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A History Of The Associate Degree Nursing Program In Nevada, 1963-1983

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1963-1983

University of Nevada, Las Vegas

Ed.D. 1985

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A History of the Associate Degree Nursing Program
in Nevada, 1963-1983

By

Deloris J. Middlebrooks

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of the requirements for the degree of

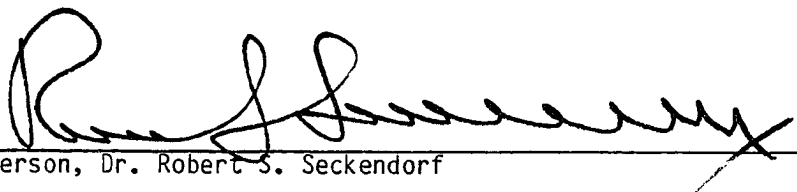
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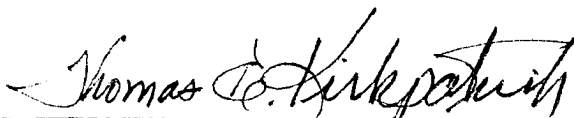
Vocational Education

Department of Secondary, Postsecondary, and Vocational Education
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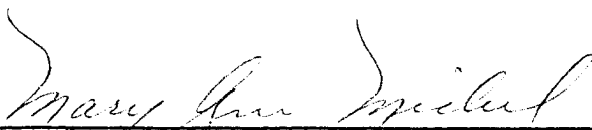
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ABSTRACT

This study discusses the development of the present four associate degree nursing programs in the state of Nevada. It begins with a brief overview of the development of the associate degree program in the nation. Next it examines the survey of Nevada's nursing needs and the plans and actions taken by citizens of Nevada in response to the survey.

The first school began in what later became the University of Nevada, Las Vegas. In 1967 federal money was obtained to operate associate degree and baccalaureate nursing classes as a joint venture between the Reno and Las Vegas campuses of the University of Nevada. These classes were conducted by closed circuit television. By the end of the television project, the community college system was beginning, and an associate degree program opened in the Reno area community college. The next program opened was in Elko at Northern Nevada Community College, in 1978, and in 1982 Western Nevada Community College in Carson City began its program.

The development of the programs was influenced by the growth of associate degree nursing programs in the nation, and by the growth of the university and community college system in Nevada. The curriculums for the schools followed the general pattern set by Mildred Montag.

The study closes with some questions about the future which revolve about the preparation and utilization of the associate degree nurse versus changes in health care provisions and escalating costs.

TABLE OF CONTENTS

CHAPTER ONE	- Introduction	1
CHAPTER TWO	- Nursing Education and the Emergence of the Associate Degree Nursing Program Across the Nation	16
CHAPTER THREE	- The Status of Nursing Education in Nevada in 1962 and the "Grass Roots" movement	37
CHAPTER FOUR	- Development of the Program at Las Vegas	49
CHAPTER FIVE	- The Intercampus or Television Project	68
CHAPTER SIX	- The Growth of the Community College in Nevada	76
CHAPTER SEVEN	- Development of the Program in the Reno-Sparks Area	80
CHAPTER EIGHT	- The Elko Program	91
CHAPTER NINE	- The Program in Carson City	99
CHAPTER TEN	- Summary	106
CHAPTER ELEVEN	- A Look to the Future	109
REFERENCES	-	114
BIBLIOGRAPHY	-	118
APPENDIX	-	124

LIST OF TABLES

TABLE ONE	- Montag's Suggested Curriculum	32
TABLE TWO	- Associate of Arts Nursing Program Curriculum, Las Vegas, 1964-65	61
TABLE THREE	- University of Nevada - Las Vegas Curriculum, 1983	67
TABLE FOUR	- Original Curriculum for the Reno area 1972-73	83
TABLE FIVE	- Truckee Meadows Curriculum, 1983-84	89
TABLE SIX	- Northern Nevada Community College Curriculum, 1983-84	98
TABLE SEVEN	- Western Nevada Community College Curriculum, 1982	104
TABLE EIGHT	- Location of Nevada's Associate Degree Nursing Programs (Map)	105
TABLE NINE	- Timetable of Activities in Developing the Programs	108

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Deloris Middlebrooks

CHAPTER ONE

INTRODUCTION

A riddle: "I travel naught but move away
And take along what's here today.
Devouring all that man has done
I save it from oblivion."

Answer: History. The deeds of our ancestors live on.
They cannot speak but have much to teach us still.
(Foster 1983)

While some might argue that there are only three professions--those of medicine, law, and theology--others would include as professions occupations such as engineering, teaching, and nursing. Nursing is a profession which has been in a state of change for some time. This condition has resulted from movement from an apprenticeship system to a more professional status, and from the development of different types of educational programs which prepare persons to become registered nurses. Alice Rines notes that the history of nursing education has been a mixture of spurts of change and periods of stability (1977). Although the art of nursing is of great antiquity--as ancient as humanity itself--nursing history is interwoven with general history (Dietz & Lehozky, 1967). Griffin and Griffin (1973) note that we are products of our time, and that history is the study of the trends of human thought and action as they influence the patterns of our lives. Nursing education has changed in response to trends in medical, social, religious and political thought. The emancipation of women came to be a large part of the evolution of the nursing profession too, because the newly gained

freedom of women enabled them to develop and participate in community interests (Griffin & Griffin, 1973). As science and medicine advanced, a need for more educational preparation for the nurse was perceived and sought. A need for the production of increased numbers of nurses has been the impetus for change frequently seen throughout the history of American nursing education.

One of the types of programs developed in response to the demand for increased numbers of nurses with a sound educational background is that which is commonly called the associate degree nursing or ADN program. This study will focus on the development of the associate degree nursing program in Nevada, and will examine the forces and conditions which led to this development.

Statement of the Problem

Nevada currently has four schools which prepare nurses with an associate degree. What were the social forces which led to the development of this type of program in Nevada? Why did the schools choose to operate an associate degree program rather than a baccalaureate program? Who were the persons who first germinated the idea for the original program? Were there factors peculiar to the Nevada educational system which impacted on the choice of nursing programs to be implemented? Why are there differences in the four programs?

It is the belief of the author that the answers to these questions had a strong bearing on the development of nursing education programs in Nevada, and that the development of nursing programs was closely related to the growth of the University of Nevada system and the community colleges.

History has been defined as the story of mankind and Shafer (1980)

states that the word history refers to actual happenings and events of the past. An understanding of those past events can lead us to a greater understanding of today's issues and problems and may help us to find solutions. Anne Austin, writing in the forward to Fitzpatrick's Historical Studies in Nursing (1978) states:

Nurses in common with all of humankind are constantly being compelled to find guides to action in changing situations, History is the arrow showing the way, and the direction in which the arrow is pointing may be discovered through historical research. The results give purpose to our activities, refocuses our view of the present and give a sense of the continuity of all behavior.

The purpose of historical research should be to explain the present or to anticipate future events (Polit & Hungler, 1978). Cook and LaFleur (1975) note that historical research for the purpose of gaining perspective on present problems is not the only purpose which such research can serve. Historical research can also be carried out for its own sake, that is, an interest in the truth about the past. And Treece and Treece (1977) comment that a knowledge of historical events increases the appreciation of nurses for the struggle that has brought nursing its professional status.

Significance of the Problem

Historical perspective is important in understanding the contemporary stance of nursing programs in Nevada. Only in the light of past developments can one determine possible future development. As Notter (1974) states, "the value of historical research is not merely that it provides a record of the past, but that it contributes to present thought and decision making." (p.22) Griffin and Griffin (1973) point out that the characteristics of any group are conditioned by its greater

movement. In 1975, the American Nurses' Association Commission on Nursing Research documented the need for studies in the history and philosophy of nursing (Downs & Fleming, 1979). Polit and Hungler (1978) note that historical research may be undertaken to answer questions concerning causes, effects, or trends relating to past events which may shed light on present behaviors or practices.

No other historical study of the associate degree nursing programs in Nevada has been done, although the first program is now nearly twenty years old. Nursing students are often unaware of factors which impact upon their program choice. Indeed many persons are not aware of some of the differences in philosophical base and functioning of the several programs. Considerations for future programming might be much more effective if viewed in the light of past events. Historical research is extremely valuable in nursing at this time when the profession is striving to understand and conceptualize the practice and process of nursing (Polit & Hungler, 1978).

Delimitations of the Study

This study was limited to associate degree nursing programs within the state of Nevada. These programs are at the University of Nevada, Las Vegas; Truckee Meadows Community College in the Reno/Sparks area; Northern Nevada Community College in Elko; and Western Nevada Community College in Carson City. The study focused on the social forces which led to the development of these programs and examined the developments as they occurred during the period 1963 to 1983.

Basic Assumptions

This author believes that it is important to document historical

events before the information about these events is lost. As files bulge with collected papers, there is a strong tendency to discard what is "old". It is further believed that this study will show that the development of the associate degree nursing program in Nevada was closely allied to the demand to produce more nurses and to the growth of higher education in the burgeoning state of Nevada. Differences in the programs are largely based on the point in time in which the program began and the need to which it was responding. A strong value of the study is the documentation of these differences and the reasons for them. Greater understanding of past developments could lead to better decisions about the development of future programs.

Definitions of Terms

In conducting this study the following definitions were used for terms which appear frequently.

Registered Nurse (R.N.) means a person who is licensed to practice professional nursing. This title may be used by persons who have graduated from a diploma program (hospital school), associate degree program, or baccalaureate program, and who have successfully passed an examination which has entitled them to be licensed as a Registered Nurse. The term R.N. refers to the registration or licensure procedure and not to the type of educational program completed.

According to the Nevada Nurse Practice Act (1982),

'Practice of professional nursing' means the performance for compensation of any act in the observation, care and counsel of the ill, injured or infirm, in the maintenance of health or prevention of illness in others, in the supervision and teaching of other personnel, or in the administration of medications and treatments as prescribed by a licensed physician, a licensed dentist or licensed podiatrist, requiring substantial specialized judgement and skill based on knowledge and application of the principles of biological,

physical and social science, but does not include acts of medical diagnosis or prescription of therapeutic or corrective measures. (p.1)

Licensed Practical Nurse (L.P.N.) means a person who is licensed to practice nursing. As defined by the Nurse Practice Act, the

'Practice of practical nursing' means the performance for compensation of selected acts in the care of the ill, injured or infirm under the direction of a registered professional nurse, a licensed physician, a licensed dentist or a licensed podiatrist, not requiring the substantial specialized skill, judgement and knowledge required in professional nursing. (p.1)

This title is used by persons who have graduated from a practical nursing program or vocational program, which is usually one year in length. They have successfully passed an examination which entitles them to be licensed as a practical nurse. This title is synonymous with the title Licensed Vocational Nurse (L.V.N.) which is used only in the states of California and Texas. (Peavy, 1984)

Associate Degree Nurse (A.D.N.) or Nursing (program). This term refers to the graduate of a nursing program which grants an Associate of Arts or Associate of Applied Science degree to a completing student. This is usually referred to as a two-year program, although the individual student may take more than two calendar years to complete the program.

Bachelor of Science Nurse (B.S.N.). This title refers to a nurse who has graduated from a baccalaureate program in nursing and received a bachelor's degree. These programs are usually four years in length, although some are five.

Review of Related Literature

The review of the literature can be viewed from two perspectives. The first and most common is that the literature will lay a systematic foundation for the study. Kemp and Pilliteri (1984) state that a review

of the literature is a review of the same type of research that has been done in the past. Ary et al (1972) note that the literature should justify carrying out the study by showing what is known and what remains to be investigated in the topic of concern. Waltz and Bausell (1981) state that the function of the literature review is threefold: (1) to bring knowledge to bear on the overall purpose of the study, (2) to enhance the meaningfulness of this purpose and (3) to help generate predictions for the likely outcomes of the study. Notter (1974) suggests that the review provides familiarity with literature in the field under study and that it helps to identify various methodologies which might be useful in the proposed study.

The second perspective is presented by Fox (1982). He presents the idea that the review of the literature in a historical study is actually the method of data collection. The sources used are the "subjects" of the research and the material reviewed is the "data" (p. 87). He further states that in historical research the literature is increased by uncovering previously unknown materials or by putting material into a context in which it has never been put before.

One might ask if a historical study about nursing programs is a suitable topic for a doctoral dissertation. Anne Austin (1958) notes that the dissertation is usually considered an essential part of the qualification for the doctoral degree. She further asserts that if it is agreed that history is a science, then history of nursing becomes a proper subject for that purpose. She states that the professional nurse has a responsibility to add to the foundation of facts on which the profession's practice rests, and that the field of history of nursing as a science has been but lightly touched upon.

Polit and Hungler (1978) note that any profession seeking to enhance its professional image undertakes the continual development of a scientific body of knowledge fundamental to its practice.

Does history qualify as a science? Austin (1958) notes that it is generally agreed by historians that history is an activity engaged in for the purpose of learning the truth about the past. History, in common with other sciences, has a method of inquiry suited to its own data. This is the historical method. The historian deals with facts as do other scientists. Shafer (1980) notes that history is a discipline, a field of study that has developed a set of methods and concepts by which historians collect evidence of past events, evaluate that evidence and present a meaningful discussion of the subject. Cook and LaFleur (1975) comment that modern historical research leans heavily on the scientific method.

Austin (1958) lists several areas of the past in nursing in which scientific studies might profitably be undertaken. One of these is the area of organizations in nursing: histories of organizations and agencies, schools of nursing, and nursing service agencies. Another area is influences which have shaped nursing. The nurse engaged in research in nursing history will be expected to make a contribution, large or small, to historical knowledge in nursing.

Three elements of the historical method are learning what the categories of evidence are, collecting evidence, and communication of the evidence (Shafer 1980). The collecting of the evidence is the data review.

One of the techniques of data collection which is currently used by historians is the oral history, which was originally developed by

Professor Allan Nevins at Columbia University (New York) in 1948 (Brooks 1969). Marston (1976) notes that the oral history uses interviews which aim at obtaining reminiscences from people who can describe events as participants or viewers. She further comments that fallibility of recall may make some of this material inaccurate. An example of the oral history method used in nursing is the doctoral dissertation and book Contemporary American Leaders in Nursing: An Oral History by Gwendolyn Safier (1977), in which she interviewed 17 well-known nursing leaders. One of those interviewed was Mildred Montag, who was the leader in the development of the associate degree nursing program.

Mary Champagne (1981) studied the work of Montag and the development of the associate degree nursing program in her doctoral dissertation Innovations in Nurse Education: A History of the Associate Degree Program 1940-1964. The dissertation traces the conception and development of the program by examining the political, economic, and social forces which created a climate for innovation in nurse education. It agrees that this development was a well planned venture which represented a logical choice for nursing within the social content of the time.

Champagne shows that the associate degree program introduced a new worker, the nurse technician, and discusses why the junior and community college was chosen as the educational institution to prepare this worker.

She further documents that a shortage of nurses was the impetus for breaking away from the traditional pattern of educating nurses.

Although there were problems in the conception and development of

the program, Champagne's work states that by 1964 the associate degree program had become an accepted nursing education program.

In an article prepared for Nursing Outlook, Alice Rines (1977) examined the history, development and rationale for associate degree education. Noting that early nursing schools had a one year program, she indicates that by 1900 the typical program was three years in length but that the last year was chiefly an asset to the hospital and not to the education of the nurse. The clinical program was often repetitive and of poor quality.

The shortage of nurses created by World War II led to the development of the Cadet Nurse Corps. These nurses were educated in less than three years, an idea which was to influence Mildred Montag and other nursing leaders.

The post war period also saw the beginning growth of the community college. These schools provided access to higher education for all interested persons. Community college nursing programs were the first to be established on the basis of planned research and experimentation. The nursing curriculum was structured to fit the pattern of other technical curricula in the college.

Rines notes that the development of the associate degree program has not been without problems. First among these is the use of the graduate by nursing service agencies. Another is faculty preparation, and another is the changing expectations of the nursing profession. But she concludes that Montag's original premise and the basic design of the program still holds true.

Specific nursing schools have also been studied. Considered by many to be an outstanding nursing historian (Schweer, 1982), Theresa Christy

(1968) studied the Division of Nursing Education of Teachers College at Columbia University for her doctoral dissertation. Using files and old materials she followed the growth of the school from its inception in 1899 as an eight month course in hospital economics with two students to its status in 1947 as the largest department in the institution with an enrollment of 1,138 students. Teachers College was the first institution to provide advanced education for graduate nurses, and it played a significant part in the preparation of many of nursing's leaders. Mildred Montag was a faculty member there during the writing of her doctoral dissertation.

The University of Texas System School of Nursing was the focus for the doctoral dissertation written by Billye J. Brown (1975). Following the schools growth from 1890 to 1972, she describes the organizational structure of the school as it moved from a two year diploma program to a school which now grants three higher education degrees in nursing.

Brown devotes a chapter to the discussion of student affairs. This includes living and working conditions and the dress of the student as it evolved through the development of the school. Noting that the white uniform and cap are often synonymous with nursing in the eyes of the public, Brown discusses the changes in styles and colors of the uniform. She also reviews the cap and school pin, and describes the ceremonies associated with them.

One of Brown's methodologies used in gathering data was to conduct telephone interviews with persons who were not readily available otherwise. She also reviewed memorabilia which various persons had kept, in addition to reviewing school files, files in the office of the Chancellor, and materials in the Barker Texas History Center.

Brown's study also includes information on various curriculum patterns of the school. These patterns are shown for the several degrees offered, from diploma to Doctor of Philosophy.

This study also documents the development of several schools on several campuses, but schools which are all part of the University of Texas system. This is paralleled in Nevada in that all the nursing schools are part of the University of Nevada system.

An associate degree nursing program which was the focus of a doctoral dissertation is the Weber State College in Utah (Hansen 1970). One of the original colleges to be included in Montag's experimental program, Weber has been in the forefront of the development of associate degree nursing education. Hansen followed the growth of the program from 1953 to 1969. She notes that Teachers College provided consultant service to Weber so that the program would develop in a planned manner with wide experimentation and close scrutiny by nurse educators.

Noall (1969) wrote A History of Nursing Education in Utah. Her hypothesis was that there were sufficient materials available to support the writing of the dissertation, which is the second perspective of the review of the literature as described by Fox (1982).

Noall's study shows that nursing began in Utah from the activities of midwives who accompanied the first settlers. As is true in many other states, the first nursing education programs began in hospitals. The first baccalaureate program began at the University of Utah in 1942 and the experimental associate degree program began at Weber State College in 1953. Noall notes that curriculum patterns changed from a haphazard work-oriented experience to a theory-oriented practice based on the scientific principles of both physical and social sciences.

It has been previously noted that the community colleges were closely involved in the development of associate degree nursing education. This relationship is also very close in Nevada, and this study has relied on the very able documentation done by John Caserta in his History of the Community College Movement in Nevada 1967-1977 (1979). Caserta had personal access to many of the people associated with the growth and development of Nevada's Community College System and validated his data by comparing similar responses from different sources.

