					
Physio-Therapy					
Occupational Therapy					
Urology					
Pharmacy					
Diet Kitchen					
Public Health Nursing					
Social Service					
Records					
Out Patient Service					
Night Duty					
Home Nursing					

4. INSTRUCTIONAL STAFF ASSIGNMENTS

Type of Service	Number Days of Student Service	Hospital Where Taught: In Own Hospital	Hospital Where Taught: In Affiliating Hosp.	STAFF: List Name or Names of Instructors	STAFF: Degrees
General Medical					
Venereal and Skin					
Communicable Disease					
General Surgery					
Operating Room					
Orthopedics					
Gynecology					
Delivery Room					
Obstet.—Care of Mother					
Obstet.—Care of Babies					
Pediatrics					
Infant Feeding					
Eye, Ear, Nose, Throat					
Psychiatry					

FOR CLINICAL EXPERIENCE

Type of Service	Number Days of Student Service	Hospital Where Taught		STAFF	
		In Own Hospital	In Affiliating Hosp.	List Name or Names of Instructors	Degrees
Laboratory and X-ray					
Physio-Therapy					
Occupational Therapy					
Urology					
Pharmacy					
Diet Kitchen					
Public Health Nursing					
Social Service					
Records					
Out Patient Service					
Night Duty					
Home Nursing					

Electives—Please list the courses and such information as may be readily available.

Remarks:

This information is supplied by

Director of School of Nursing.

Date

THE NURSING SCHOOL EVALUATION PROGRAM
of the Catholic Hospital Association

_____ : _____

Schedule for Student Nurses

Will you please prepare a schedule showing the disposition of the student nurses' time. In this schedule, arranged according to the seven days of the week, will you please touch on the following points:

The Name of Course
The Number of Hours for each Course devoted to (a) lecture and (b) to laboratory periods.
The Hours on the Seven Days of the Week assigned to lecture and laboratory periods for each course listed.
The Study Periods -- indicating the hours on the various days of the week set aside for this purpose

Sample:

_____ _____

Name of School Address of School

Course(s)	No. of Hours		Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	Lecture	Laboratory						
Chemistry	32		1-3		1-3			
		64	3-5	3-5	3-5	3-5		

Please arrange a schedule of this kind for each class of students -- i.e., preliminary class, first year class (after preliminary period), second year class and third year class.

THE NURSING SCHOOL EVALUATION PROGRAM of the Catholic Hospital Association

_____ : _____

_____ _____

Name of School Address of School

IX. LIBRARY

Please describe the library facilities of the school touching upon the following points:

The physical facilities at the disposal of the Director of the school for the library, the reference and reading room.

_____

_____

_____

Is the library of the school of nursing
a separate library?_____
Combined with the hospital library?_____
Combined with the medical staff's library?_____

If the library of the school of nursing is part of the general hospital library, or of the medical staff's library, how many volumes may be said to belong to the school of nursing?_____

If the library of the school of nursing is a separate library how many volumes does it contain?_____

In describing the organization and management of the library, please include the following topics:

The status of the librarian.
The schedule of hours for students' use.
The annual appropriation available for financing the purchase of periodicals, reference works, and other materials as well as for meeting other expenses of maintaining the library.
The extent to which faculty members assist in the selection of library holdings.

_____

_____

_____

_____

_____

_____

List below the journals and periodicals received annually. (Use additional sheet, if necessary.)

Are these bound?_____

List below reference works available to students. (Use additional sheets if necessary.)

The Director of the School will comment on the use of the school's library by (a) the students

by (b) the faculty members

I N D E X

Topic	Page		
A.	Topical Analysis	Score Cards	Manual
Academic			
--counseling by faculty (III-A(3)c-2)	6	7	29
--requirements for admission (III-C(1)c-1)	7	8	37
Acceptance of			
--educational objectives by faculty and students (I-B-5)	1	1	4
--professional objectives by faculty and students (I-C-5)	1	2	6
--religious objectives by faculty and students (I-A-5)	1	1	3
Accessibility of			
--library for continuous use (IX-A-2)	24	30	121
--records (III-F(2)6)	12	16	71
Accounting methods (IV-C)	14	18	80
--methods, financing of supplementary activities (IV-D-3)	14	18	83
Accreditation, college or university inter-relationships (II-D-3)	3	4	15
Accumulation of data on alumnae (X-B-2)	25	31	128
Achievement,			
--educational, methods of guidance (III-D-a-2)	8	10	46
--and educational resultants (X)	25	31	125
--recognition of (III-D-a-1)	8	10	45
Activities			
--athletic, administration (III-F-4)	13	16	72
--auxiliary, financial statement (III-E(1)h-46)	11	15	68
--cultural, administration (III-F-2)	13	16	72
--extra-curricular, administration (III-F)	13	16	71
--extra-curricular, record of (III-E(1)d-30)	11	14	64
--professional, faculty participation in (III-A(2)c-3)	5	6	23
--recreational, administration (III-F-5)	13	16	73
--research, experience of faculty (III-A(2)b-5)	4	6	22
--school, faculty participation (III-A(2)c-2)	5	6	23
--social, administration (III-F-3)	13	16	72
--special, administration (III-F)	13	16	16,71
--specialized other than nursing, of faculty (III-A(2)b-4)	4	6	21
--student, in educational program (VIII-B-6)	23	28	117
--student, report on finances (III-E(1)h-47)	11	15	68
--supplementary, financing (IV-D)	14	18	82
Adaptation of methods of teaching to course objective (VIII-B-3)	23	28	117
Address list of alumnae (III-E(1)-f-37)	11	15	66

A (Continued)	Topical Analysis	Score Cards	Manual
Adequacy			
--of discipline (III-D-f-3)	9	11	54
--of educational guidance (III-D-a-3)	8	10	46
--of health guidance (III-D-d-3)	8	11	51
--of individual spiritual guidance (III-D-h-3)	9	12	57
--of the hospital census for educational problems (V-B)	15	19	87
--of number of patients for educational problems (V-B-1)	15	19	87
--of personal guidance (III-D-c-3)	8	10	49
--of spiritual group guidance to objectives (III-D-g-3)	9	11	55
--of supervision (V-D-4)	15	20	92
--of time requirement of courses, evaluation (VII-E-3)	21	26	113
--of vocational guidance (III-D-b-3)	8	10	48
Administration (III)	4	5	16
--of boarding of students (III-H)	13	17	75
--budget (IV-B)	14	18	79
--college or university inter-relationships (I-D-4)	3	4	15
--courses being evaluated (VII-E-5)	21	26	113
--of the curriculum (III-B)	6	8	34
--of curriculum, educational (VII-A-4)	20	25	106
--faculty (III-A)	4	5	16
--financial (IV)	14	18	77
--of finances toward educational objectives (IV-A-2)	14	18	78
--of financing of supplementary activities (IV-D-2)	14	18	83
--of housing of students (III-G)	13	17	73
--offices, school of nursing (VI-B-9)	16	22	98
--of the personnel service (III-D)	8	10	44
--of placement plan (X-B-3)	25	31	128
--of plant operation and maintenance of hospital (VI-C-1)	17	22	98
--of plant operation and maintenance of school of nursing (VI-D-1)	18	23	98
--of records and reports (III-E)	9	12	57
--of school effectiveness of policies and procedures regarding promotion and graduation (III-C(2)6)	7	9	42
--of special activities (III-F)	13	16	71
--of special classes of students (III-C(3)	7	9	42
--student (III-C)	6	8	35
Administrative			
--concern regarding instruction (VIII-A-2)	23	28	115
--control, records and reports (III-E(1)h)	11	15	67
--control of student health (III-D-e-2)	8	11	52
--duties of faculty (III-A(3)b)	5	7	26
--experience of faculty (III-A(2)b-3)	4	5	21
--plan of hospital, effect on the functions of the school (V-C-1)	15	19	89

