

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE STATEMENT ON
INSTITUTIONAL SUPPORT FOR SCHOOLS OF NURSING

Grants are needed for planning, development and establishment of new programs of nurse training, including combinations of programs for sharing faculty and facilities, and cooperative arrangements among institutions and agencies for the orderly transition from one type of nursing education program to another. New ways are being found to train nursing students in shorter periods of time and to train a larger number of students with the same short supply of qualified teachers. These would assist greatly in maintaining continuity in numbers of nurses produced and in improving the quality of nursing education in a period of transition. They would also make possible establishment of graduate programs to meet emerging urgent needs in specific areas. Existing programs are not adequate to accommodate either the initial or graduate preparation of the numbers that will be needed for quality nursing services. The planning of new schools and programs (considering the needs and resources for an area or region) and coordinating this preparation to assure balance in numbers and types of personnel for practice, are as important as the actual establishment of the program and usually requires funds in excess of those locally available.

Specifics on diploma schools

This bill will help maintain the supply of graduates from hospital schools. Today, hospital-based diploma programs produce 72% of nurse supply and it is essential that these graduations be maintained. Many of these schools are outstanding and should be continued, strengthened and expanded as a major resource of nurse manpower.

Graduations from associate degree and baccalaureate programs are increasing and will continue to increase as more and more students select academically based preparation. Graduations from diploma programs must also increase to insure production of the numbers of nurses needed.

Project grants will help schools with planning and the phasing or "orderly transition" processes so that preparation of sufficient numbers of nurses is continued.

Special project grants could assist hospitals in several ways depending on the individual situation:

Where diploma schools are to be continued, grants can help strengthen and expand educational programs. (Programs will also be eligible for institutional formula grants.)

Where hospital-based schools are becoming an integral part of an academic institution—a junior (two year) or senior (four year) college—grants will help to plan for the transition and to develop and establish the new program. The hospitals will continue to provide the students' clinical experience and will work with these institutions to develop the appropriate learning and practice setting for the new associate degree and baccalaureate programs. Therefore improving the hospital's facilities and the faculty will strengthen these new programs.

Where diploma schools are to be discontinued, the hospitals could continue to provide the clinical practice setting for several programs of nursing education of all types, including the training of clinical nursing specialists.

This bill provides assistance for those hospitals and hospital-based diploma schools which choose to plan with a junior college for an associate degree program of nursing education. Authorization of special project grants to the hospital (or the junior college, or senior college which wants to establish a relationship with the hospital) would provide for the necessary planning, development, and establishment of the different curricula, faculty preparation, and clinical experiences required if students are to be prepared in two years rather than three, and if education is to be based in an academic rather than a service institution.

The transition of diploma schools into institutions of higher education requires the establishment of a different type of educational program. Arrangements must be made for the different curriculum and different faculty of associate and baccalaureate degree programs and for the phasing of classes from old to new. Concurrently arrangements must be made to maintain, develop, or even increase, the clinical facilities for the needs of the new program.

Hospitals will continue to provide the setting where students learn and practice patient care as part of a different kind of educational program related to changes in medical knowledge and to the interests of students. Hospital train-