Returning to Fox's idea that the review of the literature is the method of data collection in historical research, this author made a preliminary survey of possible data sources and determined that enough primary data existed to support the writing of this dissertation.

Research Methodology

The data were compiled through the use of the historical method. Various documents and other data pertaining to the development of the associate degree program in Nevada were examined. Files and records at each of the institutions preparing associate degree nurses were examined, as well as materials from the Nevada Nurses' Association, the Board of Regents of the University of Nevada System, the Nevada State Board of Nursing, the Nevada State Historical Society, the Nevada State Archives, and the Orvis School of Nursing at the University of Nevada, Reno. Archival material from the libraries of both the University of Nevada, Las Vegas and Reno, were utilized. Personal and telephone interviews with significant persons in the program development were also conducted.

All data were subjected to external and internal criticism.

External criticism refers to whether the source is authentic or not. The author was fortunate to be able to locate a number of original documents, so that authenticity was high. Internal criticism refers to the worth of the document. Historical researchers must also be aware of the problem of personal bias distorting their reporting. Hopefully any problem of this nature has been overcome by keeping this study as factual as possible.

Chapter two deals with nursing education and the emergence of the associate degree program across the nation. From the period of World War II until the present, there has been a cry to prepare more nurses. The growth of the associate degree nursing program occurred partially as a response to that cry. The concept was originally presented as part of a doctoral dissertation by Mildred Montag. The associate degree program then was implemented in an experimental fashion based upon her ideas. When the experiment proved successful, the program grew naturally.

Chapter three examines the condition of nursing education in Nevada in 1962 and the activities of community members in trying to obtain a new nursing program.

Chapter four describes the development of the associate degree program in the Las Vegas area. The development there occurred primarily in response to the needs survey done by the Nevada Public Health Association. The choice of this type of program was also influenced by the status of the University at that time.

Chapter five describes the project for nursing education conducted as an inter-campus project involving the Orvis School of Nursing in Reno and the school in Las Vegas. This program was conducted through the medium of closed-circuit television.

Chapter six briefly describes the growth of the community college system in Nevada, and more particularly in Reno.

Chapter seven examines the development of the associate degree nursing program in the Reno-Sparks area. Some students from the inter-campus television project formed the nucleus for the beginning nursing program.

Chapter eight focuses on the development of the associate degree nursing program in Elko. Although this program was proposed almost as soon as the college began, it did not emerge until 1978.

Chapter nine deals with the newest program - the program in the Carson City area.

Chapter ten provides a summary of the development of the associate degree nursing programs in Nevada, and chapter eleven closes the study with a look at the future.

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CHAPTER TWO

Nursing Education and the Emergence of the Associate Degree Nursing Program Across the Nation

Before examining the events which occurred in Nevada, it is important to consider what happened with associate degree nursing programs in the nation. Were these programs typical of nursing education or not? What percentage of nurses graduated from this type of program? How long had they been in existence? In order to answer these questions, let us take a brief look at the history of nursing education.

Griffin and Griffin (1973) state:

When viewed historically the development of nursing seems to fall into three periods: (1) from the earliest times to the latter part of the eighteenth century, (2) from the latter part of the eighteenth century to the establishment of the first modern school for nurses at St. Thomas's Hospital, England, in 1860, and (3) from 1860 to the present. (p.5)

The first period was marked by the absence of any special training or education to be a nurse. In the second period there were attempts at reform and the beginning of some training for those who wished to care for the sick. The third period encompasses the development of various kinds of schools for nurses (Griffin & Griffin, 1973, p. 5).

Originally, nursing had developed to satisfy a need in all families. It can be safely assumed that even the cave mother found the need to provide care for the ill or injured. Griffin and Griffin (1973)) state, "there is little evidence that any organized group of women nurses existed before the Christian era" (p. 4) Christianity brought a new emphasis on the worth of the individual and thus to the care of the sick. But as Kelly (1975) states, "as the centuries progressed, various

persons cared for the sick: soliders, or nuns, Christian women or 'Sairey Gamps'; none had formal preparation for the work" (p. 34).

During the second period there were many discoveries in science and changes in social thought which laid the foundation for changes in nursing. This period is also associated with the name of Florence Nightingale.

If a person today were to walk down the street, selecting people at random and to ask them, "Who was Florence Nightingale?", the majority of them would probably be able to answer that she was a nurse or had something to do with nursing, although they might not know exactly what the "something" was. While she made numerous contributions in other fields, Miss Nightingale's greatest and most enduring work was done in nursing (Griffin & Griffin, 1973, p. 73). Kelly (1975) notes that at the time Florence Nightingale began her work:

"The common women worked largely as servants in private homes or not at all. Caring for the sick in hospitals or homes was done by 'uncommon' women - prisoners, prostitutes - unkempt, unsavory, disinterested, and, according to history, sometimes downright cruel, although there undoubtedly were many kind and principled 'nurses' among them." (p. 27)

Kelly continues:

It was against this background...that Florence Nightingale appeared on the scene and created the profession of nursing as it is known today....This was to be Florence Nightingale's great achievement - the establishment of the concept of formal preparation for carefully selected individuals, for the practice of nursing. (p. 34)

And Griffin and Griffin (1973) note:

The concept of nursing as an economic, independent, and secular vocation, an art requiring intelligence and technical skills as well as devotion and moral purpose, was developed first by Florence Nightingale. (p. 4)

Florence Nightingale believed that nurses should be prepared through an organized educational program. This belief was brought to fruition in the development of the school of nurses at St. Thomas's hospital in London in 1860 (Griffin & Griffin, 1973; Kelly, 1975, pp. 37, 38).

The school opened with fifteen students called probationers, who were to have a training period which lasted one year. They were to wear a brown uniform with a white apron and white cap. They were expected to live in the "nurses' home", a concept which Nightingale originated (Bullough & Bullough, 1978).

The basic educational pattern was that of apprenticeship, supplemented by lectures from the medical staff and ward sisters. Students kept notebooks and had to pass written and oral exams. In accord with Nightingale's beliefs, the school emphasized good character or morality more than the cognitive aspects of education.

In summarizing Nightingale's career, Bullough and Bullough (1978) comment that her work in research and in establishing nursing schools was monumental. But they also note two actions by Nightingale which they believed had a negative impact on the profession of nursing. One was her refusal to allow nurses at Scutari to give even basic nursing care without orders from the army surgeons, thus defining nurses as subordinate to physicians. The other was her insistence on valuing character over knowledge and skills, which set precedents for nursing education which were slow to change. Because the United States was closely affiliated with England, early nursing in this country was influenced by the British pattern. There was additional influence from several Catholic nursing orders --notably the Sisters of Charity of St.

Vincent de Paul under Mother Elizabeth Seton and the Sisters of Mercy under Mary Xavier Warde (Bullough & Bullough, 1978, p. 104).

Nursing care was on a very low level and early hospitals were staffed by untrained persons or by the nuns. Women who were interested in the struggle for women's rights pushed for reform in nursing practices. Part of this may have been from their desire to increase the occupational possibilities for women (Bullough & Bullough, 1978).

The advent of the Civil War brought a need for care for the soldiers of both the northern and southern armies. Dorothea Dix, a non-nurse, was appointed as "Superintendent of the United States Army Nurses" (Bullough & Bullough, 1978). The Civil War got women into hospitals and by 1868 S.D. Gross, president of the American Medical Association, presented a resolution which stated that "well-trained, well-instructed nurses were as necessary as physicians" (Bullough & Bullough, p. 114).

In 1873 three new training schools for nurses were opened. These were the Bellevue Hospital School, in New York; the Connecticut Training School in New Haven, and the Boston Training School at Massachusetts General Hospital. (Bullough & Bullough, 1978). These early schools were patterned along some of the principles proposed by Florence Nightingale, and Kelly notes that the "Originators of these schools sought help and advice from Miss Nightingale in establishing their schools" (1975, p. 39).

One of Nightingale's patterns which did not carry over into most American schools was the autonomy of the nursing school, under the direction of a matron who answered to a nursing school board rather than

a hospital board. Physician control was emphasized in American schools. None of the three first American schools were endowed as Nightingale's school had been; consequently the schools felt justified in expecting more work from students (Bullough & Bullough, 1978).

Nurses worked twelve hour shifts with classes during the day. Ward duty always took precedence over lecture, however. The courses in the early schools were for one year (Dietz & Lekozky, 1967).

The Bellevue school was the first to adopt a student uniform. It was thought that the uniform would help to identify the student and to improve morale. Euphemia Van Renssaler, a member of a prominent New York family, was asked to create a uniform. She made one "consisting of a blue-and-white seersucker dress, white apron, collar and cuffs" (Bullough & Bullough, 1978).

It is important to remember that nursing has always been influenced by other social, political, scientific and religious events. In the forty year period between 1846 to 1886, medicine was influenced by the discoveries of Semmelweis, Holmes, Pasteur, Koch, Lister and others. The identification of bacteria, the notion of antisepsis, and the development of anesthesia all brought a scientific basis to the care of patients and thus to nursing (Bullough & Bullough, 1978). As medical knowledge expanded, so did the need for more knowledge by the nurse. At first the course was expanded by adding a few months for special work. Gradually, the program was extended to two years, and then eventually to three (Griffin & Griffin, 1973). A standard curriculum in nursing did not exist, and much of the student's time was spent in work in the hospital wards (Dietz & Lekozky, 1967).

There was a steady growth of nursing schools as more patients were admitted to hospitals. Hospitals proliferated and grew in response to the work of Pasteur and Lister (Griffin & Griffin, 1973).

By 1894 nurses were beginning to organize and to push for the state registration of nurses. The North Carolina nurses were the first to succeed and a registration act was passed in March 1903 (Bullough & Bullough, 1978).

As states began to move toward registration or licensure and state board examinations, the need for a basic standard curriculum became evident (Dietz & Lekozky, 1967). After three years of work, a committee of the National League of Nursing Education, chaired by M. Adelaide Nutting, published The Standard Curriculum for Schools of Nursing in 1917. The curriculum specified a minimum of 585 hours in a pattern of three years (Dietz & Lehozky, 1967).

Detailed information about the work of Florence Nightingale and about the development of nursing schools in the United States is beyond the scope of this study. It is introduced here only to show that the initial pattern in the United States was the hospital school, and that this pattern remained for many years. One of Nightgale's ideas which was lost in the development of American schools was the idea that the school should be independent of the hospital; and that the hospital should serve as a field for the practical training of the nurse (Griffin & Griffin, 1973). Hospitals saw the school as a free supply of nursepower (Kelly, 1975). Griffin and Griffin further note, "Although nursing schools originally developed as educational institutions, they were not supported or administered by educational institutions, but by hospitals,

whose main focus of interest and concern must always be the care of the patient" (p. 141).

Bullough and Bullough (1978) note that "since one of the major difficulties facing nursing was its apprentice-type training, there were constant attempts to upgrade nursing education" (p. 154). Many early nursing graduates had been school teachers before they entered nursing and they were interested in placing more emphasis on education (Dietz & Lehozky, 1967). Some hoped to see nursing education within a university or college curriculum. Several obstacles blocked their progress: (1) nursing had a close relationship to medicine, and many physicians feared that trained nurses would supplant them, (2) nursing was a profession dominated by women, and women were excluded from many universities, and (3) the hospital training schools dominated nursing education (Bullough & Bullough, 1978).

Eventually several collegiate programs of nursing did emerge. There is disagreement about which was the first collegiate school, but the University of Minnesota program established in 1909 is generally considered to be the first basic collegiate program (Bullough & Bullough, 1978). Several of the early collegiate programs were in fact two years of college plus three years of nursing school which took place in the hospital (Griffin & Griffin, 1973).

While nursing schools were developing there was an ever-increasing demand for well-qualified nurses and there was an increasing number of tasks which properly prepared nurses could do. This seemed to indicate a need for increased basic experience in nursing. Yet there were many tasks nurses were required to do such as making beds and hospital

housekeeping which required some training, but not a high level of educational preparation. As Griffin and Griffin (1973) further state,

The problem then developed about whether all nurses should receive the highest possible professional education....to relegate simpler tasks to less trained attendants or whether there should be established various degrees of nursing education. (p. 130)

This problem has never been totally resolved; however it is a question which has significance to the understanding of the development of the associate degree nursing program.

The nation was becoming interested in the idea of preventive medicine and more healthful living. In an attempt to decide if nurses or non-nurse women with special education could teach public health principles, the Rockefeller Foundation supported a project for a study of nursing education (Dietz & Lehozky, 1967).

This study was popularly known as the Goldmark Report because the investigation was done by Josephine Goldmark, a non-nurse researcher. The report was issued in 1923. It revealed considerable inadequacies in nursing schools, and some schools decided to close rather than face expensive improvements (Dietz & Lehozky, 1967).

Nursing and nursing education have not developed in a vacuum; they have always been influenced by other events in society. It is therefore important at this point to consider the point in time which has been called the Great Depression -- approximately the years 1929 to 1934. Up until this time, most nursing care in hospitals was provided by students. When the student graduated he or she became a private duty nurse (Dietz & Lehozky, 1967). The Depression brought changes in the pattern of nursing care. People could not afford private duty nurses; some hospitals had difficulty remaining open. Like many other persons, nurses

were unemployed and many worked at hospitals for board and room (Champagne, 1981; Dietz & Lehozky, 1967). "The use of registered nurses to give patients care in the hospital did not occur until the depression years when they became a 'good buy'" (Champagne, 1981, p. 10).

As the United States moved out of the Depression, it also was faced with the possibility of war. Late 1939 and early 1940 saw German occupation of several European countries. "(American) nurse leaders, having gained experience in both the Spanish American and the First World Wars, recognized the need for having an adequate force of nurses prepared for service in the anticipated national emergency" (Champagne 1981, p. 1).

During this period, hospitals were fast becoming "big business." (Kelly, 1975). There was an increase in group hospitalization plans. Nurses had pressed for shorter working hours and were moving more and more toward an eight hour working day. Whereas the Depression had seen an overabundance of nurses, by the early 1940's the word for the nursing situation was "shortage" (Champagne, 1981).

In response to the shortage, nursing leaders moved to increase the number of admissions to schools. Refresher courses were given to encourage inactive nurses to return to work. In 1941, the American Red Cross was asked by the office of Civilian Defense to train volunteer nurse's aides who could do some simple functions such as baths and bedmaking (Bullough & Bullough, 1978).

In addition, the Red Cross began to develop a program of enrolling nurses into a reserve, "...in essence, nurses who enrolled in the Red Cross constituted the unofficial reserve for the Navy and Army Nurse

Corps" (Champagne, 1981, p. 2). Each nurse was issued a Red Cross pin which was to be returned if she left the practice of nursing (personal communication, Elizabeth Freitas, R.N.). A proposal was made in 1941 to the United States Office of Education for federal aid to facilitate the expansion of nurse education. This proposal was rejected. The federal government had never supported undergraduate nursing education. Congressional members did not know that the bulk of nursing care administered in hospitals was given by student nurses (Champagne, 1981).

Frances Payne Bolton, a congresswomen from Ohio, then introduced a bill in Congress which was aimed at increasing enrollments in schools of nursing. An amended bill was passed as Public Law 146 (Labor-Federal Security Agency Appropriation Act). It provided aid for refresher courses for inactive nurses, postgraduate nursing courses, and funding to increase enrollments in nursing schools. This was the first time that federal money was available for basic nursing education (Champagne, 1981; Griffin & Griffin, 1973).

By December 1941 the United States was at war. There was an immediate call for nurses to care for both civilian and military persons. Increased industrial production heightened the demand for civilian nurses in industrial and public health positions. The Red Cross called for 50,000 more nurses in its First Reserve to meet the needs of war (Champagne, 1981). There was a continual cry for more nurses and the shortage became acute.

The nursing profession, under the direction of Julia Stimson, worked to meet the shortage through a three-point program implemented in 1943 which involved an effective utilization of professional resources; the

use of auxiliary personnel for functions not requiring nursing skill; and preparing more student nurses (Bullough & Bullough, 1978). Effective utilization involved encouraging inactive nurses to return to work. Marriage was the primary reason nurses left nursing practice. They were encouraged to feel that returning to work was a patriotic act (Champagne, 1981). The use of auxiliary workers increased greatly, and by July of 1943, 70 per cent of all hospitals in the United States reported that they employed paid auxiliary workers (Champagne, 1981).

Congresswomen Bolton again introduced Legislation into Congress which was aimed at increasing the numbers of student nurses. Known as the Bolton Act, which became law on July 1, 1943, the bill provided for a uniformed Cadet Nurse Corps. The government paid tuition, fees and the first nine months of maintenance for the student. The student was to receive a stipend and to wear a distinctive uniform. Two stipulations of the Act which are important to note were, (1) the three year course must be accelerated to 30 months or less, and (2) the hours of practice were to be restricted. Another stipulation was that students were to be admitted regardless of race, creed, or color. Up to this time many Negro nurses were prepared in schools exclusively for Negro students. (Champagne, 1981; Griffin & Griffin, 1973).

By September 1945 the war was over. The Cadet Nurse Corps was terminated at once. The country began to return to a peace-time existence. There was concern that there might be a surfeit of nurses, and there was a large number of auxiliary workers available. An increased number of practical nurses had been working and were gaining licensure in some states (Champagne, 1981).

Champagne (1981) notes, "An oversupply of registered graduate nurses was never realized. Following the war the nation demanded more extensive health care" (p. 39). During the draft for the war, the Selective Service had found many men unfit for duty because of physical and mental problems. Many servicemen were returning injured or disabled. War industries had caused civilians to experience injuries. Health problems in farm families has been identified in a study done by the Farm Security Administration in 1940 (Champagne, 1981). Bills were introduced into Congress for national health Legislation --some to pass and some to fail. There was an increase of voluntary medical care insurance. Americans were also more prosperous, which meant they had more to spend on their health. Antibiotics had been developed during the war. In addition, nurses had assumed increased responsibilities during the war shortage of doctors. Life expectancy was on the increase (Champagne, 1981). Clearly, the demand for nurses was there.

Following the war many nurses did not return to nursing practice. Education and jobs were more open to women than they had been prior to the war. Enrollments in nursing schools dropped (Champagne, 1981).

"By 1947, the nurse shortage had become a topic of national concern" (Champagne, 1981, p. 45). Solutions for the shortage were proposed by various persons. Among the solutions proposed were the ideas of changes in nursing education, and change in the personnel who provided the nursing care. The practical nurse was seen as the person who could provide some of the simple nursing care.

Nursing leaders believed that a study of nursing education was needed. The Carnegie Corporation agreed to finance the study and Esther

Lucile Brown of the Russell Sage Foundation was appointed as director of the study (Deloughery, 1977). The question to be asked was "Who should organize, control, administer and finance professional schools of nursing" (Champagne, 1981, p. 62)? However, Brown felt that some additional questions should also be answered. She wanted to examine the probable nature of health service, especially nursing, for the next half of the century and to determine what kind of education would be required to prepare nurses for that kind of nursing service (Champagne, 1981). This was approved.

