



GRADUATE EDUCATION IN NURSING

Programs Leading to the Degree of Master of Science in Nursing

SCHOOL OF NURSING • THE UNIVERSITY OF WESTERN ONTARIO

Purpose of this Brochure

This brochure is designed to portray to the prospective graduate student a picture of what we offer at Western and to interpret Western's current and planned role in graduate nursing education.

Content in the brochure answers the following questions:

Who are the Faculty members? Page 2

Why does Western offer graduate education in nursing? Page 4

How has graduate education in nursing developed at Western? Page 5

What is the nature of graduate education at Western? Page 6

What programs do we offer? Page 7

What courses are included? Page 10

What are the areas of emphasis in the programs? Page 12

What are the entrance requirements and standards to be maintained? Page 14

What kinds of positions do our graduates assume? Page 15

How are graduate students and faculty organized at Western? Page 16

What has the University and the City to offer the student? Page 18

What is the housing situation for students in London? Page 19

What are the fees? What financial assistance is available? Page 20

What do we plan for the future? Page 23





*R. Catherine Aikin,
Dean of the School of Nursing*

Who Are the Faculty Members?

(Unless otherwise stated, degrees are from this University)

Professor and Dean:

R. Catherine Aikin, Reg. N., B.A., McGill;
B.N., McGill; M.A., Chicago.

Professors:

Amy E. Griffin, Reg. N., B.A., Toronto;
M.Sc., Wayne State; Ed. D. Columbia.
Dorothy M. Hibbert, Reg. N., B.Sc., Columbia;
M.A., Columbia; Professional
Diploma, Columbia.

Associate Professors:

Ethel M. Horn, Reg. N.; B.Sc., Columbia;
M.A. Columbia.
Diane Stewart, Reg. N.; B.Sc.N.; M.Sc.N.
(part-time)

Assistant Professors:

Louise S. Brown, Reg. N.; B.Sc.N.; M.Sc.N.,
Western Reserve.
E. Mary Buzzell, Reg. N.; M.Sc.N., Boston.
Jean W. Forrest, Reg. N.; B.N., McGill;
B.A., Laurentian; M.Sc.N., Boston.
Eileen N. Healey, Reg. N.; B.Sc.N.;
M.A., London.
Jessie H. Mantle, Reg. N.; B.N., McGill;
M.Sc.N., California.
Margaret J. Moncrieff, Reg. N., B.Sc.N.,
Washington; M.Sc.N.
Thelma I. Potter, Reg. N.; B.N., McGill;
M.Sc.N., Boston.
Vivian Wood (Mrs. A.R.), Reg. N.; B.Sc.N.,
Ed.M., Boston.

Lecturers:

Phyllis R. Calvert, Reg. N.; B.Sc.N., British
Columbia; M.Sc., California.
Christina Gow, Reg. N.; M.Sc., Manitoba;
B.Sc.N., Queen's
Joan Hurlock (Mrs. P.W.), Reg. N.; B.Sc.N.,
John Hopkins; M.Sc.N., Maryland.
Jeananne McWhirter, Reg. N.; B.N., McGill.
Ethel Wynne, Reg. N.; B.Sc.N.

Instructors:

Barbara Brown, Reg. N., B.Sc.N.
Donna Marie Fraleigh (Mrs. G.R.), Reg. N.;
B.Sc.N. (part-time).
Patricia Martin (Mrs. W.F.), B.Sc.N.,
British Columbia.
Patricia J. Ridler (Mrs. R.H.), Reg. N.;
B.Sc.N.

(above listing is for Academic Year 1969-70)



The Faculty, School of Nursing

A growing number of faculty members in the School of Nursing, competent to teach at the graduate level, bring to the development of graduate education in nursing a wealth of experience in various fields of nursing and advanced special preparation in nursing, education, administration and research. Their graduate education has been obtained at several universities in Canada, the United States and the United Kingdom. The Director of Nursing in the planned

University Hospital has a joint appointment as associate professor on the faculty of the School of Nursing. Further such joint appointments are anticipated to keep strong the link between the university and the practice field and to facilitate cooperative functioning. The faculty's commitment to the advancement of professional nursing assures their continuing active participation in the practice of nursing and in innumerable endeavors sponsored by professional

organizations at all levels. This participation, coupled with the experience of various faculty members in functioning as consultants or researchers, keeps the faculty in constant touch with current issues in nursing. It follows that their potential contribution to graduate education in nursing is greatly enriched and the graduate student emerges better prepared to meet "the real situation" in nursing, to recognize and welcome its challenges.

Why Does Western Offer Graduate Education in Nursing?

