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ABSTRACT

The education of nursing students has moved into institutions of higher learning from hospital based schools of nursing. This move has emphasized the integration of the liberal arts within the professional curriculum. It is within this context that professional nursing education is to prepare a liberally educated professional nurse. Nursing educators have been challenged to foster the integration of the liberal arts into the professional curriculum.

This descriptive qualitative study investigates the baccalaureate nursing students' perspective of the contribution of liberal education within professional educations.

A purposeful random sample of 21 senior nursing students enrolled in a nursing course focusing on chronic illness at a single-purpose baccalaureate college of nursing was used. The students were required, as an assignment for the course, to submit a weekly journal addressing the topic of which liberal education course supported their nursing practice and how that support occurred. These journals were the primary data source.

The methodological approach was based on Bogdan and Biklen (1992), Lincoln and Guba (1985) and Patton (1990). The journals were analyzed with respect to which liberal education courses and which tenets of liberal education emerged as relevant. In addition, a schema and coding system was used to address how the linkage of liberal and professional educations occurred. Member-check interviews and peer debriefers were also used to
increase trustworthiness of the data. The results of this study were that students linked liberal and professional educations in a variety of ways. The courses most commonly identified were behavioral and social sciences courses. The tenets most frequently identified were communication, critical thinking, and whole person. The students frequently described how their liberal education provided them insight about their clients. These courses/tenets also provided the students with the tools and understanding to examine themselves and their clients in broad comprehensive ways. This researcher concluded that if the tenets of liberal education are made explicit and fostered by faculty linking of liberal and professional education occurs.
This work is dedicated to my parents and my family. My parents, Dorothy and Lewis McCracken, who fostered in me the idea of life-long learning. My children, Jennifer, Carrie, and Matthew who provided encouragement and understanding. Lastly my husband Milton, whose love and tireless devotion to this project made it a reality.
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Nursing is an art; and if it is to be made an art, it requires as exclusive a devotion, as hard a preparation, as any painter's or sculptor's work; for what is the having to do with dead canvas or cold marble, compared with having to do with the living body—the temple of God's spirit? It is one of the Fine Arts; I had almost said, the finest of the Fine Arts.

Florence Nightingale
CHAPTER 1

INTRODUCTION

Historical Overview

The development of nursing and its movement from untrained care givers through training involved in the early hospital schools of nursing to its movement to collegiate education and the inclusion of the liberal arts has been a long and arduous journey. The development of nursing and nursing education in America has evolved from untrained workers of the 19th century to doctorally prepared nurses at the close of the 20th century. Professional education has generally evolved from an apprenticeship model to proprietary education to university settings. Nursing has followed this model (Krampitz, 1983).

In the beginning, nursing was done at home as a part of domestic duties -- part of every woman's role (Melosh, 1982; Reverby, 1987). Prior to 1870, nursing was not an important form of paid labor and no one who performed this role had training or education (Dock & Stewart, 1920; Donahue, 1985; Melosh, 1982).

In 1873 the first hospital school of nursing was established, Bellevue Training School in New York City. This school was based on the Nightingale model, as were several of the other early schools. The Nightingale model emphasized character, training,
and strict discipline. Prior to the establishment of these schools, nursing was being carried out in the homes primarily by family members and, if in institutions, by religious orders or by untrained women. Hospitals drew from a wide range of women and were willing to take anyone. Nursing became a trade because women were available to perform the work and there was no training involved. Nurses were equivalent to day laborers (Dock & Stewart, 1920; Gaynon, 1985; Melosh, 1982).

As the hospital schools opened, the nursing leaders argued that nursing was a special skill and required training. They struggled to establish nursing as respectable. These early schools sought refined women who would be disciplined and would bring order to the world. The women also needed to possess emotional discipline, calm judgement, and the steady nerves needed to detach themselves from the patient (Altschul, 1987). The nursing leaders formed associations to share problems and promote the cause of the trained nurse. They also sought public legitimacy of legal licensure to affirm and defend nurses' skills (Donahue, 1985; Melosh, 1982). These early schools gave the "trained" nurse a purpose, but the economic and cultural power of the hospital limited nursings' ability to control or define its own future (Reverby, 1987).

As higher education was admitting women students, so were hospital schools of nursing, but there the similarity ended. A rapid growth occurred in the number of American hospitals, and many of these hospitals developed schools of nursing to ensure they would have adequate "nurses" to care for their patients (Melosh, 1982). The vast majority of hospital schools admitted students without particular qualifications. Reportedly, schools admitted large classes during the spring and fall to provide "bodies" to
clean the hospital, and when the cleaning was completed these "students" were dismissed from school. The hospitals’ need for a good workforce, and the schools’ financial dependence made nursing education more work than learning. This same mind-set of obligation and duty bound the nurse to the patient. Character became the difference between the trained and untrained nurse. Duty, obligation, and order became the hallmark of nursing’s early training. Nurses’ training freed women from familial demands, but bound them in a different manner (Melosh, 1982). The purpose of the nursing school was to control nursing students until they could learn to control themselves. Isabelle Hampton Robb, founder of Johns Hopkins School of Nursing, believed "...the nurse's work is a ministry: it should represent a consecrated service" (Melosh, 1982, p. 51).

Service became paramount, and training and education occurred if there was time (Ashley, 1977). Drill, discipline, and character had become the basis of training. A military metaphor appropriately characterized the diploma schools. Ceremonies were created that paralleled the military, such as stripes, pins, caps, and advancement. Unlike students in women’s colleges, nurses were strongly discouraged from developing either independent thinking or autonomy. They were trained to believe there was only one right way, and this philosophy stifled the development of critical thinking and creativity. Ideology that stressed discipline, self-sacrifice, and order removed the development of
autonomy and was, thus, a barrier to professionalism. Nurses' training was famous for its drudgery and machine-like students. Although nursing education was called training, in reality it was work (Melosh, 1982).

Between 1873 and 1923, the number of hospitals increased exponentially from 178 to 6,380, which meant every fourth hospital had a school of nursing. This enabled the hospitals to be supplied with either untrained nurses or students. These early schools subscribed to an apprenticeship model. Despite the rigors and drudgery of training, nursing remained an occupation that attracted persons searching to serve humanity (Reverby, 1987). The nursing culture passed from nurse to nurse. The culture valued craft methods, practical experience, self-control, and a devotion to duty (Melosh, 1982). The early nursing leaders expected nurses in training to learn their practical skills by working in the hospital, but the demands of the hospital for a workforce meant student education was continually sacrificed.

In 1919 the Rockefeller Foundation invited men and women to attend a conference to consider the status of public health. The result of their efforts is known as the Goldmark Report of 1923. Nursing leaders from Columbia Teachers College shaped the recommendations for nursing from this report. The report advocated separating nursing education from nursing service, thus eliminating student exploitation. Other recommendations included that the nursing curriculum would be graded, 28 months in length, and require more science. The schools should receive endowments similar to a university's. After this report, the Rockefeller Foundation supported a Bachelor's degree program at Yale and Vanderbilt Universities. (Garling, 1985; Reverby, 1987), and in
addition Frances Payne Bolton endowed a degree program at Case Western Reserve University. While these three university schools have had a long-term effect on nursing education, their short-term effect was limited. This limitation was that these schools were so different from the mainstream of hospital-based nursing education that they were not really accepted as a viable educational option (Garling, 1985).

In the 1920s and 1930s, classroom work was beginning to become more important. Additionally, at least 180 schools had some type of affiliation with higher education (Murdock, 1986). Curriculum began to appear, and students attended classes for three-six months prior to caring for patients. The students were also systematically rotated through various hospital divisions. In 1930 only nine states required a high school diploma for state registration; however, 71 percent of the graduates had their high school diplomas. By 1934 almost all states required high school diplomas. Meanwhile, other changes were occurring in the relationship between the student and the hospital. In 1932, 88 percent of the schools paid students; however, by 1939 this figure had dropped to 38 percent. Thus, during the 1930s tuition was beginning to be charged, and hospitals began hiring graduate nurses instead of relying on student services so heavily. Hospitals were becoming a big business in America. By 1940 there were approximately 1200 schools of nursing, a dramatic drop from the over 2000 in 1928, and 76 schools offered a bachelor's degree in nursing (Melosh, 1982).

During the 1940s a special committee worked to recruit women at 500 colleges for nurses' training, thus shifting the focus from high school girls to college-educated women. The curriculum was perhaps one of the most important reforms advocated. An extensive
analysis of the work performed by nurses was undertaken. Nurses were observed in the role of social work, as advocates of good health habits, and as caretakers of both ill and well patients. In order to meet these increasing challenges, the curriculum needed to address these issues (Gaynon, 1985). In 1947 the apprenticeship focus still remained and 88 percent of the schools offered no college credit. Again, nursing leaders met to discuss nursing's future and discussed ways of setting up training programs within universities. The 1948 Brown Report embodied the professional aspirations of nursing leaders and signaled the post-war intentions and directions for professional nursing. The Brown Report attempted to firmly remove diploma schools from nursing's future. Brown suggested, as a result of her study, that in the next fifty years professional nurses must be prepared in colleges or universities (Krampitz, 1983; Notter & Spalding, 1976). The next most significant document came in 1965. The American Nurses Association (A.N.A.) adopted a "Position Paper" stating that education for nurses should take place within the federal system of education (Kalish & Kalish, 1986). The National League for Nursing (N.L.N.), the accrediting body for nursing schools, also supported this view (Fondiller, 1983). In 1985 the N.L.N., at the 17th biennial convention, continued to support this view.

However, since the 1970s, two and four year colleges and universities have offered the majority of nursing programs. As late as 1986 only 19 percent of nurses were prepared at the baccalaureate level and the remaining 81 percent were divided between associate degrees and diploma preparation (Wakefield, 1986). The leaders in nursing have had a vision for over one hundred years and as the vision has become refined, the strife
toward professional status for nursing has become paramount. Nursing has had a relatively short history in the higher education system. According to the N.L.N. (1993a), there were in 1991, a total of 1618 nursing education programs in the United States, 838 (51.8%) associate degrees, 635 (39.2%) baccalaureate and higher-degree programs, and 145 (9%) diploma programs. This rise in collegiate preparation paralleled the rise of importance in general education (Sohn, 1986). Nursing education, despite all the opposition from vested interest groups, is finally moving into America's higher education system. The changes in today's world demand that professional practitioners be prepared with a full college program (Rogers, 1964).

The diploma school, with all its regimentation, duties, hard work, and submission was necessary to provide nursing with a strong foundation and to change the negative image of nursing fostered by untrained practitioners. According to nursing's professional organizations, today's nurses need a liberal education; that part of education which teaches one to think for oneself, to examine critically, and to make decisions. The high technology of the health-care system demands this form of education. Society's increasing emphasis on wellness and good health has expanded nursing's role from the hospital to the community. This shift in focus has increased the need for nurses to integrate knowledge from the humanities and social sciences in addition to the physical and biological sciences as bases for nursing judgments. This fact further supports the need to include the liberal education offered in collegiate education (Kuczynski, 1988).
Statement of the Problem

Historically, the nursing profession has witnessed the shift of nursing education from an apprenticeship model of preparing nurses in the traditional hospital setting to a higher-education model in which nurses are prepared in colleges and universities. The movement of nursing into higher education had its beginnings in the early 1900s. This change occurred slowly until the 1970s when the majority of nursing programs were offered in colleges and universities. This shift occurred primarily as a result of the increasing complexity of modern society. Liberal education was believed to provide a foundation for addressing complex societal issues. The nursing profession also wanted to establish itself within the mainstream of higher education and thereby legitimize its place among the professions. Although nursing education occurs within institutions of higher learning, the demands of professional education place constraints on including the liberal arts component. Some students and faculty have difficulty valuing the contributions of liberal arts to professional nursing studies. Several attempts have been made to remedy this situation, such as designing the curricula so that the liberal arts courses are integrated throughout the program of study. The challenge for nursing educators is to promote liberal arts to nursing students while instructing them in the nursing major (Bevis, 1989; Gillis, 1989; Reed & Proctor, 1993; Twomby, 1992a).

Students must see past their immediate career goal of becoming a nurse and recognize the importance of liberal arts, not only for their professional educations but to
their personal lives. Liberal arts, while viewed by many students as courses to "get over with" so they can move on to the more important courses in their major, are foundational to nursing education (Bennett, 1984; Boyer, 1987).

The problem remains, do students make the links between their liberal and professional educations? The value of liberal education is supported by many reports and expert opinions (Association of American Colleges, 1985; Bennett, 1984; Boyer, 1987). Professional nursing education national reports and experts in the field of higher education for nurses concur with these findings (AACN, 1986; AACN, 1993; Bevis, 1989). But the most important element of this issue is what do the students think? Do they value their liberal educations as integral to their professional educations? The problem this study addresses is the students' perceptions of the value of their liberal educations to their professional educations.

Need for the Study

"Undergraduate professional education in nursing strives to help students to develop more fully their intellectual, cultural and social potentialities in a world society, as citizens and professional persons" (Rogers, 1964, p.40). Nursing is in a period of dramatic transition as society attempts to understand the demands for the 21st century.

Professional curriculum must be consistent with philosophy and purposes of higher education and dedicated to the advancement of human welfare. Colleges and universities have a right to expect that baccalaureate curriculum in nursing meet the same standard of excellence expected in other instruction. (Rogers, 1964, p.9)
According to the American Association of Colleges of Nursing (AACN, 1993), nursing education's agenda for the 21st century must include sensitivity to racial, ethnic, and cultural diversity. Additionally, the AACN (1993) believes "...students must learn to acquire, apply, and evaluate new knowledge" (p.7). To achieve these goals, students must develop skills to acquire critical thinking, ethical decision making, communication, interdisciplinary team participation, and establishing and maintaining nurse-client relationships (AACN, 1993). Nursing, according to AACN (1993), "...requires a greater orientation to community-based primary health care, and an emphasis on health promotion, maintenance and cost-effective coordinated care that responds to the needs of increasing culturally diverse groups and under served populations in all settings" (p.1). The National League for Nursing's vision for nursing education reform emphasizes nursing education's obligation to assure that graduates "can deliver culturally competent care to the diverse populations... (NLN, 1993b, p.7). Education must provide a "...sensitivity to diverse cultural and ethnic populations. Methods that increase students' sensitivity to all these populations must be sought, studied, and implemented" (NLN, 1993b, pp.11-12). Several curricular innovations have been identified. Pertinent to this study was "...special attention to the multicultural, multiracial and growing diversity of both individual and family lifestyles" (NLN, 1993b, p.12). Within this context, then, education must focus on:

a. critical thinking
b. skills in collaboration
c. shared decision making
d. social epidemiological viewpoint, and
e. analysis and interventions at the systems and aggregate levels (NLN, 1993b, p.13).

The continuing national discussions on health-care reform support integrating liberal arts within the professional curriculum. Lindeman (1993) stated that undergraduate nursing curriculum preparing a nurse to practice in the 21st century must emphasize the social sciences and the humanities as well as the physical and biological sciences.

Additionally, external accreditating bodies of nursing educational programs, such as the National League for Nursing and North Central Accreditation criteria, address the liberal arts. Over 30 years ago Rogers (1964) stated the following in support of liberal arts "...rapid and unprecedented scientific advances, technological leap-frogging, and socio-cultural change coupled with a growing sense of social responsibility for human welfare are creating new and expanding demands for health services and health personnel" (p.1).

Literature about nursing education is filled with many position papers, expert opinions, and studies documenting the importance of liberal education within professional nursing education. However, a void exists in studies that examine the contribution of liberal education from the nursing students' perspective.

**Purpose of the Study**

The purpose of this qualitative study was to examine selected baccalaureate nursing students' linking their liberal educations with their professional educations.
Research Questions

The following questions guided this study:

1. Which courses did baccalaureate nursing students identify as relevant for their clinical practice?
2. Which tenets of liberal education did nursing students relate to their clinical practice?
3. How did nursing students link their liberal educations with their professional educations?

Definition of Terms

For the purposes of this research the following terms are listed and defined.

