

FOUNDATIONS OF CURRICULUM PLANNING (Seminar Report-1971, Feb. 1-5)

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During the past fifteen years of accelerated modernization and technical advancement in Korea, nursing education has undergone a series of extensive changes. The majority of programs in nursing have advanced from the technical high school level to professional programs which build on the background of a general high school education. The first graduates of collegiate programs began to emerge in the 1960's, and these were soon followed by graduates from programs leading to a Masters in Nursing. Change has been occurring at such a rapid pace that we have hardly had time to examine what is happening. Throughout these years curriculum revisions consisted more in increasing the length of the programs than in reorganizing the content, sequence and selection of learning experiences. In many instances the result was a cumbersome, fragmented list of courses, oriented toward clinical practice and abbreviated medical theory.

In the past few years there has been an increased interest in curriculum revision, course integration, nursing theory and improved teaching methods. The faculties of the schools are generally better prepared and are becoming more and more concerned with an in-depth analysis and revision of the content being taught. What is needed now is a firm foundation on which we can build, which will lead to continued growth and progress in the years ahead.

If present and future curriculum planning is to have cohesion and direction serious consideration must be given to some very basic questions. These have to do with the nature of nursing, with man and the society in which he lives, with the environment to which man must continually adjust and change. These questions deal with the processes of teaching and learning, and with the personal, intellectual and professional development of the student.

For this reason a curriculum seminar was planned for nursing educators which would give them the opportunity to hear the views of persons in both nursing and other fields, and to share ideas among themselves. The purpose was to raise *basic questions*, rather than to give answers. Answers must be formulated by each school according to the particular location in which it serves and the level of education in which it is involved. Nor are the answers given once and for all. They must be updated each year as the faculty changes and develops both professionally and educationally.

It is suggested that the content of the seminar be used as the basis for discussion among the faculties of each of the schools. The individual presentations have been included in this issue of *The Korean Nurse* for that purpose. Regular faculty meetings for the purpose of curriculum evaluation, study and research are essential for revision, but even more so to assist faculty to increase their understanding of the entire curriculum by sharing ideas among themselves.

Curriculum planning for professional education must revolve around the society in which the practitioners are to serve. It is essential to know what this society expects from the profession, as well as what the profession itself defines as its role and function in the society.

The seminar in Curriculum Foundations which was held from February 1-5, 1971, began with the question of "Why a Philosophy?" Three different philosophies of nursing were presented to illustrate the differences which can exist in our way of approaching planning. The nursing educators were asked to think about these examples, and then to begin thinking about a philosophy which would be relevant to Korean society in the 1970's. Such considerations would include definitions of what they believe nursing to be, the role and function of nursing in Korean society, and the kind of education which they believe is necessary to prepare nursing practitioners for this society. The ideas of nurses in all types of nursing service agencies are required if this philosophy is to be broad enough to encompass nursing in its totality. It is therefore suggested that schools which are trying to formulate their own philosophies consult representatives from public health, school nursing, hospitals, clinics, rural and urban health services, etc., to share their concepts of nursing with the faculty so that a broader view of nursing may form the basis of curriculum planning.

Once nurses themselves identify the role and function which nursing exercises in Korean society, it is essential that they then investigate what society expects from nursing. What health needs are present in each segment of society, and how can nursing respond to meet these needs? For this reason we invited a sociologist to discuss the function of health services in society. Health service professionals representing rural, urban and provincial health needs were asked to speak to the participants. Discussion groups were asked to consider the specific health needs of the people in the areas in which their schools are located in order to relate their teaching to these needs. Health service facilities over and above the hospital could be investigated in each area for possible utilization in planning student learning experiences.