The simple answer is this — there is a serious dearth of prepared personnel for leadership positions in the nursing profession. Professional organizations, universities and agencies seeking senior nursing personnel agree that graduate education in nursing is needed to adequately prepare senior personnel. This consensus is accepted with regard to: nursing administrators, teachers, consultants, clinical specialists and researchers.

In her study of “Needs and Resources for Graduate Education in Nursing in Canada”, published in 1962, Dr. Margaret Hart recorded 905 unfilled nursing leadership positions in hospitals and health agencies. That the situation has not markedly improved in the intervening years is supported by statistics provided in “Countdown 1967”, a publication of the Canadian Nurses’ Association. These statistics graphically portray the gap between the desirable and the current status. Of the 82,517 professional nurses registered in Canada and employed in nursing in 1966, those holding a Baccalaureate

degree numbered 3,922 (4.7%); a Master’s degree 383 (.5%); a Doctoral degree 18 (.0%). It is therefore unrealistic to assume that, for all the unfilled leadership positions reported by Hart, prepared personnel will be found in the near future. Excellence in graduate education is thereby more imperative for “top level” nursing personnel in all agencies so that their impact can be felt throughout their organizations.

In 1964 the report of the Royal Commission on Health Services contained specific recommendations supporting graduate education in nursing, with the suggestion that one university school in each of Canada’s four regions should develop a Master’s Degree in nursing and that a seven-year crash program of Professional Training Grant Bursaries should be provided in support of students seeking entrance to such programs.

Further support for Western’s current endeavors and future plans for Graduate Education in Nursing is found in a 1966 Report to the Committee of Presidents of Universities of Ontario by its Research

Committee. In discussing programs and enrolment it states:

It should be emphasized that the highest priority in the expansion of university programs in the health sciences must be the development of satisfactory graduate programs for the training of teachers, scientists, administrators, and clinical specialists. For the most part these programs are inadequate in size and quality and unless this deficiency is rectified it will prove difficult if not impossible to develop the calibre of undergraduate professional programs on which the future standards of health care in Canada depend.

Almost a decade ago the School of Nursing at Western had the foresight to anticipate the nation’s need and the courage to take the farsighted action of establishing its initial graduate program. This tradition is carried on in the continuing scrutiny which the faculty bring to bear on current trends, extensions and modifications of programs offered.

How has Graduate Education in Nursing Developed at Western?

Western pioneered Graduate Education in Nursing in Canada in 1960. Nursing education at Western was inaugurated with a certificate program in 1920. The first Baccalaureate degree program was offered in 1924. The faculty sees strength and enrichment in providing graduate education in nursing in a school which offers a diversity of undergraduate, graduate and continuing education programs.

In 1958 Miss Edith McDowell, Dean of the School of Nursing at the time, approached the W.K. Kellogg Foundation for funds to commence a program leading to a Master of Science in Nursing Degree with a major in administration. The area of needed specialization had been determined by a survey of hospitals in South-western Ontario. Findings from this survey reflected national figures.

The W.K. Kellogg Foundation provided generous funds to support the program leading to a Master of Science in Nursing (Administration) in its first five years, including fellowships for students and

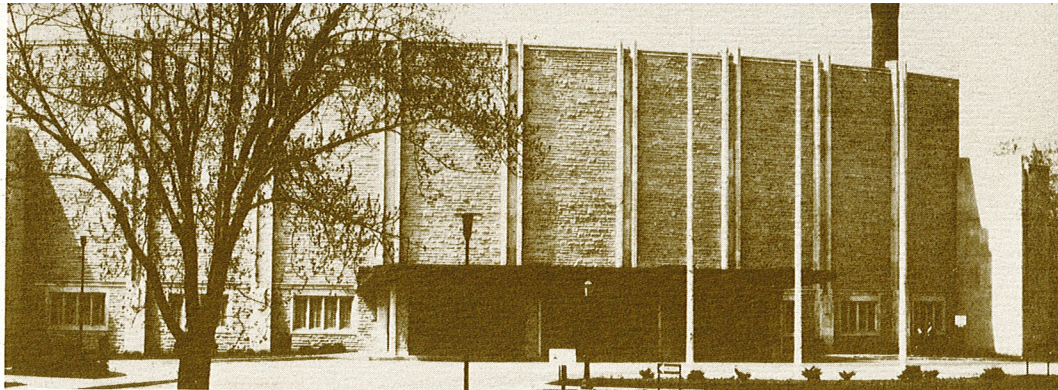
travel funds for faculty. Concurrently, financial support from the Foundation made possible the establishment of two important related undertakings by the School, namely: the two-week Seminar for Senior Nursing Executives which has been well received nationally and internationally since its inception in 1962, and a case-writing project to develop cases in nursing administration for educational purposes.