1. Liberal arts education is that education which fosters the development of the whole person, communication, the acquisition of general knowledge, cultural awareness and sensitivity, aesthetic appreciation, education for citizenship and social reform and the development of critical thinking (Boyer, 1987; Dressel, 1979; Hanson, 1989; Stark & Lowther, 1989).

2. Professional education is specialized education that occurs in institutions of higher learning. It transmits shared values, ethics, responsibilities, and technical competencies of the nursing profession. Professional nursing education occurs both in the classroom and in the clinical setting. (Bledstein, 1976; Brown, 1948; French, 1992; Kadish, 1991; Reed, 1987; Stark & Lowther, 1989).
3. Naturalistic paradigm is a world view which acknowledges that realities are multiple, constructed, and holistic. Research is conducted within the natural environment of the problem of the study (Lincoln & Guba, 1985).

4. Chronic illness refers to a permanently altered state of health that will not be cured by a short course of medical treatments or simple surgical procedures. The condition is lifelong and has profound effect upon the individual, the family and society. (Miller, 1992).

Design of the Study

This study is designed to provide in-depth information about baccalaureate nursing students' linking their liberal educations with their professional educations. In order to conduct the data gathering and analysis, several areas of literature were examined. In Chapter 2 of this dissertation, the reader will find information regarding liberal education and professional nursing education. Much of the literature review consisted of writings from experts in the field, as there is an absence of research studies on this specific topic. Chapter 3 outlines the methodology chosen and the research design utilized. The methodological choice of qualitative methods allowed for the document analysis and member check interviews. The data gathered was analyzed using the method recommended by Bogden and Biklen (1992), as well as Lincoln and Guba (1985), and Patton (1990). This method of analysis provided the opportunity to engage the material during the research project and permit the reader to "experience" the rich descriptions from the data as presented in Chapters 4 and 5. Chapter 6 concludes the dissertation with a summary of the findings and recommendations for future research.
Limitations of the Study

This study was limited by the small number of participants and use of the researcher's educational institution as the location for the study. Additionally, the students involved in the study had the researcher as an instructor prior to the collection of data. All these factors influence generalizing these findings to other settings and situations.
CHAPTER 2

REVIEW OF THE LITERATURE

Overview

Florence Nightingale proposed the foundation of professional nursing over one hundred years ago. In *Notes on Nursing* she shared her beliefs regarding the scope and practice of nursing. Nursing, she felt, is both an art and a science (Nightingale, 1860/1969). Since the early 1900s nursing leaders have recommended that nursing education move from hospital-based programs into colleges and universities (Mengel, 1987).

Historically, nursing education has valued liberal education for nurses (Dressel, 1979; Hanson, 1989; Nightingale, 1860/1969). However, the upper division in nursing curriculum focuses on professional education which usually lacks an integration of liberal education (Russell, 1959).

The major professional organization for nurses', the American Nurses' Association (A.N.A.), position regarding baccalaureate nursing education was published in 1965. This 1965 Position Paper, developed by nursing leaders through their professional organization,
stated that education for those who are licensed to practice professional nursing should take place in institutions of higher learning (ACCN, 1986; French, 1992; Kalish & Kalish, 1986; Nursing and Nursing Education, 1983).

The 1965 Position Paper is rooted in earlier documents. As early as 1923, a study funded by the Rockefeller Foundation recommended changing the direction of nursing education. This recommendation was shaped by the nursing leaders from Columbia Teachers College. Called the Goldmark Report, it proposed that nursing education and nursing service be separated. In addition, there were several curricular recommendations as well, such as calling for a graded curriculum that included more science. The nursing schools should, according to the report, receive endowments similar to a university's (Murdock, 1986). After this report, the Rockefeller Foundation supported a bachelor's degree program at Yale and Vanderbilt Universities (Garling, 1985; Reverby, 1987), and, in addition, Frances Payne Bolton endowed a degree program at Case Western Reserve University. With the establishment of the Bachelor of Science in Nursing Degree (BSN) program at Yale, "nursing's emerging metaparadigm on human wholeness and person-environment interactions renders liberal education more important than ever in development of the professional nurse" (Reed & Procter, 1993, p.37).

By the end of WWII, nursing education reform had gained acceptance in principle, if not in fact. Perhaps one of the most important reforms was curricular. Extensive analysis of work performed by nurses was undertaken. Again, nursing leaders met to discuss nursing's future and discussed ways of developing training programs within universities. The 1948 Brown Report embodied nursing leaders' professional aspirations.
Brown suggested, as a result of her study, that in the next fifty years professional nurses must be prepared in institutions of higher learning (Krampitz, 1983; Notter & Spalding, 1976).

As early as 1950, the N.L.N. endorsed a curriculum that was comprised of 50 percent professional education and 50 percent general collegiate education (Russell, 1959). Project 2000 views that "...nursing education will be moving toward closer involvement with higher education" (Chandler, 1991, p.83). One obvious outcome of moving nursing education from hospital-based education to institutions of higher learning has been the integration of the liberal arts in the professional curriculum.

Liberal Education

In 1828 the Yale faculty declared the primary purpose of a college education is to acquire the furniture and discipline of the mind. "Only the most uninformed can doubt the essentiality of a liberal education as an indispensable element in professional training." (Rogers, 1964; p.22).

Although the faculty at Yale in 1828 declared the foregoing statement to be true, the concept of liberal education remains fraught with confusion and controversy. Many disagree about the definition of liberal education and its curricular components. Writings about liberal arts and liberal education reveal contradiction and confusion. The words, however, carry certain weight and respectability. Historically, there were seven courses that comprised a liberal education. These courses were three language (grammar, rhetoric, and logic) and four math (arithmetic, geometry, music, and astronomy). But
even centuries ago there were two world views: widen knowledge versus preserve what is
known (Kimball, 1986; Levine, 1987). This controversy, with its roots in antiquity, has its
feet planted firmly in today's educational soil. The literature is filled with varying
viewpoints discussing the essence of liberal education, providing differing frameworks for
what is a liberal education. "Liberal education embodies two quite distinct traditions and
points of view. There is the tradition of the philosophers and the tradition of the orators"
(Kimball, 1986; p.ix).

The philosophers' pursuit of knowledge, according to Kimball (1986), is the
highest good. Socrates, Huxley, and the great research universities of the present
exemplify this tradition of liberal education. The freedom of the intellect is of extreme
importance. According to Kimball (1986), "Those of the philosophical view and liberal-
free ideal--academic freedom, scholarly autonomy, specialized research, and so on--
scarcely need to be repeated because they are pre-eminent today and constitute the bill of
rights of contemporary academe" (p.237).

The orators, according to Kimball (1986), view public expression of what is
known, the importance of language, texts, and traditions as central to the meaning of
liberal education. Cicero, the Middle Ages, and the humanities educators exemplify this
tradition of liberal education. The creation of learning communities is necessary. Orators
ask that "...a philosophy make a difference in the world....teaching at some level is a moral
enterprise" (Kimball, 1986; p.xi). According to the orators "Learning has to make a moral
difference" (Kimball, 1986, p.xi). The purpose of education from the orators perspective
is to educate a good citizen to lead society. The weakness of the orator's tradition is that orators take virtues extolled in their text on faith, not reason, and this is where the philosophers disagree.

Everyone agrees that major problems exist in contemporary liberal education, and the historical interpretation advanced here would suggest that analogous problems have arisen whenever one ideal of liberal education has become preeminent and the dialectical balance between the two ideals has been lost. (Kimball, 1986, p.239)

Preserving the balance of the divergent views is important due to the natural order of things—it arises from the distinction between reason and speech; between ratio and oratio (Kimball, 1986). These two capacities, Kimball (1986) goes on to state, are what "...separates human beings from animals" (p. 239). Kimball (1986) continues this discussion by stating,

The balance between the two ideals is difficult to maintain because the distinction between reason and speech, though apparently sharp and clear, becomes obscure when analyzed closely, as shown by the fact that for the Greeks both capacities were denoted by the term logos. What, after all, really is the relationship between the thought and the word? (p. 239).

Educators debate in an attempt to persuade colleagues regarding which characteristic of humanness is pre-eminent. Is it reason or speech? (Bennett, 1984; Boyer, 1987; Kimball, 1986). The discourse continues today and according to Kimball (1986), perhaps these two ideals can be viewed as complimentary. Re-establishing the integrity of the bachelor's degree is possible if the academy recognize and emphasize the study of expression, rhetoric and the textual tradition of those with whom students and
faculty associate. "The contemporary problem, then, of liberal education lies in the paradox that the strengths of its ideal are also the source of its greatest liabilities" (Kimball, 1986, p.239). The debate continues.

The liberal arts core curriculum broaden students' understanding and ability to think about large and complex issues. Advocates for the core curriculum (Boyer, 1989; Commission on redefining the meaning and purpose of B.S./B.A. degree, 1986; National Endowment for the Humanities, 1984) reported an educated person can be defined by a single set of courses. The Association of American Colleges (1988) broadly defined the general education as "...the cultivation of the knowledge, skills, and attitudes that all of us use and live by during most of our lives-- whether as parents, citizens, lovers, travelers, participants in the arts, leaders, volunteers or good samaritans" (p.3).

According to Whitehead (1967), "...culture is activity of thought and receptiveness to beauty and humane feeling" (p.1). The essence of liberal education is an education for thought and aesthetic appreciation. "There can be no adequate technical education which is not liberal and no liberal education which is not technical that is, no education which does not impart both technique and intellectual vision" (Whitehead, 1967, p.48). Chickering (1984), feels that the purpose of liberal education is not the advancement of knowledge but the cultivation of wise judgement for human service.

"Liberal education provides a foundation for understanding human wholeness, human potential and complexity of human experiences that influence health" (Dressel, 1979, p.37). Dressel suggests the liberally educated person is one who:
1. knows how to acquire and use knowledge
2. has mastery of communication skills
3. is aware of personal values and commitments recognizing and respecting persons of other cultures who may hold opposing values
4. cooperates and collaborates with others in studying and problem solving
5. is aware of and takes responsibility for contemporary events
6. fulfills obligations as a responsible citizen

Liberal education focuses on insights, sensitivities, and competencies which will be integral to living a satisfying life (Dressel, 1979).

Liberal education is based on the development of common experiences which provide a common ground from which students can continue to grow and develop as educated persons. These common experiences include: opportunities which provide students with continuing practice in inquiry, logical thinking, and analysis; emphasis on literacy, writing, reading, speaking, and listening; ability to understand numerical data; recognition of historical consequences; understanding of science and technology; foundation and opportunities to make responsible moral choices; appreciation of the fine and performing arts; and multicultural experiences which enable the student to see beyond themselves (Conrad & Haworth, 1990; Westbury & Purves, 1988). According to Bloom, "...a good person of liberal education feeds the students' love of truth and passion to live a good life" (Bloom, 1987, p.345).
Professional Education

If the goals of liberal education are to provide: "...the cultivation of the knowledge, skills and attitudes that all of us use and live by during most of our lives...(Association of American Colleges, 1988, p.3), then what are the goals of professional education? Can these two educational goals be integrated? Can they become as one?

According to Bledstein (1976) a profession

...was a full-time occupation in which a person earned the principal source of an income. During a fairly difficult and time-consuming process, a person mastered an esoteric but useful body of systematic knowledge, completed theoretical training before entering a practice or apprenticeship, and received a degree or license from a recognized institution. A professional person in the role of a practitioner insisted upon technical competence, superior skill, and a high quality of performance. Moreover, a professional embraced an ethic of service which taught that dedication to a client’s interest took precedence over personal profit, when the two happened to come into conflict. (pp.86-87)

Sakalys and Watson (1985) reviewed the status of higher education and professional education in the United States by examining several influential reports. It was noted that several similar recommendations in these reports were made to improve the quality of higher education. Relative to this study it was recommended that the central nature of liberal arts in postsecondary and professional education be restored. Each report voiced concern regarding the erosion of liberal education and the narrow nature of professional education (AAC, 1985; ANA, 1985; Bennett, 1984). Stark and Lowther (1989) proposed that:

Regardless of their specific field or professional area, all college graduates should be skilled communicators and critical thinkers. They should have an understanding of the social goals their profession promotes and the ethical standards it demands.
They should appreciate the aesthetic elements of experience, as a means of both their personal enrichment and the improvement of their professional practice (p.forward).

Educators must increase the integration of liberal and professional study. But according to Stark and Lowther (1989)"...educators in professional fields have failed to define the educated professional graduate" (p.16). Furthermore, Stark and Lowther (1988) proposed, in addition to the four specific professional outcomes of conceptual, technical, intellectual competence, and career marketability, several other qualities are considered requisite. They include communication, aesthetic sensibility, professional identity and ethics, leadership capacity, scholarly concern for improvement, and motivation for continued learning.

Twombly (1992a) studied faculty, students, and administrators from several institutions and found that most faculty did not even know their institutions' general education goals. General education, as defined by Twombly (1992b), serves instrumental and personal development to provide a better understanding of self. Most students, according to Twombly (1992b), come to college to prepare for a career, and recognized courses as useful or useless relative to their career choices.

A study by Peck and Jennings (1989) surveyed 91 senior generic nursing students, RN completion students, and alumni and found that students valued the contribution of liberal arts to their total learning experience. The students believed they made the links between liberal and professional educations. Students in the study believed that nursing
faculty helped draw the links more often than liberal arts faculty, however, neither faculty ranked very high. The primary activity identified as most helpful in making links for students was the nursing laboratory and the clinical practice.

Integrating this concept of liberal education into the professional nursing education program has been envisioned for many years. Boyer (1989), addressing the American Association of Colleges of Nursing, highlighted five essential qualities of undergraduate education linking liberal and professional nursing educations. These qualities are: 1) to achieve empowerment and connectedness through language, 2) that liberal education enables nurses to put work in a larger context, 3) to bring moral and ethical perspective to the profession, 4) to create a learning climate, and 5) to establish a connection between theories and realities (French, 1992). According to Hanson (1991), between 1924-1939, nursing educators believed that professional nursing education be built on at least two years of liberal education. The aim and purposes of this education were: the development of the individual, the acquisition of cultural knowledge, the development of critical thinking and judgment, and the possession of strong scientific background. Nursing educators have been urged in recent years to maintain the liberal education component of the bachelor’s of science degree (Balcerski, 1988; Newell, 1985). Nursing literature also confirms the emphasis on professional competence (Bevis, 1989; DeBack & Mentkowske, 1986; Morse, Bottoms & Wastlick 1992; Stark & Lowther, 1988). According to Mengel, nursing educators’ progress toward increasing emphasis of liberal education was hampered by nursing educators’ belief that professional objectives ought to dominate the total curriculum and the vocational goals of nursing dominate the BSN programs (Mengel,
Morse, Bottoms, and Wastlick (1992), in their study, found that recommendations to improve undergraduate nursing education ranged from increasing the proportion of general education credits to removing professional preparation from undergraduate education. The outcomes of a professional education are, according to Morse et al. (1992): conceptual competence; understanding theoretical foundations of the profession, technical competence; ability to perform tasks required of the profession, integrative competence; ability to meld theory and technical skills in actual practice, career marketability; and becoming marketable as a result of acquired training and education. Other outcomes considered important are communication competence, critical thinking, contextual context, aesthetic sensibility, professional identity and ethics, adaptive competence, leadership capacity, scholarly concern for improvement, and motivation for continued learning. These generic outcomes are consistent with reforms identified by major educational reports (Association of American Colleges, 1985; ACCN, 1993; Bennett, 1984; Boyer, 1987; NLN, 1993b).

Bevis (1989) concurred with these reports when she stated that sciences have been stressed for too long in nursing at the expense of the humanities. "The tradition of Florence Nightingale is one of the liberally educated woman....Science may give us the tools for curing but it is the humanities that gives us the tools for caring." (p.127). Bevis (1989) continued by stating that it is not only imperative that the curriculum include
courses in art, music, literature, and philosophy, but the nursing courses should be approached using a humanities perspective. This concept is also supported by Watson (1988).

According to Dressel (1979) in a survey of nursing educators, 43.4 percent of nursing faculty would accept an increase in the number of liberal arts courses, even at the expense of professional education. In addition, 33 percent of 3400 professional faculty members from disciplines other than nursing who responded, favored broad interdisciplinary courses; however, 50 percent of professional nursing faculty favored this curricular model.