The Brown Report was published in 1948 as Nursing for the Future. Her report contained a number of suggestions and three are significant to outcomes being studied in this paper: (1) Schools of Nursing should be affiliated with universities and have separate budgets, (2) professional nurses should be college trained, and (3) in order to relieve the nursing shortage, two year courses in collegiate nursing should be established (Griffin & Griffin, 1973).

Brown also presented the concept of the differentiation of nursing functions and selecting persons with various levels of preparation to perform those functions. She identified the practical nurse at the lower end of the scale and the truly professional nurse at the upper end, leaving the middle range of functions possibly to be carried out by some other nursing practitioner (Brown, 1948).

Another recommendation made by Brown was that

. . . Nursing should increase its efforts to recruit from the ranks of married women, men, and minority groups (pp. 186-198).

At the same time that Brown was conducting her research and compiling her data Louise McManus, Director of the Division of Nursing Education of Teachers College, Columbia University, had established a

faculty committee for the purpose of examining the "function of nursing." Since they felt the problem of the shortage of nurses to be the most pressing problem, they chose to examine issues centered on the shortage (Champagne, 1981).

In looking at the issues of why the nursing shortage, the committee examined the functions of nurses in the work setting. They came to the conclusion that changes in the structure of nursing care delivery would help, and they saw two classes of nursing personnel: Practical or technical, and professional. They saw the professional nurse's responsibilities as primarily "planning, teaching, and supervision" (Champagne, 1981, p. 128). They believed that the nursing curriculum could be shortened to two years, if repetition in clinical practice were avoided.

The Teacher's College committee's report was also published in 1948 under the title, A Program for the Nursing Profession. Not everyone on the committee agreed with every portion of the report nor with every recommendation made (Champagne, 1981).

McManus was particularly interested in the idea of nursing as an occupation with different levels of practioners who required different preparation to deliver a range of nursing functions. She envisioned a nursing team with the professional nurse as leader. She also believed in the idea of a shortened program to prepare registered nurses, and she wanted her university to engage in more research in nursing (Champagne, 1981).

Mildred Montag came to Teachers College in 1948 as a doctoral student after taking part time classes for about ten years while also working full time. By 1950 she had become a faculty member in the

Division of Nursing. She was contemplating what the topic of her dissertation might be (Champagne, 1981).

In a later interview with Gwendolyn Safier (1977), Montag said,

"When I returned to Teachers College in 1948, I was well along in my doctoral study and had to begin to think about my dissertation. This period was the beginning of auxiliary help in hospitals; it was the beginning of vocational education and adult school work in practical nursing; and I took courses in vocational education, trying to see if there was something relevant for nursing. And, incidentally, those courses proved most useful"(p. 209).

In response to Safier's question as to how she got interested in the junior college program, Montag replied,

"Precisely, (through) vocational education; but also because of the philosophy of the man who was head of the department, Dr. Forkner, under whose auspices I took the courses and who ultimately was on my doctoral committee. He left before I finished but was very influential in the early philosophical approach to vocational education. I had felt from the beginning that we would rue the day when we permitted nursing to be taken over by practical nurses. At this time practical nurses were virtually unprepared. I began again, as a result of vocational education courses, to read in the area of community colleges and technical education. There was a kind of merging and emerging of the notion that we already had this technical worker in the diploma school. What we didn't yet have was what we would call professionalism, except as people became professionals through their own efforts. We really didn't have professional education. I got part of this idea from Louise McManus, who first introduced the notion that you could differentiate the functions of nursing, that nursing had too broad a range of functions to be encompassed in a single individual (p. 210).

Montag chose to do her doctoral dissertation about a new worker in the nursing profession, which she called the nursing technician or technical worker. Since she did not believe in the use of practical nurses, she saw the technical nurse as occupying the position of middle ground between the university prepared professional nurse and the aide, who received on the job training.

Montag completed her dissertation in 1950 and it was published as The Education of Nursing Technicians in 1951. One of her assumptions was that the functions of nursing were on a continuum and could be divided to permit different educational preparation for different workers. She saw aides at one end of the continuum. They were to perform simple functions and would never work without supervision or give direct patient care. The professional nurse was on the other end of the continuum, and would perform complex functions. Montag referred to the functions between these two as semiprofessional or technical. This worker would require special skill to carry out techniques and would exercise judgement about problems that were limited in scope (Montag, 1951). She believed that a shorter educational period would lessen the cost of preparing this worker. She also felt that the salary for this person would then be less, and this would help people to have nursing care at a price they could afford. Montag saw the technical nurse not as a second class nurse, but as one who had different functions. The main difference was to be in the scope of functioning: the nursing technician would deal with problems that were more limited and less complex in nature than the professional nurse (Montag, 1951).

The educational program for this worker was to include two parts: general education and technical education. Montag saw it as terminal in nature. Champagne (1981) notes that originally Montag did not include a sample curriculum, but that her doctoral committee at her defense asked her to include one, which she did. She saw the community college as the appropriate educational institution to offer this curriculum, and believed that students should be awarded an associate degree at the completion of the two year program. She also

TABLE ONE

MONTAG'S SUGGESTED CURRICULUM

FIRST YEAR

<u>First Semester</u>		<u>Second Semester</u>	
	Credits		Credits
Communication Skills	3	Communication Skills	3
Human Biology	3	Human Growth and Development	3
General Sociology	3	Nutrition	2
Elementary Economics	3	Microbiology and Community Hygiene	2
Orientation to Nursing	4	Medical-Surgical Nursing	6
Physical Education	<u>0</u>	Physical Education	<u>0</u>
Total	16	Total	16

SECOND YEAR

<u>First Semester</u>		<u>Second Semester</u>	
	Credits		Credits
Literature	2	Literature	2
History of the United States	3	Introduction to Government	3
Nursing of Children (Including communicable disease)	4	Psychiatric Nursing	4
Nursing of Mothers and Infants	4	Medical-Surgical (Specialities including tuberculosis)	6
Mental Hygiene	3	Elective	2
Physical Education	<u>0</u>	Physical Education	<u>0</u>
Total	16	Total	16

felt that Teachers College could be involved in preparing faculty to teach or to administer in this type of program (Montag, 1951).

Following the publication of Montag's The Education of Nursing Technicians, McManus began to develop a plan for experimentation with nursing education in junior colleges. She was cognizant of the rapid development of junior and community colleges which was occurring throughout the country. She also felt that such an experiment would provide research which could be conducted within her division (Champagne, 1981).

McManus announced the project in January 1952. She explained that the purpose of the experiment was to determine if a two year program, which would prepare bedside nurses for beginning, general duty positions, was feasible. She pointed out that such an approach would help reduce the critical shortage of nurses throughout the nation by producing more nurses faster. Another benefit would be that nursing education would be moved into the overall system of American higher education. McManus asserted that the current system of nursing education had failed to produce enough nurses, and unlike other professional education, had not the benefits of research (Kalisch & Kalisch, 1978). Montag was appointed as the director of the Cooperative Research Project in Junior and Community College Education for Nursing. She held this position from 1952 to 1957 (Griffin & Griffin, 1973).

While this announcement of the research project was met with enthusiasm by some, it was not without controversy. The major dissenters were those who believed that the hospital school of nursing provided the best method of preparing nurses. Many did not believe that the shortened

curriculum could prepare a well-qualified nurse. Some nurse leaders protested that Teachers College was "selling nursing, nursing schools, and the registered nurse down the river" (Champagne, 1981, p. 169).

The assumptions underlying the project were: (1) the functions of nursing could be differentiated into the three categories of professional, semi-professional, and the assisting; (2) the largest proportion of functions rested in the semi-professional area; (3) education belonged in educational institutions; (4) the junior-community college was well suited to deliver semi-professional or technical education; (5) the time for education could be shortened when the preparation for nursing was not service-centered (Montag, 1959).

Outcomes hoped for were that the graduates would qualify for the registered nurse's license, also the associate degree, perform as beginning nurses with technical functions, and be prepared to "become" competent nurses (Montag, 1959). Montag did not expect a fully competent nurse at the end of the educational program. In addition the program was seen as terminal, although individual graduates would be eligible for upper level professional education (Montag, 1959).

One of the problems facing Montag was the problem of State Board of Nurse Examiners regulations for the length of the nursing curriculums. Twenty-one states had agreed to letting graduates of the experimental program take their examinations. There were others which were still requiring the three year curriculum (Champagne, 1981).

Seven colleges were selected as pilot colleges to implement the curriculum. Montag felt the community college was appropriate because of its experience in semiprofessional programs (Champagne, 1981). The schools selected represented different geographical areas, size, and

type of financial support and student body. One hospital school was also selected for the project. The original seven schools were: Fairleigh Dickinson University, New Jersey; Henry Ford Community College, Michigan; Orange County Community College, New York; Pasadena City College, California; Virginia Intermont College, Virginia and Tennessee; Virginia State College, Norfolk Division, Virginia; and Weber College, Utah. The hospital school which was added was Monmouth Memorial Hospital in Long Branch, New Jersey (Montag, 1959).

By the close of the five-year project in 1957, the staff felt that it could justify several conclusions; (1) the two year program did work, (2) its graduates were able to pass state board examinations successfully, (3) the junior-community colleges were able to finance the programs, and (4) hospitals could be used as learning laboratories without the payment of fees or service by students (Montag, 1959).

One of the implications of the project was that there needed to be a clear statement of the objectives of each type of nursing program. (Montag, 1959). Without objectives being differentiated, there was no reason to have separate programs.

An essential difference in the associate degree program from the hospital school was the organization of the curriculum. There was both general education and specialized nursing content. There was more use of community health centers, such as physician's offices or day care centers. There was also emphasis on the normal or health state first, followed by the concept of illness. Teaching methods were adapted to fit the circumstances, particularly the larger group of students which community college faculty were expected to teach (Champagne, 1981).

Although the conclusions of the Cooperative Research Project were favorable, there was still opposition to this type of program. Many nurses did not like the term technical because they felt that all nursing functions were professional, as well as was the title registered nurse (Champagne, 1981). They also objected to the shortened curriculum.

The project ended at a time when community colleges were experiencing rapid growth. A number of these colleges were instituting ADN programs.

By 1961 there were 65 associate degree programs in nursing in 23 states. By the end of 1962 the number had grown to 84 programs in 27 states (Champagne, 1981). Although there were still problems of disagreement about titles and functions, acceptance of graduates, and whether the program was terminal or not, the associate degree program was clearly established as one educational track in nursing (Champagne, 1981).

CHAPTER THREE

The Status of Nursing Education in Nevada in 1962 and the "Grass Roots" Movement

In 1962 Nevada had one school of nursing (American Nurses' Association, 1962/63). This was the Orvis School of Nursing at the University of Nevada in Reno, which was a four-year baccalaureate program, and which admitted both basic and R.N. students (Nevada Public Health Association, 1964). There was an enrollment of 40 students. The school itself was relatively new, having opened in 1957 and having graduated its first class in 1961. Two R.N.s received degrees in February, 1961, and four basic students received degrees in June, 1961 (Board of Regents Minutes, February 25, 1961 and June 3, 1961). Prior to the opening of the Orvis School there had been no school of nursing in the state since the closing of the School of Nursing at St. Mary's Hospital in Reno in 1923 (personal communication Sr. M. Martin, O.P.). There were six schools for practical nursing, which had a total enrollment of 83 students. Paralleling the growth of practical nursing schools in the country, the number of practical nursing programs had grown from one in 1954 to the six in 1962 (Nevada Public Health Association, 1964). There was no medical school in Nevada (Nevada Public Health Association).

Nevada was essentially a "debtor" state in terms of most medical and nursing personnel. State residents had to go out of state for education and most of the professional and health facilities depended on people

moving into the state to fill many of the vacant positions (Nevada Public Health Association, 1964).

A state with a total area of 100,540 square miles, Nevada was a large state with a small population. The estimated population was 300,000 in 1962 (Nevada Public Health Association). However, this was nearly double the population counted in the 1950 census. Nevada was considered to be one of the fastest growing states in the nation (Nevada Public Health Association).

Nevada is divided into 17 counties. The two major population centers, Reno/Sparks and Las Vegas, are 490 miles away from each other. The third center, Elko, is 300 miles east of Reno. As of 1962, all but two of the counties had at least one hospital. Of the 29 hospitals in the state, all were general hospitals except for two U.S. Air Force, three Indian, one Veteran's Administration, and one state mental institution, which housed both retarded and mentally ill patients (Nevada Public Health Association). The bed capacities of the hospitals ranged from a low of two beds in one hospital in Elko to a high of 600 beds at the state mental hospital in Reno. There were approximately 1000 practicing registered nurses in the state, and approximately 350 licensed practical nurses who were working. The Annual Report of the State Board of Nursing covering the period July 1, 1961, to June 30, 1962, states that as of April 1, 1962, there were 1421 professional nurses registered and 1097 of them were living in Nevada.¹

As mentioned above the population of Nevada was growing rapidly. In addition because of its tourist industry, the population of the state

1. Some nurses maintain registration although they no longer maintain residence in a state.

swelled by 49,000 persons on an average daily basis, so that the total population in 1962 was estimated at 354, 315 (Nevada Public Health Association, 1964).

Based on the number of registered nurses working in Nevada this provided a ratio of 265 nurses per 100,000 population. This was a decrease from 296 nurses per 100,000 population, and was much lower than the national average (Nevada Public Health Association, 1964).

Clark County particularly was experiencing rapid growth. The population there had increased from 48,289 in 1954 to 138,000 in 1962. That area was experiencing an acute shortage of nurses (Nevada Public Health Association, 1964).

Various persons around the state were concerned about the nurse shortage problem. There was particular concern in the Las Vegas area because of the growth, and there was talk of trying to get some kind of nursing school there. There was, however, disagreement as to what would be the best course to pursue. Faculty members at the Orvis School of Nursing at the University of Nevada, Reno, wanted to see another baccalaureate program created; a Las Vegas hospital administrator wanted to see a hospital diploma type school established. Other nurses and consumers of health care also had their opinions as to what type of program was preferred or what plan would provide nurses.

In an effort to create some sort of logical approach to the problem, it was decided that some group should be the focus of action. The group chosen was the Nevada Public Health Association, because it had a broad representation of health care members and consumers from across the state. A meeting was called for June 20, 1962, in the Board Room in Clark County School District office. Jo Eleanor Elliott, nursing

consultant for the Western Interstate Council for Higher Education in Nursing was asked to attend and to serve as a consultant (Nevada Public Health Association, 1964).

According to minutes of that meeting, 21 persons attended. A general discussion of the merits of the two, three, and four-year nursing programs was held. All present were involved in stating pros and cons of each program. Marjorie Elmore, Dean of the Orvis School of Nursing, was asked to describe the University's program. She stated that there were 52 students in the school, with two of these being from Las Vegas. Jo Eleanor Elliott discussed the two-year associate degree nursing program. The more familiar three-year hospital school was also suggested by Jack Staggs, administrator of Southern Nevada Memorial Hospital in Las Vegas. Further discussion of pros and cons of each program ensued, and there was considerable discussion about costs and financing.

Finally it was suggested by Earl Horton, administrator of Washoe Medical Center in Reno, that a statewide survey of nursing needs should be made. Dean Elmore pointed out that the last statewide survey done in 1954 had resulted in the creation of the Orvis School of Nursing. Since the U.S. Public Health Service had done the 1954 survey, it was suggested that this agency would be the appropriate one to request to do the new survey. All present agreed to this, and the secretary of the association was asked to send a letter to the U.S. Public Health Service requesting their assistance (Minutes, Nevada Public Health Association, June 20, 1962).

Support for the request to the Public Health Service was generated by letters from the Clark and Washoe County Health officers, Harry Gibson and Vincent Mannino. Mannino was also president of the Nevada Public

Health Association. In his letter Gibson expressed support for a two year school which he saw as compatible with the current stage of the university at Las Vegas. Daniel Hurley, State Health Officer, forwarded these letters, plus one of his own to the regional office of the Department of Health, Education and Welfare in San Francisco. The regional director, W.H. Aufranc, in turn requested Hazel Shortall, Regional Nursing Consultant, to be the United States Public Health Service representative to work with the group on the survey.

Arrangements were made for a late fall meeting. Persons to be invited to the meeting were the Dean of the Orvis School of Nursing, the president of the Nevada Nurses' Association, the Clark County Health Officer, the President of the Nevada Public Health Association, the director of the Tuberculosis and Health Association, the State Health Officer, and the Director of the Division of Public Health Nursing (Copies of letters in personal files of Ethelda Thelen, R.N.).

In a letter dated June 20, 1962, to Daniel Hurley, the President of the Nevada Nurses' Association offered to support the Nevada Public Health Association survey request.

By the time the next meeting was held on November 29, 1962, several other agencies had been included. These were the Nevada Licensed Practical Nurses Association, the Nevada State Board of Nurse Examiners, the Nevada State Medical Association, the Nevada Hospital Association, the Nevada State Department of Education, and the Practical Nursing Counsultant of the Division of Vocational Education of the Nevada State Department of Education (Letter from Daniel Hurley to Harvey Gibson, Clark County Health Officer, October 16, 1962). Also present at the meeting were Hazel Shortall, Regional Nursing Counsultant, and

Ellwynne Vreeland, nurse consultant from the Washington office of the U.S. Public Health Service. Vreeland was chief of the Research and Resources Branch of the Division of Nursing of the Public Health Service and would have the final responsibility for the research project.

It should be noted here that the involvement of the U.S. Public Health Service in the Nevada survey was not unique for the service. Champagne (1981) notes that the Public Health Service was involved in recruitment for nurses. It had approached Mildred Montag for information about how more students might be recruited into associate degree nursing programs.

At the November 1962 meeting of the Nevada Public Health Association a nursing school committee was appointed to be chaired by Genevieve Arensdorf. Ethelda "Sadie" Thelen was asked to be co-chair. Arensdorf was empowered to appoint members to a Technical Committee and to an Executive Committee. The technical committee would be responsible for collecting and assembling the survey data. The executive committee would be responsible for obtaining the necessary information from the Nevada Board of Regents, and securing financial support for the project. Vreeland enumerated questions that the group would need to decide, and listed eight considerations such as cost of the survey, possible clinical facilities for students, and current standards for nursing practice in the hospital. It was agreed that the survey would have to be completed before the Regents and the Legislature would give their support. The final action of the group was to charge the Nursing School Committee with the responsibility of setting the survey in motion (Minutes of the Nevada Public Health Association, November 28, 1962).

The Nursing School Committee met the following day and by the close

of the meeting had selected the members for the technical and executive committees. They had also recognized the necessity of supporting changes in the Nevada Nurse Practice Act to accomodate a two-year nursing program. A bill to enact such legislation in the Nurse Practice Act was due to be presented to the Legislature in early 1963 (Minutes, Nursing School Committee, November 29, 1962).