In 1966 the School of Nursing extended its graduate education program to include a second major leading to the degree, Master of Science in Nursing (Education). This program prepares teachers for schools of nursing. Corroboration of the need for this program is found in the Report of the Royal Commission on Health Services

1964. On the basis of its findings the Royal Commission contended that the success of the new program for nursing education which it recommended depended on one factor:

... an all out effort to prepare more highly qualified instructors. This shortage is the most serious obstacle to any improvement in nursing service. For the preparation of these instructors we must look to the University Schools.

Western's provision for the preparation of master teachers in schools of nursing through graduate education is this University's answer to that challenge. It is based on the belief that the most pronounced need within employing agencies is that of educated leadership.



Alumni Hall



The School of Nursing Reading Room

What is the Nature of Graduate Education at Western?

To be educated is not to have arrived at a destination; it is to travel with a different view. R.S. Peters.

The Faculty of Graduate Studies believes that a university is and ought always to be a "house of intellect". As such it sees the university as an institution to serve society through the interrelated intellectual functions of inquiry and instruction. Within the university the Faculty of Graduate Studies believes it must share in both these functions, but because advanced study brings the student to the frontiers of

knowledge, a graduate program will contrast with an undergraduate in a far heavier emphasis on inquiry. Since the student is more mature, a graduate program should also afford him a fuller introduction to the standards and practices of learned professions, more opportunities for the pursuit of special interests, and, above all, more encouragement for personal creative activity than is possible at the undergraduate level.¹ The School of Nursing fully endorses these concepts as applicable to graduate education in nursing.

The purpose of graduate education in nursing is to prepare graduates to assume senior responsibilities in nursing and to exert wise leadership within the profession of nursing. It is anticipated that graduates will have knowledge in depth in their selected field of specialization, either teaching or administration; an appreciation of the role of research in nursing, beginning participant skills in the research process, and in the appropriate application of its findings; the ability to discern the need for change in nursing and how to effect it; human relation skills which make possible effective functioning in situations as they obtain, or their modification toward improvement.

Methods of study capitalize on the student's maturity and background of experience; foster creative thinking and scientific inquiry; develop a greater capacity both to pursue self-directed study and to focus collectively on current issues; individualize learning experience in response to expressed interests and needs.

¹ Preamble to Report of Long-Term Planning Committee accepted by Faculty of Graduate Studies, 1968.

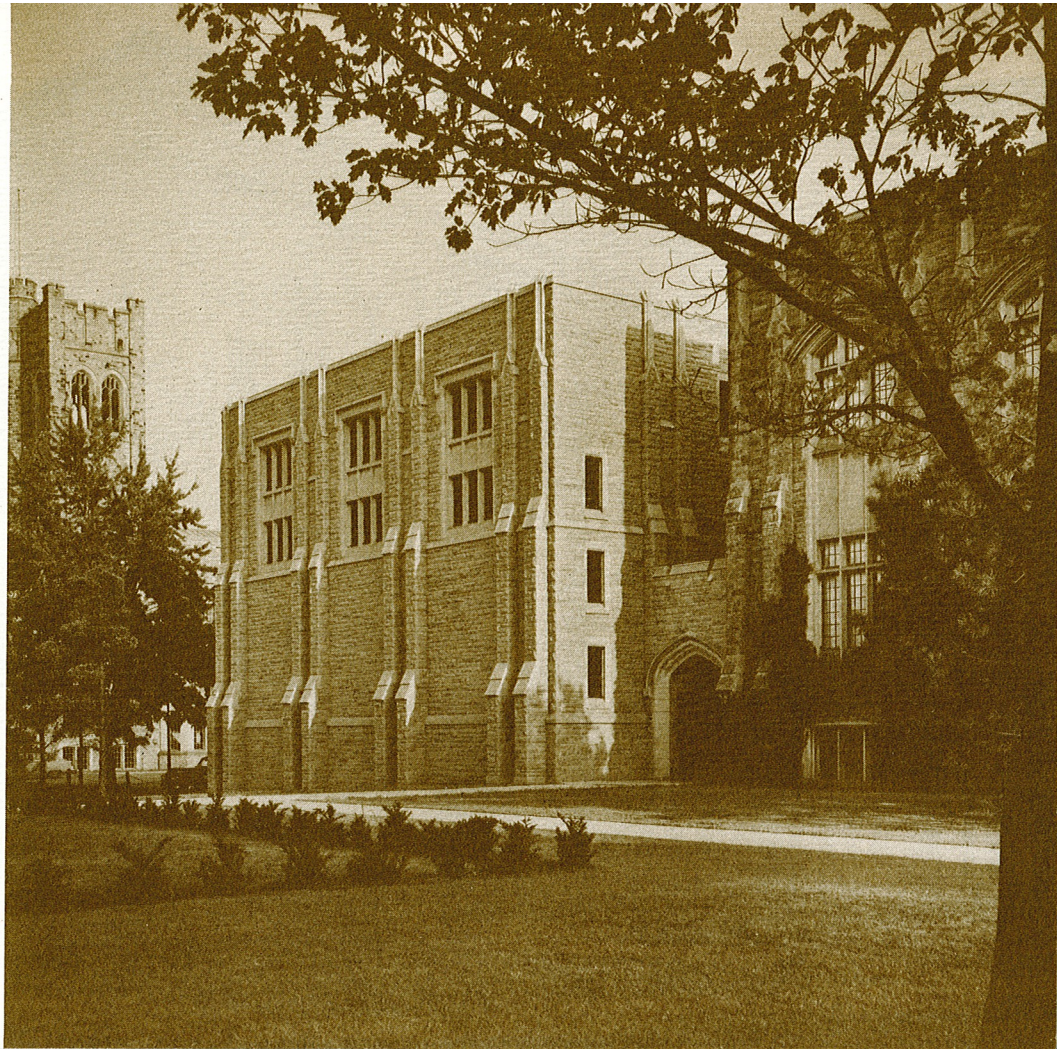
What Programs Do We Offer?