Rogers (1964) stated "professional education is an integral part of the higher learning. Nor can it be provided without the rich resources of the liberal arts and sciences" (p.26). She continued, "undergraduate professional education in nursing strives to help students to develop more fully their intellectual, cultural and social potentialities in a world society as citizens and professional persons" (Rogers, 1964, p.40).

Newell (1989), specifies the value of liberal education within professional nursing education when she stated: "Liberal education relates to clinical practice through opportunities to test ethical presuppositions, problem-solving abilities, leadership theories and communication skills that were learned in the liberal arts courses" (p.73). This notion of applying liberal education constructs (tenets) in the clinical setting is a crucial element of this study.
CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study is to examine baccalaureate nursing students linking their liberal educations with their professional educations through their practice of nursing. In addition, the liberal education courses are identified as well as selected tenets of liberal education. In order to examine the linkage made by nursing students, a methodology was required that permitted the construction of knowledge in an atmosphere "...within which people can respond in a way that represents accurately and thoroughly their points of view about the world" (Patton, 1990, p.24). The research design and methodology were selected to facilitate this understanding.

In this chapter the philosophical assumptions for the research methodology are described as well as the research methods and analysis process used. Included is a description of the setting and population; how the data was collected; the role of the researcher; how data was analyzed; and how trustworthiness was established. The last section discusses the ethical concerns regarding the study as well as its perceived limits.
The choice of design was directed by the researcher's world view and the nature of the research questions (Yin, 1989). This choice was made recognizing there is considerable debate in the field of research regarding the best way to conduct research. The logical-positivism view holds to experimental and quantitative methodology, and phenomenological inquiry supports qualitative and naturalistic methodology to understand the human experience in the settings in which the experience is occurring (Patton, 1990).

A paradigm is a worldview, a general perspective, a way of breaking down the complexity of the real world. As such, paradigms are deeply imbedded in the socialization of adherents and practitioners. Paradigms tell them what is important, legitimate, and reasonable. Paradigms are also normative, telling the practitioner what to do without the necessity of long existential or epistemological consideration. But it is this aspect of paradigms that constitutes both their strength and the weakness—their strength in that it makes action possible, their weakness in that the very reason for action is hidden in the unquestioned assumptions of the paradigm. (p.37).

For the purpose of the study, the researcher selected a paradigm as described by Patton (1990), one which was appropriate for the study, recognizing that another paradigm would be appropriate in a different situation. The researcher attempted to understand phenomenon under study in its natural environment while not controlling the conditions of the study by "...manipulating, changing or holding constant external influences..."(Patton, 1990, p.41).

In order to examine the understanding of the participants, it was necessary to work within a paradigm that embraced the belief that reality was constructed by the participants within the context. "In this way, a perspective on the world is formed. It is not pure experience but an interpreted experience that constitutes reality" (Munhall & Boyd, 1993,
This researcher understood that the knowledge that would be constructed would be the reality as experienced by the participants and as interpreted by the researcher (Munhall, 1994). However, it was this interpretative and naturalistic paradigm worldview that permitted utilizing qualitative methodology and entering into the natural setting of each of the participants in an attempt to illuminate and understand their perceptions of their experiences (Patton, 1990).

Another way of expressing this shift was the idea that nursing was a human science. Nursing seems to be philosophically expressed through language to be compatible with the ideas and concepts of a human science. German philosopher-historian Wilhelm Dilthey (1926: as translated in Atwood & Stolorow, 1984) held these assumptions about a human science: The natural sciences investigate objects from the outside whereas the human sciences rely on a perspective from the inside. The supreme category of the human sciences is meaning. The central emphasis in the natural sciences is upon casual explanation: The task of inquiry in the human sciences is interpretation and meaning. (Munhall & Boyd, 1993, p.13-14)

In this interpretative inquiry, the research design was an emergent one. This researcher placed value on interaction and self-reflection; it was not desirable to control the situation but rather to facilitate the emergence of the interpretation through a design that permitted openness and flexibility. It was important to remain open and responsive to new ideas as they emerged. Patton (1990) underscored the importance of this perspective:

A qualitative design needs to remain sufficiently open and flexible to permit exploration of whatever the phenomenon under study offers for inquiry. Qualitative designs continue to be emergent even after data collection begins. The degree of flexibility and openness is, however, also a matter of great variations among designs. (p.196)

The purpose of this study is to provide an explanation of how nursing students linked liberal education with their professional educations and, in doing so, attempt to understand how these students made this link in their situation at this particular time.
Patton (1990) stated "the advantage of qualitative portrayals of wholistic settings and impacts is that greater attention can be given to nuance, setting, interdependencies, complexities, idiosyncrasies, and context" (p.51).

The selection of qualitative methods offered the tools to collaboratively explore with the participants the understanding of their linking these two educational programs together. The researcher valued methods that supported the voices of the participants, and the use of qualitative methodology provided this opportunity. The beliefs of the participants were expressed through the use of journals and interviews. Course documents were also examined. The participants, in their own words, interpreted their subjective reality. This study was embedded in the interpretative paradigm and utilized qualitative methodology.

Research Design

The Setting of the Study

The setting for this study was a private baccalaureate nursing college in a metropolitan area. This college is a newly established single-purpose baccalaureate degree nursing program sponsored by a religious community. This college is centered in Judeo-Christian values and committed to respect for all persons, believed in the wholistic
development of individuals, and encourages social responsibility. The philosophy of the college views:

...each person as a unique wholistic being with biological, psychological, spiritual, sociocultural, and intellectual dimensions....Nursing is an interactional process of human-to-human caring which influences the health of persons throughout the lifespan....Baccalaureate nursing education, with its integration of liberal and professional studies, provides the necessary preparation for professional nursing practice. Liberal education provides the learner with the opportunity to develop the skills of critical thinking, independent decision making, and leadership, along with value formation and an openness to cultural diversity. (College Documents)

Within this environment, a senior nursing course focusing on chronic illness provided the specific context for this study. This course examined the concepts of chronic illness and rehabilitation, and explored the impact of long-term illness on the individual’s life style and family functioning. This course was selected since it was part of the upper division of the curriculum and the students would be graduating soon after completing this required course.

The clinical placements for the course were an oncology unit in a hospital setting, an experience in a long-term care setting, and an AIDS respite experience in client homes. Each nursing student’s assignment included all three clinical placements. The clients in these settings were very diverse with respect to their medical diagnosis, however, the common thread for each of the clients was that they were living with a chronic illness. Some of the clients were newly diagnosed with their illness, others were receiving aggressive medical treatment, others were receiving palliative/supportive treatment and others were in the process of dying as an outcome of their illness. These varied and complex clinical experiences challenged the skills of the senior nursing students. As part
of the assignment for each clinical experience, the students were asked to discuss in their weekly journals a liberal education course that supported their practice, and how that support occurred. This is the only nursing course at the senior level in which the students journal.

**Population and Sample**

A random sample of 21 senior nursing students enrolled in the college was drawn from a purposeful population of 71 senior nursing students. A second sample of 20 senior nursing students was drawn from the remaining 50 students. In addition, from the first sample of 21 senior nursing students four students were selected to represent the diversity of the total population. This approach was selected so that the participants would be able to provide a rich source of information regarding the phenomenon under study (Patton, 1990). Purposive sampling provided a sample of participants who had experienced the majority of their professional nursing program and had therefore completed the majority of their liberal education courses.

The logic of purposeful sampling is quite different from the logic of probability sampling....What should happen is that purposeful samples be judged on the basis of purpose and rationale for each study and the sampling strategy used to achieve the study's purpose (Patton, 1990, p.185).
This sample provided participants who were experiencing professional nursing education and were intimately involved in this process. In addressing the question of sample size, Patton (1990) stated:

There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility and what can be done with available time and resources. (p.184)

Data Collection

As previously stated, participants were enrolled in a senior nursing course studying chronic illness in which the researcher was a faculty member. According to Bogdan and Biklen (1992), there are advantages and disadvantages to conducting a study in an area in which the researcher is involved. Some successful studies have been done in places where the researcher was involved. The obvious benefits were the data source was close by and rapport was already established. However, the burdens of conducting research at one's site was that it was difficult to distance oneself from personal concerns and participants viewed one not as a researcher but as a teacher (Bogdan & Biklen, 1992). This was a major consideration in not revealing the research study to the participants prior to their completion of the course. The researcher hoped to maintain a typical educational setting for the participants. In qualitative inquiry researchers try to interact with participants in a
natural, unobtrusive non-threatening manner "...if you treat people as research subjects they will act as research subjects which is different from how they usually act" (Bogdan & Biklen, 1992, p.47).

At the completion of the course, the researcher provided an explanation of the research study. The students were informed both verbally and in writing that participation in the study was voluntary and that confidentiality would be maintained (Appendix A). The letter also ensured them that their decision regarding their participation in the study would not affect their grade in the course. The students recognized that in addition to their journals, they might be requested to participate in a follow-up interview. The purpose of this interview would be for establishing trustworthiness in the interpretation of the data. After obtaining permission from the students, their journals were collected and xeroxed, and the originals were returned. The journals were secured in the researcher’s home. They were not reviewed until all students had completed the course and their grades had been assigned. In addition to the journals, selected course and college documents were also reviewed. There were 71 students who consented to participate in the study. Twenty one students’ journals were randomly selected to be the data source for this study.

**Data Sources: Journals, Other Documents and Interviews**

According to Bogdan and Biklen (1992) "...materials subjects write themselves are used as data as well....some of the (written) materials provide only some factual
At times, this data collection method was used exclusively. Personal documents are "...any first person narrative that describes an individual’s actions, experiences, and beliefs" (Taylor & Bogdan, 1984, p.132). Allport (1942) stated criterion calling for an individual’s written material is that it is self-revealing of a person's view of experiences. Researchers can and do ask for people to write for them. "An advantage of soliciting compositions is that the researcher can have some hand in directing the author's focus and thereby get a number of people to write on a single event or topic" (Bogdan & Biklen, 1992, p.133). It is important to understand the writer’s purpose in producing the document. Several purposes for journaling may exist; the one pertinent to this study is that journaling was an expectation for the course, and the journaling was directed/focused on identifying a liberal education course that supported clinical practice. Thus making explicit the connection between liberal and professional education. Although there may be other purposes such as relief from tension or securing a personal perspective (Allport, 1942; Plummer, 1983).

**Journals**

Students, as an assignment for the course, were required to submit weekly journals that addressed the topic of which liberal education course supported their practice and how this support occurred. The participants determined the content of these samples, and they were free to elaborate in any way they chose. The journals were not graded or
critiqued with respect to how an entry was written. Comments were made in the journals
by the faculty to prompt openness and reflective thought. The journals were read after
being xeroxed and analyzed for patterns, themes, and disconfirming facts in order to
determine if the tenets of liberal education emerged, and if so, in what way the participant
used these tenets within their professional practice.

**Interviews**

A number of participants were selected after the journals were read and analyzed
to clarify and verify analysis via member-checks. Thus the participants selected were able
to revisit material and make any additions or corrections they chose. The results of these
interviews were transcribed, coded, and added to the existing data from the journal to
provide clarification and/or validation of the interpretation of the data made by the
researcher.

This researcher engaged in reflection concerning the member-check interviews,and these reflections were recorded along with the other field notes to consider emerging
patterns, methodological concerns, and questions. Through the use of this reflective
technique, the researcher considered thoughts regarding the emerging patterns and any
changes in beliefs and knowledge. These reflective writings increased awareness of the
influence of the researcher's experience, beliefs, and values as the data were analyzed.
**College Documents**

The mission and philosophy of the college were examined with respect to the college’s position on the nature of liberal and professional education. In addition, the specific course syllabus was also examined relative to liberal and professional education, as well as clinical placements and assignments related to the journals. The curriculum plan was reviewed to identify the required courses in the program. (Appendix B) In addition the liberal education course descriptions were reviewed. (Appendix C)

**Role of the Researcher**

The researcher began this study in a privileged, yet precarious position. As a faculty member within the course the participants were enrolled, an effort was made to maintain the integrity of both the course and research study. This was fostered by interacting with the students as a teacher. Faculty teaching the course commented in the students’ journals as they had done in the years prior to engaging in this research project. If the student did not comment on the liberal education section in the journal, the faculty addressed this issue as this was a course objective which superseded any research interest. In fact, as the lead instructor in the course, the energies and focus during the course were the students, their learning, and related course issues. It was not until the course was concluded that the focus was directed to the research study.

One of the motivating factors for examining this issue was that the researcher was involved in the development of this institution as a single-purpose institution. During this development phase, current literature was investigated. At that time, the researcher found
a lack of information linking liberal education with students’ professional nursing education. Additionally, since single-purpose nursing institutions are relatively new, there was an absence of literature examining these institutions and their programs as well. These facts, as well as what was contained in the participants' journals, influenced the decision to pursue this study. In the role of interpreter, it was important to be aware of researcher biases and beliefs. Through the use of reflective thought, this researcher was able to keep personal beliefs and biases in control. It was crucial to recognize one's values and prejudices during the analysis process.

Data Analysis

The process used to analyze the data was an inductive one. As suggested by Lincoln and Guba (1985), the process began with the information gained from the participants' journals, in addition to other materials gathered from the college. According to Bogdan and Biklen (1992) “data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulated to increase your own understanding of them and to enable you to present what you have discovered to others” (p. 153). Continuing, Bogdan and Biklen (1992) stated that analysis involves synthesis, searching for patterns and discovering what is important to be learned. Another important element, according to Bogdan and Biklen (1992) is developing coding categories. These categories provide a means of sorting the descriptive data collected. Member-checking also provides a method of verifying researcher interpretation.

The foundational issues for data analysis were the three research questions as well as the theoretical perspectives provided by Bogdan & Biklen, 1992; Lincoln & Guba,
1985; Morse, 1994; Munhall & Boyd, 1993; Patton, 1990; Yin, 1989; Yin, 1993. The third research question addressing how the participants linked liberal education and professional educations was of particular interest to the researcher due to personal involvement in nursing education and the particular course in which the participants were enrolled. According to Vars (1982) "...achieving unity and coherence of the experience is the task of the students....yet the way experiences are organized can impede or facilitate this process" (p. 217). Returning to the literature review of liberal education and professional education, several themes (tenets) emerged. The literature provided several perspectives on what was embedded in each of these educational endeavors; however, for the purposes of this study, the previously defined concepts of liberal and professional education guided the manner in which the journals were analyzed and interpreted.

A schema was developed to help record the data emerging from the journals. This was based on the required courses in the curriculum as well as components of a liberal education. This facilitated the coding of data necessary to provide the answers to the first two research questions. Next, after reflection, it became apparent another coding category was needed to answer the third question. For this reason, verbs were chosen. The verbs value, accept, foster, comprehend, apply, analyze, and synthesize were chosen to describe the participants' perception of how liberal education supported professional education, thus enabling the third research question to be answered. It was the coded version of these verbs that enabled the researcher to identify patterns.

Prior to the actual interpretation of data, another element of this process required clarification. As was previously discussed, the tenets of liberal education emerged from
the literature and, as such, formed the definition of liberal education for this study. It became apparent that definitions of these tenets were required to assist in data interpretation. For the purposes of this study, these definitions follow.

**Communication**

Communication, for the purposes of this study, is viewed as "...spoken language, rational and nonrational expressions of wishes, needs, and desires and the body gesture" (Peplau, 1952, p.289). Watson (1985) defines communication as "...all the cognitive, affective and behavioral responses used to convey a message to another person....All behavior has meaning for the person, and all behavior has a message value" (p.33). Communication can be understood on three levels: somatic level, action level, and the language level.

Communication thus occurs on many levels and in many ways. It is this capacity to use both written and oral communication effectively that is so integral to both liberal and professional education (Morse, et al., 1992; Watson, 1985).