A (Continued)	Topical Analysis	Score Cards	Manual
Admission,			
--report on qualities of students (III-E(1)b-25)	10	14	63
--requirements (III-C(1)c)	7	8	37
--of students (III-C(1)	6	8	36
Admissions			
--Committee (II-B-4)	2	3	10
--Committee on (III-C(1)b)	6	8	37
--personnel record of entering student (III-E(1)d-34)	11	14	65
Advanced nursing education, preparation of faculty (III-A(2)a-4)	4	5	20
Affiliation			
--educational(II-D)	3	4	14
--record, student (III-E(1)b-19)	10	13	62
Agreement, school-college relationships(II-D-1)	3	4	14
Aids to growth of faculty (III-A(4)-4)	6	8	33
Alumnae			
--association, attitude of school (X-B-4)	25	31	128
--association, financing (IV-D)	14	18	82
--file (X-B-2)	25	31	128
--records pertaining to (III-E(1)f)	11	15	66
Ambulance (VI-C-25)	18	23	102
American Nurses Association, relationship with(II-C-1)	2	3	11
Annual			
--financial report (III-E(1)h-45)	11	15	68
--report of director (III-E(1)h-51)	12	16	69
--report, registrar's (III-E(1)h-48)	12	15	68
Assembling data for records (III-E(2)2)	12	16	69
Assignments, intracourse (III-A(3)b-7)	5	7	29
Assignment records (III-E(1)b-7)	10	12	60
Athletic activities, administration (III-F-4)	13	16	72
Attitudes			
--towards alumnae associations (X-B-4)	25	31	128
--towards the deficient student (III-C(3)-4)	7	10	43
--in discipline (III-D-f-1)	9	11	53
--in educational guidance of personnel (III-D-a-1)	8	10	45
--of faculty towards experimentation (VIII-B-2)	23	28	116
--in health guidance (III-D-d-1)	8	11	50
--towards individual spiritual guidance (III-D-h-1)	9	12	56
--in personal guidance (III-D-c-1)	8	10	48
--towards spiritual group guidance (III-D-g-1)	9	11	55
--towards the superior student (III-C(3)-1)	7	9	43
--in vocational guidance (III-D-b-1)	8	10	47
Auditorium, school of nursing (VI-B-12)	17	22	98
Authority			
--for health care, centralization (III-D-e-1)	8	11	51
--of maintenance of school-college relationships (II-D-2)	3	4	14
--for making and approving budget (IV-B-2)	14	18	79
--for selection of faculty and special lecturers (III-A(1)-1)	4	5	16

A (Continued)	Topical Analysis	Score Cards	Manual
Autopsy facilities, hospital (VI-C-26)	18	23	102
Auxiliary			
--activities, financial statement (III-E(1)h-46)	11	15	68
--societies, relationship with school(II-C-4)	2	3	12
Availability of patients for educational problems (V-B-2)	15	19	87
Awareness			
--of educational objectives in policy making (I-B-1)	1	1	3
--of professional objectives in policy making (I-C-1)	1	2	4
--of religious objectives in policy making (I-A-1)	1	1	1
B			
Bachelor's Degree in preparation of faculty (III-A(2)a-3)	4	5	19
Balance			
--in book holdings of library (IX-B-2)	24	30	123
--in periodical holdings of library (IX-B-3)	24	30	123
--in relation of theory and practice, curriculum (VII-B-4)	20	25	107
--in time, curriculum (VII-B-3)	20	25	107
Basic			
--organization, provisions for school interest in (II-A-1)	2	3	7
--principles, integration with nursing curriculum (VII-D-3)	20	26	110
--science course, evaluation (VII-E-1)	21	26	111
Baths, cleaning of, Hospital and School of nursing (VI-C,D-9)	17,18	22,24	100
Blessed Sacrament, visits to (III-F-1)	13	16	71
Board			
--or board committees, budget report to (III-E(1)h-44	11	15	67
--of control (II-B-1)	2	3	9
--of control, certification of graduate to (III-C(2)-4)	7	9	41
--of trustees, minutes of (III-E(1)h-52)	12	16	69
Boarding of students, administration of (III-H)	13	17	75
Boiler rooms, hospital and school of nursing (VI-C,D-21)	17,19	23,24	101
Book			
--holdings of library, balance in (IX-B-2)	24	30	123
--selection in vocational guidance (III-D-b-2)	8	10	47
Bookkeeping (IV-C-3)	14	18	81
--organization of books (IV-C-2)	14	18	81
Books, organization of (ledger, day book, journal, etc.) (IV-C-2)	14	18	81

B (Continued)	Topical Analysis	Score Cards	Manual
Budget			
--administration (IV-B)	14	18	79
--content (IV-B-3)	14	18	79
--control (IV-B-4)	14	18	80
--detailed report (III-E(1)h-43)	11	15	67
--financial (III-E(1)h-42)	11	15	67
--report to board or board committees (III-E(1)h-44)	11	15	67
Buildings			
--hospital (VI-A-2)	16	21	94
--school of nursing (VI-B-2)	16	21	96
By-Laws, school interest in (II-A-3)	2	3	8
C.			
Call systems, school of nursing (VI-B-3)	16	21	96
Care			
--of departmental equipment, hospital (VI-C-15)	17	23	100
--of elevators and dumb waiters, hospital and school (VI-C&D-16)	17,18	23,24	101
--of general teaching equipment, school (VI-D-15)	18	24	103
--of grounds, hospital and school (VI-C&D-11	17,18	22,24	100
--of heating and ventilating, hospital and school (VI-C&D-10)	17,18	24,22	100
--of the hospital (VI-C)	17	22	98
--of individual equipment for patient (VI-C-23)	17	23	102
--of linens, hospital and school (VI-C&D-13)	17,18	22,24	100
--of school of nursing (VI-D)	18	23	103
--of students personal belongings, school (VI-D-23)	19	24	103
--of woodwork, ceilings, etc. hospital and school (VI-C&D-7)	17,18	22,24	99
Case study record (III-E(1)b-18)	10	13	61
Catholic			
---action (III-F-1)	13	16	71
--action groups (III-D-g-1)	9	11	55
--institutions, proximity of hospital to (III-D-h-2)	9	12	56
Ceilings, care of, hospital and school of nursing (VI-C&D-7)	17,18	22,24	99
Census, hospital, adequacy for educational problems (V-B)	15	19	87
Central services, hospital (VI-A-6)	16	21	95
Centralization, effectiveness in curriculum organization (VII-A-4)	20	25	106
Certification			
--of graduates to board of control (III-C(2)4)	7	9	41
--professional (X-C)	25	31	129
Chapel			
--hospital (VI-A-8)	16	21	95
--school of nursing (VI-B-8)	16	22	97

C (Continued)	Topical Analysis	Score Cards	Manual
Chaplain,			
--extent of personal guidance (III-D-c-3)	8	10	49
--individual spiritual guidance (III-D-h-2)	9	12	56
Character of requirements for administration (III-C(1)c-3)	7	9	38
Charter, with reference to school (II-A-2)	2	3	8
Christian conduct, teaching of (III-D-f-1)	9	11	53
Churches, proximity of hospital to (III-D-h-2)	9	12	56
Class			
--arrangement, faculty participation (III-A(3)c-2)	6	7	29
--summary of enrollments by (III-E(1)h-49)	12	16	68
Classroom			
--instruction (III-A(3)a-1)	5	6	24
--instruction, effectiveness (VIII-D-1(a)	23	29	120
--record of use of each (III-E(1)-g-39)	11	15	66
--teaching of health (III-D-d-2)	8	11	50
Classrooms, evaluation as teaching facility (VIII-C-1)	23	28	118
Classwork,			
--adequacy of educational guidance in (III-D-a-3)	8	10	46
--intensification of interest in (III-D-a-1)	8	10	45
Cleaning of			
--floors, hospital and nursing school (VI-C&D-5)	17,18	22,23	99
--glass, hospital and nursing school (VI-C&D-8)	17,18	22,24	99
--toilet rooms and baths, hospital and nursing school (VI-C&D-9)	17,18	22,24	100
Clinical			
--experience (V-A-3)	15	19	86
--experience, adequacy of educational guidance in (III-D-a-3)	8	10	46
--experience, examinations in (X-A-2(b)	25	31	126
--experience, intensification of interest in (III-D-a-1)	8	10	45
--instruction, effectiveness (VIII-D-1(c)	23	29	120
--instruction, records pertaining to (III-E(1)b)	9	12	59
--service, record of (III-E(1)b-17)	10	13	61
--teaching record (III-E(1)b-10)	10	13	60
Coal storage, hospital and school of nursing (VI-C&D-21)	17,19	23,24	101
College			
--education, preparation of faculty (III-A(2)a-3)	4	5	19
--graduates, admission of (III-C(1)-c-1	7	8	37
Colleges, relationships with (II-D)	3	4	14
Committee			
--on admission (III-C(1)b)	6	8	37
--of control (II-A-4)	2	3	8
--organization (II-B-4)	2	3	10
--service of faculty (III-A(3)b-6)	5	7	28
Community relationships(II-C-4)	2	3	12
Competence of			
--faculty (III-A(2)	4	5	18
--medical staff, emphasis on (V-D-2)	15	20	91