We offer two graduate programs in nursing, each of which is two academic years in length. One program leads to the degree of Master of Science in Nursing (Administration). This major in Administration may be in hospital nursing service or public health nursing service, *or* administration of schools of nursing. The other leads to the degree of Master of Science in Nursing (Education) and is intended for beginning as well as experienced teachers of nursing.

Content of programs has essentially four main areas of focus: historical and current development of health services, the practice of nursing with selected clinical emphasis, functional specialization, and research in nursing.

Both programs require certain common core courses and offer some electives. Certain additional courses are specific to the particular major elected. Chart A depicts the arrangement of courses for each of the programs. Course descriptions clarify course content.

The Lawson Memorial Library Building



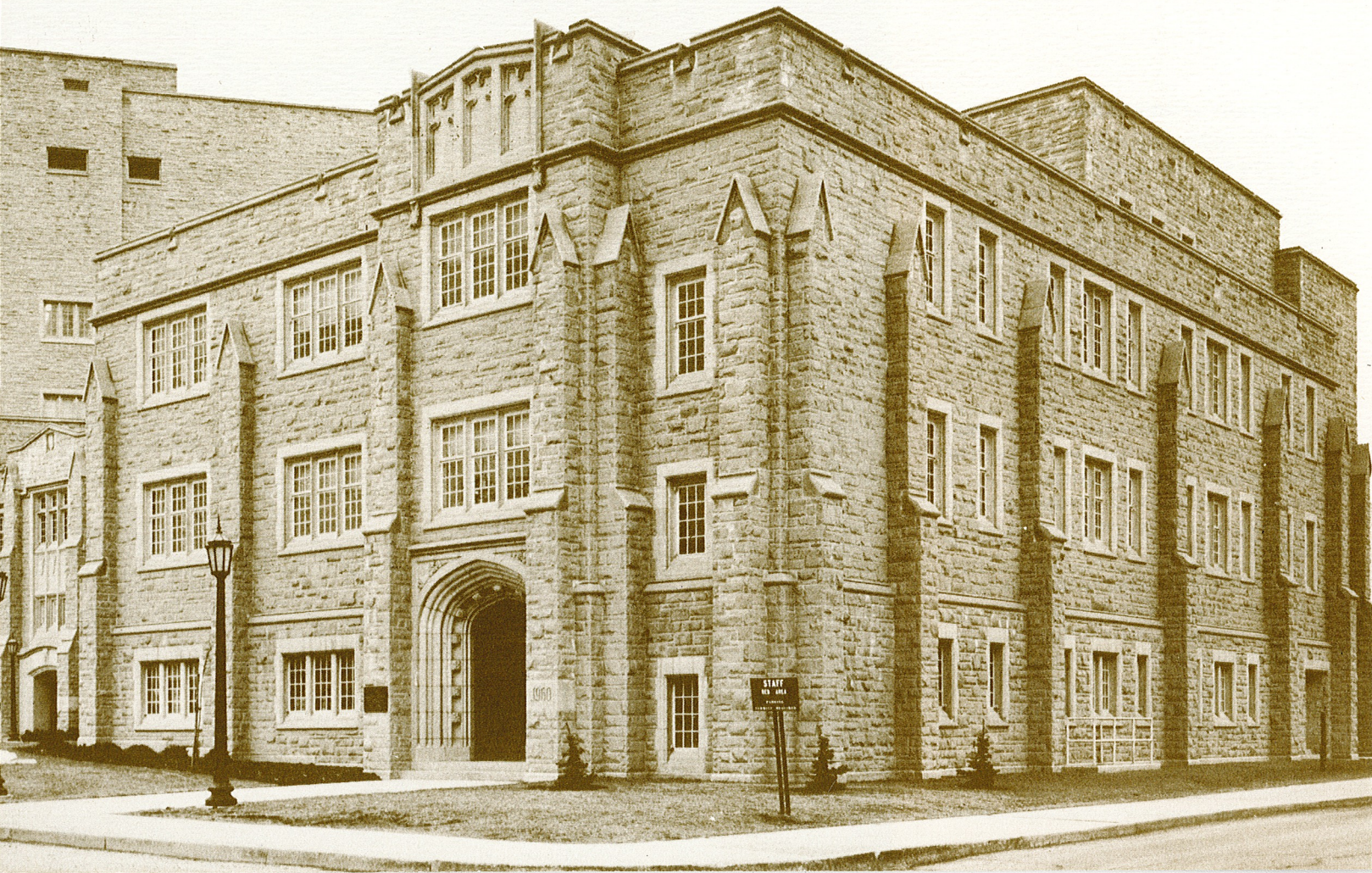


Chart A – Arrangement of Courses Within Programs

	Course		Number of Terms		Program in Teaching	Program in Administration		
	No.	Year	One	Two		Schools of Nursing	Hospital Nursing	Public Health Nursing
Core Courses	200	1	X		X	X	X	X
	500	1	X		X	X	X	X
	504	1		X	X	X	X	X
	505	1		X	X	X	X	X
	600	2	X		X	X	X	X
	590	2		X	X	X	X	X
	591	2		X	X	X	X	X
Courses Specific to Particular Majors	501	1		X		X	X	X
	506	1		X	X			
	601	2		X			X	
	602	2		X		X		
	603	2		X				X
	606	2	X		X			
	607	2	X		X			

NOTE: Re Electives: Two are required, one in each of the first and the second year, Students may elect to take in addition, 509, a half course offered in the School of Nursing.

Course Description

200—Introduction to Statistics

Basic concepts, sampling, measures of central tendency, variability, tests of probability, correlation, significance.

—2 hours each week, Second Term

500—Health Services and Their Development

An historical approach to the study of current issues in health services, especially nursing; the significance of the past in relation to problems of the present; society's concern for health; social, economic, political, legal and philosophical influences on health services.

—2 hours each week, First Term

504—Research in Nursing

Introduction to the nature and methodology of research; construction of a research design and tools for the collection and analysis of data; critical analysis of research reports; study of means of promoting and utilizing research in nursing.