Minutes of the Nevada State Board of Nursing of September 20, 1962, had noted "If there is a possibility that an associate degree nursing program may be established within the next few years, perhaps that should be provided for in the law at this time. This seems to be a subject to discuss with Dean Elmore." (p. 2)

During the period of the next few months, the members of the various committees were very active. One of the major concerns was to find funds to underwrite the project. Elaine Walbroek, an executive committee member, was active in this process. Walbroek was executive director of the Nevada Tuberculosis and Health Association and in an interview conducted for this study she stated, "The members of the T.B. Association felt that a nursing school would ultimately improve Nevada's health, and they were very supportive." The Clark County Medical Association donated \$1,000.00, and the Nevada Nurses' Association also contributed. (Copies of letters in files of Nevada Nurses Association at Nevada State Historical Society.)

Alene Dickinson of the Orvis School of Nursing faculty was asked to be the nursing survey director/coordinator. A person in each county was designated to be responsible for data gathering. The 1954 survey was used as a beginning point and the new survey was planned with high hopes.

Throughout the early months of 1963, the various committees of the survey group held meetings and outlined strategy for the conduct of the survey. Essential data to be collected was defined, and responsibilities assigned to selected persons. There were also activities in publicizing the survey and providing information about the two year nursing program (Minutes of Nursing School Committee, Nevada Public Health Association, March 17, 1963).

As an example of one of the activities, the minutes of the Nevada State Nurses' Association Board of Directors' meeting for March 30, 1963, reveal that,

Ethelda Thelen gave an explanation of the nursing survey. The board accepted her recommendation that a letter be written to each district president stating the needs of the survey and asking whether the district would be willing to contribute to the nursing survey as well as giving their professional contributions before May 1.

. . .

The Board also moved that the president of the Nevada Nurses Association (Pernina Carraher), be paid for her expenses retroactively and in the future that were associated with the nursing survey. This motion passed. (p. 2)

Although the members of the Nevada Public Health Association seemed to have agreed upon the probable implementation of a two year nursing program, there remained the problem of convincing others in the health field and in the general public. To this end, at the direction of the technical committee, a public awareness campaign was undertaken in Washoe and Clark counties. These activities were headed by Eileen Jeffers in Washoe and Rosemary Clarke in Clark county (Minutes of the Nursing School Committee, Nevada Public Health Association, March 14, 1963).

Dickinson was employed full-time at the University of Nevada, Reno, so the major part of her paid activity as survey director occurred during

the summer months when she was not at her regular job. In October, 1963, the Technical Committee met again and discussed the general findings of the survey. One of the findings was that Clark county had dropped sharply in the number of nurses per 100,000 population. Another was that the number of nurses working in Nevada hospitals had decreased from 62.5% of the population in 1954 to 56.8% of the population in 1962. The committee also discussed the probable organization of the survey report (Minutes of the Technical Committee, Nevada Public Health Association, October 17, 1963).

In December, 1963, the Technical Committee met again to review the draft of the survey report. They also attempted to draw some conclusions from the findings, to make recommendations from these findings, and to suggest a course of action for achieving quality nursing in Nevada. One of the findings which was of deep concern to the committee members was that there seemed not to be an actual shortage of registered nurses in hospitals. They determined that this fact emphasized that the problems in hospital nursing were more complex than merely a shortage in numbers (Minutes of Technical Committee, Nevada Public Health Association, December 6, 1963.).

The committee agreed that the emerging needs for nursing education seemed to indicate that the present pattern of the state -- that of practical nursing schools and baccalaureate degree professional programs -- was one which could meet the needs if expanded. Quality patient care was seen as increasingly one in which care would be provided by the best prepared nursing personnel -- a reversal of the current trend.

Some of the conclusions reached by the committee were: (1) there was a need for nurses prepared in leadership, (2) there was a need for

another baccalaureate degree program, (3) the logical placement for another school was Las Vegas, and (4) clinical facilities in Las Vegas were adequate to support a school.

The committee closed its meeting with the decision to send a complete draft of the report to the Executive Committee of the Nursing School Committee (Minutes of the Technical Committee, Nevada Public Health Association, December 6, 1963).

Minutes of the Executive Committee meeting were not available and for some reason were not included in the final report either, but apparently they felt that the new nursing program should be an associate degree rather than a baccalaureate, because the minutes of the Technical Committee for March 16, 1964 report that "a vote was taken on the recommendation regarding the associate degree program for registered nurses. Eleven were for and two were against. No abstaining" (p. 1).

The group also saw the need for early action to present the request to the University of Nevada Board of Regents since they were holding a budget session on March 28, 1964.

Apparently during the evening, members of the Technical Committee and the Executive Committee met together and discussed the report, because minutes of the Technical Committee of March 17, 1964, refer to "the meeting last night." There was evidence of consensus about the associate degree program and discussion about how to get this program properly interpreted to various health groups. One statement of significance for the future in these minutes was "recognizing that the associate of arts program is an interim step to the ultimate aim of baccalaureate preparation of professional nurses" (p. 1). The survey and

recommendations were ready to be presented to members of the Nevada Public Health Association.

In an interview conducted for this paper with Alene Dickinson, when asked about the decision for the associate degree program, Dickinson stated,

I, myself wanted to see another baccalaureate degree program started and I think there were others that wanted that too. But the U.S. Public Health Service Nursing Consultant (Evelyn Techemeyer) said to us, "You haven't looked at the facts. You've got to look at the facts." When we did look at the facts we could see that an associate degree nursing program was the best answer.

All members of the Advisory Committee of the Nevada Public Health Association were invited to attend a meeting on April 8, 1964, in the Clark County School Board Room to hear the results of the "Nursing Needs in Nevada" Survey (letter in personal files of Ethelda Thelen).

The complete findings of the survey can be found in the publication Nursing in Nevada 1964, but some of the recommendations which were made at the April 8, 1964, meeting were: (1) a two-year associate degree nursing school be established in Las Vegas at the University of Nevada branch campus, (2) this request be taken to the President of the University of Nevada and the Nevada Board of Regents, as well as the Dean on the southern campus, and (3) that planning for the school could start in September 1964 with enrollment of the first class anticipated for September 1965. It was also noted that \$8,100 had already been contributed toward the year's anticipated planning budget of \$17,000 (Letter to Nevada Public Health Association members from Elaine Walbroek, Chairman, Nursing Section dated May 5, 1964. Found in personal files of Ethelda Thelen).

Approximately 50 persons attended the April 8, 1964, meeting in

Clark County. Results of the survey were shared and plans for future actions were made. One of the needed actions was to get the survey published. This would require funding and there was discussion of where these funds might be obtained.

It was also reported that the results of the survey had been sent to the Nevada Board of Regents at their March meeting (Minutes of the Large Citizen's Group for the Nursing Survey, Nevada Public Health Association, April 8, 1964).

Estimates were obtained for the printing of the survey and the lowest estimate obtained was \$1,200 for 500 copies. The Nevada Tuberculosis and Health Association under Elaine Walbroek then offered to do the printing in their office for a cost of \$625 for 800 copies (Memorandum from Elaine Walbroek May 8, 1964 found in personal files of Ethelda Thelen).

This gracious offer was accepted and the results of the survey were published as Nursing in Nevada 1964. As the forward of the publication indicates, literally hundreds of persons had been involved in the work of the survey. Help had been provided by the medical and nursing societies of Nevada, and expert help had been provided by the U.S. Public Health Service.

CHAPTER FOUR

Development of the Program at Las Vegas

Drawing on the results of the survey done by the Nevada Public Health Association as reported in March 1964, certain members of the association and concerned citizens of the Las Vegas area pushed forward in the move to establish a school of nursing in Las Vegas. As previously noted, it had been decided that this school of nursing would be a two-year associate degree nursing program.

At that time (March 1964) the only institution for higher education in Las Vegas was actually a branch campus of the University of Nevada which was in Reno. College level classes had begun in southern Nevada in 1951 as extension courses from the University of Nevada. Then in 1957 the Nevada legislature established the Southern Regional Division of the University of Nevada and opened the first building - Maude Frazier Hall - on the present Las Vegas campus. The school was unofficially called Nevada Southern University (Facts, University of Nevada - Las Vegas, 1983-84). Students were required to spend one year on the Reno Campus before they could obtain a baccalaureate degree (University of Nevada Catalog, 1963-64).

The Executive Committee of the Nursing Division of the Nevada Public Health Association had identified the necessity of an early approach to the Nevada Board of Regents. Consequently in March 1964 they sent a lengthy letter to Charles Armstrong, President of the University of Nevada, and the Board of Regents. The letter described the survey, its

conclusions and recommendations, and asked that an associate degree program in nursing be established on the southern campus. The letter also contained estimated budgets for the first three years, letters of support for the school, and information about associate degree programs in nursing (Letter to Nevada Board of Regents from Elaine Walbroek, Chairman, Executive Committee, Nursing Survey, March 1964).

Minutes of the Nevada Board of Regents for March 28, 1964, reflected that Dr. Armstrong reported on the survey and its proposal. Copies were accepted for distribution to board members and consideration "at a later meeting."

The April 11, 1964, minutes of the Nevada Nurses' Association indicate that the organization donated \$1000.00 toward the establishment of the associate degree school of nursing at the Southern Nevada University campus.

Meeting again on April 25, 1964, the Regents heard representatives of "various hospital, nursing and medical groups" discuss the proposal to institute a two-year curriculum in nursing. Members were referred to the survey which they had been given to read.

Regent Fred Anderson felt that the program would be a down grading and would not be in line with university curricula. Discussion then ensued as to whether vocational-technical programs were the responsibility of the University or the State Department of Education. Regent members felt that question had to be resolved before they could respond to the nursing proposal.

Armstrong commented that a vocational-technical institute to be offered through the Statewide Services Division of the University had been requested by the last legislature.

In final action, the members of the board referred the survey and its proposals back to Armstrong for further study (Minutes, Nevada Board of Regents, April 25, 1964).

Meanwhile, the nursing leaders continued their activities toward the establishment of the school. A meeting of the Citizens' Committee (of the Nevada Public Health Association) was held in Las Vegas on May 13, 1964. Plans were made for distribution of the published survey Nursing in Nevada 1964. The group moved that potential candidates for teachers in an associate degree nursing program be sought. They also worked on plans for recruitment of students and development of scholarship monies. There was further discussion of ways to obtain funds to support the program, and a report was given on the meeting that had been held with southern campus faculty on May 12, 1964. A report was also given of the approach to the Board of Regents. A group was appointed to work with the faculty at the Nevada Southern University campus (Minutes, Citizens' Committee, Nevada Public Health Association, May 13, 1964).

On May 19, 1964, the Nevada Public Health Association group met with educators from the southern campus. Present were Dean Carlson and his department heads from the campus, and Jack Staggs, James Thomas, Sister Helen Margaret, Vincent Mannino, Vivian Christoffersen, Faye Dowd, J. Demman, and Genevieve Arensdorf from the Citizens' Committee. Arensdorf felt that the educators felt free to express their questions and fears, and that many of their fears were based on unfamiliarity with associate degree nursing programs. To this end she supplied them with information from the Pasadena City College (California) which had an associate degree nursing program. Carlson mentioned that he knew President Armstrong had asked Kelly [Director of Statewide Services] to explore the possibility of placing the program under Statewide Services (Letter to Elaine

Walbroek from Genevieve Arensdorf, May 20, 1964, with copy to Ethelda Thelen. Thelen personal files).

The Nevada Board of Regents met again on May 30, 1964, and during that meeting acted on the proposed associate degree nursing program. The program was approved contingent upon the availability of private funds in an amount sufficient to cover the first year of operation. \$17,000 had already been pledged. They further stated that full implementation in the academic year 1965-66 would be contingent on legislative action. The program would function under the Statewide Services Division under the direction of Patrick Kelly, and Dean Elmore of the Orvis School of Nursing would provide consultation (Board of Regents, Minutes, May 30, 1964).

Minutes of the Board of Regents for July 24-25, 1964, reveal that Dr. Kelly discussed the budget for the Statewide Services Division Associate in Arts Nursing program.

At its October meeting, the Board of Regents was asked to add about fifteen persons from the Las Vegas area to the Citizens' Advisory Committee on Nursing Programs. This was approved. Persons asked to serve were: Lucile Bunker, Katie Butler, Jane Ebert, Hugh Follmer, Kenneth Gruens, Luna Hayes, Tad Holberg, Dorothy Lounders, William Morris, Neva O'Malley, Mary Phillips, Richard Sowers, William Swackhammer and Zenith Wolever.

At the same meeting notice was taken of several recommendations which had been made in the nursing needs survey. These included: (1) appointment of a director for the new associate degree nursing program (2) plans for expansion of the Orvis School of Nursing (3) consideration of the development of another baccalaureate nursing degree program on the

southern Campus, which would focus on registered nurse students and (4) development of a technical program to upgrade the skills of practical nurses. The Board agreed to give careful consideration to these recommendations (Board of Regents, Minutes, October 23, 1964).

The Book of Reports of the Nevada Nurses' Association 1963-64 reveals that the nurses were pleased about the publication of the survey and the potential of the associate degree nursing program. Plans had been made to prepare a one page fact sheet with information about associate degree nursing programs which could be distributed to inform nurses about the program.

At the December meeting of the Board of Regents the name of the Southern Regional Division was officially changed to Nevada Southern University. Another action, which was significant to later developments, was the presentation by Kelly of a proposal for an educational television network for the state of Nevada. This would include a two-way microwave audio-video link to connect the campuses (Board of Regents, Minutes, December 19, 1964).

The Nevada State Board of Nursing was also preparing for the development of the associate degree nursing program. Certain standards previously set by the board would need changing in order for graduates of an associate degree program to be able to take their licensing examination. Discussion was held at several meetings but no final action was taken (Nevada State Board of Nursing, Minutes, February 14, 1963; June 26, 1964; October 9, 1964; and February 13, 1965).

Not everyone was pleased with the idea of an associate degree nursing program. One of the most outspoken opponents was Lydia "Sox" Piscovich, R.N. She vowed to use all the personal influence she could

with legislators and others to stop the program (Nevada State Board of Nursing, Minutes, February 14, 1963).

Opposition notwithstanding, the Board of Regents gave final approval to the proposed associate degree nursing program at its March 1965 meeting. The program was to operate under the guidelines which had been established for associate degree programs. Specific curricula for Electronics Technology, Drafting Technology and Nursing were introduced (Board of Regents, Minutes, March 27, 1965). Evidently the University had decided that it was in the business of technical education.

The first director hired for the new nursing program was Regina Schrieber Jacobsen. A letter from Dean Kelly to President Armstrong indicated that she would be available to work on November 1, 1964. Jacobsen developed a curriculum for the new program. It was to be approximately one-half general education and one-half nursing content.

In the school philosophy she stated, "The curriculum combines education experience from the natural and social sciences and the humanities, with experience in the nursing major so planned that knowledge and understanding are enhanced, thus forming a basis for achievement of personal and occupational growth." (Proposed Curriculum, Associate Degree Program in Nurse Education, University of Nevada, Las Vegas, Nevada, Schrieber). The degree was to be an Associate of Arts in Nursing.

It is interesting to note that Jacobsen made provision for the student who wanted to go on to higher education in nursing. She outlined a plan whereby a student could be given 45 credits toward the Orvis School of Nursing requirements, plus whatever credits might be acquired through proficiency exams given by the Orvis School of Nursing (Proposed

Curriculum, p. 6). Because of the administrative link with the Orvis School and the desire of nursing leaders to facilitate baccalaureate nursing education, there was the consistent hope of a baccalaureate nursing program in Las Vegas. Jacobsen did not remain with the program long enough to see students admitted. She resigned in April 1965 after her marriage (Nevada State Board of Nursing, Minutes, May 28, 1965).

The State Board of Nursing was still working on changes in its regulations which would be necessary to support the new associate degree nursing program. To that end, they sent the president of the board, Dorothy Button, to a Conference on Associate Degree Programs which was held in San Francisco, California, on April 28 and 29, 1965. This conference was held for the purpose of helping schools to implement the associate degree nursing curriculum.

At its May meeting, the State Board of Nursing adopted standards for associate degree nursing programs. The standards specified that there be a minimum of 60 semester credits in the program, and that these credits should be distributed with approximately one half in general education and one half in nursing education. The program could be no less than two academic years in length, and there should be a student-faculty ratio of not over ten to one. They further specified that one person should be designated as Director of the program, and that faculty should possess Master's degrees and be qualified to teach in one of the four following areas: fundamentals of nursing, medical-surgical nursing, maternal-child nursing, or psychiatric-mental health nursing.

They also moved to grant provisional accreditation to a class of students to be admitted in September 1965 in Las Vegas, providing that a director was employed and the stated regulations were met by August 1965 (Nevada State Board of Nursing, Minutes, May 28, 1965).

By summer of 1965, Elizabeth Franklin* was employed as director of the program, a position which she held until the summer of 1966. By September three other faculty had been added: Harriet Babero, Rosalee Mullen, and Kathleen Lane.

Publicity about the new nursing program was provided to the Las Vegas newspapers, as a way of familiarizing the public with the program and as a means of attracting potential students. From the time the study was done until after the school opened, various short articles appeared. The Las Vegas Sun, April 8, 1964, invited the public to attend the meeting where the survey was to be discussed. On April 11, 1964, the same newspaper ran a photo of Genevieve Arensdorf, Elaine Walbroek, J.B. Demman, and Harry Gibson looking over the Nevada Public Health Association survey report, and on April 18 the Sun carried an article titled "Nursing School asked for Las Vegas Area."

The Las Vegas Review Journal ran a similar article on the survey meeting and pictured Arensdorf, Walbroek, Jack Staggs and James Thomas (April 8, 1964).

In December 1964, Jacobsen held a tea for potential nursing students. In the next several months she also spoke to various groups about the new program.

Sometime during the fall of 1964, the film "Idea With A Future" was obtained by the Sunrise Hospital Auxiliary and donated to the nursing program to use for its publicity. This film had been prepared by the Pilot Project at Rockland Community College in Suffern, New York, for use by associate degree nursing education programs across the country

*Later Dick, later Gerety

(Associate Degree Nursing Program Faculty Minutes, April 1965). In an effort to generate nurse support, for example, the film was shown at the meeting of the District #4 Nevada Nurses Association in Elko on May 3, 1965 (Minutes, May 3, 1965).

Franklin developed a brochure which could be distributed to potential students, and persons with questions were urged to call for more information.

In the fall of 1965, 48 students were admitted to the Las Vegas nursing program, and were assigned to faculty advisors. A group of students from Boulder City requested that they be given the same hospital assignment so they could carpool (Nursing Faculty Minutes, September 24, 1965).

In October 1965, the Nevada State Board of Nursing visited Sunrise Hospital and Southern Nevada Memorial Hospital in Las Vegas, and Rose de Lima Hospital in Henderson to determine if they would provide appropriate clinical practice sites for students from the associate degree nursing program. All three were accepted (Nevada State Board of Nursing, Minutes, October 2, 1965).

In the minutes of the October 9, 1965, nursing faculty meeting, the faculty discussed the uniform and pin for the new school, and the regulations for the wearing of the uniform. As was previously noted, the uniform and pin are distinctive to a particular school and the uniform has been used, as in the case of the cadet nurses, to attract students to the program.