**Critical Thinking**

Much has been written regarding this tenet and, while definitions vary from source to source, common elements exist. Critical thinking is defined as "...a body of intellectual skills and abilities which enable one rationally to decide what to believe or do" (Paul, n.d.). According to Paul (n.d.) these intellectual skills include affective and cognitive strategies. Affective strategies include fostering independent thinking, developing insight into ego and
sociocentricity, fostering fair mindedness, exploring thoughts underlying feelings, and suspending judgement. Cognitive strategies include, but are not limited to, avoiding oversimplification, transferring ideas to new contexts, developing one’s perspective, developing criteria for evaluation, making interdisciplinary connections, distinguishing relevant from irrelevant facts, and examining assumptions.

Critical thinking, therefore, is the ability to examine issues rationally, logically, and coherently (Morse, et al., 1992). Continuing with the expansion of this concept it is, ...an attitude of inquiry that recognizes the existence of problems, accepts the need for evidence to support what is asserted to be true, and logically considers and selects alternative solutions to problems. In short, the scientific method or problem solving is critical thinking in action, and critical thinking in action in nursing is the nursing process. (Davis & Martin, 1988, p.124)

**Whole Person**

The tenet whole person is defined as viewing the person from a wholistic perspective. Every person is viewed in totality: like all other persons, universal norms; like some other persons, group norms; and like no other persons, unique norms (Watson, 1985). The person is additionally viewed as a being representing the interconnectedness of the mind, body, and spirit, which is the essence of whole person. Whole person is viewed from both sides of the nurse-client dyad. That is, both the nurse and the client are viewed as whole persons. Furthermore, whole person is viewed from a systems perspective. Thus the person is an individual, member of a family and society, and any experience/event affecting one affects the system.
Aesthetic Appreciation

Aesthetic appreciation is "...an awareness of arts and human behavior for both personal enrichment and application in enhancement of the profession..." (Morse, et al., 1992, p.284). According to Stark and Lowther (1990), "...sensitivity to relationships among the arts, the natural environment and human concerns epitomizes aesthetic awareness." (p.250). Thus, aesthetic appreciation enables the whole person to view their world, work, and life through an artful lens. In nursing, Watson (1985) discusses the value of creating a "...therapeutic milieu that includes aesthetics can also incorporate art, music, poetry and literature." (p.100).

General Knowledge

According to Webster, knowledge is "...the clear and certain perception of that which exists, or of truth and fact;..." General knowledge, as an outcome of liberal education, broadens students' understanding and ability to think about large and complex issues. As such, provides "...the cultivation of the knowledge, skills, and attitudes that all of us use and live by during most of our lives--whether as parents, citizens, lovers, travelers, participants in the arts, leaders, volunteers, or good samaritans." (A.A.C. 1988, p.3).

Citizenship/Social Reform

Citizenship and social reform as a tenet of liberal education are foundational to the goal of liberal and professional education. Dressel (1979) suggests that being aware of
and taking responsibility for contemporary events contributes to fulfilling obligations as a responsible citizen. Nightingale (1860/1969) addressed the concept of social reform when she stated "...But you want to do the thing that is good, whether it is suitable for a woman or not." (pp.135-136).

**Cultural Awareness/Sensitivity**

Culture as defined by Spector (1985) is "...the sum of beliefs, practices, habits, likes, dislikes, norms, customs, rituals, and so forth that we learn from our families during the years of socialization" (p.60). Dressel (1979) expands on this notion when he suggests an awareness of personal values and commitments, and recognizes and respects persons of other cultures who may hold opposing values.

This concludes the definitions of the selected tenets of liberal education. The next section considers the validity issues inherent in qualitative research.

**Validity Issues**

The validity question in qualitative research is an important one. Establishing trustworthiness of the study is imperative. This is accomplished when, according to Streubert and Carpenter (1995), "...it accurately represents the experience of the study participants" (p.318). Rather than attempting to "prove" external validity, as understood in the quantitative paradigm, an attempt has been made for the reader to understand that, within the design of this study, trustworthiness was demonstrated. Trustworthiness refers
to the researcher’s ability to persuade the reader that “...the findings of an inquiry are worth paying attention to...” (Lincoln & Guba, 1985, p.290).

Lincoln and Guba (1985) established criteria for creating trustworthiness. The first criterion established is credibility: inquiry carried out so that findings will be found credible and that findings are approved by the constructors of the multiple realities being studied.

The second criterion addresses the issue of transferability. Lincoln and Guba (1985) stated,

transferability inferences cannot be made by an investigator who knows only the sending context....the best advice to give anyone seeking to make a transfer is to accumulate empirical evidence about contextual similarity; the responsibility of the original investigator ends in providing sufficient descriptive data to make such similarity judgements possible. (pp.297-298).

The next criterion is dependability. It is based on the premise that naturalistic paradigm involves instability and change. Confirmability, the last criterion, addresses the issue “...removing the emphasis of objectivity from the researcher to the data themselves.” (Lincoln & Guba, 1985, p.300).

In regards to the first criterion, credibility, there are several activities which will increase the probability that credible findings will be produced. The activities include prolonged engagement, persistent observation, triangulation, peer debriefing and member-checking. Prolonged engagement is required to learn the culture, test for misinformation introduced by distortions either of the self or participants, and building trust. This researcher, due to the ongoing relationship with the college and participants, is aware of the culture. Being involved also provided the opportunity to establish trust and persistent observation. By having substantial involvement at the site of inquiry, there was the trust
necessary to uncover constructions because the participants believed, according to Lincoln and Guba (1985), "...Their confidences will not be used against them; that pledges of anonymity will be honored;...Prolonged engagement is a must if adequate trust and rapport are to emerge" (p.303). However, the researcher should be aware of the dangers of becoming too immersed. The researcher was concerned because the involvement was ongoing, although this researcher was not involved in the same manner in which the participants were. Lincoln and Guba (1985) address this issue by stating, "There are no techniques that will provide a guarantee against such influences either unconsciously or consciously; awareness is, however, a great step toward prevention." (p.304).

The second activity used to promote credibility is persistent observation. The purpose of persistent observation is, according to Lincoln and Guba (1985), "...to identify those characteristics and elements in the situation that are the most relevant to the problem or issue being pursued and focusing on them in detail. If prolonged engagement provides scope, persistent observation provides depth" (p.304). The goal of this activity is for the researcher to "sift the chaff from the wheat", so to speak. To engage with the data, one should explore it in detail to reveal the salient issues from the irrelevant (Lincoln & Guba, 1985).

This researcher had the opportunity to examine data over a prolonged period of time. The journals were collected from four nursing classes over a two year period of time. This permitted reflection and an opportunity to step back from the data to attempt to understand more clearly what was being presented in the journals. The journals were read and analyzed initially, stored, and then re-analyzed to determine if any new
information or insights emerged. The second reading, while remaining consistent with the first reading, did provide one difference the researcher believes is important. During the second reading, the researcher was more aware of the value of discussing the tenets without identifying a particular course. Chapter 4 will demonstrate this inclusion into the data.

The third activity used to promote credibility is triangulation. "The term triangulation also works metaphorically to call to mind the world's strongest geometric shape—the triangle..." (Patton, 1990, p. 187). Combining interviews and document analysis is an example of triangulation. Triangulation can take many forms, however; for the purposes of this study, multiple sources and data sources were used (Lincoln & Guba, 1985). The journals were written over an eight-week period of time. Additionally, the journals were collected from participants during a two-year period, thus 71 journals were collected and 21 drawn randomly from this group. After the 21 were analyzed, another random sample of 20 journals were read to confirm, reject, or add to the findings evident in the first 21 journals.

Another source of data examination came from college documents. These documents provided additional insight into the culture of the college and its goals relative to liberal and professional educations.

Additionally, peer debriefing is a technique employed to establish credibility. This was used in the study as well, since it offered this researcher the opportunity to "...expose oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit
within the inquirer’s mind” (Lincoln & Guba, 1985, p.308). Peer debriefing functioned as a mechanism to keep the researcher self-reflective through exposure to searching questions. According to Lincoln and Guba, (1985):

The debriefer should be neither junior—lest his or her inputs are disregarded—nor senior—lest his or her inputs be considered as mandates, or lest the inquirer “hold back” for fear of being judged incompetent. The debriefer should not be someone in an authority relationship to the inquirer (p.309).

Considering the suggestions provided by Lincoln and Guba, this researcher asked two persons to serve as debriefers. Each had a specific role to play. Both debriefers were colleagues and involved in nursing education. The first debriefer was the co-faculty in the course in which the participants were enrolled. This was done purposefully as this debriefer was asked to re-read the 21 journals (the debriefer had previously read as a faculty member in the course). In this way, the confidentiality of the participants was maintained as the participants had already shared their journals with this faculty member. The purpose of this debriefer was to verify the analysis of the journals as interpreted by this researcher. The debriefer used the schema provided by the researcher and examined the journals to identify congruence between the two interpretations. The debriefer concurred with the researcher’s interpretations. This also broadly served as an audit for the establishment of dependability. As proposed by Lincoln and Guba (1985) an “...inquiry based audit...called to authenticate the accounts...” (p.317). The purpose of this audit was to verify that the entries on the data sheets were accurate. “The inquiry auditor also examines the product—the data, findings, interpretations and
recommendations—and attests that it is supported by the data and is internally coherent so that the ‘bottom line’ may be accepted” (Lincoln & Guba, 1985, p.318).

The second debriefer served the role more typically assigned. She probed researcher biases, assigned meanings, and asked questions to serve as stimuli for this researcher to reconsider the directions the study had taken. Additionally, one of the members of dissertation committee reviewed the four journals used in micro analysis and concurred with findings.

The most crucial technique for establishing credibility, according to Lincoln and Guba (1985), is member-checking. This is a process by which the participants involved in the study are asked to react to the data, the interpretations, and the multiple realities presented in the journals. This is a process carried with respect to constructions. According to Lincoln and Guba (1985) member-checking serves several purposes: opportunity to assess intentionality; respondent checking for errors, challenge wrong interpretations; volunteer additional information in addition to several others. Selected participants were interviewed and they verified the researcher’s interpretations, thus providing member-checking.

Continuing with establishing trustworthiness, the second criterion, transferability, must be addressed. This researcher, through the narrative of this document, provided rich descriptions of the setting and context so as to provide the “...data base that makes transferability judgments possible on the part of potential appliers” (Lincoln & Guba, 1985, p.316). Rich descriptions enable the reader to enter into the context being studied and to view the multiple realities of the participants. The goal of the presentation was to
allow the reader to become a vicarious participant in the study. Through the use of the participants’ own words and descriptions of what was occurring in their practices the reader could engage with the data. As the reader interacted with the stories of the participants’ clinical experiences, it was this researcher’s hope that the richness of the descriptions would provide an opportunity for the reader to consider the data transferability to their context.

As previously stated, the first peer debriefer served in the role as auditor to establish dependability and confirmability of the data. Additionally, as stated, a member of the dissertation committee reviewed the four journals presented in Chapter 5 and thus served in this role as well.

**Ethics**

The ethics of qualitative research are of primary importance. According to Streubert and Carpenter (1995), “Researchers are required by ethical principles in all professions to safeguard the rights of the public” (p.308). Protection of human subjects is essential. This study was approved by the Institutional Review Board of The Ohio State University (Appendix D). Ethical issues of particular concern in this study were:

**Participants**

All of the participants were asked to voluntarily participate in the study. After the completion of the course, a detailed explanation was provided to the participants of the study regarding the purpose of the study, the time commitment required, the use of their
journals, and possible uses of the completed study. During this meeting, each person was given the opportunity to ask clarifying questions and express any concerns about the study or their participation. In addition, an Informed Consent Form was signed by each participant. (Appendix A) It was emphasized during this meeting that participation was voluntary and there would be no impact on their grade for the course.

Data

The participants' journals were collected, xeroxed, and returned. The names of the participants, clients, their families, and institutions were changed to assure confidentiality. The college documents used in this study were accurate and, even though this researcher had the permission of the college president to conduct this study, the references to the specific college were altered to maintain the anonymity of the institution. (Appendix E)

Streubert and Carpenter (1995) validated the importance of conducting ethical research by stating:

Because of the intimate nature of qualitative data collection and the researcher as instrument, those engaged in qualitative studies must always be aware of the intertwining role of the caring professional and the scholarly researcher. Neither role can, nor should be, suspended in the conduct of nursing inquiry (p.310).
Limits of the Study

There are several limitations to this study. These are summarized as follows:

1. The sample size, while typical of qualitative research, was small and composed entirely of senior nursing students from one institution; this could limit the transferability of the results.

2. Other settings might provide very different results as this setting made explicit the linking of liberal and professional educations.

3. Even though this researcher does not believe objectivity is a realistic goal in research, some questions may be raised concerning the involvement with the participants as a faculty member. This issue was addressed in the design, but was it enough?

4. Persons can become liberally educated in a variety of ways. Their family/life experiences may contribute to this education. Their work experiences and the activities they pursue to enhance the quality of their lives may also contribute to becoming liberally educated persons. While these experiences may contribute to becoming liberally educated this study does not address them. The focus, and therefore limit, of this study are the liberal education courses and their contributions to professional education.
Summary

In this chapter the methodology which directed the conceptualization and implementation of this study was explained. The methods used to gather, analyze, and report the data were also described. The efforts to provide for trustworthiness were explained.

The following two chapters present the results of this effort. In Chapter 4, the macro perspective of the journals is presented. In Chapter 5 the words of the participants are shared, describing their rich descriptions of their link between liberal and professional educations.
CHAPTER 4

MACRO ANALYSIS OF JOURNALS

Overview

It was observed that participants linked their liberal education to their professional education in a variety of ways. As previously stated, the three questions that guided this study were:

1. Which courses did baccalaureate nursing students identify as relevant to their clinical practice?
2. Which tenets of liberal education did nursing students relate to their clinical practice?
3. How did nursing students link their liberal and professional educations?

These questions influenced the researcher's interpretation of the data gathered from the journals. This chapter focuses on viewing the journals from the macro perspective, which means examining the journals for the "big picture" so one can step back from the discreetness of each journal and reflect as to what commonalities occurred, what patterns, if any, emerged, and what then could be interpreted from the totality of the journals. Chapter 4 is organized to present the information consistent with the three
research questions. The section following the overview presents the students' identification of which courses were viewed as relevant. The next section addresses the issue of which tenets were discussed by the students. The third section discusses how the students made the link between liberal and professional educations. This chapter concludes with summarizing remarks based upon the patterns and trends that emerged from the 21 journals.

After having read and analyzed 21 journals with respect to the three research questions, 20 additional journals were read to discover if any additional data would emerge from an increased sample size. It was apparent, after having read the additional 20 journals, that the first 21 journals provided the rich data descriptions required to answer the three research questions. It must be noted, however, that each of the 41 journals provided unique descriptions and ways in which the linkage between liberal and professional educations occurred. These additional 20 journals did not provide a broader explanation of the research questions; however, they offered repeated evidence that the linking of liberal and professional educations had occurred.

**Courses**

When considering the courses participants identified, it was very clear the behavioral and social science courses were identified most frequently. At the beginning of this study the researcher assumed that physical and biological science courses would be selected most often by the participants. However, as the data demonstrated, this was not true. Psychology, Marriage and Family, and Growth and Development were the courses
most often identified. In addition, Ethics and Sociology were frequently identified as well. Upon further reflection regarding the ponderance of the selection of the behavioral and social science courses, it became quite clear that these choices were a reflection of the nature of the experiences in the clinical practice setting. These science courses focus on relationships, understanding one’s development and the tasks facing the person. The students were in clinical settings in which the students clients and their families were facing life changing events. Their clients were experiencing cancer, AIDS, multiple sclerosis and other chronic illnesses that were complex and required much caring, as curing probably was not possible. In addition, several clients were permanent residents of a long-term care facility and many were in a persistive vegetative state. These clients raised many questions about life, the quality of life, and hope. These experiences supported the inclusion of liberal education for understanding, acceptance and compassion. There was more to learn than the biological sciences could provide, and the students sought the wisdom of their liberal education to support not only their practice but their own growth and understanding.