C (Continued)	Topical Analysis	Score Cards	Manual
Concentration of			
--control of relationships between hospital and school of nursing personnel (V-A-2)	15	19	86
--interest on the patient, evidence of (V-D-1)	15	20	91
Conditions of faculty service (III-A(4)	6	7	32
Conference rooms			
--hospital (VI-A-4)	16	21	95
--on wards, evaluation as teaching facility (VIII-C-5)	23	28	119
Conferences			
--among faculty members (III-A(3)b-5)	5	7	28
--as means of instruction (III-A(3)a-4)	5	6	25
Conformity with state board requirements (X-C-2)	25	31	129
Constitution and by-laws, school interest in(II-A-3)	2	3	8
Consulting service, health (III-D-e-1,3)	8	11	51
Control,			
--Board or Committee of, school interest in(II-A-4)	2	3	8
--concentration of, relationships between hospital and school of nursing (V-A-2)	15	19	86
Content of courses being evaluated (VII-E-1)	21	26	111
Control and supervision of			
--food service (III-H-2)	13	17	75
--housing facilities (III-G-2)	13	17	74
Convalescent care of students, regulations (III-D-e-1)	8	11	51
Conventions, faculty visits to (VIII-A-2)	23	28	115
Cooperation between school and hospital, effectiveness in educational problems (V-A-4)	15	19	87
Corporate organization (II-A)	2	3	7
Correlation			
--of required knowledge by student (VIII-D-2)	23	29	120
--between theory and practice in course or curriculum organization (VII-C-4)	20	25	109
Counsel,			
--educational, record of (III-E(1)d-33)	11	14	65
--personal, record of (III-E(1)d-32)	11	14	65
Counseling,			
--academic, by faculty (III-A(3)c-2)	6	7	29
--health, by faculty (III-A(3)c-5)	6	7	30
--personal, by faculty (III-A(3)c-3)	6	7	30
--social, by faculty (III-A(3)c-6)	6	7	31
--spiritual, by faculty (III-A(3)c-7)	6	7	31
--vocational, by faculty (III-A(3)c-4)	6	7	30
Course			
--content (VII-C-1)	20	25	108
--correlation between theory and practice(VII-C-4)	20	25	109
--duration, length and place in curriculum (VII-C-2)	20	25	108
--evaluation, sampled (VII-E)	21	26	111
--integration (III-A(3)b-1)	5	7	27
--intra,assignments (III-A(3)b-7)	5	7	29
--objective, adaptation of method of teaching to (VIII-B-3)	23	28	117
--objectives, relation to curriculum objectives (VII-C-3)	20	25	109
--sequence, emphasis prerequisites (VII-B-2)	20	25	107

C (Continued)	Topical Analysis	Score Cards	Manual
Courses (VII-C)	20	25	108
--administration of (III-B-2)	6	8	34
--distribution of curricular content into (VII-B-1)	20	25	106
--theoretical and laboratory, examinations in (X-A(2)a)	25	31	126
--time requirements (VII-B-3)	20	25	107
Cultural			
--activities, administration of (III-F-2)	13	16	72
--course evaluation (VII-E(2)	21	26	112
Curricular content (VII-A-3)	20	25	105
--distribution into courses (VII-B-1)	20	25	106
Curricular objectives,			
--evidence of (VII-A-2)	20	25	105
--relation to course objectives (VII-C-3)	20	25	109
--relation of holdings of library (IX-B-1)	24	30	122
Curriculum (VII)	20	25	104
--administration (III-B)	6	8	34
--balance in relation to theory and practice (VII-B-4)	20	25	107
--balance in time (VII-B-3)	20	25	107
--construction committee (II-B-4)	2	3	10
--course administration (III-B-2)	6	8	34
--course integration (III-A(3)b-1)	5	7	27
--effectiveness of centralization or departmentalization (VII-A-4)	20	25	106
--as expression of institutional objectives (III-B-1)	6	8	34
--institutional interest in (III-B-4)	6	8	35
--integration (III-B-3)	6	8	35
--intra-course assignments (III-A(3)b-7)	5	7	29
--organization (II-B-4)	2	3	10
--orientation of student to (III-C(1)d-2)	7	9	40
--nursing content (VII-D)	20	26	109
--planning (VII-A-1)	20	25	105
--techniques (VII-B)	20	25	106
D.			
Deficient student			
--attitude towards (III-C(3)4)	7	10	43
--procedures in dealing with (III-C(3)5)	7	10	44
--procedures in dealing with, effectiveness in improving scholarship (III-C(3)6)	7	10	44
Demerits, use in discipline (III-D-f-2)	9	11	53
Demonstration			
--in health education (III-D-d-2)	8	11	50
--as means of instruction (III-A(3)	5	6	25
Demonstration Rooms,			
--evaluation as teaching facility (VIIIC-3)	23	28	119
--hospital (VI-A-4)	16	21	95
--school of nursing (VI-B-4)	16	21	97

D (Continued)	Topical Analysis	Score Cards	Manual
Dentistry, relationship with (II-C-3)	2	3	12
Departmental			
--equipment, care of hospital (VI-C-15)	17	23	100
--organization (II-B-3)	2	3	10
--unit, hospital (i.e. operating rooms, X-ray, Diet kitchen, central services, out-patient department, etc.) (VI-A-6)	16	21	95
Departmentalization, effectiveness in curriculum organization (VII-A-4)	20	25	106
Development of			
--professional attitudes through curriculum (VII-D-2)	20	26	110
--student, effectiveness of policies and procedures regarding promotion and graduation (III-C(2)-5)	7	9	42
Devotions, daily religious (III-F-1)	13	16	71
Diagnostic procedures (V-D-3)	15	20	92
Diet Kitchen, hospital (VI-A-6)	16	21	95
Dietary Department,			
--hospital (Vi-A-(11)	16	21	96
--nursing school (III-H)	13	17	75
--nursing school (VI-B-10)	17	22	98
--record of nurses' (III-E(1)b-14)	10	13	61
Dietetics, relationship with (II-C-3)	2	3	12
Dining room,			
--hospital (VI-A-11)	16	21	96
--location in the institution (III-H-1)	13	17	75
--school of nursing (VI-B-11)	17	22	98
Diocese, relationship with (II-C-5)	2	4	12
Director,			
--annual report of (III-E(1)h-51)	12	16	69
--of school, authority for selection of faculty (III-A(1)-1)	4	5	16
Directory			
--faculty (III-E(1)a-3)	9	12	59
--student (III-E(1)d-28	10	14	64
Discharging student after illness (III-D-e-1)	8	11	51
Disciplinary matters, summary of (III-E(1)h-50)	12	16	68
Discipline of personnel (III-D-f)	9	11	53
Disposal of garbage and dressings, hospital and school of nursing (VI-C&D-18)	17,18	23,24	101
Distribution of curricular content into courses (VII-B-1)	20	25	106
Diversification of patients for educational problems (V-B-4)	15	19	88
Dressings, disposal of, hospital (VI-C-18)	17	23	101
Drinking fountains, hospital and school of nursing (VI-C&D-20)	17,18	23,24	101
Dumb waiters, care of, hospital and school of nursing (VI-C&D-16)	17,18	23,24	101
Dust elimination, hospital and school of nursing (VI-C&D-6)	17,18	22,24	99
Duties of faculty (III-A(3)	5	6	24

E	Topical Analysis	Score Cards	Manual
Educational			
--achievement, methods of guidance (III-D-a-2)	8	10	46
--achievement, recognition of (III-D-a-1)	8	10	45
--administration of curriculum (VII-A-4)	20	25	106
--counsel, record of (III-E(1)d-33)	11	14	65
--development of student, use of housing facilities for (III-G-3)	13	17	74
--effectiveness of discipline (III-D-f-4)	9	11	54
--effectiveness of student health (III-D-e-4)	8	11	53
--guidance of personnel (III-D-a)	8	10	45
--objectives (I-B)	1	1	3
--objectives, administration of financial policy towards (IV-A-2)	14	18	78
--objectives, financial policy as related to (IV-A-1)	14	18	78
--problems, adequacy of hospital census (V-B)	15	19	87
--problems, effectiveness of cooperation between school and hospital (V-A-4)	15	19	87
--procedures, discipline as part of (III-D-f-1)	9	11	53
--resultants (X)	25	31	125
--use of boarding of students (III-H-4)	13	17	76
--use of examination results (X-A-4)	25	31	127
Effect			
--of the administrative plan of the hospital on the functions of the school (V-C-1)	15	19	89
--on the school of nursing of the hospital's public relations (V-C-4)	15	19	90
Effective			
--acceptance of educational objectives by the faculty and students (I-B-5)	1	1	4
--acceptance of professional objectives by the faculty and students (I-C-5)	1	2	6
--acceptance of religious objectives by faculty and students (I-A-5)	1	1	3
Effectiveness			
--in assembling data for records (III-E(2)2)	12	16	69
--of centralization or departmentalization in curriculum organization (VII-A-4)	20	25	106
---of cooperation between hospital and school in educational problems (V-A-4)	15	19	87
--for the development of leadership in the superior student (III-C(3)3)	7	10	43
--of discipline (III-D-f-4)	9	11	54
--of educational guidance (III-D-a-4)	8	10	46
--in filing records (III-E(2)4)	12	16	70
--of financial policy and practice (IV-A-3)	14	18	78
--of financing of supplementary activities(IV-D-4)	14	18	83
--of health guidance (III-D-d-4)	8	11	51
--of individual spiritual guidance (III-D-h-4)	9	12	57
--of the library in the school (IX-A-4)	24	30	122
--of personal guidance (III-D-c-4)	8	10	49
--of policies and procedures regarding promotion and graduation for administration of school (III-C(2)6)	7	9	42
--of policies and procedures regarding promotion and graduation for development of student (III-C(2)5)	7	9	42