—2 hours each week, Second Term

505—Theory and Practice of Nursing

An examination of the nature of nursing

and the theoretical justification for its practice. Included in the second term is a nursing practicum that provides for individual examination of one's practice in a selected area of clinical practice. Implicit in the course is the student's responsibility to identify her area of nursing interest, ability to define her learning goals and to describe, examine and evaluate the effectiveness of her nursing intervention.

—2 hours each week

600—Current Issues in Nursing

Factors bearing on these issues, alternate courses of action; role of the professional in society; the professionalization of nursing.

—2 hours each week

590—Thesis, or

591—Alternative Requirements

The student may elect to undertake under supervision the total conduct of a research project including the writing of a thesis. As an alternative, the student may elect to complete:

1. One senior or graduate course in Arts,

Social Science, Science or Medical Science or a graduate course in Nursing.

2. A major paper associated with the student's work in one course in nursing.

501—Administration

Nature of organized human enterprise; the administrative process, theories and skills of administration; the administrative role and implications of its assumption.

—2 hours each week

506—Nursing Education

Education and Society, their reciprocal influence and trends; nursing education viewed within this context; assumptions basic to currently conceived purposes and programs in nursing education; the process of curriculum construction, implementation and revision; future potential developments.

—2 hours each week

601—Nursing Service Administration in Hospitals

Study of the objectives and methods of initiating, developing and evaluating the roles and functions related to the senior administrative responsibilities; analysis of

trends and developments which have implications for nursing service administration.

—2-3 hours each week

602—Nursing Education Administration

Role of the administrator as it relates to: the development and evaluation of the school program; the recruitment, selection, organization, development and retention of faculty; the business management of the school.

—2-3 hours each week

603—Public Health Nursing Administration

Abilities, attitudes and skills for advanced administrative roles in public health nursing; current and future programs of community health organizations.