Another pattern that emerged from the journals, and was quite unexpected, was the overwhelming number of times participants discussed a tenet without identifying a course. (See Table 4.1) First, the nursing course assignment was to identify a specific liberal education course, but on many occasions participants had not done this. One possible interpretation of the large incidence of liberal education tenets discussed without a course was that participants, as senior students, had been integrating these concepts into their practice for four years. Because of this, these courses became blurred and the tenets
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Table: 4.1 Frequency of course citations of tenets of liberal education from 21 journals
integrated with their experiences, thus making it difficult to recall their origin. In fact, several students used this rational for not identifying a specific course. Many participants felt that the sum of their nursing practice came from more than one course. Several participants stated or implied that their practice as a nurse was affected by much more than individual courses. Another pattern emerging from the journals is that the humanities courses were not often identified. This researcher believes the primary explanation for this is that students took very few humanities courses during their four-year college program. (Appendix B) This is not only true for this single-purpose nursing program, but for baccalaureate nursing education in general. The constraints of professional course work, accreditation requirements, and a four year time frame limit the humanities courses taken. However, it is equally interesting to note that while they were not often identified, their impact on practice for those students and clients was remarkable.

**Tenets**

The tenets most identified were: communication, critical thinking, and whole person. The utilization of the tenets varied. Since the participants linked their professional education most often with the behavioral science courses it was understandable the tenets, communication and whole person, frequently emerged. It was not surprising that communication was commonly integrated into clinical practice. Historically, nursing has viewed communication as a most basic of human needs (Carpenito, 1995, p.239). The value of communication can be traced to Florence Nightingale’s (1860/1969) words regarding a patient:
He feels what a convenience it would be, if there were any single person to whom he could speak simply and openly, without pulling the string upon himself of this shower-bath of silly hopes and encouragements; to whom he could express his wishes and directions...( p.98)

In addition, these participants were enrolled in a program with a strong curricular focus on communication. It would be most unexpected and distressing if the participants had neglected mentioning this tenet. Furthermore, communication is the second outcome criterion from the N.L.N. for accreditation. This criterion focuses on the students' ability in the areas of written, oral and nonverbal communication, group process, and information technology (N.L.N., 1991a). Nursing programs must document how this outcome is achieved, so it is understandable this tenet would be a focus. However, the importance of finding this tenet so strongly evident in the journals speaks to the fact that students are valuing its application in nursing.

Communication was used by the students in a variety of ways. Some students wrote of observing communication patterns so they would know how to "fit in", others wrote of the effect body movement has on communication, and others conveyed the importance of non-verbal communication. In addition, several students discussed the importance of "ordinary chit-chat" and its importance and meaning to life. This tenet was strongly identified in the journals as important to supporting practice.

Another tenet frequently identified was critical thinking. Although critical thinking would be an expected finding because it is valued as an outcome both of liberal education and professional education, there are additional possible explanations for this finding. The nature of these clinical experiences may have fostered the use of critical thinking. For
example, students were expected to function in new, autonomous roles, and faced complex situations dealing with such issues as coma, death, loss, discrimination, and poverty. Furthermore, participants were faced with situations where “bad things happened to good people”, such as caring for a young adult who lost both legs when struck by a car driven by a drunk driver. These experiences may have been stimuli for critical thinking. While it is understandable that these experiences fostered critical thinking, the N.L.N. requires that baccalaureate nursing programs report this required outcome criterion as well. Critical thinking is the first of five required outcome criteria and programs must address students skills in reasoning, analysis, research, or decision making relevant to the discipline of nursing (N.L.N., 1991a). So again, the nursing program endeavors to foster the development of critical thinking by the professional education, and by the inclusion of liberal education as well. It is however the nursing student, as evidenced in their journals, who document the use of critical thinking skills in their practice.

Whole person was the tenet most commonly linked with their practice. The pattern of its emergence is understandable on several levels. This was an expected finding due to the importance that both liberal and professional educations place on this tenet. A focus of liberal education is to free the mind to help one view the world from another’s perspective. This was clearly evident in the participants’ journals when they described time after time their attempts to individualize care based on client need. In so doing, the participants continued to explore their own values, beliefs, and assumptions as a result of these clinical experiences and the courses. Furthermore, another striking trend was that participants described “seeing beyond this frail body” to view a client from this wholistic
perspective, one of the goals of liberal education. As Dressel (1979) stated "liberal education provides a foundation for understanding wholeness, human potential and complexity of human experiences that influence health" (p.37). Historically in nursing the value of whole person has fluctuated. Florence Nightingale (1860/1969) valued the whole person as evidenced in Notes on Nursing: “the power of forming any correct opinion as to the result must entirely depend upon an enquiry into all the conditions in which the patient lives” (p.vii). With the Industrial Age and the valuing of the “cause and effect” culture, the whole person was often reduced to the “physical self.” With the infusion of the liberal arts into nursing education, the whole person concept has hopefully been fostered once again and the person is viewed as an interconnecting mind, body and spirit. The data in this study supported the valuing of the whole person.

Another tenet integrated in fairly substantial numbers was cultural awareness/sensitivity. This may have been fostered in part due to the multicultural clinical experiences that enabled these participants to see beyond themselves. Participants interacted with people from a variety of cultures: those living in poverty, the elderly, the gay community, the institutionalized, and drug users.

In regards to the tenet aesthetic appreciation, it was not surprising to find that this tenet was less frequently identified. There are several possible explanations for this. The most plausible explanation seems to be the nature of nursing curricula mandated by the N.L.N. and State Boards of Nursing. Nursing curricula inhibits the inclusion of the fine
arts due to the large number of required courses and restrictions on elective courses. Another explanation could be that nursing courses do not emphasize aesthetic appreciation.

**How Students Link Their Liberal and Professional Educations**

As is described in Chapter 3, the third question was analyzed using selected verbs to code “how” students linked their liberal and professional educations. The passages in the journals were read and analyzed with respect to the verbs value, accept, foster, comprehend, apply, analyze, and synthesize. On some occasions the participants actually used the verbs in their journaling that the researcher had selected. On other occasions the researcher selected the verb most appropriate based upon the participant’s journal entry description of the experience. The participants linked their liberal and professional educations in a variety of ways. Most often they analyzed what was occurring to link liberal education to their clinical practice. It was not the intent of this study to quantify how the linking occurred, but it was helpful during the analysis of the journals to have a method for coding what was occurring and how this link was being made.

The verbs were utilized with all of the tenets as evidenced by the journals. (See Table 4.2)
However, the verbs apply, analyze and synthesize were the ones most frequently evident in the journals. These verbs were strongly evident with the tenets of communication, critical thinking and whole person. The higher order verbs apply, analyze and synthesize were useful for the participants as they were attempting to view complex client situations from multiple perspectives in order to provide quality care. The client situations and the course expectations fostered this use of higher order action. The verb value was also frequently utilized with all of the tenets. However, the tenets whole person, aesthetic appreciation and cultural awareness were the tenets that were most frequently valued by the participants. The verb foster was least frequently evident as a method of linking liberal and professional education. The tenets of aesthetic appreciation and cultural awareness were primarily represented by the verbs value and synthesize.

Table: 4.2 Verb distribution from 21 journals

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<td>80</td>
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Table: 4.2 Verb distribution from 21 journals
Participants demonstrated throughout the journals that if aesthetic appreciation was valued, they synthesized the meaning of the tenet for themselves and their clients.

**Emerging Patterns**

While looking for the answers to the three research questions, the researcher found that major trends emerged from the journals. A significant finding was that participants linked their liberal and professional educations. This was done in a variety of ways, and the rich descriptions of these ways will be explored in depth in Chapter 5. Another interesting pattern was that the participants integrated the tenets of liberal education, not only to their professional educations but to other tenets as well. This integration of tenets among tenets increased the complexity of the analysis, as the tenets were not always discreet entities. While it is not the purpose of this study to quantify courses and tenets, certain courses and tenets emerged from the journals more frequently than others. Another discovery was the participants' discussion of tenets without the identification of any particular course. The participants, when linking tenets, identified specific courses 38 percent of the time; however, 62 percent of the time they did not identify any specific course.

Another pattern that emerged from the journals was the impact faculty members had in increasing the participants knowledge and understanding of the tenets of liberal education. Several entries in the journals support this finding. The participants recalled the discussion regarding the tenet and, on several occasions, the exact words the faculty member teaching the course used to describe the tenet.
As stated, the participants linked their liberal and professional educations in a variety of ways. It must also be stated that the researcher believes the participants went beyond the assignment for the nursing course in their descriptions of how the linkage occurred. The pattern emerged that participants wrote lengthy descriptions of the value the course/tenet had for them as they provided care for their clients.
CHAPTER 5
MICRO ANALYSIS OF JOURNALS

Overview

Continuing with the data analysis, four journals were selected to be included in this chapter. These journals reflected the rich descriptions of linking liberal education present in the twenty-one journals that were analyzed for this study. Each journal was re-read to clarify the interpretation. In addition, time was spent reflecting about what was emerging from the journals. It was this constant reviewing, reflecting, and returning to the journals that provided the insights that are included in this chapter. Due to the complexity of the data and the integration of liberal education tenets, one with another, excerpts from each of the four journals are presented. These excerpts provide a rich description of the participants' linking their liberal educations with their professional educations. The names of the participants, as well as names or initials of clients or their family members and locations, have been changed to maintain confidentiality.

It was noted in the previous chapter the verbs value, accept, foster, comprehend, apply, analyze, and synthesize provided insight into "how" the linking of liberal education occurred. This was a useful methodology for reviewing and analyzing these 21 journals. The richness of "how" the linkage occurred and its impact on practice prompted the
researcher to share quotations and excerpts from the journals. It became apparent, upon reflection, that while the verbs were useful on one level of analysis, at this juncture it seemed more valuable to move beyond these verbs and look more globally at the "how" and more discreetly at what was occurring regarding these tenets and their impact on the practice.

Dixie

The first journal presented was written by a participant named Dixie and the data analyzed from her journal is presented in Table 5.1. She described how specific courses helped her meet clinical goals. One example of a description from her journal is:

The humanities course that most helped me this week to accomplish my goals was growth and development. Because of that course, I was able to better understand the phase of development that these clients were going through. I could look at what was the norm, and see how their altered state of health could change their development. In many ways chronic illness seemed to speed the process of emotional development and bring many of them into a greater acceptance of their own mortality. I know this isn't true for all, but it was for my two clients. They were more aware of life and how they wanted their future to continue.

Later in this journal Dixie stated:

Music and computers were the liberal classes that assisted me the most in relating to my client this week. We shared a deep love of music and could appreciate its wondrous effects on the soul. A basic understanding of computers allowed me to share in his past accomplishments as a systems analyst and to promote enthusiasm in future projects and connections with the outside world via the computer.

Dixie identified three liberal education courses that provided a foundation for insight into clients with chronic illness. Dixie was able to see past the frail physical body ravaged by disease. She valued the whole person by looking at her clients through a variety of lenses:
Table: 5.1 Verbs cited that link courses with tenets in Dixie’s journal

<table>
<thead>
<tr>
<th>TENETS</th>
<th>COMMUNICATION</th>
<th>CRITICAL THINKING</th>
<th>WHOLE PERSON</th>
<th>AESTHETIC APPRECIATION</th>
<th>GENERAL KNOWLEDGE</th>
<th>CITIZENSHIP SOCIAL REFORM</th>
<th>CULTURAL AWARENESS/Sensitivity</th>
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<td>A,C,G,A,A,F</td>
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</table>

Table: 5.1 Verbs cited that link courses with tenets in Dixie’s journal

67
how chronic illness accelerated growth and development phases
how music affected the soul
how to facilitate hope and socialization through the use of computers

These passages are indicative of her understanding of the interconnectedness of the mind, body, and spirit. She clearly valued and planned interventions based on the needs of the whole person. In addition, music would exemplify the liberal education tenet of aesthetic appreciation. It was interesting to note that in this study the tenet of aesthetic appreciation rarely emerged, but this participant identified aesthetic appreciation on three occasions in her journal.

Dixie also stated she was "...amazed by the recuperative powers of the human body and most especially of the human spirit". By looking at the body and spirit of her client, Dixie understood and obviously valued the whole person. This entry was not specifically related to a liberal education course.

In this next example, it was evident that Dixie critically evaluated and became sensitive to herself. Whereas, earlier she spoke about the wholeness of her client, she now viewed the wholeness of herself, thus completing the whole person dyad. Following a presentation by professional staff and persons living with AIDS during the orientation to the course, it was obvious that Dixie was thinking critically about herself when she wrote:

I felt that the carative factor about cultivating sensitivity to myself and to others, made the greatest impact on my learning experience. Throughout orientation I realized that in the past I was in tune with my personal self outside of school, but that I had seemed to push away many of the feelings evoked in me by the people I cared for and worked with. I think now that this course will give me the opportunity to confront many of my own beliefs, and challenge myself to begin a journey to understand where I come from in regards to the health care issues that
we are now facing. Listening to the brave fighters on the panel Tuesday made me begin to think about coming to terms with my own mortality. By being sensitive to the feelings that they were expressing, their fears, and hopes, I felt something opening inside of me. I am not yet sure how this will effect me, however I feel that only good things can come from learning, and surely one of the best kinds of learning is learning about your inner self...More than ever this makes me want to understand my own feelings about illness, and hopefully come to some acceptance of it in my life.

Dixie examined her values with respect to the presentation and her own life. She used critical thinking to develop a self-understanding in order to apply this insight to nursing (See Table 5.2).

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Journal entry</th>
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<tbody>
<tr>
<td>Suspending judgment</td>
<td>&quot;I'm not sure how this will affect me.&quot;</td>
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<tr>
<td>Exploring thoughts, underlying feelings</td>
<td>&quot;...push away many of the feelings evoked in me by the people I cared for and worked with.&quot;</td>
</tr>
<tr>
<td>Developing one’s perspective and distinguishing relevant from irrelevant facts</td>
<td>&quot;...makes me want to understand my own feelings about illness, and hopefully come to some acceptance of it in my life.&quot;</td>
</tr>
<tr>
<td>Examining assumptions</td>
<td>&quot;...confront many of my own beliefs...&quot;</td>
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Table 5.2 Examples of Dixie’s critical thinking

The previous excerpt showed Dixie’s introspection into her own learning, mortality, and belief system that as she later stated "...began my journey of discovery...."

Continuing to relate about whole person, Dixie mentioned two courses, Sociology and
English, and the extracurricular experience of 4-H. However she negated the importance of any specific course with these words:

Simply put, I don't think any one course helps me more each week than the other because they are the sum of who I am & what makes me me. Every thought and interaction are conglomerations of all of the classes I have ever taken. I am a whole person, a mesh of sorts, of everything I have ever learned.

Dixie, as she continued journaling, noted the importance of the liberal education tenet communication, when reflecting on her course on Interpersonal Communications and Group Dynamics while caring for clients on a Rehabilitation Unit. She stated:

Rehabilitation relies very strongly on the smooth workings of an interrelated group of health professionals. By observing their interactions with one another I was able to identify their style of group interaction and find the best way for myself to fit in and to communicate effectively with them. The positive communication strategies I learned were a great benefit to me in my interactions with my client. I could be more open with her and form a trusting relationship. This is a good thing due to the fact that we will be together four more days, and that part of my role in her care is as a support person. It gives her more comfort in her care to know that she can talk with me.

Dixie was accurate in her analysis of the importance of communication with rehabilitation. Communication is indeed an essential component in rehabilitation nursing. Again, she was able to see past the physical needs to foster and support talking with the client. She valued the comfort communication provided to the client. The course, Introduction to Theater, provided Dixie insight into the effect of the environment on the person. She related:

Believe it or not, a class that helped me immensely [sic] this week was Introduction to Theater, an elective course I had taken my freshman year. In that class at one point we studied the important effect of movement and lighting on the senses. I learned to use my body's movements to calm, reassure, energize etc. I feel that when a pt. [patient] is anxious or overstimulated he or she may not want to be around someone overly energetic but instead need slow controlled well thought
out movement that is fluid and not overly disturbing. A person's or object's pattern of movement does much to set a mood. I think that an integration of all of these things allowed for a thought provoking clinical experience.

Her comments revealed the importance of nonverbal communication and the relevance of an aesthetic environment. She was then able to apply these theatrical concepts to the care of her client.