E (Continued)	Topical Analysis	Score Cards	Manual
--of procedure in dealing with deficient student in improving scholarship (III-C(3)6)	7	10	44
--in recording data for records (III-E(2)3)	12	16	70
--of school's policy in selection of faculty (III-A(1)3)	4	5	18
--in spiritual group guidance (III-D-g-4)	9	11	56
--in storing records (III-E(2)5)	12	16	70
--of student health, educational (III-D-e-4)	8	11	53
--of teaching methods and facilities (VIII-D)	23	29	119
--of vocational guidance (III-D-b-4)	8	10	48
Elective courses (VII-B-2)	20	25	107
Elevators, Care of, hospital and school (VI-C&D-16)	17,18	23,24	101
Elimination of			
--dust, hospital and school (VI-C&D-6)	17,18	22,23	99
--odors, hospital (VI-C-14)	17	22	100
Emphasis on			
--educational objectives (I-B-3)	1	1	4
--the library, institutional (IX-A-1)	24	30	121
--prerequisites of course sequence (VII-B-2)	20	25	107
--profession in curriculum content (VII-D-1)	20	26	109
--professional objectives (I-C-3)	1	2	5
--record keeping (III-E(2)1)	12	16	69
--religious objectives (I-A-3)	1	1	2
--staff competence (V-D-2)	15	20	91
--student activity in educational program (VIII-B-6)	23	28	117
Enrollments, summary of (by class, sex, and school) (III-E(1)h-49)	12	16	68
Entering student, personnel record of (III-E(1)d-34)	11	14	65
Equipment,			
--departmental, care of, Hospital (VI-C-15)	17	23	100
--general, operation and care, hospital and school (VI-C&D-25&27)	18,19	23,24	102
--general teaching, care of, school of nursing (VI-D-15)	18	24	103
--janitor, hospital and school (VI-C&D-3)	17,18	22,23	99
--individual for patient, care, hospital (VI-C-23)	17	23	102
Essay type of examinations (X-A-2)	25	31	126
Ethics			
--course evaluation (VII-E(5)	22	27	112
--in student recruiting (III-C(1)a-1)	6	8	36
Evaluation, sampled course (VII-E)	21	26	111
Evening prayer (III-F-1)	15	16	71
Evidence of			
--the concentration of interest on the patient (V-D-1)	15	20	91
--curriculum planning (VII-A-1)	20	25	105
--effectiveness of teaching methods and instruction facilities (VIII-D-1)	23	29	120
--correlation by student of required knowledge (VIII-D-2)	23	29	120
--emphasis on profession in curriculum content (VII-D-1)	20	26	109
--emphasis on student activity in educational program (VIII-B-6)	23	28	117
--faculty concern for instruction (VIII-A-5)	23	28	116
--professional development of student (VIII-D-3)	23	29	120

E (Continued)	Topical Analysis	Score Cards	Manual
Examinations (X-A)	25	31	125
(III-A(3)b-4)	5	7	28
--records pertaining to (III-E(1)c)	10	13	62
Exclusiveness of housing facilities (III-G-4)	13	17	74
Expenditure (treated statistically) (IV-E)	14	18	84
Experience			
--adequacy of educational guidance in (III-D-a-3)	8	10	46
--of alumnae, record of (III-E(1)f-38)	11	15	66
--clinical (V-A-3)	15	19	86
--clinical, examinations in (X-A-2(b)	25	31	126
--clinical, intensification of interest in (III-D-a-1)	8	10	45
--of faculty (III-A(2)b)	4	5	20
--of faculty, record of (III-E(1)a-1)	9	12	58
Experimentation, attitude of faculty towards (VIII-B-2)	23	28	116
Expression of institutional objectives, curriculum as (III-B-1)	6	8	34
Extent			
--and adequacy of supervision (V-D-4)	15	20	92
--of student participation in teaching (VIII-B-4)	23	28	117
Extracurricular activities			
--administration of (III-F)	13	16	71
--record of (III-E(1)d-30)	11	14	64
F			
Facilities			
--autopsy, hospital (VI-C-26)	18	23	102
--instructional (VIII-C)	23	28	118
--instructional, effectiveness (VIII-D)	23	29	119
--for janitor equipment and service, hospital and school of nursing (VI-C&D-3)	17,18	22,23	99
--physical, records pertaining to (III-E(1)8)	11	15	66
--location of housing with reference to hospital (III-G-1)	13	17	73
--recreational, school of nursing (VI-D-14)	18	24	103
--teaching (VIII)	23	28	114
Faculty -- see also Instructors and teachers			
--acceptance of educational objectives (I-B-5)	1	1	4
--acceptance of professional objectives (I-C-5)	1	2	6
--acceptance of religious objectives (I-A-5)	1	1	3
--accessibility to students for personal guidance (III-D-c-2,3)	8	10	49
--administration (III-A)	4	5	16
--alertness (III-A(2)c-1)	5	6	22
--attitude towards experimentation (VIII-B-2)	23	28	116
--committee organization (II-B-4)	2	3	10
--competence of (III-A(2)	4	5	18
--directory (III-E(1)a-3)	9	12	59
--duties of (III-A(3)	5	6	24
--evidence of concern for instruction (VIII-A-5)	23	28	116

F (Continued)	Topical Analysis	Score Cards	Manual
--experience (III-A(2)a-5)	4	5	20
--induction (VIII-A-3)	23	28	115
--instructional facilities (VIII-A-2)	23	28	115
--interest in methods of instruction (VIII-B-1)	23	28	116
--librarian as member (IX-A-3)	24	30	122
--meetings, minutes of (III-E(1)a-5)	9	12	59
--members, grade report by (III-E(1)c-20	10	13	62
--members, records pertaining to (III-E(1)a)	9	12	58
--organization (II-B-5)	2	3	10
--participation in professional activities, publications, memberships, etc. (III-A(2)c-3)	5	6	23
--participation in school activities (III-A(2)c-2)	5	6	23
--professional preparation (III-A(2)-a)	4	5	18
--publications, record of (III-E(1)a-2	9	12	59
--selection (III-A(1)	4	5	16
--service, conditions of (III-A(4)	6	7	32
--supervision of (VIII-A-4)	23	28	115
--teaching loads, record of (III-E(1)a-4)	9	12	59
--use of library by (IX-B-4)	24	30	123
Family history, record of (III-E(1)d-31	11	14	64
Field Trips (III-A(3)a-7)	5	6	26
Filing, records, effectiveness in (III-E(2)4)	12	16	70
Finances of student activities, report on (III-E(1)h-47)	11	15	68
Financial			
--administration (IV)	14	18	77
--annual report (III-E(1)h-45)	11	15	68
--budget (III-E(1)h-42)	11	15	67
--policies (IV-A)	14	18	78
--report (daily, monthly, yearly) (IV-C-4)	14	18	82
--statement of auxiliary activities (III-E(1)h-46	11	15	68
Financing supplementary activities (IV-D)	14	18	82
Fire protection, hospital and school of nursing (VI-C&D-12)	17,18	22,24	100
Flexibility of schedules, menus, hours of food service (III-H-3)	13	17	76
Floors,			
--cleaning of, hospital and school of nursing (VI-C&D-5)	17,18	22,23	99
--preservation, hospital and school (VI-C&D-4)	17,18	22,23	99
Food service, control and supervision of (III-H-2)	13	17	75
Formulation of			
--educational objectives (I-B-2)	1	1	3
--professional objectives (I-C-2)	1	2	5
--religious objectives (I-A-2)	1	1	2
Functions of			
--student health, program (III-D-e-3)	8	11	52
--the school, effect of administrative plan of hospital on (V-C-1)	15	19	89