The third day of the seminar was devoted to a consideration of the basic psychological needs of the recipient of nursing service, of the student in her role of donor of nursing service, and of the teacher in the roles of model and guide for the student nurse. A psychologist presented his ideas of nursing service as an expression of concern for others. The concepts of "self", "other", "service", and "health" (as wholeness), were seen to be essential to the spirit of nursing service. The level of maturation of the student and the demands made on her during the learning period were considered as important in the planning of learning experiences. Discussion was planned to center around assisting the student to grow in understanding of herself and others, and in skill in ex-

pressing concern for others. It is suggested that each school consider the age and maturation levels of the students in the school in order to plan experiences which will be meaningful and contribute to the growth of the students in understanding of others and skill in interpersonal relations.

After considering the philosophical, social and psychological foundations of curriculum planning, we must also study the educational system of the society in which the school is located. All education must have a place in the structure of the society if it is to develop according to educational principles. Change in this system when necessary, is best accomplished from within the system, to assure coordination and direction. Since the majority of nursing education in Korea takes place outside the formal structure of the Ministry of Education (labeled "miscellaneous"), it was felt that a review of the formal structure would be helpful. For this reason persons representing the various types of schools within the formal structure were invited to share with us the philosophy and objectives of their programs in order to help us to see our own programs in light of this structure. Faculty members or Principals from 3 types of schools addressed the seminar participants—a professor in a 4 year college of education, a teacher in an industrial professional school, and a Principal from a technical high school.

On the final day of the seminar the relationship between philosophy and curriculum design was examined. Following the three philosophies presented the first day, three curriculum designs were prepared to serve as examples for the participants. Each of the three designs organized the content of the curriculum differently, to show the variety which is possible in planning nursing programs. Emphasis in these designs was on the general education content which should form the basis for planning the professional content consistent with the philosophy. In the discussion period the content to be included in the professional component was considered, and participants were encouraged to continue thinking about this when they returned to their home schools.

It was agreed that much additional research into content selection and organization was necessary before extensive curriculum revision could be undertaken. Differences in the objectives of the various types of programs—collegiate, hospital diploma and high school—should be reflected in the curriculum planning and design of these programs. At present we feel that nursing education has made a beginning in this direction, more in some branches of KNA than in others, follow-up seminars should be held in the future which will contribute to the development of professional and technical education programs designed to meet the health needs of the people of Korea. Such seminars would reach a larger proportion of the teachers outside of Seoul if they were held in central areas within each province.

The content of the seminar is included in this issue of *The Korean Nurse* to serve as a guide for faculty in-service discussion groups in the individual schools of nursing. It is hoped that many schools will take advantage of this opportunity for faculty development and curriculum study.

The following is a general outline of the seminar content:

Dates: Monday, February 1 to Friday, February 5, 1971

Time: 9:30 AM to 4:40 PM daily

Participants: Teachers, Education Directors, Principals of Schools of Nursing.

Title: FOUNDATIONS OF CURRICULUM PLANNING

Feb. 1: *Philosophical Foundations*

- AM: Panel Presentation & questions
1. Why a Philosophy? 전산츠
 2. Philosophy A- 이귀향
 3. Philosophy B- 이영복
- PM: Discussion Groups
4. Philosophy C- 손옥순

Feb. 2: *Sociological Foundations*

- AM: Panel Presentation & questions
1. Health Services: A Necessary Function of society 하상탁
 2. Rural Health Services- 이영춘
 3. Urban Health Services- 이성학
 4. Provincial Health Services- 박노예
- PM: Discussion Groups

Feb. 3: *Psychological Foundations*

- AM: Panel Presentation & questions
1. Health Services: Expression of Concern- 김제은
 2. The Patient- 유숙자
 3. The Student- 강홍운
- PM: Discussion Groups

Feb. 4: *Educational Foundations*

- AM: Panel Presentation & questions
1. Nursing Education in the Structure of the Ministry of Education Dr. Conroy 김진옥 역
 2. Objectives of University Education in R.O.K. 박준희
 3. Objectives of Advanced Schools in R.O.K. 김완수
 4. Objectives of High School Education in R.O.K. 김정옥
- PM: Discussion Groups

Feb. 5: *Curriculum Design*

- AM: Panel Presentation & questions
1. Philosophy and Design 하영수
 2. Design A- 한운복
 3. Design B- 조원정
 4. Design C- 최상순
- PM: Discussion Groups

Detailed outline:

PHILOSOPHICAL FOUNDATIONS

Panelist 1 "Why a Philosophy of Nursing Education?"