According to the minutes the faculty decided that the uniform would consist of a gray and white cord stripe dress, white shoes, flesh-colored stockings, no apron, no cap, a watch with a second hand, and bandage scissors. It was decided that the students would help to design the pin

which they would receive upon graduation. Students were to be in full uniform while at the hospital, and were to change in and out of the uniform at the hospital (Nursing Faculty Minutes, October 9, 1965).

This author's curiosity was prompted by the statement of "no cap" when later references showed that a capping ceremony had been held. In an interview with Elizabeth Franklin Dick Gerety held for this study, the question of the cap was discussed. Gerety replied,

I had gone during the summer to the University of California, Los Angeles, to attend classes about the associate degree program. Lulu Wolfe Hassenplug had abandoned the cap in her program there. I came back to Las Vegas all charged up with the idea of having our program be very modern. But the community didn't like the non-traditional idea. The members of the Clark County Medical Society were especially adamant about having things be traditional. The President of the Society approached me and let me know in no uncertain terms that he expected to see caps upon the heads of our nurses. So we had to add a cap to the uniform.

Apparently the gray uniform was never used either, because no one of the original faculty questioned could remember it. A blue and white pinfeather material was used; later the material was changed to red and white pinfeather, and eventually some years later the students began wearing white uniforms with shoulder patches.

As was previously noted, at the time of its beginning the nursing school was under the direction of J. Patrick Kelly, who was in charge of the General University Extension Division of the University of Nevada. (Formerly called the Statewide Services Division.) There was considerable frustration in getting things accomplished because of the distance between the two campuses. Then in January 1966 administration of the program was transferred from University Extension to Nevada Southern University, effective with the spring semester. In a telephone interview with former Dean Kelly conducted for this study, Kelly said

that his primary responsibility with the program had been financial, and that things were much smoother after the Las Vegas campus had control.

In late summer of 1966, director Franklin submitted her annual report to the Nevada State Board of Nursing. The report reflected the growth and progress of the new program in Las Vegas.

Another positive note in Franklin's report was the donation of scholarship money by the Sunrise Women's Auxilliary and the Women's Auxiliary to the Clark County Medical Society. The Sunrise Auxiliary also gave a generous contribution to the library for the purchase of books. The Kiwanis Club gave money for scholarships for four students. Also noted was that the program had become a member agency of the National League for Nursing in the Department of Associate Degree Programs.

In March 1966, the Board of Regents established the Nevada Technical Institute. This marked the official move of the university system into the technical and less-than-four-year programs (Minutes, March 12, 1966). The nursing school came under this division.

By the second semester, Rosaleen Mullen left the faculty and was replaced by June Constantino. Marget Simon had also been added to the faculty.

The curriculum developed for the program required 66 semester credits (See Table Two). Margaret Asterud Williams, from the Orvis School of Nursing faculty, served as consultant to the Las Vegas faculty group (Nevada State Board of Nursing, Minutes, October 7, 1966; Annual Report of Nevada Southern University Associate of Arts Nursing Program, August 1, 1965 - July 22, 1965).

In the fall of 1966, Margaret Simon became acting director of the

program, when Elizabeth Franklin married and moved to Reno to join the Orvis School of Nursing faculty. Simon was changed from acting director to director in March 1967 (Interview with Simon).

During this period the Las Vegas nursing program became part of the Intercampus Nursing Project (see Chapter Five) and became involved in instruction by television.

Minutes of the Nevada Board of Regents for June 2, 1967, reflected the names of the first graduates of the associate degree nursing program in Nevada. Twenty-two students graduated (See appendix).

The pin the students received was in the shape of an elongated diamond. It was white with a flame color in the center and with a modernistic formation of the letters "N. S. U." in silver. The pinning ceremony was held at the University Methodist Church (Las Vegas Review Journal photo, June 1967).

In the interim from the time of the first graduation to the end of the close of this study, there has been steady growth in the program. Much of this growth paralleled the growth of the university itself and several of these changes will be highlighted next.

It has been noted that the nursing program became involved in instructional television. The minutes of the Nevada Board of Regents meeting for December 9, 1967, reflect that funds were appropriated to enclose the patio at Frazier Hall on the Las Vegas campus for the purpose of providing a television studio and a nursing laboratory.

Also in 1967 the General and Technical Institute was established within the university. The nursing program was moved from the Science and Math department to the Technical Division. Dwight Marshall was appointed as Director of the General and Technical Institute (Brief

TABLE TWO

ASSOCIATE OF ARTS NURSING PROGRAM CURRICULUM

1964-65

First Year

<u>1st Semester</u>		<u>Class</u>	<u>Lab</u>	<u>Credits</u>
English 101	Comp. & Rhet.	3 hrs.	0 hrs.	3
Zoo. 223	Human A&P	2 hrs.	3 hrs.	3
P.Ed. 100	Phys. Educ.	0 hrs.	2 hrs.	1
Psy. 101	Gen. Psych.	3 hrs.	0 hrs.	3
Nurs. 48	Nurs. I	2 hrs.	9 hrs.	5
		<u>10 hrs.</u>	<u>14 hrs.</u>	<u>15</u>

2nd Semester

Eng. 102	Comp. & Rhet.	3 hrs.	0 hrs.	3
Zoo. 224	Human A&P	2 hrs.	3 hrs.	3
P.Ed. 100	Phys. Educ.	0 hrs.	2 hrs.	1
Psy. 233	Child Psych.	2 hrs.	0 hrs.	2
Nurs. 49	Nurs. II	2 hrs.	9 hrs.	5
P.Sci. 203	Prin. of Amer. Const. Govt.	3 hrs.	0 hrs.	3
		<u>12 hrs.</u>	<u>14 hrs.</u>	<u>17</u>

Second Year

1st Semester

Soc. 101	Prin. of Sociology	3 hrs.	0 hrs.	3
Nurs. 99	Nurs. Seminar I	1 hr.	0 hrs.	1
Nurs. 98	Nurs. III	5 hrs.	15 hrs.	10
Psy. 231	Psy. of Adolescence	2 hrs.	0 hrs.	2
P.Ed. 100	Phys. Educ.	0 hrs.	2 hrs.	1
		<u>11 hrs.</u>	<u>17 hrs.</u>	<u>17</u>

2nd Semester

Nurs. 200	Nurs. IV	5 hrs.	15 hrs.	10
Biology 351	Bacteriology	2 hrs.	6 hrs.	4
Nurs. 100	Nurs. Seminar II	2 hrs.	0 hrs.	2
P.Ed. 100	Phys. Educ.	0 hrs.	2 hrs.	1
		<u>4 hrs.</u>	<u>23 hrs.</u>	<u>17</u>

GRAND TOTAL	42 hrs.	68 hrs.	66
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history prepared by Mary Fitzgerald, Nursing Faculty, University of Nevada, Las Vegas, undated).

By 1968 there were the beginnings of the effort to develop a community college system within the state. This effort is discussed in Chapter Six, but it is related to some other changes which occurred in the nursing program.

In the same year the southern university was granted full autonomy and no longer functioned as part of the University of Nevada in Reno. In 1969 the Nevada Board of Regents established the new name of the campus as the University of Nevada - Las Vegas (Facts, University of Nevada - Las Vegas, 1983-84).

The nursing faculty hoped to see a baccalaureate program in nursing established on the Las Vegas campus. Indeed this hope had been present from the days during which the nursing survey was being done. Throughout the activities of the television project, the nursing faculty believed that there was hope of reaching their goal.

In July 1970, the name of the College of General and Technical Studies was changed to the College of Allied Health Professions. Marshall noted that the primary purpose was so that the college could give major emphasis to baccalaureate level education. He noted that the emerging community college system would be assuming the responsibility for the less-than-baccalaureate level courses (Nevada Board of Regents, Minutes, July 10, 1970).

At the end of the fall semester 1970, Margaret Simon resigned as chair of the nursing program. She noted that many felt that two years was too short a time in which to adequately prepare a nurse (Interview with M. Simon).

Ruth Stock became chair of the program and served in this position for approximately one semester (Interview with Simon).

In August 1971, Mary Ann Kedzuf* was appointed as chairman of the Department of Nursing. She was charged with developing a baccalaureate program in nursing. Kedzuf was a strong believer in the career ladder concept and under her direction the faculty worked on revision and development of the curriculum to reflect this pattern.

The "career ladder" pattern provides an opportunity for the student to exit at various levels or to return for additional education which would prepare for another occupational level. The pattern originally envisioned in Las Vegas provided for practical nurse at first year, associate degree nurse at the completion of the second year, the baccalaureate degree at the completion of the fourth year, and the master's degree in the sixth year. In an interview Dean Michel commented that this pattern was developed along the lines originally used by Dean Emily Holmquist at the University of Indiana.

Griffin and Griffin note that the "ladder concept" in nursing has grown with the continued development and expansion of both the licensed practical nurse and associate degree nursing programs (1973).

In keeping with the faculty's goal, implementation of the baccalaureate nursing program was approved for the 1971-72 school year (Nevada Board of Regents, Minutes, February 12-13, 1971). The idea, which germinated seven years before, had finally come into existence.

In 1973 Dr. Kedzuf was promoted to Dean of the College of Allied Health Professions. She retained the position as chairperson of nursing.

*later Michel

Although Elizabeth Franklin had made the initial approaches for National League of Nursing accreditation for the program in 1966, the accreditation process was never completed. In 1974 the faculty completed application for this national accreditation. Accreditation of the associate degree nursing program by the National League of Nursing was granted in December 1974.

Although this study focuses on the associate degree program, it would not be appropriate to leave the discussion of the University of Nevada - Las Vegas baccalaureate program without note of one more change. In 1975 the curriculum was again revised to reflect what is known as a two-plus-two model. The pattern in this model is for the student to complete the associate degree program. This then becomes the base for an additional two years, after which the student receives a baccalaureate degree. The student must be a R.N. before entering the third and fourth year of the curriculum.

In 1978, Myrlene La Mancusa was appointed as coordinator of the associate degree nursing program --a position she still holds. Rosemary Witt is chairperson for the Department of Nursing (associate degree and baccalaureate) and Mary Ann Michel is Dean of the College of Health Sciences.

In the summer of 1981, largely through the efforts of Dean Michel, the Nevada Hospital Association decided to give a grant of money for the purpose of increasing the production of nurses from associate degree nursing programs, as there was a shortage of nurses in Nevada hospitals. This money (\$100,000.00) was to be given as a challenge grant. That is, it was to be matched by funds from the Nevada legislature. The 1981 legislature appropriated \$33,000.00 for each year of the 1981-83 biennium as matching funds. A committee was formed to decide on the allocation of

funds to each program. Joseph Crowley, President of the University of Nevada -Reno, protested that the Orvis School of Nursing would not benefit since they had no associate degree program. The Regents responded that an ongoing study of nursing programs should occur, and that there should be particular attention paid to problems of articulation between associate degree and baccalaureate programs in the University of Nevada system (Nevada Board of Regents, Minutes, August 3, 1981).

Parenthetically, it should be noted here that the above mentioned articulation problems exist more at the University of Nevada - Reno than at the University of Nevada - Las Vegas because U.N.L.V. has the two-plus-two ADN - baccalaureate program already in place.

The Nursing Challenge Grant Committee decided to distribute the allocated funds on a percentage basis to each school and the Las Vegas program was to receive 45% or a total of \$180,000.00. Each program was to budget its funds over the two-year period, and essentially could choose to use the funds to implement the program as they wished (Memorandum from Warren Fox to Chancellor Robert Bersi, July 28, 1981).

The year 1981 also marked the thirtieth anniversary of the beginning of the associate degree nursing program in the United States. Many states planned celebrations and Nevada was no exception. Major topics were related to the development of this type of program, and how graduates are utilized in the practice setting. The University of Nevada - Las Vegas department of nursing presented a program "Issues in Associate Degree Nursing Education" on November 21, 1981, in the Hendrix Auditorium on the campus. Selected citizens participated in a panel discussion about the scope of practice for associate degree graduates and

the practice paradox --"should the associate degree nurse be used differently than the baccalaureate degree nurse?" Persons who participated on the panel included Nevada Regent Dorothy Gallagher from Elko, Sister Maureen Comer from Henderson, Carmen Brito, Jackie Taylor Joyce, Assemblyman John Vergiels, Al Felgar, Jenny L. Welsh, and Robert Loritz from Las Vegas, and Deloris Middlebrooks from Reno, in addition to nursing faculty member Weldon Thomas and Dean Michel. The statewide celebration had been jointly planned by Myrlene La Mancusa of Las Vegas and Bernice Martin of Reno.

Any historical study must have a closing date and 1983 was selected for this study. By 1983 the associate degree nursing program in Las Vegas was graduating 75 to 100 students a year. Many students chose to continue on for their baccalaureate degree. The curriculum required 64 credits for graduation (see Table Three) from the associate degree nursing program. The program is the oldest of the ADN programs in Nevada, and faculty there were the trailblazers in implementing a new curriculum in a growing community.

TABLE THREE

TENTATIVE SCHEDULE - ASSOCIATE DEGREE NURSING PROGRAM

UNIVERSITY OF NEVADA - LAS VEGAS

1983

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
Bio. 110 - 4 credits	Bio. 143 - 3 credits	Bio. 144 - 3 credits
Psy. 101 - <u>3 credits</u>	Nurs. 101 - 1 credit	Nurs. 142 - 3 credits
Total: 7 credits	Nurs. 102 - 2 credits	Nurs. 143 - 2 credits
	Nurs. 110 - 3 credits	Nurs. 148 - 3 credits
	Nurs. 111 - <u>2 credits</u>	Nurs. 149 - <u>2 credits</u>
	Total: 11 credits	Total: 13 credits
<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
Chem. 110 - 4 credits	Nurs. 144 - 3 credits	Nurs. 163 - 3 credits
Soc. 164	Nurs. 145 - 2 credits	Nurs. 163 - 3 credits
or 101 - <u>3 credits</u>	Nurs. 154 - 3 credits	Eng. 102 - 3 credits
Total: 7 credits	Nurs. 155 - 2 credits	Pos. 101 - <u>4 credits</u>
	Eng. 101 - <u>3 credits</u>	Total: 13 credits
	Total: 13 credits	

DEPARTMENT REGULATIONS

"Attire:

1. Uniform - any style white uniform with UNLV's insignia on the left sleeve is appropriate.
3. Caps - the school cap with gray and red stripes attached is a required part of the student uniform for females.
5. Graduation pins - the white-gold pin is the official pin of the Department of Nursing for associate and baccalaureate graduates."

Source: Associate of Arts Degree Program in Nursing, University of Nevada, Las Vegas - brochure 1983, p. 4,8.

CHAPTER FIVE

The Intercampus or Television Project

While the associate degree nursing program in Las Vegas was growing and becoming successful, persons elsewhere in the state were looking at nursing education. With the success of the southern program, there were discussions held concerning establishing such a program in Reno. The minutes for January, 1967, of the Nevada State Board of Nursing state that board members were told of the community pressure in Reno to establish an associate degree program on the University of Nevada, Reno campus. They were also told that the faculties of the Orvis School and the Nevada Southern school were working together to forestall this, while at the same time solving the problem.

Part of the problem which nursing education in Nevada had consistently faced was that of a long distance between the two major population centers, a small population and insufficient funds. Nurse leaders sought for some way to meet the needs of students and yet provide these services at a reasonable cost. Dean Elmore of the Orvis School of Nursing was particularly knowledgeable about federal grant writing. She was also familiar with events occurring in nursing education elsewhere in the nation.

Elmore conceived a plan which she felt might be feasible for the State of Nevada if it could be funded by grant money (telephone interview, June 19, 1983). The basic idea was to increase curricular offerings for students without having to increase the number of faculty

and thereby increase cost. She was familiar with a project which had been carried out by Gerald Griffin and Robert Kinsinger. They used closed circuit television for teaching in the clinical setting. Their project was funded in 1962 by the United States Public Health Service as a research grant (Champagne, 1981). Elmore believed that it provided ideas for use in Nevada.

A proposal was submitted to the Division of Nursing, United States Department of Health, Education and Welfare. The project was originally titled "A Cooperative Plan Between Two Campuses to Increase Enrollment and Improve Quality of Instruction in Nursing Programs." It later came to be called the "Intercampus Nursing Education Project," or more simply the "TV Project." The project called for the use of television to share classes between the campuses of the University of Nevada, Las Vegas and the University of Nevada, Reno. The Orvis School of Nursing faculty would teach baccalaureate classes which would be received in Las Vegas, and the University of Nevada, Las Vegas faculty would teach associate degree classes which would be received in Reno. That way students in each city could enroll in the type of nursing program they preferred without having to attend school in another location. Each would have to go to the other campus to finish, however. As was previously noted, there was a requirement in effect at that time that all baccalaureate students had to spend one year on the Reno campus. It was felt that teaching would be enhanced because the expertise of each faculty member could be better utilized. The project was funded for four years. The project director, Jane Dawson, was employed on August 15, 1967. She was given the choice of living in Reno or Las Vegas and chose Reno (Project Plan Report 1968).

One of the objectives for the first year was to conduct an inservice program for the two faculties throughout the year. Purposes of this program were to help faculty develop television scripts, be able to present before a live camera, to identify some of the limitations of television as a mode of teaching, and to evaluate the quality of a television production. Several tapes were developed on the Reno campus during the first year (Intercampus Nursing Education Project Through the Use of Closed-circuit Television, Terminal Report, December 1, 1971, p. 2. Hereinafter referred to as Terminal Project Report).

Studio-classroom space had to be developed on both campuses. The minutes of the December 1967 Nevada Board of Regents meeting indicate that the Regents agreed to fund the building of a television studio in Frazier Hall on the Las Vegas campus. Bids were submitted for equipment and purchases made in February, 1968. Part of the hookup was through the Donrey Company facilities. Recruitment materials were also prepared during the first year and were distributed throughout the state. Prospective students were interviewed.

By the beginning of the second year, several people had been added to the project staff; these included Ruth Flanigan, R.N., Dan Tone and Lynn Dryer in Las Vegas and Leslie Sheehan, R.N., and William Rett on the Reno campus (Terminal Project Report).

Flanigan was to be responsible for teaching and counseling the baccalaureate students in Las Vegas, and Sheehan was to teach and counsel the associate degree students in Reno. Tone was hired as Producer-Director and was on the Las Vegas campus.

A consulting firm (Jack A. Richels Associates) was hired to design

the television system. It was designed to meet the needs of the project and of the University System (Terminal Project Report).

Equipment had been purchased at a cost of \$331,016.67, but classes had not been televised because of a problem with the Federal Communications Commission. The Federal Communications Commission had no rules applying to a linkage between an educational non-profit system and a commercial system. While the faculty awaited the decision on licensing, they met the objectives of the program by video taping classes and air-mailing them from one campus to the other (Terminal Project Report).

A telepak system (conference type telephone system) had been installed which operated between the two campuses. This allowed the faculty members to talk to each other for purposes of planning, or for students to have conferences, or could serve as a backup in case of television failure (Mimeographed Project Report, October 1968, Orvis School of Nursing files).