Moving from theatrical concepts, Dixie utilized general knowledge from her Chemistry course to "...understand the normal chemistry of the body...." By transferring ideas to a new context, she was also critically thinking as the following entry proves:

...then it was important to use that knowledge to assess their lab [laboratory] work and the changes that introducing foreign chemicals to their body made. It was amazing to me that it is possible to put something toxic into the body and not only survive it but also to have it help you.

She transferred and applied an idea (chemistry) from one situation (classroom) to another (hospital) to integrate liberal education into nursing practice. (See Figure 5.1) Her value of the liberal education tenet, general knowledge, was reflected in her last sentence of that entry, "I look forward to more of these experiences and to a greater understanding of chemotherapy."

Dixie next referred to her previous psychology class and applied this general knowledge to comprehend the impact of her client's brain injury. She recalled the "...reasons for my patient's flat affect and slowness of response." She noted that it was interesting that short and long-term memory can be affected differently.
Figure 5.1 Critical thinking principle: transferring ideas to new context
Without relating the following thinking to a specific course, Dixie continued to think critically by 1) avoiding oversimplification, 2) evaluating source credibility, 3) developing insight into ego/sociocentricity, and 4) developing criteria for evaluation in the hospital area. For example, she commented about others who were oversimplifying by her estimation:

I overheard one nurse saying to a patient ‘well, you've had this procedure before so I'm sure you are an old hat at it, and I won't need to go over anything more, Right?’ To me this closed an avenue of communication and removed the opportunity to provide that pt. [patient] with comfort & hope. Just because he or she had been through it before doesn't mean they aren't scared and don't have questions.

In the same journal entry, Dixie later stated:

Sometimes, without truly intending to we make assumptions about a patient based on their quality of life or age or family background that are unethical. Who is to say that someone is too old for a life saving surgery or medication or because one man has a family he has more right to a cure that a man with no family. I feel that at times we do think these things and we need to be very aware of our own values and code of ethics and how they fit with the health care institution we are in. Once a professional is aware, they can take steps to ensure they don't act in an unethical manner (a very gray area I know!)

Dixie rejected oversimplification and assumptions typically made by others in the "health care profession as a whole" and was striving to view clients as individuals. Furthermore, Dixie evaluated the credibility of the source when, as a student, she evaluated the nurse's decision not to review the procedure with the patient. This was another example of Dixie's ability to use critical thinking. She reserved the right to develop her own criteria for evaluation of patient communication and comfort needs. It was amazing to the researcher that a young student nurse had developed the insight and confidence to question an experienced nurse's judgment. Additionally, Dixie was aware of the
complexity in health care decision making and rejected oversimplified solutions based on common areas of prejudice: quality of life, age, background, and family support. By recognizing ego/sociocentricity, she was able to consider all the relevant issues, and drew her own conclusions in a more fairminded manner. In general, Dixie valued the continuous cultivation of critical thinking, and again applied this concept to clinical as follows:

I believe that it is not something I just did this week but something that I do all of the time. I feel that I am always processing and analyzing information to see how things fit and why it is true. I then use this info [information] to set goals and find creative solutions...if my client is having problems doing something the conventional way I would try to come up with an alternate way to allow them to retain their independence.

This excerpt from her journal described Dixie's belief in the critical thinking process. Generating alternative and creative solutions is an essential element in this process. She was willing to try any idea to allow her patients to retain their independence.

The following journal excerpt from Dixie connected several liberal education tenets to her clinical practice. The strength in this excerpt was Dixie's integration of social reform, cultural sensitivity, and touch to impact communication. Her acceptance of clients living with AIDS enabled her to look past the stigma and fear associated with this disease and touch these clients. In addition, she explored implications and consequences of touch as a human need while viewing the impact of the disease on her client and herself. She was striving to integrate this phenomenon into her view of herself as a nurse and as a member of the nursing profession:

Because of illness and fear these clients often don't get the basic human need of touch. My client on Tuesday had a stiff back and I offered to help with a backrub.
When I touched him he said 'do you know how long it has been since someone has touched me this way? A long time!' Thus began, I think an accepting relationship. I had shown him I wasn't afraid to be with him and in return he opened up and shared many of his feelings about his life and illness with me...It is amazing to me how much impact something so simple as a touch could have. I am hopeful that I was able to provide him with some measure of comfort. His suffering touched me very deeply. This reminds me anew of why nursing is so important a profession. To touch, without censure, builds a bridge from one person to another and allows healing energy and love to pass freely. This is my goal as a nurse.

Although she discussed the discrimination clients living with AIDS experience (lack of touch, censure, fear), she did not allow herself to be influenced by societal prejudices. These clinical experiences students had caring for people living with AIDS were similar to the experiences depicted in the scene from the movie "Philadelphia" where Tom Hanks and Denzel Washington read aloud in the law library:

...a Supreme Court decision that concludes 'Subsequent decisions have held that AIDS is protected as a handicap under law not only because of the physical limitations it imposes, but also because the prejudice surrounding AIDS exacts a social death which precedes the actual physical one. This is the essence of discrimination: formulating opinions about others not based on their individual merits but, rather, on the membership in a group with assumed characteristics.' (Baker, 1994, p.23)

Despite this federal law, discrimination continued to exist as the librarian asked Tom Hanks "Wouldn't you be more comfortable in a private research room?" As such, social reform may be promoted by legislation, but in actuality the essence of social reform may begin with a person like Dixie.

Ellen

The second journal was written by Ellen. Her use of liberal education mirrored Dixie's in two major ways: valuing the whole person and the ability to think critically
about many of the complex issues. However, Ellen's experiences were unique as was the
way in which she viewed her world. Ellen used her own life experiences and her liberal
and professional educations to bring meaning to these complex experiences. The
following are excerpts from her journal that illustrate her unique linkage of liberal and
professional educations. Ellen applied her general knowledge and communication from
math and English courses to administer medications and document medical records.

Math was used to add the right amount of water to a 60cc syringe in order to total
100. I used my English skills to write a narrative on the flowsheet and also
in this journal.

Interestingly she then commented, "My education also includes my general life skills,
learned and practiced through trial and error." This was an example of independent
thinking by looking beyond the assignment of identifying formal liberal education courses.
She was thinking for herself and recognized the contribution her life experiences had
provided for her. She was not easily manipulated by the course requirement and declared
that "life skills" also played an important role in education.

Ellen tried to make plausible inferences from the following poignant experience
with Rachel and her daughter Mallory:

Mallory questioned her mother as to why she is always sick and sleeping to [sic]
much, Rachel just laughed and said, 'I'm sick that's why.' My heart ached with the
realization that these might be the memories that Mallory carries with [sic-her]
throughout her life. I wish I could change that, but I can't I'm only human and I
have to trust that God does work in mysterious ways and that good will come out
of all of this. It is overwhelming, the level of compassion I feel for this little
family.
We looked through picture albums together, one of years of Rachel's life before,
during and after Mallory and the diagnosis of AIDS, and three others of Rachel's
wedding about a year and a half ago. Several insights hit me. One album of her
life, and three albums of a wedding, including a professional picture album. This is
a forty year old woman with one album of her life, I'm not judging her because some people do not take pictures for various reasons, such as financial, looks, etc., but she had three albums of one day in her life, a moment in time so to speak. Rachel spoke of the wedding pictures in the third person, or as if looking at someone she didn't know. She would say, 'Now, that's a nice picture' or 'I like that arrangement' Very impersonal and without emotion statements. I also found the fact that she is in the process of a divorce from this man and yet showed me the albums. I am struggling with this because I too [sic] am also divorced, with a wedding album, but I don't know or think I would show the album to me if I was Rachel. I'm struggling to understand both of us, where are we coming from, what does this mean? Several ideas come to mind, is Rachel showing me that she once, for that day experienced life as a bride in white with several attendants, at a formal wedding. A picture perfect moment in time where nothing was real; no AIDS, no small child to be left behind, no two sisters with AIDS, no grandchild, parents and siblings in mourning over such a precious loss? Or have I put closure on a part of my life in some ways too painful not too. Rachel, however on some level relives this wedding on a daily basis, her apartment has a wine bottle and glass from the wedding sitting on the floor also, wedding pictures everywhere, on walls, shelves, and dressers. I don't know where this is going, perhaps I [sic it] gives her life a sense of normalcy, but I felt such empathy for her.

The other thought while looking at the albums was looking at her friends and loved ones who have died of the "disease" as she says. These were young adults in the prime of their lives; dead. While, in my albums the only deceased people are grandparents and great aunts and uncles. This thought really got to me. I can't imagine the enormity of the thoughts going through Rachel's head and her heart. Our lives are so different yet so much alike in some ways. I have so much respect for this woman, she continues to touch me as such a kind caring person to others, even in the face of her personal frailties.

Ellen saw the value in fostering Rachel's reminiscing about "a picture-perfect moment in time," despite the present-day realities of living with AIDS. Ellen also saw that the aesthetic value of these photographs was powerful for Rachel. Although Ellen engaged with Rachel as they sat in Rachel's apartment, leafing through the album, Ellen attempted to distinguish her observations from personal conclusions by looking beyond the activity to see what this activity implied. This experience encouraged Ellen to view Rachel as more than a person with a diagnosis of AIDS. Ellen was invited to "see" Rachel before
this diagnosis as a young, vital woman with hopes, dreams, and expectations but who in reality is living with a fatal disease. This fatal disease wreaked havoc in this single mother's ability to provide for her daughter. Fatigue, poverty, and prejudice all impacted this little family.

To be specific, Ellen continued:

The course objective I looked at this week was the one concerning ethical and legal considerations. Rachel's brother is going to adopt Mallory, but the lawyer needs two thousand dollars for the paper work and the traveling expenses to New Jersey in order to evaluate the living arrangements available. I was floored when I heard this. Also, the funeral home wants five thousand dollars to bury Rachel. These are major considerations for Rachel and society. Issues which have a tremendous impact on her health and on the health of America.

Ellen further expanded on issues of fatigue and poverty in the following:

Tuesday was a big day for Rachel and Mallory. School started for Mallory; kindergarten, and Rachel was very much alone. The morning was hectic, typical for a first school day, but Rachel was very stressed. She did not have an alarm clock, so she kept waking up during the night to look at her watch. She was tired. The pain in her abdomen was to the point where she was doubled over in bed after breakfast and she did not have any Percocet to relieve it. At eleven she was in pain but, manageable with Tylenol #7 from her sister. She [sic The] school bus did not stop for the children at the stop. So, Rachel, in her bath robe, drove Mallory, a mom, and another child to school. She was stressed. So, needless to say between the pain, the stress, and the fatigue Rachel was not able to go out to lunch.

Looking at the whole person, Ellen was able to identify typical and atypical events on the first day of school for a mom and her daughter. The stress of a typical first day of school, coupled with the stress of an illness, was evident. Ellen also analyzed the effects of poverty on this situation; being without an alarm clock or pain medication complicated a mother sending her child off for the first day of school.
Following Ellen's experience caring for clients living with AIDS, she reflected on the importance of moving beyond the classroom:

I can't believe that this part of the rotation is over. Where did the time go? Three weeks. Five clinical days. A short amount of time in the span of a life but, what a powerful period in my life. I needed this time with Rachel to put AIDS in a different perspective. I needed to see AIDS through someone's eyes other than my own or from a textbook.

Ellen was comfortable with the realization that the classroom, textbooks, and laboratory experiences were inadequate to prepare her fully as a nurse. She realized the importance of developing a broad personal perspective through extended experiences such as "time with Rachel."

Brooke

In the third journal, written by Brooke, she noted the value of conversation and ordinary activities in the face of the "unknown":

Something I learned today was that when a person and a family face a fatal/chronic illness is that the ordinary and consistant [sic] activities of life become extremely important. By this I mean that discussing changes in the weather and the passing of the holidays are very crucial to the patient and his family. I feel the reason for this is that these activities are 'known' and in the face of the 'unknown' of death and illness these things give one comfort.

...I feel that my liberal arts have allowed me to value the art of conversation--through psychology. People reveal a great deal through their talk, body language, and gestures. I found myself at first sitting with my arms crossed thus trying to protect myself from the unknown, I realized this standoffish posture and place my arms at my side and occassionally [sic] on my lap trying to appear more open and to relax myself. After realizing how body language can speak louder than my words I then moved my chair aside Tom's mother and eventually rested myself on the side rail next to Tom.
Brooke analyzed her own communication behaviors and the potential impact on her client. She then changed her own behaviors in an effort to improve communication.

Furthermore, Brooke explored what had meaning for clients faced with death. She accepted and supported conversation about the weather, because this ordinary conversation had broader implications than the mere words implied. Brooke, as a critical thinker, took statements and recognized the implications to develop a fuller, more complete understanding of their meaning.

Brooke then searched to appreciate the aesthetics of a different culture, "the gay community":

Today I walked into a world of blue lace curtains with mauve blinds, beautiful cat figurines, and little villages. But, I also entered into an unfamiliar lifestyle—the gay community. By this I mean, I entered into the life of one man who happens to be of a different culture, but who also has the same needs, as you or I. As I entered into his world, so he impacted mine. Bob taught me a great deal today about life outside my little corner of St. Clair. I realized today that there are many ways of living and functioning outside of Ridgeview Road, my place of habitation. I always knew that gay men and women could love each other just as Dave (my fiancé and friend for 4+ years) and I do. I found that Bob and Ted love each other in a way that many heterosexual couples wish they could 'be' loved and 'share' that emotion. These two men function as well as any male-female couple. Bob does the carpentry around the home and Ted does the decorating and bargain hunting. Bob is standing by his mate in the face of a fatal illness, while I've known heterosexual couples that have split up for less a reason. So, what does it all mean? For me it means, that love is love is love—no matter who cares for whom or in what manner they do so.

It was evident Brooke was critically thinking about characteristics of heterosexual relationships and discovered that the same characteristics were present in this homosexual relationship (See Table 5.3).
Heterosexual<-----------------------------------------------------------------Homosexual

"wish they could be loved"

"shared household duties"

"standing by mate during illness"

"couples that have split up"

"love is love is love"

"have the same needs"

Table: 5.3 Similarities in relationships of two cultures

Looking at homosexuality from a historical perspective, Brooke noted:

Many ancient societies, especially Greek, has [sic] a rich history of homosexuality not that I condone or condemne [sic] this lifestyle, but I speak just to the fact that this type of behavior will continue to exist as it always has since the beginning of humankind. Thus we as nurses must be able to care for these couples, for we hope nursing will continue to exist with the certainty that gay expression has.

Brooke recognized the permanence of homosexuality and, as such, the need for nurses to understand this culture in order to provide culturally competent care. Brooke recognized and developed her own perspective on the similarities and differences of a culture different from her own.

Brooke linked two aspects of the whole person, religion and spirituality, as well as social reform in the following two passages:

...Greg and I bonded on a spiritual level. He and I prayed together, since he was a minister he enjoyed it a lot. I read the book of Exodus to him on several occasions. As the Isrealites [sic] were freed from bondage in Egypt, so Greg was freed from the bondage of illness and mortality...Just as Jesus went among the
Lepers, we go to the AIDS patients—>the outcast of our time. There will always be illness thus the outcast as a result of fear and hopefully there will always be those who care.

While continuing to reflect about spirituality in another passage, Brooke discussed self-actualization by linking the martial arts with Maslow:

The liberal arts advantage is manifest through the study of Human Growth and Development and Psychology, looking at the theories of Maslow and self-actualization.

\[ \text{If my client cannot meet his basic needs like safety, security, food, shelter, acceptance, love, he will never reach self-actualization. In Tae Kwon Do, one of the ancient/traditional martial arts one is constantly moving toward this so called 'actualization'. Upon one's death, the practitioner is advanced one 'belt' level due to the idea that through physical death one reaches self-actualization (as we would call it) or greater spiritual enlightenment.} \]

Brooke applied Maslow's theoretical concepts and Eastern cultural philosophies in an attempt to understand the needs of her client. In addition, she reviewed different cultural perspectives about self-actualization.