G	Topical Analysis	Score Cards	Manual
Garbage, disposal of, hospital and school (VI-C&D-18)	17,18	23,24	101
General equipment, operation and care of, hospital and school of nursing (VI-C-27)	18	23	102
(VI-D-25,27)	19	24	102
Glass, cleaning of, hospital and school of nursing (VI-C&D-8)	18,17	22,24	99
Grace (III-F-1)	13	16	71
Grade record, permanent (III-E(1)c-24)	10	13	63
Grades,			
--assembling for graduation (III-C(2)4)	7	9	41
--records pertaining to (III-E(1)c)	10	13	62
Grading of students (X-A-3)	25	31	126
Graduate			
--education, preparation of faculty (III-A(2)a-5)	4	5	20
--requirements (III-C(2)4)	7	9	41
Graduation of student (III-C(2)	7	9	40
Grounds, care of, hospital and school of nursing (VI-C&D-11)	17,18	22,24	100
Group guidance of personnel, spiritual (III-D-g)	9	11	54
Growth of faculty, aids to (III-A(4)4)	6	8	33
Guidance of personnel,			
--educational (III-D-a)	8	10	45
--health (III-D-d)	8	11	50
--personal (III-D-c)	8	10	48
--spiritual group (III-D-g)	9	11	54
--spiritual individual (III-D-h)	9	12	56
--vocational (III-D-b)	8	10	47
H			
Health			
--conditions in school (III-D-d-4)	8	11	51
--counseling by faculty (III-A(3)c-5)	6	7	30
--education (III-D-d-1,2)	8	11	50
--examination (III-D-e-1,3)	8	11	51
--guidance of personnel (III-D-d)	8	11	50
--requirements for admission (III-C(1)c-4)	7	9	38
--service, student (III-D-e)	8	11	51
Heat system, hospital and school of nursing (VI-A &B-3)	16	21	94,96
Heating, care of, hospital and school of nursing (VI-C&D-10)	17,18	22,24	100
High School			
--graduates, admission of (III-C(1)c-1)	7	8	37
--preparation of faculty (III-A(2)a-1)	4	5	19
Holdings and use of library (IX-B)	24	30	122
Hospital			
--administrative experience of faculty (III-A(2)b-3)	4	5	21
--census, adequacy for educational problems (V-B)	15	19	87
--operation and care of (VI-C)	17	22	98
--organization (V-C)	15	19	89
--organization of relationship with school of nursing (V-A-1)	15	19	85

H (Continued)	Topical Analysis	Score Cards	Manual
--personnel relations with school of nursing (V-a)	15	19	85
--physical plant (VI-A)	16	21	94
--public relations, effect on school of nursing (V-C-4)	15	19	90
--relations of the school (V)	15	19	85
Hospitalization program for students (III-D-e-1,3)	8	11	51,52
Hours of food service, flexibility (III-H-3)	13	17	76
Housing of students, administration of (III-G)	13	17	73
Housing and study conditions, record of (III-E(1)g-41)	11	15	67
I			
Incinerators, hospital and school of nursing (VI-C&D-19)	17,18	23,24	101
Income (treated statistically) (IV-E)	14	18	84
Individual			
--instruction (III-A(3)a-5)	5	6	25
--spiritual guidance (III-D-h)	9	12	56
Individualization of instruction (VIII-B-5)	23	28	117
Induction procedures for admission (III-C(1)d)	7	9	39
Induction of teachers (VIII-A-3)	23	28	115
Institutional			
--concern regarding instruction (VIII-A)	23	28	114
--emphasis on the library (IX-A-1)	24	30	121
--interest in curriculum (III-B-4)	6	8	35
--objectives, curriculum as expression of (III-B-1)	6	8	34
Instruction			
--clinical, records pertaining to (III-E(1)b)	9	12	59
--ihdividualization (VIII-B-5)	23	28	117
--organization (II-B-4)	2	3	10
--rooms, hospital (VI-A-4)	16	21	95
--rooms, school of nursing (VI-B-4)	16	21	97
--and teaching facilities (VIII)	23	28	114
Instructional			
--duties of faculty (III-A(3)a)	5	6	24
--facilities (VIII-C)	23	28	118
--facilities, effectiveness (VIII-D)	23	29	119
Instructors - See also Faculty, Teachers			
-- of courses being evaluated (VII-E-(2)2)	21	26	112
--special facilities (VIII-A-2)	23	28	115
Integration of			
--curriculum (III-B-3)	6	8	35
--basic principles with nursing in curriculum (VII-D-3)	20	26	110
Inter-agency relationships (X-B-5)	25	31	129
Inter-institutional and inter-agency relationships (X-B-5)	25	31	129
Interest of faculty in methods of instruction (VIII-B-1)	23	28	116
Interests of faculty, professional (III-A(2)c)	5	6	22
Internal organization (II-B)	2	3	9
Intra course assignments (III-A(3)b-7)	5	7	29

J	Topical Analysis	Score Cards	Manual
Janitor Equipment and Service, hospital and school of nursing (VI-C&D-3)	17,18	22,23	99
K			
Kitchen, hospital and nursing school (VI-C&D-24)	18,19	23,24	103
L			
Laboratories (VI-B-4)	16	21	97
--evaluation as teaching facility (VIII-C-2)	23	28	118
Laboratory			
--courses, examination in (X-A-2(a)	25	31	126
--instruction (III-A(3)a-2)	5	6	24
--instruction, effectiveness (VIIID-1(b)	23	29	120
--procedures, Use of (V-D-3)	15	20	92
--technology, relationship with (II-C-3)	2	3	12
Laundry, hospital and school of nursing (VI-C&D-22)	17,19	23,24	102
Law, relationship with (II-C-3)	2	3	12
Leadership, effectiveness of procedures in the development of leadership in the superior student (III-C(3)3)	7	10	43
Lecturers, special, selection of (III-A(1)1)	4	5	16
Librarian as faculty member (IX-A-3)	24	30	122
Library (IX)	24	30	121
--evaluation as teaching facility (VIIIC-4)	23	28	119
--facilities, school of nursing (VI-B-7)	16	22	97
--for instructors (VIIIA-2)	23	28	115
--holdings and use (IX-B)	24	30	122
--and school (IX-A)	24	30	121
--hospital, patients' and physicians' (VI-A-7)	16	21	95
Lighting			
--hospital (VI-A-3)	16	21	94
--school of nursing (VI-B-3)	16	21	96
Linens, care of, hospital and nursing school (VI-C&D-13)	17,18	22,24	100
Loans, Student, record of (III-E(1)e-36)	11	14	66
Location of			
--dining rooms in the institution (III-H-1)	13	17	75
--housing facilities with reference to hospital (III-G-1)	13	17	73

M	Topical Analysis	Score Cards	Manual
Maintenance			
--of lay faculty personnel (III-A(4)6)	6	8	33
--hospital and school, administration of (VI-C-1)	17	22	98
--personnel, hospital and school (VI-C&D-2)	17,18	22,23	99
--plant, hospital and school (VI-C-1)	17,18	22,23	98
--of relationships with state board (X-C-3)	25	31	130
--of school-college relationships, authority (II-D-2)	3	4	14
Medical			
--care, quality of (V-D)	15	20	91
--director of health service (III-D-e-2)	8	11	52
--profession, relationship with (II-C-2)	2	3	11
--schools, relationship with (II-C-8)	2	4	13
--social work, relationship with (II-C-3)	2	3	12
--staff conferences, emphasis on (V-D-2)	15	20	91
--staff organization (V-C-2)	15	19	89
--staff, organization of relationship with school of nursing (V-A-1)	15	19	85
Meetings			
--among faculty members (III-A(3)b-5)	5	7	28
--faculty visits to (VIIlA-2)	23	28	115
Memberships, faculty participation (III-A(2)C-3)	5	6	23
Menus, flexibility (III-H-3)	13	17	76
Methods of			
--accounting (IV-C)	14	18	80
--and controls, professional, use of (V-D-3)	15	20	92
--discipline (III-D-f-2)	9	11	53
--educational guidance (III-D-a-2)	8	10	46
--examination (X-A-2)	25	31	126
--health guidance (III-D-d-2)	8	11	50
--individual spiritual guidance (III-D-h-2)	9	12	56
--instruction (VIII-B)	23	28	116
--personal guidance (III-D-c-2)	8	10	49
--spiritual group guidance (III-D-g-2)	9	11	55
--teaching, adaptation to course objective (VIII-B-3)	23	28	117
--teaching, effectiveness (VIII-D)	23	29	119
--vocational guidance (III-D-b-2)	8	10	47
Minutes of			
--Board of Trustees Meetings (III-E(1)h-52)	12	16	69
--faculty meeting (III-E(1)a-5)	9	12	59
Morning prayer (III-F-1)	13	16	71
N			
National League of Nursing Education, relationship with (II-C-1)	2	3	11
Non-Catholic students			
--acceptance of religious objectives (I-A-5)	1	1	3
--attitude towards (III-D-g-1)	9	11	55
--spiritual guidance (III-D-h-1)	9	12	56
Number of patients, adequacy for educational problems (V-B-1)	15	19	87