Apparently, the problems about licensure from the Federal Communications Commission were eventually resolved. None of the available materials stated what this resolution was. One brief mention is made in the Terminal Project Report and reads as follows: "Since the Project was using a commercial television microwave system, it was essential that FCC regulations were met and that the University of Nevada, Reno, and University of Nevada, Las Vegas, hold FCC licensure" (p. 4).

Several problems with the television system itself were encountered. One was that the system used a quadraplex format, but many of the videotapes were on one-half or one inch tapes. This meant that it had to

be dubbed onto quadraplex before it could be used or relayed over the system.

Another problem was that there were times when the microwave station was not operable. This usually occurred during periods of heavy snowfall at various mountain peaks or if there were mechanical transmitter failures. Astronaut flights also pre-empted television several times (Terminal Project Report, p. 4).

Project Director Jane Dawson praised the harmonious working relationship between Dwight Marshall, Dean of General and Technical Studies at Nevada Southern University, and Marjorie Elmore, Dean of the Orvis School of Nursing at the University of Nevada, Reno. There were even thoughts of expanding the system to facilitate master's level classes with the University of California. Some exploration was done with Dean Nahm at the University of California, San Francisco, along those lines (Mimeographed Project Report, and Director's Project Log, November 1967, Orvis School of Nursing files).

After two years, Dawson left the project and Annette Ezell and Marilyn Ingram became the project managers. Ezell was to work with the baccalaureate portion and Ingram with the associate of arts portion (Terminal Project Report).

In trying to conduct the project, several problems were encountered between the campuses. One was that the classes at the University of Nevada, Reno, began one week before classes began in Las Vegas. This put the Las Vegas students behind. Another was that many materials were sent back and forth by air freight, a service which was not always reliable. Changes in personnel required time to be spent in orienting new people to procedures and policies of the project. The faculty who were preparing

television lessons found that it took much more time than they had anticipated. There was also some initial discomfort by various faculty members in having themselves recorded on a tape which could be permanent.

One of the positive outcomes identified was that the faculty in Las Vegas was able to "meet" with the faculty in Reno via television. They were also able to communicate via the telepak system.

Most of the participating faculty felt that their instructional techniques had improved. They had particularly become more adept at defining and teaching to instructional objectives (Terminal Project Report).

On the Reno campus the television equipment became part of the University Audio-visual System. Tone moved from Las Vegas to Reno and was very involved with the development of television as a teaching tool on the Reno campus.

Writing in the Terminal Report, Ezell also credits William Rett for much of the success of the intercampus project because of his technical expertise and help to faculty members.

Ezell notes in the Terminal Report that the following faculty members participated in the baccalaureate portion of the project during the four years:

Martha Baker, UNR
Elizabeth (Franklin) Dick, UNR
Leone Cox, UNR
Ruth Flanigan, UNLV
Jo Deen Goshorn, UNR
Rita Henschen, UNR
Shirley Howard, UNR

Nancy S. Howe, UNLV
Marilyn Ingram, UNLV
Letha Lierman, UNR
Jackelyn Rea, UNR
Louise Rupp, UNR
Juanita Valcarce, UNR
Karen Winkler, UNR

The portion of the Terminal Project Report about the associate of arts program was prepared by Marilyn Ingram and Mary Fitzgerald. They note that the following faculty participated in the associate degree program during the four years:

Pat Calico, UNLV
Mary Fitzgerald, UNLV
Leslie Sheehan, UNR
Ruth Stock, UNLV
Cleta Whipple, UNLV

They felt that the principal difficulty in the project was the problem of management by committee, and split responsibility between campuses.

As an outcome of the project, they felt that improved instruction had resulted, and that there had been positive curriculum revision and reevaluation. They felt that course content had been positively influenced by the instructor being able to view and critique the tape soon after the class. They also felt that faculty had become more interested in the "ladder" approach to nursing education (Terminal Project Report, Part II).

While all three project managers felt the project had been very successful, it was not continued after the federal grant expired. Ezell cited several reasons in the Terminal Report. One reason was that both universities failed to provide funds to continue. Another reason was the initiation of a baccalaureate program on the Nevada Southern University campus. A community college was in the process of developing in the north and it seemed inevitable that an associate of arts nursing program would be begun there.

The enrollment of students did not increase as much as anticipated because many of the students did not want to spend the additional year(s)

on the other campus. There was a strong nucleus of these students in Reno and they were later to become the first students in a new associate degree program in Reno.

This author interviewed Marjorie Elmore, Annette Ezell, and Leslie Sheehan specifically about their parts in the Intercampus Television Project. Elmore agreed that the project had been mainly her idea, but that she had had much help from Dean Marshall. She said that she didn't think she would ever forget the weekend that Dwight Marshall, Alene Dickinson, Margaret Simon and herself worked hours and hours and hours for one weekend at the Orvis School of Nursing. She also said that Mrs. Christopherson from Las Vegas had been especially helpful (Christopherson was associated with the auxiliary of the Clark County Medical Society).

Leslie Sheehan said she felt that teaching by television had been an exciting experience. She commented about the helpfulness of the technical director (William Rett) and that he had written everything out so that faculty could learn how to teach by television. She said that many of her contacts with the Las Vegas faculty had been with Mary Fitzgerald.

Annette Ezell remembered that the television equipment had been used to facilitate the development of the medical school. She felt that Elmore's idea had helped to solidify nursing in Nevada. She also commented that she believed the project was unique in that it used the facilities of a private industry (Donrey Company) and a state university.

CHAPTER SIX

The Growth of the Community College in Nevada

The growth of the community college in Nevada did not occur in the 1950's as was true in the rest of the country. In fact, Nevada was one of the last states to begin this particular form of education. This was probably not surprising in terms of Nevada's small population and vast geographical area. However, there were persons in several communities who saw the need for students in their area to have more access to education than was currently available. Citizens in Elko were particularly concerned that Elko high school graduates had to leave the community to attend college or to obtain advanced vocational preparation.

In 1962, Nevada had no institutions for higher education except the two university campuses, located in Reno and Las Vegas. The older and "parent" institution was the Reno campus which had been in existence since 1886 (Caserta, 1979). The Las Vegas campus had its beginnings in 1951, although early classes met in various areas of the city and a formal campus was not created until 1957.

In addition to the concerned citizens of Elko, a group of people in Carson City were eager to see some type of college there. Several of them had hopes for a private four-year college.

In 1964, three educators, Hobart Sturm, Robert Wehling, and Cornelius Goslinger conceived the idea for such a college. (Caserta, 1979).

They hoped that it would be a faculty-directed, tutorial type of college. Aided by several other Carson City citizens they were able to see Senate Bill 134 passed in the spring 1965. This bill provided for the incorporation of a non-profit educational institution (Caserta, 1979) The college opened its doors in September 1966. However, the college had only a small student body and as expenses increased the college soon found itself in financial difficulty. Although such people as Sturm did all they could, the college was unable to be salvaged and had to close (Caserta, 1979).

As a result of this activity the Carson City citizens were determined to continue their efforts, but changed their focus toward a community college. John Homer emerged as the leader for this effort and began to work for legislation to be presented to the 1968 Legislature (Caserta, 1979).

Meanwhile, the concerned citizens of Elko were also very active. Elko had a history of working for education in their community. The University of Nevada had originally been established there in 1873, but then had moved to Reno in 1886 (Caserta, 1979). A small group of businessmen met in 1967 and organized themselves to try to develop a community college for the Elko area. They visited a college in Oregon to obtain ideas, and then conducted a drive to raise funds. They were able to raise over \$44,000 (Caserta, 1979). Acting in conjunction with the Elko County School District, an advisory board was created on July 11, 1967, to establish a "vocational, technical, and adult education school to be known as Nevada College" (Caserta, 1979, p. 28).

Assemblyman Norman Glaser of Elko felt that funding for the

community college would eventually have to come from the state and began to think of possible legislative action (Caserta, 1979).

Also in 1967, educators in Washoe County and Las Vegas were also thinking about a community college. Several of the Washoe people had personal contact with Governor Paul Laxalt. Laxalt had an interest in the Carson City college which had failed (Caserta, 1979). As early as 1966 Laxalt had expressed his interest in establishing community colleges in the state.

Homer followed through on his intentions and introduced legislation in 1968 to establish a two-year college in Carson City (Caserta, 1979). The Elko Legislators had had a similar idea. However, action by the attorney general's office led to the rendering of the opinion that higher-level education in Nevada fell under the aegis of the Board of Regents (Caserta, 1979). The result of all the controversy was for the Legislature to kill the community college bill (Caserta, 1979).

Laxalt was determined to pursue the community college concept. Working with Assemblyman Glaser, a bill was prepared which would require no funding but would salvage the community college concept (Caserta, 1979). This bill passed in February 1968.

Howard Hughes was aware of Governor Laxalt's concern for the community college movement. He decided to offer Laxalt \$250,000 to support the community college thrust (Caserta, 1979).

In May 1968, Governor Laxalt made a formal announcement of Hughes' gift. One-half of the money was to be used to keep the Elko college open and the other half was to be used by the State Department of Education to

plan and develop a statewide community college system (Caserta, 1979).

Charles Donnelly was appointed as Director of the Community College Division of the University of Nevada System. He was introduced to the Board of Regents at the meeting on April 10, 1970 (Minutes of the Board). Donnelly was charged with the development of a plan and was to create a plan in which he made exceedingly accurate predictions for the future growth of the community college. This plan was presented to the Board of Regents at its meeting on January 7, 1971 (Minutes of the Board).

In reviewing the growth of the community college, Caserta (1979) states: "Laxalt emerges as the true 'father' of the community college movement in Nevada" (p. 5). The Elko Community College, now Northern Nevada Community College began in 1967. Clark County Community College followed in 1971. Last was Western Nevada Community College, also in 1971 (Caserta, 1979). This college was divided into Western Nevada and Truckee Meadows Community Colleges in 1979.

CHAPTER SEVEN

Development of the Program in the Reno-Sparks Area

During the operation of the television project between the Orvis School of Nursing at the University of Nevada, Reno and the University of Nevada, Las Vegas nursing programs, there were some Reno students who did not wish to go to Las Vegas to complete their associate degree program. They pushed for a program to be established in Reno.

As has been previously noted, Charles Donnelly presented a state plan for the Community College Division to the Board of Regents on January 7, 1971. In this plan he stated, "All post-secondary technical education at the two-year level in Nevada should be offered by the Community College Division" (State Plan for Community Colleges in the State of Nevada, 1971, p. 8).

During this January 1971 meeting Donnelly recommended that the associate of arts nursing program at the University of Nevada, Reno be moved to the community college. He further recommended that the associate of arts nursing program at the University of Nevada, Las Vegas not be moved at this time, but might possibly be later. The Regents passed the motion "that those programs on which agreement had been reached by all three officers involved be transferred to the Community College Division" (Nevada Board of Regents, Minutes, January 7-8, 1971).

At the time of the move, Western Nevada Community College was operating several campuses. The original college was developed in Carson

City and there was a northern campus which was conducting classes at the old Stead Air Force base north of Reno (Caserta, 1979).

Articles in the Reno Evening Gazette, the Nevada State Journal, and the Sparks Tribune advertised the college and gave dates for registration. Nursing was listed as one of the courses available in the vocational-occupation field (July 3, 1971 and July 22, 1971).

Leslie Sheehan, who had been a faculty member in the intercampus project, was appointed as director of the new nursing program. She selected Bernice Martin as the other faculty member.

Sheehan, Donnelly, and Leon Van Doren, Curriculum Specialist, had appeared before the Nevada State Board of Nursing at its June meeting and had requested approval to implement the second year of an associate degree nursing program at Western Nevada Community College. After giving some specifications for the program, the Board gave approval for the program (Nevada State Board of Nursing, Minutes, June 4, 1971).

Sixteen students were admitted to the first class. Since these were students who had been in the intercampus program, they only needed to complete the second year of the curriculum. Sheehan implemented the curriculum which had been developed for the intercampus program (Sheehan interview, July 17, 1984).

The nursing classes met in the building which had been the former infirmary at the Stead location. This was ideally suited as laboratory space for the nursing students. The major disadvantage was that Stead was located ten miles north of downtown Reno.

All 16 of the nursing students admitted graduated in May 1972 (Nevada Board of Regents, Minutes, July 7-8, 1972). (See appendix for names)

Fall of 1972 saw the admission of the first full nursing class which would take the whole nursing curriculum under the administration of Western Nevada Community College. Twenty students were admitted (Grade book of Bernice Martin). Leslie Sheehan and Bernice Martin were the faculty for the nursing program.

At this time the college boasted of 13 full-time faculty members, including the Executive Vice-President J. Clark "Jack" Davis, the Dean of Community Service V. James Eardley, Dean of Student Services Patricia Miltenberger, and Leon Van Doren who served as Administrative Assistant to the President of the Community College Division, Charles Donnelly. The nursing program granted an associate of applied science degree at the completion of the two years. Recognition of the fact that the student might go on to pursue the baccalaureate degree was given in the fact that several courses required for the nursing program or offered as electives were noted to be required in the Bachelor of Science in Nursing curriculum. (Western Nevada Community College Catalog, 1972-73) The nursing curriculum for that year is shown in Table Four.

The students wore a uniform of pink pinfeather material with a white tunic-type apron over this. The cap was a closed-back cap and had a small pleated ruffle along the brim. This cap was later changed to an open-back cap. The pin was developed by a committee of students and was blue enamel with a gold ankh and seven arrows on it. Around the edge were the words "Western Nevada Community College." The same pin was chosen for radiology, but the nursing pin read "School of Nursing" on the bottom of the circle.

One of the desires of the faculty was to obtain National League of Nursing accreditation for the school, but Donnelly was opposed to

TABLE FOUR

CURRICULUM PATTERN FOR WESTERN NEVADA COMMUNITY COLLEGE
(a.k.a. TRUCKEE MEADOWS)

ASSOCIATE DEGREE NURSING PROGRAM 1972-73

First Year

<u>Semester I</u>	<u>Semester II</u>
Anatomy and Physiology I - 3 cr.	Anatomy and Physiology II - 3 cr.
Growth and Development - 3 cr.	Nutrition - 2 cr.
Psychology- 101 - 3 cr.	English - 3 cr.
(Math) - <u>(1)cr.</u>	Nursing III - <u>7 cr.</u>
Total: 15 (16) cr.	Total: 15 cr.

(Math was required of all students not passing a pre-test)

InterimNursing II - 3 cr.

Total: 3 cr.

Second Year

<u>Semester I</u>	<u>Semester II</u>
Sociology - 3 cr.	Political Science - 3 cr.
English - 3 cr.	Elective - 3 cr.
Nurs. IV - <u>7 cr.</u>	Nurs. VI - 7 cr.
Total: 13 cr.	Nurs. VII - <u>2 cr.</u>
	Total: 15 cr.

InterimNursing V - 3 cr.

Total: 3 cr.

Total Credits for Graduation: 64

(Western Nevada Community College Catalog, 1972-73)

national accreditation for special programs as he felt it was too costly. He stated that he preferred to have "one single institutional accreditation" (Minutes of the Board of Regents, January 7-8, 1971).

It would be appropriate to note here that although the main campus of Western Nevada Community College was in Carson City, there was no registered nurse program on that campus, since the major medical center for the region was in Reno. There was a practical nursing program in Carson City, and three such schools in Reno, but these were under the direction of the local school districts.

In his study, Caserta (1979) noted that there was a strong relationship between the Washoe County School District and the community college. Washoe County Superintendent of Schools Marvin Picollo had been supportive of Governor Laxalt in getting the community college established. He was especially anxious to maintain harmonious working relationships between the Washoe County School District and Western Nevada Community College.

The college used a number of classrooms in local schools for evening classes, and in return the college became responsible for providing inservice education for Washoe County School District teachers. Beyond this arrangement was the change in the adult education program. Picollo felt that it was appropriate for these classes to become part of the community college, but he did not want to jeopardize any of the adult education teachers. A plan was developed and the entire adult education program was moved from the school district to the community college during the academic year 1972-73 (Caserta 1979).

As a result of this movement of adult education programs into the community college, the two remaining practical nursing programs, formerly

operated by the school district, became part of the community college. The Reno Veteran's Administration School of Practical Nursing had closed in March 1972. The two remaining programs were the Washoe Western School of Practical Nursing and the St. Mary's Hospital School of Practical Nursing. For the first year after the administrative changes, both schools operated very much as they had been under the school district. They were physically located in the local hospitals and the instructor had her office there. Then St. Mary's Hospital decided that it wanted to use the space for its own needs and the St. Mary's program became the first to become totally integrated into the community college.

In August of 1973, as the nursing students of the first full class moved to their second year and a new class was ready to be admitted, it was necessary to add new faculty members. At this time Mary Ann Kafchinski, Deloris Middlebrooks, and Marcia Reardon Starrett* joined the faculty. Clair Brown** had joined the previous spring. Leslie Sheehan had resigned her position as nursing director, so Marcia Starrett became the new director.

During 1974-75 the faculty felt that the first semester of the curriculum (the Fundamentals in Nursing course) should be the same for both practical nurse and registered nurse students, so the students from both programs had classes together. Then in the second semester they were separated into the two tracks (Grade book, Deloris Middlebrooks).

Both the Carson City and the Reno-Sparks campuses were growing and were becoming more separated in their identities. The Carson City building was occupied in December 1974 and Vice President Davis moved

*later Berasain

**later St. Clair

his office to Carson City. V. James Eardley was administrative head of the northern campus.

In 1976, Marcia Starrett decided to join the Carson City campus and resigned her position in the nursing program. Bernice Martin became director of the nursing department in July and still holds this position.

The Stead campus was vacated in 1976 and the campus moved to new quarters near the Desert Research Institute, built on land in north Reno which had been donated. The new building was occupied in December of 1976 (Caserta, 1979).

In 1978 the nursing faculty reaffirmed its belief in the career ladder concept and agreed that the first two semesters of the associate degree nursing program should also be the first two semesters of the practical nurse curriculum. Applications to the two programs indicated that many more students were requesting the RN program than the practical nurse program. Faculty felt that providing the two semesters would enable the practical nurse to move more readily into the registered nurse program (Nursing Faculty Minutes, October 13, 1978).

A proposal was initiated to separate the campuses into two colleges and became a reality in December, 1979. The Carson City campus was given the privilege of retaining the name of Western Nevada Community College if it chose to do so. The faculty chose to retain the name. Various names for the northern campus were suggested. From about five popular suggested names, two strong contenders emerged. These were the Reno-Sparks Community College, and the Truckee Meadows Community College, named because the college is situated in the meadows of the Truckee river. After much good-natured rivalry, by vote of the student body and

the faculty senate, the name chosen was Truckee Meadows Community College.

The nursing program had been admitting 20 students to the registered nurse track and 15 students to the practical nurse track. In 1980 it was decided to increase the size of the program by an additional ten associate degree nursing students.