Nicole

In the final journal, Nicole related her understanding of the whole person and the value of communication in the following entry:

As it may well be expected, W.C. comes across many more frustrations in her daily life now than before the acute part in her chronic illness. Due to her inability to verbalize her needs she also becomes frustrated. I try to imagine myself becoming frustrated over something/someone and then not being able to communicate that frustration—how much more frustrated I would become. This is what W.C. experiences everyday. I walked into her room on Tuesday and found a red, tear streaked face with low grunting sobs—not even able to really release her frustrations through crying outloud. Knowing she could hear me I said to her, ‘You seem really frustrated and really mad, but you know what?! That’s okay, you are allowed to be mad.’ She looked at me in silence but tears were still
streaming. Then together we solved her problem, she was able to communicate to me her frustration with her new wheelchair and I was able to help her with it once I transferred her from the W.C. [wheelchair] to the bed. I said to her again, 'sometimes when I'm mad I cry really hard or I scream, and sometimes I curse (of course I've already heard her curse), it just feels really good to feel bad words explode out of my mouth'. She had stopped crying at this time, looked at me and chuckled. Then as loud as she could she bellowed s__t! It was obvious that it was relieving to her to have control over her frustration and it felt good to her to allow herself the luxury of realizing—'Yeah, I don't like my situation and it's okay and I'm allowed to be mad and I am allowed to express that to people. I don't have to accept my frustrations. I can deal with them and try to control them.

Next Nicole integrated her literature course into her nursing practice, as exemplified in the following journal entry:

As absurd as it may seem I am going to integrate the use of literature into my nursing practice with K.L. yesterday. When I sat down and critically thought about literature that I could apply to K.L. I thought about The Scrivener. A character who was socially withdrawn and seemingly quite nervous within. It seemed his frustrations were built up and up—the more frustrated he became. I caught a glimpse of this with K.L. As he tried to apply his back brace on his own (having a difficult time), it was apparent he became quite frustrated. He made a painfully frustrating face and began to talk to himself, becoming more withdrawn. I remember reading The Scrivener and having a certain sorrowful, empty, gloomy and hopeless outlook for this character. With K.L. I had those same sentiments except there was no hopelessness—only hopefulness [sic]. With much hard work and perseverance he will attain his goals.

Nicole made use of her insights into literature to aid her understanding of her withdrawn client. The critical thinker realizes there are always connections between subjects, and interdisciplinary connections may occur unexpectedly.

As discussed in Chapter 4, many participants explored the impact of the course Marriage and Family on their nursing practice. The following entry by Nicole was an example:

Humanities Class: Marriage and Family!
This week one of my clients who is 81 years old was celebrating his 58 year
anniversary (-wedding) with his 79 year old wife. The wife came in on Tuesday afternoon with cards she had received and gifts she had received. I remember entering the room one time and he said 'Oh, do we have to do this now, I'm celebrating my wedding anniversary?' So I politely excused myself and said I would come back in a bit. I remember learning that whenever one person in the family system is ill or missing that this effects the whole family dynamic. I also know that when a person is in the hospital they want to have some control and feel powerful over what happens with them. So in order to help S.C. and his wife have control over the situation, and to help them have a wedding anniversary celebration as 'close to normal as possible' when hospitalized, I left the room and afforded them privacy. Realizing that not only is this my client but I must facilitate psychosocial, spiritual, and 'family' health as well as physical and emotional—this was one opportunity that I had to do that.

The most obvious liberal education tenet in this entry was the value of the whole person. Nicole was able to prioritize nursing care according to the client's perceptions of his needs. The Marriage and Family course provided the foundation for Nicole's ability to view her client holistically and consider his "psychosocial, spiritual and 'family' health as well as physical and emotional."

The final entry in this chapter is Nicole's passage in which she reflected on the death of her client. Nicole commented she was privileged to be present during her client's death. Then, upon later reflection, she turned to her literature course for comfort and understanding as evidenced in the following:

When I think time and time again about holding his hand; palm on palm—Ned kissing my hand—it's almost too much to take—overwhelming—incomprehensible. That had to be one of the most intense moments in my life ever. I'd rather leave it--unspoken.

To perhaps 'discuss' Ned's death I've chosen to reflect on it in conjunction with Tolstoy's "The Death of Ivan Ilych". In the days and weeks prior to Ned's death he seemed a bit scared—and refused to face his mortality. He focused on healing rather than accepting his death (understandably)—As did Ivan Ilych—Who was desperate not to die and was in denial. Both experienced much pain before dying as well. To make a rather long comparison short—in the hours before his death Ned became quite peaceful and was quite ready to die. His dying process was
complete because he said that he was just going to close his eyes and float away—which he did. Much like Ivan Ilych who also said to himself, 'Death is over...it is no more'.

If you read the last chapter of the Death of Ivan Ilych by Tolstoy—it is quite amazing—the death of a man with a chronic illness—quite similar to many experiences that have been shared in this clinical rotation.

Emerging Patterns

The journals presented in Chapter 5 are representative of the journals examined in this study. On one level, it is accurate to state they typify what was evident in the remaining journals. However, while they typify the findings in the other journals, each journal is unique. For it was within each participant's experience that the linking of liberal and professional educations had occurred. Each client situation, as well as each participant's experiences and world view, interacted to create the unique journals that were examined. Referring to an earlier citation, Vars (1982) "...achieving unity and coherence of the experience is the task of the student....yet the way experiences are organized can impede or facilitate this process" (p.217).

Rich descriptions were evident in the journals included in this chapter. As stated earlier, these journals were selected because they provided excellent illustrations of rich descriptions. Students vary from individual to individual in their abilities to articulate their thoughts into the written word. The students in this study reflected this variation in skill. While the students selected for inclusion into Chapter 5 were articulate and provided rich descriptions of what was occurring for them, the linkage of the liberal education and
professional education occurred repeatedly, the difference being that some students were more eloquent in the way in which they described their experiences.

The tenets which most commonly emerged from the 21 journals were present in these four journals as well. This provided written documentation of what had occurred in the journals as a whole. These journals were a reflection of all the journals. The behavioral and social sciences were the courses identified most often as relevant. Dixie, Ellen, Nicole and Brooke identified Growth and Development, Marriage and Family, and Psychology as well as other courses that supported their practice. In addition, they also discussed tenets without identifying a particular course. This pattern was consistent with the remaining journals. They also wrote about the most commonly identified tenets: communication, critical thinking, and whole person. While each of their descriptions were unique they reflected the commonality of these tenets identified in the remaining journals. The common threads of whole person, communication, and critical thinking were as evident in these journals as they were in the others. The only difference in the journals was the unique way each of these participants provided the rich descriptions of their experiences.

Continuing, Dixie, Ellen, Nicole, and Brooke linked their liberal and professional educations in a variety of ways. Again, on occasion, they used the same verbs to describe their linkage as the researcher had selected. On other occasions, the researcher selected the most appropriate verb to describe the linkage. There are several identifications of courses and the ways in which the courses supported their practice that are unique to these journals. However, the same could be stated about other participants, and the way
in which they used a particular liberal education course. For example, one participant
used a process to critique an article, learned in her English class, to help develop a nursing
care plan. So on the one hand the journals are all unique, from another perspective they
have much in common. It is these commonalities that emerge as trends.

Including these specific journals in the depth presented in Chapter 5 was
purposeful. This was done to provide the reader with insight into what was present in the
remaining journals. These journals were purposefully selected to represent the diversity of
the participants in the study. The four participants represented a diversity in age, life
experiences, and academic abilities. They brought different backgrounds to these
experiences and, therefore, were representative of the rich backgrounds and experiences of
all the participants in the study. This researcher is convinced the discussions of the liberal
education component evident in the journals would not have been present except for the
fact it was an assignment. However, it was equally convincing to this researcher that the
students valued the impact liberal education provided their practices as evidenced by the
depth and breadth of their entries. The extensive discussion by the students of how the
courses and tenets supported their practices went beyond the assignment. In concluding
this chapter, an entry by Dixie captured the essence of these learning experiences and the
impact on the person and the nurse, Dixie reflected:

Looking back over all my journals, I would have to say that I see the same person
peeking out at me as before. But now, however, I feel that my eyes are opened
wider, and my mind and heart have been expanded to allow so much more in.
When I began chronic [the nursing course] I had a good basis for understanding
disease and illness, but perhaps not as good an understanding of the impact it
makes on the lives of those it affects. I feel that I have learned from my clients
how to be truly optimistic, how to be assertive in my wishes in the face of those
who are stronger, and most of all how to be open, and caring with everyone. In short they have taught me about life's truths and showed me how to cope. I don't think that I am quite as afraid of death anymore. I have become to a better understanding of it and as a result a respect for its awesome power. I am to understand that for some death is a cure, for after all, there is no illness in heaven (or whatever place you believe in). My hope is that I gained maturity and professional growth from this course as well as a much greater awareness of humankind's ordeals as life goes on.
CHAPTER 6

CONCLUSION

Overview

This final chapter has been divided into four sections. The first section is a review of the study, followed by a section focusing on the findings drawn from the study. Section three discusses the implications of the study, and the chapter concludes with questions proposed for further study.

Review of the Study

In this study this researcher examined how senior nursing students linked their liberal and professional educations. Additionally, the courses and tenets identified as relevant by the students were examined. The definitions of liberal and professional educations framed the investigation of the participants’ interpretation of the relevancy of liberal education in their nursing practice. The participants in the study were senior nursing students, enrolled in a single-purpose private baccalaureate degree nursing program. They were enrolled in a senior nursing course focusing on chronic illness. As part of their weekly clinical assignment, through the use of journaling, they were asked by
the faculty to identify a liberal education course that supported their nursing practice that week. Furthermore, they were asked to discuss how that support occurred.

The research project was embedded in the interpretive paradigm. The scientific concern within the interpretive paradigm is how humans construct their reality in a given time, recognizing that their language, history, and culture influence their current perceptions. Since the purpose of the study was to examine selected baccalaureate nursing students’ linking of liberal education with their professional educations, the interpretive paradigm addressed the needs of this study.

Within the interpretive paradigm, qualitative methodology was utilized to address the three research questions delineated in Chapter 1. The central feature of this methodology was the researcher’s focus on individuals, and the development of an understanding of how these individuals made sense of, and experienced their daily lives (Bogdan & Biklen, 1992; Lincoln & Guba, 1985). Being a faculty member in the course, this researcher requested, at the completion of the course, students’ permission to xerox their course journals. These journals were utilized as the primary data source. Additionally, selected college documents were examined.

An inductive process was used to analyze the data. According to Bogdan and Biklen (1992), data analysis involves synthesis, searching for patterns, and discovering what is important and to be learned. Coding categories were developed, which provided a means of sorting the descriptive data collected. The process of coding occurred on two levels. The schema for the courses and tenets was one level of category. However, another level was required to facilitate discovering the answer to the third research
question, "how" this linkage between liberal and professional educations occurred. The identification of the verbs value, accept, foster, comprehend, apply, analyze, and synthesize enabled the researcher to answer the third question. Trustworthiness of the data was established by member-checking and peer debriefing. The two chapters addressing the analysis were developed to present the analysis from two vantage points. Chapter 4 addressed the macro perspective and presented the findings from the 21 journals. Continuing with analysis, Chapter 5 presented the data from a micro perspective. This data provided the reader with examples of the rich descriptions present from four of the journals, thus enabling the reader to read the words, and sense the meaning this linkage had for the participants.

The study concludes with a discussion of the findings, along with suggestions for the implications this study has in the field of baccalaureate nursing education. The chapter concludes with a series of research questions for further study which were developed during the process of conducting this study.

Findings

The primary finding of this study was that the selected baccalaureate nursing students did link their liberal and professional educations. This was evidenced through their journals in a variety of ways as they described their experiences in the clinical settings. They identified many liberal education courses that supported their practice. Some courses, the behavioral and social sciences, were identified more frequently than other courses. Furthermore, the participants most frequently discussed the tenets of
liberal education without identification of a specific course. The selected tenets of liberal education were frequently discussed in their journals. Several tenets, communication, critical thinking, and whole person were discussed most often. While social reform was rarely discussed, aesthetic appreciation, cultural sensitivity, and general knowledge were occasionally discussed. Frequently, they valued the insight liberal education courses provided about the client and the communication patterns with their client and members of the health care team. The information and skills inherent in the liberal education courses provided them with the tools, and the understanding, to examine themselves and their clients in broader, more comprehensive ways. This notion is supported in the literature as well when, according to A.A.C. (1988), general education is broadly defined as “...the cultivation of the knowledge, skills, and attitudes that all of us use and live by during most of our lives...” (p.3). Additionally Dressel (1979) stated, “liberal education provides a foundation for understanding human wholeness, human potential and complexity of human experiences that influence health” (p.37). Another finding of this study, although not an intended one, was that the participants repeatedly made reference to the faculty in their courses and the contribution the faculty had in developing the understanding required to make the connections between liberal and professional educations. Comments such as “I remember the faculty in the course said...” or “during a class discussion the faculty said...” were frequently found in the journals.

From the methodological perspective, this researcher believes that journaling, as a data source, is a very effective tool to discover how people perceive their realities. Through the use of language, people are free to reflect, consider, and make sense of their
experiences, thoughts, and feelings. This notion is supported in the literature (Allport, 1942; Plummer, 1983; Taylor & Bogdan, 1984), as well as in this study. Additionally, how students made links between their liberal and professional educations were revealed through the use of a coding category of the verbs: value, accept, foster, comprehend, apply, analyze, and synthesize. This schema clarified the linkage for this researcher, and provided a way in which to understand the complexities of the students experiences.

This research was conducted in a single institution. The college mission statement, college goals, and specific course documents were examined relative to the college’s statements regarding liberal education. It is evidenced by the findings of this study that these selected students are making links between their liberal and professional educations, and this finding is consistent with the statements in the college documents.

Implications

The transferability of the findings of this study may be limited due to the contextual aspect of the research. The reader of this study will be able to ascertain if these findings are transferable to other nursing programs. However, one can speculate that if transferable, then what do these findings mean? This researcher suggests that there are implications for this single-purpose nursing program, and perhaps nursing education in general. What are the possible implications for nursing, nursing education, and more specifically, for the nursing curriculum and/or a specific nursing course?

As our world is moving into the 21st century nursing education must be appropriate for the social, technological, and medical advances on the horizon (NLN,
1991b; U.S. Department of Health, 1991). According to the Pew Commission (Shugars, O’Neil, & Bader, 1991) nursing education must be prepared to meet societies evolving health care needs. Flexibility, adaptability, and initiatives are qualities nurses need to respond to the social and technological changes that are occurring in society. Traditional nurses training repressed autonomy and independent decision-making. Baccalaureate nursing education values critical thinking and the other tenets of liberal education. As evidenced by this study, students used the tenets of liberal education in a variety of ways. These tenets facilitated insight into their own learning and insight into providing wholistic client care. The students evidenced critical thinking skills when considering complex clinical experiences and, as one student stated, she was always trying “...to come up with an alternative way to allow them [her clients] to retain their independence”. Therefore, the combination of liberal and professional education should provide the education necessary to meet the demands of nursing in the 21st century (AACN, 1986; AACN, 1993; Morris, et al., 1992; NLN, 1993).

Boyer (1989) addressing the American Association of Colleges of Nursing highlighted five essential qualities of undergraduate education’s linking of liberal and professional nursing educations. The qualities are: 1) to achieve empowerment and connectedness through language, 2) that liberal education enables nurses to put work in a larger context, 3) to bring moral and ethical perspective to the profession, 4) to create a learning climate, and 5) to establish a connection between theories and realities. These five essential qualities of undergraduate education are supported in this study. The
participants, through their use of language, put their work in a larger context, many times addressing moral and ethical perspectives, and repeatedly established connections between theories and the realities they were experiencing.

The selected tenets of liberal education, according to this study, did enable the participants to “see beyond the frail body” and to implement nursing care based upon a broader foundation. This study implies that liberal education contributed to this broader foundation. Liberal and professional education literature also suggests this as the hallmark of a liberally educated professional nurse. According to McGrath (1974) liberal education “...is the thread that ought to weave a pattern of meaning into the total learning experience....Unless general education is revived and strengthened, career training will be ephemeral in applicability and delusive in worth” (p.282).