N (Continued)	Topical Analysis	Score Cards	Manual
Nurse faculty members, selection of (III-A(1)	4	5	16
Nurses' station, hospital (VI-A-9)	16	21	95
Nursing			
--content of curriculum (VII-D)	20	26	109
--course evaluation (VII-E(3-4)	21	26	112
--education, advanced, preparation of faculty (III-A(2)a-4)	4	5	20
--experience of faculty (III-A(2)b-1)	4	5	20
--education, preparation of faculty (III-A(2)a-2)	4	5	19
--integration of basic principles with (VII-D-3)	20	26	110
--procedures, special (V-D-4)	15	20	92
--procedures and techniques, use in curriculum (VII-D-4)	20	26	111
--profession, orientation of student to (III-C(1)d-2)	7	9	40
--profession, relationship with(II-C-1)	2	3	11
--school administration, experience of faculty (III-A(2)b-3)	4	5	21
--schools, other, relationship with(II-C-7)	2	4	13
--staff organization (V C-3)	15	19	90
--staff, organization of relationship with school of nursing (V-A-1)	15	19	85
--special phases of, disproportionate emphasis on (III-D-b-3)	8	10	48
O			
Objective type of examination (X-A-2)	25	31	126
Objectives (I)	1	1	1
--conformation of curriculum (VII-A)	20	25	104
--course, adaptation of method of teaching to (VIII-B-3)	23	28	117
--curricular, relation of holdings of library (IX-B-1)	24	30	122
--educational (I-B)	1	1	3
--educational, administration of financial policy towards (IV-A-2)	14	18	78
--educational, financial policy as related to (IV-A-1)	14	18	78
--institutional, curriculum as expression of (III-B-1)	6	8	34
--professional (I-C)	1	2	4
--relation of course to curricular (VII-C-3)	20	25	109
--relationship with curricular content (VII-A-3)	20	25	105
--relationship of spiritual guidance (III-D-g-2)	9	11	55
--religious (I-A)	1	1	1
Observational procedures, use of (V-D-3)	15	20	92
Obstetrical nursing record (III-E(1)b-12)	10	13	60
Occupations of alumnae, record of (III-E(1)f-38)	11	15	66
Odors, elimination of, hospital (VI-C-14)	17	22	100
Offices, administration, school of nursing (VI-B-9)	16	22	98
Officers (II-B-2)	2	3	9
Operating rooms, hospital (VI-A-6)	16	21	95
Operating room nursing service, record of (III-E(1)b-13)	10	13	61

O (Continued)	Topical Analysis	Score Cards	Manual
Operation and care of the			
--hospital (VI-C)	17	22	98
--school of nursing (VI-D)	18	23	103
Organization			
--of the curriculum (VII-A)	20	25	104
--hospital (V C)	15	19	89
--medical staff (V-C-2)	15	19	89
--nursing staff (V-C-3)	15	19	90
--of relationship between school of nursing, hospital, medical staff and nursing staff (V-A-1)	15	19	85
--of the school of nursing (II)	2	3	7
Orientation			
--professional, through the curriculum (VII-D-5)	20	26	111
--of student (III-C(1)d-2)	7	9	40
Out patient department			
--hospital (VI-A-6)	16	21	95
--instruction (III-A(3)a-6)	5	6	26
--nursing service record for (III-E(1)b-16)	10	13	61
P			
Parents, term grade reports to (III-E(1)c-22)	10	13	62
Participation			
--in responsibility between school and hospital (V-A-3)	15	19	86
--of students in teaching (VIII-B-4)	23	28	117
Patients,			
--availability for educational problems (V-B-2)	15	19	88
--diversification for educational problems (V-B-2)	15	19	88
--evidence of concentration of interest on (V-D-1)	15	20	91
--individual equipment, care of, hospital (VI-C-23)	17	23	102
--number of, adequacy for educational problems (V-B-1)	15	19	87
--teaching use of (V-B-3)	15	19	88
--units for, hospital (VI-A-5)	16	21	95
--units for, hospital, care of (VI-C-17)	17	23	101
Pediatric nursing record (III-E(1)b-11)	10	13	60
Periodical holdings of library, balance in (IX-B-3)	24	30	123
Personal belongings of student, care of school of nursing (VI-D-23)	19	24	103
Personal			
--counsel, record of (III-E(1)d-32)	11	14	65
--counseling by faculty (III-A(3)c-3)	6	7	30
--guidance of personnel (III-D-c)	8	10	48
--interview requirements for admission(III-C(1)c-6)	7	9	39
--traits, requirements for admission (III-C(1)c-3)	7	9	38
Personnel			
--committee (II-B-4)	2	3	10
--duties of faculty (III-A(3)c)	6	7	29
--hospital, relations with school of nursing (V-A)	15	19	85
--maintenance, hospital and school of nursing (VI-C&D-2)	17,18	22,23	99

P (Continued)	Topical Analysis	Score Cards	Manual
--orientation of students to (III-C(1)d-2)	7	9	40
--record of entering student (III-E(1)d-34)	10	14	65
--school of nursing, relations with medical staff (V-C-2)	15	19	89
--service, administration of (III-D)	8	10	44
Physical			
--condition, record of (III-E(1)d-26)	10	14	63
--education (III-F-4)	13	16	72
--facilities, records pertaining to (III-E(1)g)	11	15	66
--plant of hospital and school of nursing (VI)	16	21	94
--therapy procedures in student health (III-D-e-3)	8	11	52
Physician			
--faculty members, selection (III-A(1)	4	5	16
--student health (III-D-e-2)	8	11	52
Placement (X-B)	25	31	127
Plan			
--for administrative school-college inter-relationship (II-D-4)	3	4	15
--for faculty school college interrelationship (II-D-3)	3	4	15
--of school-college relationship (II-D-1)	3	4	14
Planning, curriculum, evidence of (VII-A-1)	20	25	105
Plant operation and maintenance, hospital and school of nursing (VI-C&D-1)	17,18	22,23	98
Plumbing, hospital (VI-A-3)	16	21	94
Policies			
--towards achievement testing (X-A-1)	25	31	125
--financial (IV-A)	14	18	78
--of financing supplementary activities (IV-D-1)	14	18	83
--regarding graduation of student (III-C(2)3)	7	9	41
--regarding graduation, effectiveness for administration of school (III-C(2)6)	7	9	42
--regarding graduation, effectiveness for development of student (III-C(2)5)	7	9	42
--concerning instruction (VIII-A-1)	23	28	114
--concerning placement (X-B-1)	25	31	127
--regarding promotion of student (III-C(2)1)	7	9	41
--regarding promotion, effectiveness for administration of school (III-C(2)6)	7	9	42
--regarding promotion, effectiveness for development of student (III-C(2)5)	7	9	42
--with reference to state board (X-C-1)	25	31	129
--of student admission (III-C(1)a-3)	6	8	36
--with reference to student care of health (III-D-e-1)	8	11	51
Policy			
--regarding budgeting (IV-B-1)	14	18	79
--making, awareness of educational objectives (I-B-1)	1	1	3
--making, awareness of professional objectives (I-C-1)	1	2	4
--making, awareness of religious objectives (I-A-1)	1	1	1
--effectiveness, in selection of faculty (III-A(1)3)	4	5	18

P (Continued)	Topical Analysis	Score Cards	Manual
Practical methods of examinations (X-A-2)	25	31	126
Practice,			
--correlation with theory in course organization (VII-C-4)	20	25	109
--relation to theory in curriculum balance (VII-B-4)	20	25	107
Prayer (III-F-1)	13	16	71
Pre-admission health guidance (III-D-d-3)	8	11	51
Pre-admission requirements (III-C(1)d-1)	7	9	39
Preservation of floors, hospital and school of nursing (VI-C&D-4)	17,18	22,23	99
Press, relationship with (II-C-4)	2	3	12
Preventive medicine, health guidance (III-D-d-1)	8	11	50
Priest faculty members, selection of (III-A(1)	4	5	16
Privation of freedom in discipline (III-D-f-2)	9	11	53
Procedure record (III-E(1)b-6)	9	12	59
Procedures			
--in dealing with the deficient student (III-C(3)5)	7	10	44
--in dealing with the deficient student effectiveness in improving scholarship (III-C(3)6)	7	10	44
--in dealing with the superior student (III-C(3)2)	7	9	43
--regarding graduation of student (III-C(2)4)	7	9	41
--regarding graduation, effectiveness for administration of school (III-C(2)6)	7	9	42
--regarding graduation, effectiveness for development of student (III-C(2)5)	7	9	42
--nursing, use in the curriculum (VII-D-4)	20	26	111
--regarding promotion of student (III-C(2)2)	7	9	41
--regarding promotion, effectiveness for administration of school (III-C(2)6)	7	9	42
--regarding promotion, effectiveness for development of student (III-C(2)5)	7	9	42
Profession			
--evidence of emphasis on curriculum content (VII-D-1)	20	26	109
--medical, relationship with (II-C-2)	2	3	11
--nursing, relationship with (II-C-1)	2	3	11
--other, relationship with (II-C-3)	2	3	12
Professional			
--activities, faculty participation in (III-A(2)c-3)	5	6	23
--attitudes, development through curriculum (VII-D-2)	20	26	110
--certification (X-C)	25	31	129
--development, bearing of health on (III-D-d)	8	11	50
--development, bearing of personal problems on (III-D-c)	8	10	48
--development, evidence of (VIII-D-3)	23	29	120
--interests of faculty (III-A(2)c)	5	6	22
--methods and controls, use of V-D-3)	15	20	92
--objectives (I-C)	1	2	4
--opportunities, promoting interest in (III-D-b-2)	8	10	47
--orientation through curriculum (VII-D-5)	20	26	111
--preparation of faculty (III-A(2)a)	4	5	18
Program of functions of student health (III-D-e-3)	8	11	52
Promotion of student (III-C(2)	7	9	40
Provisions for the school's interest in the basic organization (II-A-1)	2	3	7