Since the college had changed names, a new pin had to be selected for the nursing school graduates. The final selection was a round pin with red enamel and a gold edge. A gold picture of the Sierra mountains was in the center, with the inscription "Truckee Meadows Community College School of Nursing" circled around the pin. By this time the apron had been discarded from the uniform, and women were allowed to wear pants. The uniform or pants top was still pink, and the men wore a red top and were given a shoulder patch instead of a cap.

The Truckee Meadows Community College nursing program planned a special program as part of the national birthday celebration of the associate degree nursing program in November 1981. A display case in the college lobby presented memorabilia from the various years. A formal program with a guest panel of speakers was held. Honored guests were Regent Dorothy Gallagher from Elko, and Leslie Sheehan, first director of the program. Students also participated in the celebration.

In July 1981 the Nevada Hospital Association gave a grant of money to be used as a matching fund to increase the production of registered nurses (Nevada Board of Regents, Minutes, August 3, 1981). Truckee Meadows Community College's nursing program received funds, as did the other associate degree nursing programs. It was decided that these funds would be used to admit an additional 20 students, so a class of 20

students was admitted in January 1982. All 20 of these students completed the program and graduated in December 1983. Ironically, by this time the local hospitals were suffering from a drop in census and had an oversupply of staff. St. Mary's Hospital had laid off some 280 employees in April (St. Mary's Hospital News, May 1983).

By the close of this study in 1983, the nursing program at Truckee Meadows had grown to approximately 100 students per year in both the practical nurse and registered nurse programs, with about two-thirds or more of the students being granted the associate degree.

In contrast to the activity associated with the beginning of the nursing program in Las Vegas, the program at Truckee Meadows began almost as a matter of fact. The associate degree nursing program was no longer an experimental program. Although the curriculum had seen several changes, it still was approximately half general education and half nursing education (See Table Five). The nursing program continued to be a strong element in Truckee Meadows Community College.

TABLE FIVE

TRUCKEE MEADOWS COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING CURRICULUM

1983-84

Prerequisites ("C or better" required):

BIOL 223 Anatomy & Physiology.....	5
BIOL 224 Anatomy & Physiology II.....	5
ENG 101 or 101D.....	3

SEMESTER I

HESC 101B Growth & Development.....	3
NURS 131 Fundamentals of Nursing.....	2
NURS 191 Fundamentals of Nursing Lab.....	2
NURS 132B Introduction to Nursing.....	1
NURS 160 Physical Illness I.....	2
NURS 161B Physical Illness I Lab.....	2
MATH 100B Math for Nurses.....	3
Total required.....	15

SEMESTER II

HEC 223 Principles of Nutrition.....	3
NURS 142 Fundamentals of Pharmacology.....	2
NURS 150 Nursing Care in the Family Cycle.....	4
NURS 193 Nursing Care in the Family Cycle Lab....	4
PSC 103 Principles of American Constitutional Government.....	3
Total Required Credits.....	16

SEMESTER III

NURS 235 Psychiatric Nursing.....	2
NURS 295 Psychiatric Nursing Lab.....	2
NURS 251 Physical Illness II.....	2
NURS 293 Physical Illness II Lab.....	2
PSY (see list below for recommendations)....	3
SOC 101 Principles of Sociology.....	3
English/Communications (see list below for recommendations)....	3
Total Required Credits.....	17

TABLE FIVE CONTINUED

SEMESTER IV

NURS 255	Physical Illness III.....	2
NURS 294	Physical Illness II Lab.....	2
NURS 260	Team Leading in Nursing.....	1
NURS 296	Team Leading in Nursing Lab.....	3
NURS 259	Nursing Trends Seminar.....	1
Total Credits Required.....		9
TOTAL CREDITS FOR DEGREE.....		71

CHAPTER EIGHT

The Elko Program

As was discussed in Chapter Six, the citizens of Elko were eager to have more educational opportunities available to their young people. Soon after the initiation of the community college, they began looking at ways to obtain a nursing program.

The first request for a school of nursing was made in a letter to the Nevada State Board of Nursing dated June 16, 1969, from then Elko College president, R.C. Lynch. They hoped to begin classes in September of 1970. There was already a school of practical nursing in the community and they hoped to make this part of the associate degree program.

The members of the State Board of Nursing felt that the Elko community did not provide sufficient clinical experience to support a program and the application was denied (Nevada State Board of Nursing, Minutes, June 1969).

No further move toward developing a program for registered nurses was made for several years. This was probably due to the fact that the college itself was struggling for its existence, as was noted in Chapter Six. There was a practical nursing school in the community which was operated under the school district.

In the academic year 1971-72 the practical nursing program was moved to the community college. This was consistent with what was done in

Clark and Washoe counties, as the community college came into existence (Caserta, 1979).

In 1973 the name of the college was changed from Elko Community College to Northern Nevada Community College (Nevada Board of Regents, Minutes April 13, 1973). Delna Day was hired for the practical nursing program during this year, also. She had been with the program for several years, left and then returned.

The practical nursing instructor, Delna Day, was active in the campaign to obtain a school of professional nursing. She continued to visit schools and to look for possible ways for the Elko students to obtain nursing education.

The rural areas found it difficult to attract and retain registered nurses. Consequently they were interested in having a program in their area which would prepare the nurses they needed. Women who left the community for education tended not to return, and women with husbands and/or families did not feel they could leave in order to obtain an education.

In the minutes of the advisory committee to the practical nursing school dated February 12, 1974, Day and Dave Emerson expressed their discouragement about their recent visit to Western Nevada Community College. This school did not use the L.P.N. - R.N. career ladder articulation as Elko hoped to do. They felt that Elko should move ahead with this idea and continue to press for an associate degree nursing program.

In a letter from President Donnelly to Jean Peavy of the Nevada State Board of Nursing, dated November 4, 1974, Donnelly stated,

Some years ago we talked about Northern Nevada Community College offering a two-year associate degree program in nursing. At that time we agreed that it was not desirable.

The people in Elko have reinstituted their interest in establishing such a program. When the hospital addition is finished, they feel that adequate clinical procedures will be available. Now that we have coordinated in a ladder approach our one and two year programs, there would be a necessity of merely adding one year to the present program.

I have a list of approximately 50 individuals in Elko who are interested in a two year program.

I would appreciate discussing this subject with you at your convenience.

(Nevada State Board of Nursing, files and Northern Nevada Community College, files)

On June 27, 1975, Delna Day, Donnelly, and William Berg, President of Northern Nevada Community College appeared before the Nevada State Board of Nursing to present a request for the addition of one year to the established practical nursing program, to then have an associate degree program in nursing.

The members of the Board of Nursing moved not to approve the request. They cited several reasons for taking this action:

- a. The fact that the present practical nursing program is on conditional accreditation. [Due to poor conditions at the Elko hospital and lack of R.N. supervision.]
- b. Concern over the fact that only one person would be added to the nursing faculty. The new minimum requirements for schools of professional nursing would prevent the present instructor from teaching in an associate degree program. [Because she did not hold a baccalaureate degree]
- c. Elko General Hospital does not have accreditation by the Joint Commission on Accreditation of Hospitals as required by the Nevada State Board of Nursing for clinical facilities for student experience.
- d. Staffing at the hospital is inadequate.
- e. There is lack of clinical facilities for the program.

- f. There is a danger in starting new programs on "soft" money.
- g. That time be given to allow for solution of the hospital's problems.

(Nevada State Board of Nursing, Minutes, June 27, 1975)

In February 1976 a steering committee for the associate degree nursing program was created. Day contacted a number of people and sought letters of support from concerned citizens (Personal files of Delna Day).

At the June 1976 meeting of the Board of Regents, approval was given for Phase I and to move to Phase II of the preparations for an associate degree program in nursing at Northern Nevada Community College. Phase II was to include the hiring of a consultant to survey the college and clinical facilities and help to plan the program (Nevada Board of Regents, Minutes, June 18, 1976).

Ethelyn Butler, of the Orvis School of Nursing faculty at the University of Nevada - Reno, was hired to be the consultant for Phase II. She made several trips to Elko in which she visited the college and hospital facilities. Her report was submitted to President Berg on September 23, 1977. In her report, she recommended that all students take the licensing examination for practical nurse at the end of the first year, and that the L.P.N. be a criteria for admission to the second year. She also recommended that employment needs of the community be gathered every year.

She also identified several problems: (1) the limitations in clinical experience (2) the shortage in funding for the program (3) lack of qualified faculty and (4) the fact that psychiatric nursing experience could not be provided in Elko.

In addressing the problem of recruiting qualified faculty Butler showed a good grasp of small community living and exhibited a flash of humor as evidenced by the following comments:

- (4.) Qualified nursing faculty is at this time, an unknown because funding has not been provided so that recruitment could be started. Elko could be a difficult place to attract Master's degree holding instructors. Because the community is small and employment opportunities for men are limited, married teachers may be unable to move to Elko. Unmarried teachers may hesitate to go to a small town with few social activities and little opportunity for professional development.

. . . as to solving problem #4, you only need two teachers with master's degrees. My guess is that you will recruit one married one whose husband will happily buy a ranch in Elko and one single one who loves to ride horses and who will enrich your students and your whole community while having some enjoyable years of her life.

(Letter from Ethylene Butler to Dr. William Berg, September 23, 1977, pp. 4&5, Northern Nevada Community College Nursing School Files)

In January 1978, Day and President Berg appeared again at the meeting of the Nevada State Board of Nursing and presented their request for an associate degree nursing program at Northern Nevada Community College.

They were supported by Dorothy Gallagher, President, Board of Trustees of Elko General Hospital, and Bill Welch, Administrator of the Elko General Hospital.

The Elko hospital had agreed to give the nursing program \$24,000 for its operation for the first fifteen months. This money would be used to employ a second instructor.

The members of the Nursing Board, after extensive discussion, moved to allow the college to begin developing an associate degree nursing program, but that before implementation, a curriculum would be presented

to the Board for approval (Nevada State Board of Nursing, Minutes, January, 4, 1978).

At its February meeting the Nevada Board of Regents approved the associate degree nursing program for Northern Nevada Community College, subject to adequate funding by the legislature in 1979. President Berg assured the regents that the community would provide support until the legislature met (Nevada Board of Regents, Minutes, February 10, 1978).

In April 1978 Georgeanna Smith was hired to develop the program. She had been in Elko and associated with the Nevada Home Health Agency, so was familiar with the community (personal interview). She began to develop a recruitment flyer and to work on the curriculum plan.

The curriculum and other materials were presented by Smith and Berg to the Nevada State Board of Nursing in August 1978. Provisional accreditation was granted to the new school (Nevada State Board of Nursing, Minutes, August 16, 1978).

Ten students were admitted in the fall semester of 1978 to the second year. The finalized program was a one-plus-one program. A student was required to finish the practical nursing program and be licensed as a L.P.N. before he or she could enter the second year.

Delna Day retired, and Patti Crookham joined Georgeanna Smith on the faculty.

The problem of the psychiatric nursing care was solved when the services of a Reno instructor with a Master's degree in psychiatric nursing were obtained. The students traveled to Reno for ten days of clinical experience at the Nevada Mental Health Institute.

Students in the Elko program wore a uniform of blue pinfeather material with a white apron. They were also to wear a shoulder patch.

The men students were to wear white with the shoulder patch attached. The school pin was a white oval with a silver-gray Nightingale lamp in the center and the name of the school in the top half of the oval. A gold scalloped edge surrounded the pin. The cap was broad-brimmed and ribbons were placed on the left side after graduation.

In May 1979, the first class graduated (see appendix for names). One of these first graduates was the wife of college President Berg.

In June 1981, Smith resigned and was replaced by Ruth Holland as Director, a position she still holds.

The Northern Nevada Community College nursing program received funds from the Nevada Hospital Association challenge grant, as did the other associate degree nursing programs (Nevada Board of Regents, Minutes, August 3, 1981). They decided to add additional students and to focus particularly on students from the Ely area, since the Ely community is served by Northern Nevada Community College. Five additional students were added and 15 students graduated in May 1983.

In writing about the community college development in Elko, John Caserta (1979) states,

The people of Elko have been vocally proud of the fact that theirs was a major role in the beginnings of both the university system and the community college system in Nevada. The pioneering spirit and rugged resourcefulness of Elko's citizens is particularly evident when studying how the Nevada Community College came to be established. (p. 26)

The same kind of rugged resourcefulness is visible in examining the way the nursing program came into being. After nearly ten years of working and waiting, the nursing school came into existence and continues to flourish.

TABLE SIX

NORTHERN NEVADA COMMUNITY COLLEGE NURSING CURRICULUM

First Year (Practical Nursing)

<u>Fall Semester</u>	<u>Spring Semester</u>
Nurs. 131 Fundamentals - 4 cr.	PN 153B Med-Surg Nurs. - 3 cr.
Nurs. 191 Lab - 3 cr.	PN 194B Lab - 2 cr.
PN 151B Obstetrics and and care of newborn - 2 cr.	PN 152B Pharmacology - 2 cr.
PN 192B Lab - 1 cr.	CD 102 Child Develop. - 3 cr.
Psych. 101 Gen. Psych. - 3 cr.	Biol. 224 Anat & PhysII- 4 cr.
Biol. 223 Anat & Phys.I- 4 cr.	HEC 121 Human Nutrition- <u>3 cr.</u>
Eng. 101 Comp. & Rhet. - 3 cr.	Total: 17 cr.
Develop Math 100D - 0 cr.	
(offered to students requiring refresher)	<u>Summer Session</u>
ORT 105B Medical Term. - <u>1 cr.</u>	PN 155B Psych. Nurs. - 2 cr.
Total: 21 cr.	PN 196B Lab - 1 cr.
	PN 156B Pediatric Nurs.- 2 cr.
	PN 197B Lab - <u>1 cr.</u>
	Total: 6 cr.

Total Credits: 44

Second Year (Registered Nursing)

<u>Fall Semester</u>	<u>Spring Semester</u>
Nurs. 160 Phys. III. I - 3 cr.	Nurs. 151B Pediatrics - 2 cr.
Nurs. 150 Obstetrics - 2 cr.	Nurs. 194B Lab for 151B- 1 cr.
Nurs. 259 Nurs. Trends Seminar - 1 cr.	Nurs. 235 Psych. Nurs. - 2 cr.
Nurs. 291B Lab for 160 - 3 cr.	Nurs. 251 Phys. III II - 2 cr.
Chem. 110 Intro to Chem- 4 cr.	Nurs. 259 Nurs. Trends Seminar - 1 cr.
Soc. 101 Prin. of Soc. - <u>3 cr.</u>	Nurs. 293 Lab for 251 - 2 cr.
Total: 16 cr.	Nurs. 193 Lab for 150 - 1 cr.
<u>Summer Session</u>	Biol. 251 Gen. Microbio- 4 cr.
Nurs. 295 Lab for 235 - 1 cr.	Eng. 102 Comp. & Rhet. - 3 cr.
(Lab experience will be at the Nevada State Hospital)	Pol. Sci. 103 Prin. of American Const. Gov't. - <u>3 cr.</u>
	Total: 21 cr.

Total Credits: 38

Source: Northern Nevada Community College School of Nursing brochure,
1983-84

CHAPTER NINE

The Program in Carson City

The newest of the four associate degree nursing programs in Nevada is the program at Western Nevada Community College in Carson City. The first class was enrolled in the fall semester of 1982.

Although Carson City is only 30 miles from Reno, it is a growing community and is the capitol city of the state of Nevada. As has previously been described, although Western Nevada Community College began in Carson City in 1971, it did not have an associate degree nursing program. There were two or three practical nursing programs which moved into the college from school districts, as occurred in Clark County and in Washoe County. These practical nursing programs were in Carson City, Yerington, and a program in Fallon which would operate for a year or so and then would discontinue temporarily as employment needs in the community were met. All of these counties came under the aegis of Western Nevada Community College.

The Carson City hospital felt the need to have more registered nurses available. In addition there were potential students in the community who did not want to commute the thirty miles to Reno to attend school. The overlong waiting list for the nursing program at Truckee Meadows Community College was also a deterrent. Consequently, there was pressure on the college to begin an associate degree nursing program.

Marcia Berasain, Dean of Instruction at Western Nevada Community College, had been the director of the nursing department at Truckee

Meadows Community College for several years and was knowledgeable about what would need to be done in the planning process.

Community support in planning was provided by William Barnett, Administrator of Sierra Convalescent Center; Thomas Collier, Administrator of Carson Tahoe Hospital; Stanley Pares, Administrator of Carson Convalescent Center; and Ruth Taber, R.N., Director of Nurses at Carson Tahoe Hospital.

The group cited the Evaluation Report of the Western Nevada Community College (Northwest Association of Schools and Colleges - Commission on Colleges, April 16-18, 1980) which stated:

VI. Health Occupation's Recommendations:

6. Consider possibility of extending curriculum to satisfy requirements for an associate degree nursing program. (p. 104)

The committee also utilized the findings of the Nevada Employment Security Department which were published in the document called Area Labor Review, Nevada - Balance of the State published in fall of 1980, and which cited the need for more L.P.N.s and R.N.s in the less populated counties. Carson City was included in this report.

They also referred to the Preliminary Report of the Governor's Conference on Health Care Cost Containment - December 16-17, 1980, Las Vegas, in which references had been made to the health manpower shortage and to questions about the amount of regulation and control needed. This document stated:

#3. Nursing Shortage

The shortage of skilled nurses in Nevada increases costs to facilities because higher salaries must be offered to recruit nurses. There is a need for more trained nurses; yet, because of budgetary and/or educational policies, the number of nurses that can be trained in Nevada's educational system are limited.

Recommendations:

c. If constraints exist, either regulatory or statutory, which limit the number of nurses that can be trained by the community college system, such constraints should be suspended until such time as the present shortage of nurses is overcome. If such constraints are budgetary, the State should increase available funding to the university and community college system and this funding should be earmarked for the nurse training program. (p. 3)

The committee concluded that Western Nevada Community College should seek an associate degree nursing program. A plan was developed to begin the necessary moves for approval by appropriate agencies.

Most of the initial planning was done by Marcia Berasain. Long an advocate of the "career ladder" approach, she planned for the curriculum to be a one-plus-one concept, in which the school would offer the first year to prepare the student as a practical nurse, and the second year would prepare the student to be a professional nurse. The student entering the second year would be required to be licensed as a practical nurse. This was similar to the Elko program. Materials were prepared to be submitted to the Nevada Board of Regents and the Nevada State Board of Nursing.

Citing the need for more nurses, college President Davis submitted the proposal to the Nevada Board of Regents on February 9, 1981. The regents voted approval of the proposed program contingent upon availability of resources (Nevada Board of Regents, Minutes, February 9, 1981).

The proposal was also presented to the Nevada State Board of Nursing. Board members expressed concern about the possible lack of clinical facilities in Carson City and noted that the facilities in Reno were already heavily used. Following this discussion, they gave provisional accreditation to the nursing program at Western Nevada

Community College (Nevada State Board of Nursing, Minutes, March 9, 1981).