—2-3 hours each week

606—Measurement and Evaluation in Nursing Education

The nature of measurement, its purpose and value in teaching and learning in nursing education; problems and methodology of teacher-made tests in nursing education; basic concepts for the use and

interpretation of test results; fundamentals of performance assessment in the laboratory situation; appraisal of some standardized nursing tests.

—2 hours each week, First Term

607—Course Development and Lesson Planning

Basic concepts of teaching, course planning and lesson planning with emphasis on planning for learning experiences relevant to stated course and lesson objectives. Included in the course is provision for a teaching practicum.

—2 hours each week, First Term

608—Introduction to Student Services in Schools of Nursing

The nature of services, their value in teaching and learning in nursing education for students within schools of nursing. Concepts of problems relating to understanding of nursing students' needs; counselling and guidance; educational and vocational planning; placement and follow-up of graduates. Collection of data and

writing of a case is a requirement of the course.

—2 hours each week, Second Term

509—Human Relations and the Change Process (This is an elective course and is offered only if sufficient students enrol.)

Sensitivity training in attitudes, motives, values, opportunity for testing leadership roles through problem solving; the processes of decision-making and interpersonal relations which effect change.

—2 hours each week, First Term

Relevant Experience

Relevant experience is planned on an individual basis. Experience may be necessary to augment the student's knowledge of the functional or clinical area in which she wishes to specialize and/or collect data for her thesis. Because of this requirement, students should not make commitments for employment between the first and second academic years, until they have consulted with the Dean of the School of Nursing.

What are the Areas of Emphasis in the Programs?

It is recognized that there are inherent limitations in ascertaining from written descriptions of courses what particular areas in the curriculum are receiving increasing emphasis; what new, creative or unique experiences the prospective student may anticipate encountering. A brief discussion of these may be enlightening.

1. "Custom tailoring" of student projects in nursing and other courses. Often, mature students who undertake graduate education are prompted to do so by real concerns within their recent work situation or within the profession at large. They come seeking guidance in finding new approaches to dealing with these concerns—both preventive and remedial. Opportunities are afforded students to undertake related study in depth, to crystallize their own thinking, to try out their ideas within peer groups under faculty guidance, to develop projects which bear on their problems and to empirically test their "educated hunches" with regard to solutions. Often, students elect to pursue various aspects of their concerns in more than one course and in more than one discipline. This promotes a broader view

than could be gained through any one avenue of approach and the student comes to integrate her different viewpoints. The excitement experienced in such integration and the discovery of totally new approaches constitute live, satisfying and true education.

2. For some who enter graduate education in nursing the case study method is a new experience—for others it is not. More extensive use of case studies with a broader, more definitive theoretical background for their analysis is incorporated in several courses in our graduate program. In one course, N608, students also undertake case-finding and case-writing as one of their major projects. The area of study here is Development of Personnel Services. Both the cooperating schools of nursing and the graduate students engaged in these projects have found the experience so revealing, rewarding and challenging that the undertaking gives promise of rapid growth by popular demand. It is anticipated that the fund of cases so developed will prove an invaluable teaching tool for the initial and ongoing education of teachers.

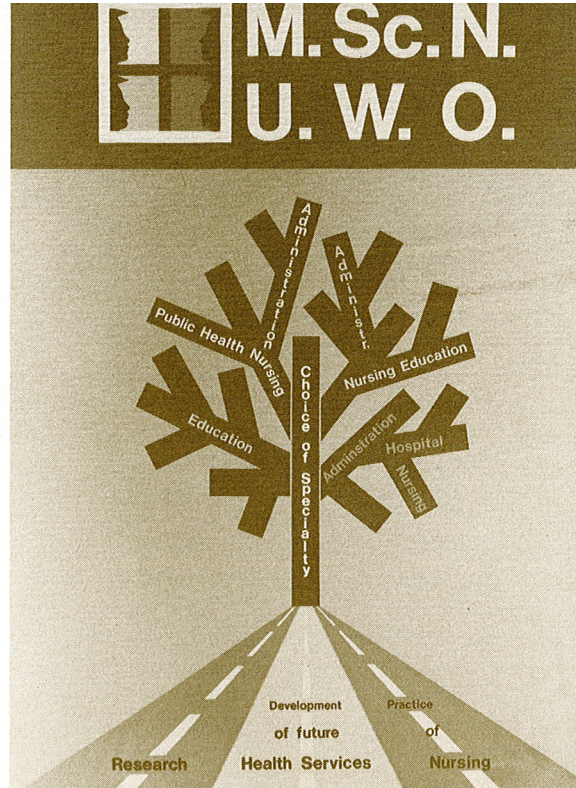
3. Every student who studies at Western is confronted with a deep consideration of her personal assumptions regarding nursing. Such assumptions are brought to the surface for the individual's own scrutiny and for defence in discussion with colleagues. The individual student tests her own assumptions through nursing practicum, with subsequent detailed written and verbal analysis of actual nurse-patient interaction—the "whats", the "whys" and the apparent cause-effect relationships. The philosophy which prompts the inclusion of such experiences in graduate programs is perhaps readily apparent. Nursing care is our "raison d'être" as nurses. Until we clarify what we are attempting to promote, whatever may be our own or other's participation in it, we have not defined our ultimate goal. We believe that the lens of this beacon light bears polishing and periodic re-polishing and that the extent to which it becomes dim or blurred, to that extent all other organizational efforts may become distorted or futile. The potential impact of our M.Sc.N. graduate in the senior positions which they assume makes imperative for them a clearly defined and firmly held