P (Continued)	Topical Analysis	Score Cards	Manual
Psychiatric nursing record (III-E(1)b-15)	10	13	61
Public relations (II-C-4)	2	3	12
Publications,			
--faculty participation (III-A(2)c-3)	5	6	23
--faculty, record of (III-E(1)a-2)	9	12	59
Q			
Qualities of students admitted, report on (III-E(1)a-25)	10	14	63
Quality of medical care (V-B)	15	20	91
R			
Radiological procedures in student health (III-D-e-3)	8	11	52
Reasons for selection of faculty (III-A(1)2)	4	5	17
Reception room, hospital (VI-A-10)	16	21	96
Record of state board examinations (X-C-4)	25	31	130
Recording (III-E(2)	12	16	69
Recommendation, letters of, requirements for admission (III-C(1)c-5)	7	9	39
Records,			
--administration of (III-E)	9	12	57
--pertaining to administrative control (III-E(1)h)	11	15	67
--pertaining to alumnae (III-E(1)f)	11	15	66
--pertaining to clinical instruction (III-E(1)b)	9	12	59
--pertaining to examinations and grades (III-E(1)c)	10	13	62
--pertaining to faculty members (III-E(1)a)	9	12	58
--pertaining to physical facilities (III-E(1)g)	11	15	66
--school (III-E(1)	9	12	58
--pertaining to special features of student relations (III-E(1)e)	11	14	65
--student health (III-D-e-2)	8	11	52
--pertaining to the students (III-E(1)d)	10	14	63
Recreational			
--activities, administration (III-F-5)	13	16	73
--facilities, school of nursing (VI-D-14)	18	24	103
--facilities, school of nursing (VI-B-6)	16	22	97
Recruiting of students (III-C(1)a-1)	6	8	36
Registrar's annual report (III-E(1)h-48)	12	15	68
Registration, faculty participation (III-A(3)c-2)	6	7	29
Regulations (III-D-f)	9	11	53
Relation			
--between course objectives and curriculum objectives (VII-C-3)	20	25	109
--of holdings of library to curricular objectives (IX-B-1)	24	30	122
Relations, student, records pertaining to special features of (III-E(1)e)	11	14	65
Relationships,			
--American Nurses' Association (II-C-1)	2	3	11
--college or university (II-D)	3	4	14

R (Continued)	Topical Analysis	Score Cards	Manual
--dentistry (II-C-3)	2	3	12
--dietetics (II-C-3)	2	3	12
--financial policy to educational objectives (IV-A-1)	14	18	78
--hospital and school (V)	15	19	85
--inter-institutional and inter-agency (X-B-5)	25	31	129
--laboratory technology (II-C-3)	2	3	12
--law (II-C-3)	2	3	12
--medical profession (II-C-2)	2	3	11
--medical social work (II-C-3)	2	3	12
--National League of Nursing Education (II-C-1)	2	3	11
--Nursing profession (II-C-1)	2	3	11
--objectives and curricular content (VII-A-3)	20	25	105
--organization (II-C)	2	3	11
--professions , other (II-C-3)	2	3	12
--school-college (II-D)	3	4	14
--school of nursing and hospital personnel (V-A)	15	19	85
--sister-nurse (III-D-f-2)	9	11	53
--social work (II-C-3)	2	3	12
--with state board, maintenance of (X-C-3)	25	31	130
--spiritual group guidance to objectives (III-D-g-2)	9	11	55
--student teacher (III-D-f-2)	9	11	53
--theory and practice in curriculum balance (VII-B-4)	20	25	107
Religion Course evaluation (VII-E(6)	22	27	-
Religious			
--activities, administration of (III-F-1)	13	16	71
--activities, financing (IV-D)	14	18	82
--community, relationship with (II-C-6)	2	4	13
--objectives (I-A)	1	1	1
Reports			
--administration of (III-E)	9	12	57
--pertaining to administrative control (III-E(1)h)	11	15	67
--financial (daily, monthly, yearly) (IV-C-4)	14	18	82
Required courses (VII-B-2)	20	25	107
Requirements for admission (III-C(1)c)	7	8	37
Research			
--activity, experience of faculty (III-A(2)b-5)	4	6	22
--and scientific interests in the hospital (V-D-5)	15	20	92
Responsibility			
--participation in, between school and hospital (V-A-3)	15	19	86
--for selection of students (III-C(1)b)	6	8	37
Resultants, educational (X)	25	31	125
Rooms,			
--boiler, hospital and school (VI-C&D-21)	17,19	23,24	101
--class, evaluation as teaching facility (VIII-C-1)	23	28	118
--conference, evaluation as teaching facility (VIII-C-5)	23	28	119
--demonstration, evaluation as teaching facility (VIII-C-3)	23	28	119
--hospital, instruction, conference, demonstration (VI-A-4)	16	21	95
--instruction and demonstration, school of nursing (VI-B-4)	16	21	97
--patients', hospital (VI-A-5)	16	21	95
--patients', hospital, care of (VI-C-17)	17	23	101

S.	Topical Analysis	Score Cards	Manual
Sacraments, opportunities for reception of (III-D-h-3)	9	12	57
Salaries of lay teaching personnel (III-A(4)5)	6	8	33
Sampled course evaluation (VII-E)	21	26	111
Schedule place of courses being evaluated (VII-E-4)	21	26	113
Schedules of food service, flexibility (III-H-3)	13	17	76
Scholarship			
--awards (III-D-a-1)	8	10	45
--bearing of personal problems on (III-D-C)	8	10	48
--effectiveness of educational guidance in (III-D-a-4)	8	10	46
--effectiveness of procedures in dealing with deficient student in improving (III-C(3)6)	7	10	44
--requirements for admission (III-C(1)c-2)	7	8	38
Scholarships granted, record of (III-E(1)e-35)	11	14	65
School activities, faculty participation (III-A(2)c-2)	5	6	23
School			
--college relationships, organization of (II-D)	3	4	14
--hospital relationships (V)	15	19	85
--interest in basic organization (II-A-1)	2	3	7
--interest in board or committee of control (II-A-4)	2	3	8
--interest in by-laws and constitution (II-A-3)	2	3	8
--interest in charter (II-A-2)	2	3	8
School of nursing, effect of hospital's public relations on (V-C-4)	15	19	90
School of nursing			
--library (IX)	24	30	121
--operation and care (VI-D)	18	23	103
--physical plant (VI-B)	16	21	96
School records (III-E(1)	9	12	58
School, summary of enrollments by (III-E(1)h-49)	12	16	68
Schools of medicine, relationship with (II-C-8)	2	4	13
Schools of nursing, other, relationship with (II-C-7)	2	4	13
Scientific interests in the hospital (V-D-5)	15	20	92
Segregation of patients (V-B-3)	15	19	88
Selection			
--faculty (III-A(1)	4	5	16
--of students (III-C(1)a-2)	6	8	36
--of students, responsibility for (III-C(1)b)	6	8	37
Self-service facilities, school of nursing (VI-B-10)	17	22	98
Sequence			
--course (emphasis prerequisites)(V-B-2)	20	25	107
--of courses being evaluated (VII-E-1)	21	26	112
Separation of school and hospital finances (IV)	14	18	77
Service			
--janitor, hospital and school of nursing (VI-C&D-3)	17	22	99
--system, hospital (VI-A-3)	16	19	94