Following these approvals, a search was instituted to find a nurse faculty member to lead the program. A person with master's preparation was sought, since this was a requirement of the Nevada Board of Nursing for accreditation. This proved to be a stumbling block and a satisfactory person was not found as soon as was hoped. An anonymous donor provided funds to use a professional search agency and an appropriate person was secured (personal interview with Marcia Berasain).

On May 26, 1982, faculty of other nursing programs and area agencies were invited to meet the new director of the nursing program at Western Nevada Community College -- Sable Shaw .

The first class was enrolled in the fall semester of 1982 and graduated in May 1983 (See appendix for names). The occasion also marked the retirement of President Davis. Davis had been a consistent supporter of nursing programs, and had frequently visited students while at their clinical practice sites.

Students at Western Nevada Community College wear a white uniform with a shoulder patch. The cap is a broad brim with hemstitching about one inch in from the edge. A maroon ribbon is added to the cap after graduation. Shaw reported that the faculty had discussed the possibility of discontinuing the cap, since many nurses were choosing not to wear them.

The pin is the same pin formerly used by Western Nevada Community College, (now Truckee Meadows) except that the background has been

changed from blue enamel to maroon. The seven arrows and school name are in gold as they previously were.

Western Nevada Community College also benefitted from the challenge grant donated by the Nevada Hospital Association, and was able to take additional students through the use of these funds.

As of the writing of this study, two classes of associate degree nursing students have graduated from Western Nevada Community College, with approximately fifteen students in each class. Although the Carson City hospital experienced some drop in census as did the Reno hospitals, graduates seem to have been able to obtain positions. The practical nursing program in Yerington was closed so that students are concentrated on the Carson City campus for the first year.

The program has found it necessary to use some Reno facilities for clinical practice and this caused some conflict, although by close cooperation with the Reno nursing schools resolution was achieved harmoniously.

The newest Nevada nursing program seems well on its way to being a success.

TABLE SEVEN

CURRICULUM OF WESTERN NEVADA COMMUNITY COLLEGE

CARSON CITY - NURSING PROGRAM

Prerequisites:

Biol. 223 Anat. & Phys. I - 4 cr.
 Eng. 101 Comp. & Rhet. - 3 cr.
 or 104D Technical Writing - 3 cr.
Total: 7 cr.

First Year (Practical Nursing)

Fall Semester
 Nurs. 131 Fundamentals - 3 cr.
 Fund. Skills Lab - 1 cr.
 Nurs. 191 Fund. Clin. Lab - 3 cr.
 HESC 101B Growth & Devel. - 3 cr.
 Biol. 224 Anat. & Phys. II - 4 cr.
 Math 100B Math for Nurses - 2 cr.
Total: 16 cr.

Alternate Fall
 Nurs. 142 Fundamentals of
 Pharmacology - 2 cr.
Total: 2 cr.

Total Credits: 40

Spring Semester
 HEC 121 Human Nutrition - 3 cr.
 Psy. 101 Gen Psych. - 3 cr.
 Nurs. 160 Phys. III I - 2 cr.
 Phys. III Lab - 2 cr.
 Nurs. 150 Nurs. Care in
 Family Cycle - 4 cr.
 Nurs. 193 N.C. Family
 Cycle Lab - 4 cr.
Total: 18 cr.

Summer Session
 Nurs. 235 Psych Nurs. - 2 cr.
 Nurs. 295 Psych Nurs/Lab - 2 cr.
Total: 4 cr.

Second Year (Registered Nursing)

Fall Semester
 Eng. I Comm. (see list for
 choices) - 3 cr.
 Soc. 275 Marriage & Fam. - 3 cr.
 Nurs. 251B Phys. III II - 2 cr.
 Biol. 251 Microbiology - 4 cr.
 Nurs. 293B Phys. III/II
 Lab - 3 cr.
Total: 15 cr.

Total for Second Year: 28 cr.
 Total for Associate Degree: 68 cr.

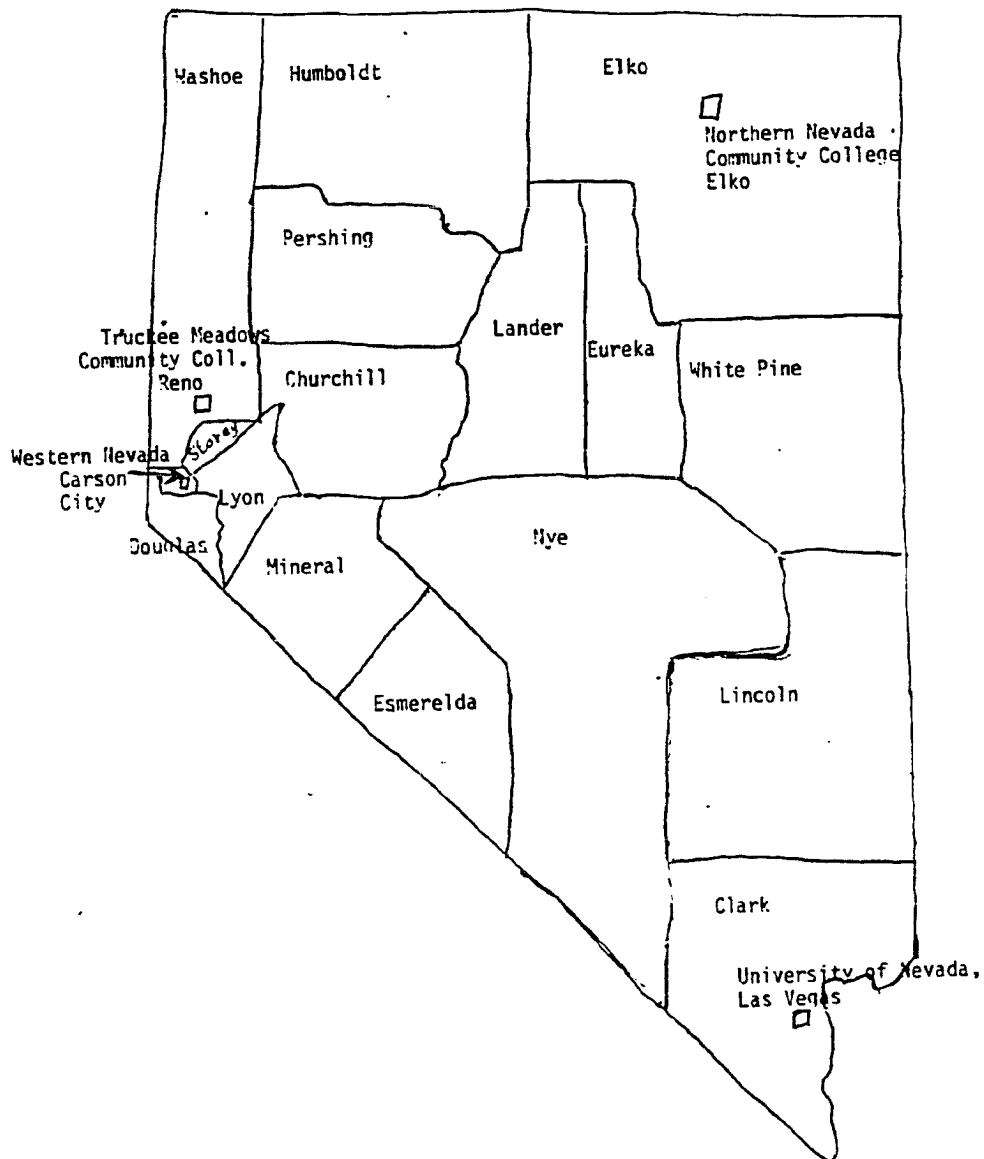
Spring Semester
 Nurs. 255 Phys III III - 2 cr.
 Nurs. 294 Phys III III
 Lab - 2 cr.
 Nurs. 260 Team Leading - 1 cr.
 Nurs. 296 Team Leading
 Lab - 3 cr.
 PSC 103 Prin. of Amer.
 Const. Gov. - 3 cr.
 Nurs. Issues in Nurs.
 Practice - 2 cr.
Total: 13 cr.

Source: Application for Associate Degree Program to Nevada State Board of
 Nursing

TABLE EIGHT

Location of Nevada's Associate Degree Nursing Programs

1983



CHAPTER TEN

Summary

This study has traced the development of Nevada's four associate degree nursing programs over the period 1963 to 1983. Those four programs are at the University of Nevada -Las Vegas, Truckee Meadows Community College in Reno, Northern Nevada Community College in Elko, and Western Nevada Community College in Carson City. The oldest program is the University of Nevada - Las Vegas which admitted it's first students in fall of 1965. Receiving its initial impetus from an intercampus project sponsored by the University of Nevada -Las Vegas and the University of Nevada -Reno, the program at Truckee Meadows Community College was the next to begin. It first admitted students in fall 1971. The third program to open was Northern Nevada Community College which began its first class in fall 1978. The newest is the program at Western Nevada Community College which began in 1982.

Each of these associate degree nursing programs began in response to needs felt in the community for the education and production of registered nurses. Each of them came into being because local citizens were willing to put their energy and their money into getting the program started. Literally thousands of dollars were donated by many people in various communities to fund the initial survey done in 1963 and 1964; to fund the first year of the program in Las Vegas; to fund the first year of the program in Elko; and to find a program director in Carson City.

Medical societies and their auxiliaries have given other thousands of dollars to provide books for the libraries or to provide scholarships for nursing students.

This study has aimed to give a factual account of the development and growth of these four schools, as befits a historical research. But the search for and the chronicling of facts seems to me to leave out the spice of the human relationships. Where would the 1963-64 study of nursing in Nevada have gone without the push from people like Sadie Thelen, Genevieve Arensdorf, and Jean Rambo? If it had not been for the patient, steady work of Margriet Clevenger in getting practical nursing instructors together to develop a state curriculum, we would not have been able to sit down later and talk about career ladder curriculums. And which of the early faculty at Truckee Meadows will ever forget the faithful support of Julia Ibarra of the Veteran's hospital? And the steady persistence of Delna Day in Elko had much to do with the eventual start of that program.

Neither do historical sources such as minutes of meetings or reports of committees reveal some of the struggles that people experienced in early days of these programs. For example, the first director in Las Vegas, Regina Schrieber Jacobsen, had her office in what had been a supply closet in the gym. In my interview with Jean Rambo, she told of trying to converse with Jacobsen while their conversation was punctuated by the thud, thud, thud, of a basketball being bounced off the backboard which was on the other side of the office wall. Neither do these sources reveal the fatigue of faculty after they have been struggling with student policies and curriculum for hours on end. After one such meeting, Las Vegas faculty blithely even considered scarlet and

silver lamé uniforms for students, to fit the Las Vegas image (Interview with Rosemary Witt). Nor do minutes reveal the tremendous surge of pride which one has when your students march across the graduation platform, and somehow you know it was all worth the struggle.

Perhaps the flight into recall serves only to remind us that life moves ever onward, and that nothing is quite the same today as it was yesterday. That being so, what can we anticipate for the future? The next chapter will consider that question.

In the final summary, the associate degree nursing programs in Nevada developed in response to the need for more nurses in the community, just as associate degree programs across the nation had developed. A model had been provided and Nevada utilized that model to establish programs which would meet the needs of this state.

TABLE NINE

1963
Survey of Nursing Needs in Nevada
1964 Survey published and public activity
1965 First class admitted in Las Vegas
1967 Television project begins
1971 First class admitted in Reno
1978 First class admitted in Elko
1982 First class admitted in Carson City

CHAPTER ELEVEN

A Look to the Future

As this paper has described, the associate degree nursing program grew out of the ideas presented by Mildred Montag in her book The Education of Nursing Technicians. Part of Montag's original premise was that the nursing technician would perform certain functions and the professional nurse would perform certain others. She envisioned differentiated functions with a differentiated pay scale.

At the time of Montag's writing and experimental studies, there was conflict about the associate degree nursing program and this disagreement still exists.

The conflict about which type of program was best was no less in Nevada than it was elsewhere. The differences in the philosophies of the four Nevada programs can be seen to be related to whether they were looking toward the practical nurse or toward the baccalaureate nurse or toward a terminal "technical" nurse. Opinions were sharply divided, and although the associate degree programs have been in existence in Nevada for twenty years, disagreement still exists.

In the practice setting of the hospital, graduates of the associate degree program have not generally found their duties to be any different than other nurses. The prevailing attitude has been that "a nurse is a nurse is a nurse" and persons have had to perform essentially the same functions regardless of educational preparation. This has been true in Nevada as well as in the rest of the nation.

There have been few hospitals which implemented a different pay scale for nurses based on educational preparation. The Veteran's Administration has been a notable exception. Even there, however, there frequently is little differentiation in function in staff nurse positions.

Part of the problem has been with the word "professional." In most states the licensing law refers to the registered nurse as a "professional" nurse, and the two terms are seen as synonymous by the public (Champagne, 1981). The term "technical" has not been well accepted by nurses and an acceptable term has not yet been identified. New titles would possibly lead to the problem of needing new licensing examinations to fit the titles. If these were developed, the next problem would be what to do with all the nurses who are currently holding licenses. How would their status be affected?

Another problem has been that as technology has advanced, the nurse is increasingly expected to take on more complex or highly technical functions. Many of these require a thorough understanding of scientific principles. One example in the difficulty of differentiating functions might be in the administration of medications. It is relatively simple to hand the patient a medicine cup containing a pill or tablet. It is not much more complicated to have checked the medicine name against the medication card or unit dose sheet. What becomes much more complicated are all the other responsibilities of the nurse. The nurse must be aware of all of the actions of the drug, those intended and those that occur as side effects. He or she must also be aware of interactions of this drug with other drugs, and must also serve as a countercheck on the order written by the physician. All of this cannot be done properly without a

background in chemistry and other sciences. Can that realistically be done in two years? As Griffin and Griffin (1979) state, "The major problem still remains: how far should the nurse's basic preparation go?" (p. 130).

Currently in Nevada there are not an abundance of jobs for nurses. Hospitals are not operating at full capacity and many nurses are working on a per diem basis. Yet it is well documented that the population is growing and that there is an increasing number of older people. Older people tend to have a higher proportion of degenerative diseases, so it would appear that there would be a demand for nursing care. The question that has not been answered is: Who will pay for this care? Experts disagree as to what the future will hold.

One well-known health economist is Eli Ginzberg. In a publication of the University of California San Francisco Medical Center, Ginzberg says, "The love affair is over" (1984 p. 1). He feels that less and less money will come to health care institutions and that various health care providers will be competing for the same patient dollar.

One of the changes that has come about in the past several years is that more patients are receiving care at home. They are also being discharged from hospitals in a less "well" or "cured" state than a few years ago, because federal regulations prescribe certain lengths of stay for certain disorders, and because of changes in the economy people either do not have hospitalization insurance or cannot afford the hospital bill. This is part of a national trend. (St. Mary's Hospital News, May, 1983).

This may mean a change in the duties and responsibilities of the nurse. Some agencies want practical nurses to assume more duties because

practical nurse salaries are lower than those for registered nurses. Some agencies want a registered nurse who is prepared to work in critical care units, because patients are often very sick before they come to the hospital. Increased technology means that procedures done on patients are more advanced also.

Another factor in the dilemma is the position taken by the American Nurses' Association on entry into practice. Originally prepared in 1965 as a Position Paper for Educational Preparation for Nurse Practitioners and Assistants to Nurses, the American Nurses' Association took the stand that there should be two levels of nurses: (1) the professional nurse whose minimum preparation would be the baccalaureate degree in nursing and (2) the technical nurse whose minimum preparation would be the associate degree in nursing (American Nurses' Association, 1965). In 1978, the American Nurses' Association reaffirmed its stand on this position and set a target date of 1985 (American Nurses' Association, "House of Delegates Resolutions," The American Nurse, 10:9, September 15, 1978).

Since the 1978 position, much effort has gone into trying to establish the functions and preparation of the technical nurse and those of the baccalaureate, and stating where overlap or differentiation occur (Kellogg Foundation, 1983). The controversy continues to rage on.

What lies ahead remains to be seen. There is no question that there will be many changes. The associate degree nursing programs in Nevada will undoubtedly also change. Based upon their past, they will rise to the challenge. The tradition of Nevadans has been to go after what they want and to be willing to work for a goal. That type of attitude will carry them into the future.

Writing in an article entitled "Nightingale Revisited," Irene Palmer (1983) states, "Just as the present emerges from the past, so the future germinates in today's seedbed" (p.229) Let's come back in another twenty years and see what grew.

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APPENDIX

Interview with Persons Associated with
Nursing Program Development

Introduction: I have requested an interview with you because of your association with a particular phase of the development of the associate degree nursing program in Nevada.

1. Looking back at that period, what do you recall about those events?
2. Why do you think that an associate degree program was selected, rather than a baccalaureate or diploma program?
3. Who were the significant people that were involved in the development of the program at that time?
4. What obstacles were being dealt with at that time?
5. What were your concerns of the period?
6. Any good memories? Any bad memories?
7. What do you believe were the outcomes of that period, as you look back on it?

First Graduates from Las Vegas Associate
Degree Nursing Program
Spring 1967

Cleta Bennett
Gloria Brown
Helen Bruner
Candace Clawson
Ernestine Ellis
Sharon Fisher
Dorothea Green
Elizabeth Hilbrecht
Abigail Hitchins
Donna Jenkins
Isabel Marcus

Janet Parkinson
Mary Roscoe
Adabelle Rossman
Martha Rossman
Ruth Rudishauser
Bernita Smith
Patricia Turner
Nancy Ward
Reuel Williams
Kathryn Wilson
Bernice Wood

First Nursing Graduates of Western Nevada Community College
(later Truckee Meadows)
(Completed second year at community college)

1972

Nancy Beeler
Edna Bigrigg
Lorraine Carroll
Dawn Crecy
Dorothy Graham
Marilyn Hansen
Sue Hoffman
Candice McKay

Kathy McMillen
Margaret Phelps
Nancy Pleasants
Lonnie Selden
Marva Slight
Dianne Smith
Pam Van Drielen
Barbara Woldridge

First Graduates of Western Nevada Community
College (later Truckee Meadows)

First Full Program

Ardis Bjork
Robin Collins
Erma Druke
Sonja Faraci
Nancy Flowers
Judy Folkman
Pat Fox
Starla Lockett
Alice McKinney
Carol Powers

Marlene Rotella
Diane Savage
Vernon Stark
Charla Thompson
Nancy Tomey
Jackie Trader
Lewis Scott
Jean Denny
Sandra Shelton

First Graduates Northern Nevada Community
College Associate Degree Nursing Students

1979

Mary Berg
Ramona Crichton
Roberta Griswold
Donna Hart
Beverly MacKay

Betty Miller
Janet Mowery
Maureen Ortman
Brigitte Smith
Rhoda Wise

First Graduates of the Associate Degree Nursing
Program Western Nevada Community
College - Carson City

May 1983

Carolyn Adkins
Doris Anderson
Jennifer Cheak
Susan Cote
Bernice Encinas
Cara Fenn
Donna Groves

Barbara Harmon
Terrie Haynes
Anna Hubert
Melissa Lockhart
Lois Maguire
Mary Beth Monaghan
Dorothy Porta