

theoretical and practical instruction, and learning to make accurate observations from day to day.

CASE STUDY RECORDS.

The "case study" which is required of each student at definite intervals (approximately one each month) is another method of directing students' study to the individual patient. Unlike the "case experience record," the case study is a definitely organised narrative, describing in detail the essential factors of a case as it relates to a patient and his nursing needs. The case history emphasises the nursing aspect of the case as distinct from through largely depending upon, the medical aspect. It includes the consideration of the educational and social factors related to the health and illness situation, and the simple mental factors which greatly affect the individual's needs, always important to the nursing care.

Early in the nursing course the students are given ten classes in Methods of Making Case Studies. These classes, which are given by a social case worker deal with certain essential factors of the social and health situation of the individual and his family and with methods of study investigation and social treatment. Through these classes the student is made aware of many factors other than the medical diagnosis which she must take into account in planning for the nursing care of her patients.

A suggested outline for the student's studies is provided, with the idea, however, that the student in each of her studies shall use her own judgment in determining the relative importance of the various items.

In the Out Patient Department, similar methods of assigning students to specific cases, and of recording the daily experience and of writing case studies, is carried out. Each instructor or head nurse in the Out Patient Department is a graduate nurse with some experience in public health nursing. Thus she brings to the students a real appreciation of the nursing requirements of her patients in their homes.

To round out the student's knowledge of her patients, she is given two months' experience with the public health nurses. The necessary unit of nursing interest in public health work is the family rather than the individual. The case study in this phase of the experience therefore is the family group. This fact makes a most important contribution to the student nurse's knowledge of her patients in relation to their environment. It also contributes to her appreciation of the nurse's important function as a social and health agent in the home and community.

AN IMPORTANT PHASE IN THE STUDY OF NURSING EDUCATION.

The "case study method" of teaching used in the Yale School of Nursing may be considered to be one of the most important phases in the study of nursing education which is being made in this School. The curriculum in theory and practice as well as the actual methods of teaching have been developed around the idea of the individual patient and family health rather than round the needs of the Institution as such, or the ward, or the nursing procedures themselves. At the same time, I believe I am speaking honestly when I say that the actual care of the patient is improved under this method when it is effectively carried out.

NEED OF QUALIFIED INSTRUCTORS AND SUPERVISORS.

Such a plan of teaching naturally requires qualified instructors and assistants, supervisors and head nurses in each phase of the experience. Without such instruction the plan may easily become cumbersome to administer and only a burden of record keeping to the student. Carried out under adequate and intelligent direction, it has ex-

cellent possibilities as a sound educational method for developing those qualities in nursing which seem to us most desirable, and for providing the experiences which best fit the nurse of to-day for the many opportunities and obligations she is being called upon to meet, in the hospital, in private duty, and in public health work.

PART PLAYED BY MEMBERS OF YALE FACULTY IN DEVELOPMENT OF PROGRAMME.

Before closing, I feel that I must speak of the part which the various members of Yale Faculty have played in relation to the development of this programme of teaching. First: Miss Goodrich, Dean of the School, whose firm belief in such a method of study, and determination to develop it in her school, has constantly inspired her Faculty to work out the details of the plan and put them into effect. Second: Miss Harmer, who has combined her wide knowledge and experience in nursing and nursing education with the knowledge of educational methods in other fields, and has been able to bring these two essential factors together in working out the details of the plan. Third: Miss Taylor, who, in her capacity as Superintendent of Nurses of the New Haven Hospital and Professor in the Nursing School, has so administered the Nursing Service of the Hospital, as to make it possible for students to carry out these plans.

Last, all the Members of the Faculty who are carrying out and developing this plan, which is quite different from that under which they themselves received their nursing education.

New Methods for Systematised Object Lessons.

The following is a summary of the next paper on "New Methods for Systematised Object Lessons," presented by Professor Weisbach, Director of the Academy of Hygiene, Dresden:—

1. The foundation of all scientific knowledge is education in unprejudiced observation.
2. The best material for experimental purposes in the schools of nursing are the students themselves.
3. When instructed systematically the student should be able to make an exact "status praesens" of any other student. She should consider all the varying shades of facial expression, eyes, state of the circulation of the blood in the mucous membranes, turgor, adipose tissue, position of the heart beat and its character, respiration, tremor, etc.
4. Every student should act the part of a patient from time to time, affording the other students opportunity of practising the various nursing procedures on her, such, for instance, as the changing of bedclothes with patient in bed, handling paralysed persons and patients in plaster of Paris casts, the comfortable position for heart patients, how they should be supported during meals, etc., etc. This plan has the additional advantage of enabling the dummy patient to realise for herself the difference in comfort when methods are applied well or badly.
5. The students should also be used as living subjects for anatomical lessons as far as possible.
6. The chief principle of the tuition should be that associated subjects are taught together and not separately as hitherto; for instance, when dealing with the bones of the human body, the normal and abnormal conditions connected with their growth (for instance, Rachiitis), fractures and good and bad healing possibilities should all be touched on. And when discussing the blood supply to the bones an opportunity should be found to mention the case of insufficient supply of blood to the ends of the bones, how the germ of tuberculosis sometimes gets into blind alleys through the circulation and the disease commences there.
7. What has been said about bones applies also, of

[previous page](#)

[next page](#)