1. Clarification of beliefs about nature Purpose and definition of nursing
2. Guiding principles for planning curriculum and selecting learning experiences.
3. Integrating framework giving cohesion and unity to program.
4. Basis for evaluation of growth and development of curriculum.

Panelist 2 "Nursing: Assists Man Toward Maximum Health"

1. Underlying Philosophy
2. Philosophy of Nursing and Nursing Practice
3. Philosophy of General and Professional Education

4. Theoretical Core

Panelist 3 "Nursing: A Necessary Social Service"

(1-4 same as for Panelist 2)

Panelist 4 "Nursing: Collaboration in the Health Care Team"

(1-4 same as for Panelist 2)

SOCIOLOGICAL FOUNDATIONS

Panelist 1 "Health Services: A Necessary Function of Society"

1. The *Role* of the Health Services in the functional structure of society
2. Society's *Expectations* of the Health Services
3. *Responsibilities* of Health Service Personnel to society
4. *Social Change* and its effect on Health Services

Panelist 2 "Function of Health Services in Rural Areas"

1. Health *Needs* of the population in rural areas
2. Health Care *Facilities* in rural areas
3. Health *Needs not being met* in rural areas
4. Nursing *Responsibilities*

Panelist 3 "Function of Health Services in Urban Areas"

(1-4, as for Panelist 2)

Panelist 4 "Function of Health Services in Provincial Areas"

(1-4, as for Panelist 2)

PSYCHOLOGICAL FOUNDATIONS

Panelist 1 "Health Services: An Expression of Concern for Others"

1. Concept of "Self"
2. Concept of "Other"
3. Concept of "Service"
4. Concept of "Health"

Panelist 2 "The *Recipient* of Nursing Services: The Adult"

1. Basic Psychological needs of the normal adult
2. Psychological needs of the adult who is ill.
3. Role of the nurse in meeting these needs

Panelist 3 "The *Practitioner* of Nursing Service: The Student Practitioner"

1. Psychological needs of the developing adolescent; young adult
2. Effect of Stress situations and Dependence of others
3. Role of Teacher in meeting these needs

Panelist 4 "The *Teacher* of Nursing: Basic Education Program"

1. Relationships with students

2. Relationships with patients
3. Relationships with professional colleges (teachers, nurses, administrators)

EDUCATIONAL STRUCTURE

February 4, 1971

Panelist 1 "Nursing Education in the Structure of the Ministry of Education"

1. To assure primacy of *Educational Objectives*
2. To assure *Representation* in policy making and planning
3. To assure *Recognition* along with other professions
4. To assure *Standards* of general and professional education
5. To assure *Balanced Development* along with other educational programs

Panelist 2 "Philosophy and Objectives of University Education"

Panelist 3 "Philosophy and Objectives of Advanced Technical & Professional Education"

Panelist 4 "Philosophy and Objectives of Technical High School Education"

Group Discussion

Groups will be divided according to the Section of the Ministry of Education to which their program belongs-College/University, Advanced School and Technical High School.

CURRICULUM DESIGN

Panelist 1 "From Philosophy to Design"

1. Philosophy-statement of beliefs
2. Objectives-statement of goals
3. Curriculum-knowledge necessary to achieve goals
4. Theoretical Core-integrating concepts and principles
5. Design-overall plan

Panelist 2 "Man Evolving"

1. Theoretical Core
2. Overall Design
3. Content and Methods

Panelist 3 "Social Service"

(1-3 same as for Panelist 2)

Panelist 4 "Health Care Team"

(1-3 same as for Panelist 2)