S (Continued)	Topical Analysis	Score Cards	Manual
Service (Continued)			
--systems, school of nursing (VI-B-3)	16	21	96
--time records (III-E(1)b-8)	10	12	60
Sex, summary of enrollments by (III-E(1)h-49)	12	16	68
Sickness care, health guidance (III-D-d-1)	8	11	50
Sister			
--director of health service (III-D-e-2)	8	11	52
--faculty members, selection of (III-A(1)	4	5	16
--superior, concentration of relationships between school of nursing and hospital (V-A-2)	15	19	86
Site			
--hospital (VI-A-1)	16	21	94
--of housing facilities for students (III-G-4)	13	17	74
--school of nursing (VI-B-1)	16	21	96
Size			
--of faculty (III-A(4)1)	6	7	32
--regulations, housing facilities for students (III-G-4)	13	17	74
Social			
--activities, administration of (III-F-3)	13	16	72
--activities, financing (IV-D-1)	14	18	83
--counseling by faculty (III-A(3)c-6)	6	7	31
--facilities, school of nursing (VI-B-6)	16	22	97
--work, relationships with (II-C-3)	2	3	12
Sodalities (III-D-g-1)	9	11	55
Space utilization, record of (III-E(1)g-40)	11	15	67
Special			
--activities, administration of (III-F)	13	16	71
--classes of students, administration (III-C(3)	7	9	42
--projects, financing (IV-D)	14	18	82
Specialized activities other than nursing, of faculty (III-A(2)b-4)	4	6	21
Spirit of school, effectiveness of personal guidance (III-D-c-4)	8	10	49
Spiritual			
--considerations in personal guidance (III-D-c)	8	10	48
--counseling by faculty (III-A(3)c-7)	6	7	31
--group guidance of personnel (III-D-g)	9	11	54
--guidance of the individual (III-D-h)	9	12	56
Staff			
--competence, emphasis on (V-D-2)	15	20	91
--medical, organization of relationship with school of nursing (V-A-1)	15	19	85
--nursing, organization of relationship with school of nursing (V-A-1)	15	19	85
--organization, medical (V-C-2)	15	19	89
--organization, nursing (V-C-3)	15	19	90
Standardized tests, record of (III-E(1)d-27)	10	14	64
State board of nurse examiners			
--conformity with (X-C-2)	25	31	129
--maintenance of relationships with (X-C-3)	25	31	130
--policies with reference to (X-C-1)	25	31	129
--record of the school (X-C-4)	25	31	130

S (Continued)	Topical Analysis	Score Cards	Manual
Station, nurses', hospital (VI-A-9)	16	21	95
Storing records, effectiveness in (III-E(2)5)	12	16	70
Student			
--activities, report on finances (III-E(1)h-47)	11	15	68
--activity in educational program, emphasis on (VIII-B-6)	23	28	117
--administration by faculty (III-A(3)b-2)	5	7	27
--admission (III-C(1)a-3)	6	8	36
--affairs committee (II-B-4)	2	3	10
--affiliation record (III-E(1)b-19)	10	13	62
--deficient, attitude towards (III-C(3)4)	7	10	43
--deficient, procedures in dealing with (III-C(3)5)	7	10	44
--deficient, procedures in dealing with, effectiveness in improving scholarship (III-C(3)6)	7	10	44
--directory (III-E(1)d-28)	10	14	64
--evidence of correlation of required knowledge (VIII-D-2)	23	29	120
--evidence of professional development (VIII-D-3)	23	29	120
--graduation (III-C(2)	7	9	40
--health counseling by faculty (III-A(3)c-5)	6	7	30
--health guidance of personnel (III-D-d)	8	11	50
--health requirements for admission (III-C(1)c-4)	7	9	38
--health, records of physical condition (III-E(1)d-26)	10	14	63
--health service (III-D-e)	8	11	51
--loans, record of (III-E(1)e-36)	11	14	66
--orientation by faculty (III-A(3)c-1)	6	7	29
--participation in teaching, extent of (VIII-B-4)	23	28	117
--personnel duties of faculty (III-A(3)c)	6	7	29
--policies of admisssion (III-C(1)a)	6	8	36
--promotion (III-C(2)	7	9	40
--recruiting (III-C(1)a-1)	6	8	36
--relations, records pertaining to, special features of (III-E(1)e)	11	14	65
--selection (III-C(1)a-2)	6	8	36
--superior, attitude towards (III-C(3)1)	7	9	43
--superior, procedures in dealing with (III-C(3)2)	7	9	43
--superior, development of leadership (III-C(3)3)	7	10	43
Students			
--acceptance of educational objectives (I-B-5)	1	1	4
--acceptance of professional objectives (I-C-5)	1	2	6
--acceptance of religious objectives (I-A-5)	1	1	3
--admitted, report on qualities (III-E(1)d-25)	10	14	63
--boarding, administration of (III-H)	13	17	75
--housing, administration of (III-G)	13	17	73
--personal belongings, care of (VI-D-23)	17	24	103
--records pertaining to (III-E(1)d)	10	14	63
--special classes of, administration of (III-C(3)	7	9	42
--units for, school of nursing (VI-B-5)	16	21	97
--units for, care of (VI-D-17)	18	24	103
--use of library by (IX-B-5)	24	30	124
Study conditions, record of (III-E(1)g-41)	11	15	67

S (Continued)	Topical Analysis	Score Cards	Manual
Superior student			
--attitude towards (III-C(3)1)	7	9	43
--development of leadership (III-C(3)3)	7	10	43
--procedures in dealing with (III-C(3)2)	7	9	43
Supervision			
--extent and adequacy of (V-D-4)	15	20	92
--of food service (III-H-2)	13	17	75
--of housing facilities (III-G-2)	13	17	74
--report (III-E(1)b-9)	10	13	60
--of teaching (VIII-A-4)	23	28	115
--of teaching use of patients (V-B-3)	15	19	88
Supplementary activities, financing (IV-D)	14	18	82
T.			
Teacher - See also instructors and faculty			
--induction (VIII-A-3)	23	28	115
Teaching - See also instruction			
--equipment, general, care of, school of nursing (VI-D-15)	18	24	103
--experience of faculty (III-A(2)b-2)	4	5	21
--facilities (VIII)	23	28	114
--load (III-A(4)3)	6	7	32
--loads, faculty, record of (III-E(1)a-4)	9	12	59
--methods, effectiveness (VIII-D)	23	29	119
--student participation in (VIII-B-4)	23	28	117
--supervision of (VIII-A-4)	23	28	115
--use of patients (V-B-3)	15	19	88
Techniques			
--of curriculum (VII-B)	20	25	106
--nursing, use in curriculum (VII-D-4)	20	26	111
Tenure of faculty (III-A(4)2)	6	7	32
Term grades			
--record of (III-E(1)c-21)	10	13	62
--report to parents (III-E(1)c-22)	10	13	62
--summary of (III-E(1)c-23)	10	13	63
Testing, achievement (X-A-1)	25	31	125
Tests, standardized, record of (III-E(1)d-27)	10	14	64
Textbooks - See books			
Theoretical courses, examinations in (X-A-2(a)	25	31	126
Theory			
--correlation with practice in course organization (VII-C-4)	20	25	109
--relation to practice in curriculum balance (VII-B-4)	20	25	107
Time			
--balance in, curriculum (VII-B-3)	20	25	107
--records, service (III-E(1)b-8)	10	12	60
Toilet rooms, cleaning of, hospital and school of nursing (VI-C&D-9)	17,18	22,24	100

T (Continued)	Topical Analysis	Score Cards	Manual
Training of faculty members, record of (III-E(1)a-1)	9	12	58
Trustees, board of, minutes of meetings (III-E(1)h-52)	12	16	69
Types and methods of examinations (X-A-2)	25	31	126
U.			
Unification of			
--educational objectives (I-B-4)	1	1	4
--professional objectives (I-C-4)	1	2	5
--religious objectives (I-A-4)	1	1	2
Units			
--departmental, hospital (i.e., operating rooms, x-ray, diet kitchen, out-patient department, central services, etc.) (VI-A-6)	16	21	95
--for patients, hospital (VI-A-5)	16	21	95
--for patients, hospital, care of (VI-C-17)	17	23	101
--for students, school of nursing (VI-B-5)	16	21	97
--for students, school of nursing, care of (VI-D-17)	18	24	103
Universities, relationships with (II-D)	3	4	14
Use of housing facilities for educational development of student (III-G-3)	13	17	74
Use of			
--library by faculty (IX-B-4)	24	30	123
--library by students (IX-B-5)	24	30	124
--procedures and techniques in the curriculum (VII-D-4)	20	26	111
--professional methods and controls (V-D-3)	15	20	92
V.			
Ventilating, care of, hospital and school of nursing (VI-C&D-10)	17,18	22,24	100
Visiting tour for orientation of students (III-C(1)d-2)	7	9	40
Vocational			
--counseling by faculty (III-A(3)c-4)	6	7	30
--guidance of personnel (III-D-b)	8	10	47
--interests and experience, record of (III-E(1)d-29)	10	14	64

W.	Topical Analysis	Score Cards	Manual
Ward instruction (III-A(3)a-3)	5	6	25
Woodwork, care of, hospital and school of nursing (IV-C&D-7	17,18	22,24	99
X.			
X-Ray rooms, hospital (VI-A-6)	16	21	95
Y.			
Years of			
--administrative experience of faculty (III-A(2)b-3)	4	5	21
--nursing experience of faculty (III-A(2)b-1)	4	5	20
--research activity experience of faculty (III-A(2)b-5)	4	6	22
--specialized activities other than nursing by faculty (III-A(2)b-4)	4	6	21
--teaching experience of faculty (III-A(2)b-2)	4	5	21