but evolving philosophy of nursing, coupled with an understanding of how one stimulates and facilitates its implementation.

4. Graduate students find this focus on the process of nursing extends throughout their program in various directions and through various learning experiences. Increase in numbers of faculty with varied backgrounds of preparation and experience makes more feasible greater emphasis on selected areas of clinical specialization and role functioning. Projects undertaken in relation to several courses make allowance for this emphasis to be pursued. A close connection with what is happening in nursing in "the real situation" is purposely cultivated by faculty. Students are thereby brought into communication with leaders in the nursing field through guest speakers, observation visits, individual assignments, development and implementation of research. Increasingly, reported research constitutes the source to which students are directed for individual study and class discussion. Students are challenged and guidance is given in discerning the appropriate application of research findings.

This faculty has a particular interest in how structured research and the research approach in the daily operation of individuals in their work situation can bring excellence to flourish in the enactment of the nursing process and its organizational milieu.

5. It is an accepted tenet of faculty participation at this school of nursing that such participation extends beyond the confines of the university and reaches out to assume widespread and diversified professional responsibilities. In this way faculty contribute, through their professional organization and other appropriate groups, to the "shaping of things to come" both within nursing and within the total health field. In so extending their reach on a local, provincial, national and international basis, faculty recognize a reciprocal obligation to share this enriching experience with co-workers and students. For the graduate student in particular, it is deeply meaningful to gain this global approach to nursing in society and to appreciate, step by step as it develops, the rapidly evolving reorganization for the provision of health services. The graduate



student's contact with faculty who are exerting leadership in various ways in the advancement of nursing and the other health disciplines adds a new dimension to her own preparation for such leadership, soon to be personally assumed.



What Are the Entrance Requirements and Standards To Be Maintained?

Entrance Requirements

1. A Bachelor's degree in Nursing, or
2. A Bachelor's degree in Arts or Science, in addition to graduation from an approved hospital school of nursing and an academic year of post-basic study with a diploma in one of the nursing specialties at a university school of nursing, and
3. An overall B average in undergraduate courses.

Candidates for the M.Sc.N. degree are admitted conditionally for the first term. At the end of the first term each student's progress is evaluated and recommendations are made as required. Individual applicants or students may be required to complete additional or alternative courses, depending upon facility in the use of the English language, previous academic studies, nursing experience and/or the subject chosen for research.

Admission of students from countries other than Canada is considered on an individual basis. A student coming directly from a country other than Canada or the

United States may be required to attend summer school to complete one course successfully and to have a period of planned clinical experience in her area of interest in nursing. Following this, an assessment is made as to whether the candidate may be admitted to graduate work.

Academic Standards to be Maintained

An average of B is required each year. An assessment is made of each candidate's progress at the completion of year one, and no student is allowed to continue into year two of the program with anything less than a B average without special permission from the Nursing Committee of the Faculty of Graduate Studies.

If a student fails a course, permission to continue in the program by passing a special examination, and/or repeating the course, can be granted only by the Nursing Committee of the Faculty of Graduate Studies, in consultation with the particular professor involved.

There may be a final written comprehensive examination in nursing in the final year of the M.Sc.N. program.

What Kinds of Positions Do Our Graduates Assume?

Students graduating from our M.Sc.N. programs find many positions available—their problem entails selecting the one best suited to them. It is encouraging for those of us who have worked with them as students to see the kind of positive impact they can make in their subsequent work in the profession.

Some have elected to go into hospitals where they have assumed such positions as administrator, director of nursing, director of in-service education, supervisor. One has joined the staff of the provincial hospital services commission as a consultant. In public health agencies they have assumed supervisory responsibilities. Some have become teachers, clinical coordinators or directors of schools of nursing, which offer either a diploma or a Baccalaureate Degree. The schools where they are represented include seven Canadian universities and one university in a developing nation under the auspices of the World Health Organization.