This notion of linking liberal and professional educations is supported in the literature and by this study. Bevis (1989) contends that the curriculum include courses in art, music, literature, and philosophy; however, the nursing courses should be approached from a humanities perspective. The participants in this study evidenced the value of their liberal arts courses when, for example: passages from literature helped them find comfort and meaning during a client’s death; when a course in theater created an awareness on the affect of movement on a client; and when understanding from a communication class concerning the value of ordinary “chit chat” provided comfort for a client. Perhaps this
evidence will serve as a stimuli for those who read this study, and the readers will consider approaching their nursing courses from a humanities perspective as suggested by Bevis (1989).

According to Heller (1988) and McGrath (1974), faculty should create a campus environment in which students believe that liberal education is more than a set of requirements to be met in the first two years. According to the findings of this study, students valued content presented by the faculty, thus it would be possible for the faculty to increase the valuing of the contributions of liberal education. This implication could have ramifications within individual courses, both liberal and professional. Faculty in these courses should become more explicit in their teaching, and provide examples of how this knowledge is valuable from both personal and professional perspectives. According to Peden and Staten (1994):

...adventure into the world of the humanities has enriched our teaching and enhanced learning opportunities for our students. Nursing is both an art and a science. In our quest for the advancement of the science of nursing, the integration of the humanities in the educational process helps us maintain a balanced view of the human condition (p. 42).

The value of the faculty in assisting students making links between liberal and professional educations will be evident, this researcher believes, in future generations of nurses who are liberally educated. However, for this to become a reality, faculty, both liberal arts and nursing, must assist students in making these links. If, according to Dressel (1979) the majority of nursing educators value the contribution of liberal arts and even support an increase in the number of courses in liberal arts, then why is the literature
not filled with studies reporting the value of liberal arts from the students' perspective? Could it be that while nursing educators value the contribution of liberal arts, they have relinquished this aspect of professional education in favor of the more comfortable and known nursing and biological science aspects of nursing education? The question could be raised, have the nursing faculty been liberally educated? Nursing faculty are products of an education which may or may not have emphasized liberal education. They are also very keenly aware of the pressures of providing an education that provides a strong nursing foundation in order for the graduates to be successful on the licensure examination.

Another factor could be that nursing educators are a relatively new addition to institutions of higher learning and, as such, have not been involved in the centuries old debate regarding which characteristic of humanness is pre-eminent. According to Kimball (1986) educators have debated for centuries regarding which characteristic of humanness is pre-eminent—reason or speech. This lack of involvement in the ongoing debate may contribute to nursing educators valuing the concept of liberal education without fully understanding the complexities of this education. This may be viewed by some as an asset while viewed by others as a shortcoming. This researcher believes that by becoming fully informed regarding the contextual aspects of arts libérales and liberal-free ideal, as Kimball (1986) suggests, these two ideals can become complimentary. Nursing faculty have the opportunity to examine the rhetoric on both sides of this debate and provide learning opportunities that, as Kimball (1986) suggests, provide for both reason and speech.
In this particular institution, the college mission and college goals support the value of liberal education as integral to professional education. This research demonstrates that these selected students made links between their liberal and professional educations. Within the curriculum, this particular course is designed to assist students in making these links. The faculty in the course make explicit, and are attending to, the linking of liberal and professional educations.

Some courses in the curriculum provide information, such as Growth and Development. Other courses, such as Literature, portray the drama and dynamics of human experiences. These courses broaden students contextual understandings, and the faculty have a unique opportunity to strengthen the linking of liberal and professional educations. This would be an ideal opportunity for nursing faculty to collaborate with their colleagues in the humanities and behavioral sciences to foster the integration of these tenets into the nursing courses. This researcher believes this does merit action. Nursing courses would be enhanced by the inclusion of readings from literature and poetry, of art, film, and other media, recommended by the liberal arts faculty, which could then be related to the content of the nursing course. According to Kimball (1986) “Learning has to make a moral difference” (p.xi). The capacities of speech and reason are what separates human beings from the animals and that achieving a balance between speech and reason is an important recognition in the understanding of the contemporary role of liberal education (Kimball, 1986). Nursing, as a profession, is embedded in the belief of “making a moral difference”, as well, thus the nursing students would benefit from this emphasis. This researcher believes these expanded experiences would enhance the understandings of the
students, broaden the contextual aspect of the experiences, and provide the faculty and
students exciting learning opportunities.

This inclusion could begin in an individual course as well as be included
throughout the curriculum. As Peden and Staten (1994) indicated, the inclusion of
literature, poetry, and film in their nursing course has had positive effects for the students
and the faculty. However, the implication of the role of the faculty is not without a price.
Effort will be required to restructure experiences for the students. According to Peck and
Jennings (1994) nursing faculty, more so than liberal arts faculty, assist students in making
links between liberal and professional educations, but neither faculty group scored as high
as the students themselves in making these links. Are we, as faculty, at a threshold to
increase the linking of liberal and professional educations? It is evidenced in Peck and
Jennings (1994) study that students believe their role in making the linkage was greater
than that of the faculty. However, according to Peck and Jennings (1994) and this study,
faculty do have a role in assisting students in making links. This researcher believes an
opportunity for faculty exists to strengthen the linkage between liberal and professional
educations. This study demonstrated the viability of the linking of liberal and professional
educations. When asked, the participants did respond and link liberal education to their
clinical practice. Some students responded thoroughly and with very insightful
connections while others responded in a minimal way. Perhaps the greatest opportunity
for the faculty lies with those future students who may also respond marginally when
asked to identify a liberal education course that supported their clinical practice.
If faculty can support the linkage of liberal and professional educations with their voice and their actions, future generations of nurses should be more prepared for the challenges of the next century. It may take a small core of faculty in each nursing program, committed to this idea, to become the agents for change. Strategies could be employed that range from relatively simple and easily accomplished to more involved strategies that require major course restructuring and labor intensive efforts on the part of the faculty. An example of a strategy would be the development of a workshop for the faculty in which methodological approaches for inclusion of the humanities in classroom and clinical teaching are stressed. Another possibility includes the development of a catalogue of resources that would cross reference a nursing topic with the humanities. For example, literature and poetry could be assigned in the nursing courses to help understand the broad contextual realities present in life and/or death experiences.

Implications exist, as a result of this study, for the nursing program where the study was conducted. This researcher intends to share the findings of the study with the College President as well as the curriculum committee. Considering the specific senior nursing course, chronic illness, efforts will be made to continue to strengthen the linking between liberal and professional educations. One written assignment for the course has already been changed to reflect the findings of the study. Journaling will continue to be used to allow students the opportunity, through the use of language, to explore their thoughts and feelings related to their clinical experiences. Therefore, from a micro perspective, the findings of this study will have implications for a specific course. Changes may occur on a total program level as well. From the macro perspective of baccalaureate
nursing education, the implications will depend upon future readers decisions regarding
the transferability of these findings. Perhaps the suggestions contained in this section will
be relevant for another educator or another program. If not, the suggestions may serve as
a stimuli for other readers of the study to creatively explore viable possibilities for their
settings.

Recommendations

The findings of the study do imply the need for further study. The
recommendations for further research are as follows:

Nursing students’ perspective of the contribution of liberal education in
professional education using a variety of educational programs.

Due to the lack of research from the nursing students’ perspective of the
contribution of liberal education, further studies would be valuable. The focus of the
research in this area has primarily been limited to analyzing competencies demonstrated by
registered nurses. This study shows that nursing students linked their liberal and
professional educations. A more complete picture of nursing students and nursing
education would be gained by examining students, curricula, and faculty in a variety of
settings. Do students enrolled in nursing programs situated in large research universities
differ from nursing students enrolled in private or other single-purpose colleges?
Does the clinical practice setting influence the linking of liberal and professional educations?

The participants in this study were assigned to the same clinical practice settings. All three of the settings focused on clients and their families coping with chronic illnesses. Would other clinical practice settings make a difference in the findings? Or were these experiences so unique that they fostered the linking of liberal and professional educations?

When does the linking of liberal and professional education begin, and can it be fostered?

The participants in this study were senior nursing students who had completed the majority of their liberal education prior to this nursing course. Does the linking begin earlier in one's collegiate program? A corollary to this question is—Does it make a difference in student learning if the faculty make explicit the tenets of liberal education? According to this study, and Peck and Jennings (1994) faculty do have a role in assisting students make the link between liberal and professional educations. I would recommend in addition to further study in this area that teaching strategies be developed by nursing faculty to support Bevis' (1989) call to teach nursing from a humanities perspective.

Issues concerning single-purpose baccalaureate nursing programs.

There is a lack of research regarding single-purpose nursing education programs. While single-purpose institutions have been present in higher education for a long period of time they are relatively new in nursing education (Schiele, 1995). Thus, continued research regarding the nature of these programs, their students, and other aspects of their programs would be valuable.
What other experiences foster the development of the liberally educated nurse?

This study was limited to the liberal education courses students experienced as the context in which liberal education occurred. This researcher recognizes there are other experiences students have that may contribute to this education. Future studies could be directed at identifying other experiences students identify as relevant. As these experiences become known, faculty and others could utilize this information to plan opportunities to enhance student learning in broader, more comprehensive ways.

This researcher believes this study has expanded the understanding of the nursing students perspective of the linking of liberal and professional nursing educations. Students have shared, via their journaling, the connections they made between liberal and professional educations. These connections, according to the students, have enriched their experiences and provided valuable insights into their own learning and client care. In conclusion, returning full circle from the beginning of this study:

"Nursing is an art...It is one of the Fine Arts;
I had almost said, the finest of the Fine Arts.
Florence Nightingale
BIBLIOGRAPHY


APPENDIX A

Informed Consent Form
I consent to participate in the research titled: A Study Of Baccalaureate Nursing Students Linking Of Liberal Education With Their Professional Education. The research is being conducted by Nancy Rowe, a doctoral candidate in partial fulfillment of the requirements for the Doctor of Philosophy degree under the guidance of Dr. Robert Bargar, Emeritus Professor, Educational Policy and Leadership, The Ohio State University.

Ms. Rowe has explained the purpose of the research and her request to use my journal entries from Nursing 404. Additionally, I understand that I may be requested to participate in a follow-up interview.

I understand my participation is voluntary and if I do not agree to participate, I will have no repercussions to me.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

DATE: __________________________

SIGNED: __________________________
Participant

SIGNED: __________________________
Investigator

Nancy Rowe
3170 Glenrich Parkway
Columbus, Ohio 43221
## Mount Carmel College of Nursing

### Curriculum Plan

<table>
<thead>
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* Franklin University course
APPENDIX C

Liberal Education Courses
Social Sciences

General Psychology
A survey of the various fields of study comprising modern scientific psychology. The course examines the theories, basic research findings, and applications in each of the major areas of psychology, with the ultimate goal of achieving an integrated, scientific view of the process of governing behavior. The topic areas covered in the course include learning and memory.

Human Growth And Development
A careful examination of the scientific knowledge of human development as it unfolds across the life-span, from conception to death. The student will examine theories and research findings contributing to the understanding of the biological and psychological processes associated with development. This study of the development tasks facing the person focuses on physical, cognitive, and social development as central themes of the course.

Introduction To Sociology
A study of human social behavior with examination of individual and group interaction, acquisition of culture, development of personality, bureaucracy, urbanization, social stratification, minority group problems, and selected coverage of institutional areas.

Marriage And Family
Sociological perspectives on the family with emphasis on marriage and family relationships in the changing American society. The course covers the range of related topics, including development of sexuality and male-female sex roles, patterns of mating, child-bearing and rearing, and divorce.

Humanities

The Individual And Religion
This course examines selected Christian and non-Christian religions and addresses their role in culture, family and health care practices. The course promotes an oneness to the religious beliefs and convictions of others.
American History

A study of the history of the United States from the period of discovery and colonization to the present. Particular attention is given to the legal, economic, and political trends. Including reform movements, leading personalities, and resulting virtues and defects of American institutions as viewed in relation to world civilizations.

College Writing

A writing course designed to help students improve their ability to complete successfully the written work required in many college courses. Students learn how to write, analyze, and evaluate various kinds of essays, examination answers, class reports, book reviews, and other college assignments. They also study proper methods for using a library, gathering information, writing, and documenting a term research paper.

Ethical And Moral Issues

Explores a variety of ethical and moral issues that impact the individual, family and community. It focuses on clarification of individual values, and the process of ethical decision-making. Special emphasis is placed on ethical and moral issues impacting the health profession.

Natural & Physical Sciences

General Chemistry

Study of the fundamentals of chemistry: composition, structure and transportation of matter, use of symbolic representation and molecular structure application. Solutions, rates of reactions and chemical equilibrium are also studied. A laboratory component is included.

Introduction To Organic Biochemistry

A study of the basic concepts and principals of physiological chemistry with emphasis on the organic compounds of life processes, energy metabolism, enzyme reactions and cell duplication. Lab activities are included.

Nutrition

A study of the nutritional needs of humans and the factors that impact the processes involved in meeting those needs. Significant content areas include: the function and food sources of nutrients, digestion, absorption, metabolism and interrelationships of nutrients, diet evaluation, weight control, the changing nutritional needs of the life cycle, current nutrition-related controversies and analysis of the validity of sources of nutritional information.
Anatomy And Physiology I
The study of the structure and function of the human body with emphasis on levels of organization, support and movement, nervous integration and coordination, and transportation of materials. Content is supplemented by weekly laboratory activities which include cat dissection.

Anatomy And Physiology II
A continuation of Anatomy and Physiology I. The course focuses on the body as an integrated whole with study of blood and lymph, maintenance and regulating systems, the human life cycle, and chemical integration and coordination. Weekly laboratory activities include cat dissection.

Microbiology
A study of the basic principles of microbiology with an emphasis on the role of microorganisms in the disease process. Laboratory activities are included.

Physiological Alterations
A course designed to provide a study of concepts related to altered health status. The essential features of basic disease processes in body systems, including the body's reaction to injury and infection, the immune response, disturbance of circulation, abnormalities of cellular growth, body fluids and hormonal imbalances in neural regulation are presented.

Math 230: Statistics I
This course includes such topics as theoretical frequency distribution, graphical representations, arithmetic descriptions, probability distributions, sampling, estimation and hypothesis testing. The use of statistics as applied to business, economics, management, administrative, and social sciences is stressed.
APPENDIX D

Institutional Review Board Application
APPLICATION FOR EXEMPTION FROM HUMAN SUBJECTS COMMITTEE REVIEW

All research activities that will involve human beings as research subjects must be reviewed and approved by the appropriate human subjects review committees, or receive exemption status, prior to implementation of the research.

Principal Investigator: Bergar Robert R. (Signature)

Academic Title: Emeritus Professor

Phone No. 292-7003 Fax No. 292-7020

Department: Education Policy & Leadership Department No. 1220

Campus Address: 301 Remsen Hall Room Number 29 B. Woodruff

Co-Investigator(s): Rowe Nancy K. (Signature)

PROTOCOL TITLE: A Study Of Baccalaureate Nursing Students Linking Of Liberal Education With Their Professional Education

*THE ONLY INVOLVEMENT OF HUMAN SUBJECTS IN THE PROPOSED RESEARCH ACTIVITY WILL BE IN ONE OR MORE OF THE EXEMPTION CATEGORIES LISTED ON THE BACK OF THIS APPLICATION.

* CATEGORY: 

SOURCE OF FUNDING FOR PROPOSED RESEARCH:

A. OSURF: Sponsor ____________________ RF Proposal/Project No. ____________________

B. Other (Identify) ____________________

Office Use: EXEMPTION STATUS: _APPROVED___ DISAPPROVED__

JUN 12 1996

Chairperson

** Principal Investigator must submit a protocol to the appropriate Human Subjects Review Committee.

IMPORTANT NOTICE TO INVESTIGATORS: Exempting an activity from review DOES NOT absolve the investigators of the activity from ensuring that the welfare of human subjects in the activity is protected and that methods used, and information provided, to gain subject consent are appropriate to the activity.
APPENDIX E

Letter from College President
June 10, 1996

To Whom It May Concern:

Nancy McCracken Rowe, M.S., R.N. has my approval to conduct her research related to her dissertation at Mount Carmel College of Nursing. Her findings will be of value to the College faculty as they determine the students ability to integrate general education concepts into profession practice.

Please contact me if further information is needed.

Sincerely,

Ann E. Schiele, Ph.D., R.N.
President