In addition to the contribution these graduates have made in their fields of



employment, they have contributed broadly to the profession of nursing through their provincial and national professional associations, and through the Canadian Conference of University Schools

of Nursing. Such extended professional participation is a natural outcome of the concept of professionalism promoted within all programs of this School and practiced by its faculty.

How Are Graduate Students and Faculty Organized at Western?

Prospective graduate students in nursing, as in other disciplines, naturally have queries regarding the opportunities they will have for association with other graduate students. They have concern as well for the measures taken to ensure high quality education at the graduate level, and the framework within which long-term planning of programs anticipates the future and keeps graduate education "in tune with the times".

Provisions made at Western to meet these concerns may be found in the operation of the Society of Graduate Students, the Faculty of Graduate Studies, and its Divisional Standing and Ad Hoc Committees.

Approximately 1,500 graduate students are currently enrolled at Western. The Society of Graduate Students, which has long been in existence, received approval for its Constitution in the academic year

1963-64. Its purpose is to give graduate students a recognized organization to voice their opinions, and to promote friendship and cooperation among students of the various departments. A graduate student dining room and lounge facilitate this interdepartment fellowship and exchange of ideas. Plans for the future may include a Graduate Studies building.

The Faculty of Graduate Studies has four main divisions in Arts, Biosciences, Physical Sciences, and Social Sciences. Graduate education in nursing belongs in the latter division, i.e., Social Sciences. The Council of the Faculty of Graduate Studies is responsible to the Senate, the educational policy-making body of the University. There are ten representatives from the Faculty of Graduate Studies on the Senate. All members of the Faculty of Graduate Studies are members of the Council of the Faculty of Graduate Studies.

Nursing is represented as well on the Long-Term Planning Committee of the Faculty of Graduate Studies. Full-time graduate students have representation through the four main divisions of the faculty on both the Council of the Faculty of Graduate Studies and its Executive Committee.

Within the School of Nursing all members of the Nursing Committee on Graduate Studies participate actively in policy making, matters related to implementation of current programs and cooperative long-term planning for future developments. Work of the Committee is directed toward safeguarding the best interests of individual students and ensuring a high calibre of graduate education in nursing which anticipates and meets the demands of the profession.



What Has the University and the City To Offer the Student?

Of particular interest to students in nursing is the developing Health Sciences Centre at the University, comprising a Medical Science Building, a School of Nursing Building, a Dental Science Building, a Cancer Research Centre and a planned University Hospital. It has been an exciting and rewarding venture for the School of Nursing faculty to play an active role in the planning of the University Hospital. With an in-patient complement of 435 and extensive out-patient departments adjacent to each clinical service, the hospital is designed to combine in one building exemplary facilities for patient care, undergraduate and graduate teaching in health disciplines, and research which will be primarily clinical-orientated. The close proximity of the hospital to the School of Nursing will offer ready access to its use.

The Health Sciences Centre may be found at the northwest end of the spacious campus comprising 500 acres. While extensions to old buildings and construction of new ones proceed at a rapid rate, the campus has, to date, maintained its gracious appearance, with its extensive green lawns and many lovely trees. Of immediate interest to all students are the D.B. Weldon Library and the Western Road Residence Complex which are currently under construction. Foreseen in the near future is a new school of nursing necessitated by a rapidly growing student enrolment with concomitant expanding faculty.

The campus is located in the north section of London, aptly named the Forest City. London is Canada's 10th largest city and has a population just over 200,000. It is situated midway between Toronto and Windsor. London offers a delightful mix-

ture of the old and the new—fine old homes, many historical landmarks, modern shopping centres, libraries, art museums, theatres, night clubs. In mid-town one finds London's Centennial project, "Centennial Hall", designed as a multi-purpose social and cultural centre. Beautiful Victoria Park is adjacent to "Centennial Hall". It is only one of several lovely London parks, perhaps the most famous of which is Springbank where one finds the enchanting Storybook Gardens. Wherever you live in London you have easy access in summer to picnic areas, golf courses, swimming or boating facilities, and in winter to ski areas or the Gardens for hockey or ice shows. We are certain as well that whatever your religious faith you will find a church home in London. The city and the University combine to offer a real "Western Welcome".

What Is the Housing Situation for Students in London?

Students may seek either residence facilities on campus or housing in the community, according to the way they wish and can afford to live. Both are available.

On campus there is residence accommodation for approximately 1,740 single students (700 female) and apartment accommodation (one- or two-bedroom) for married students. For a single room the 1969-70 charge for the academic year (Term 1 and 2) is \$1,000. For one-bedroom apartments the cost is approximately \$125 per month, and for two-bedroom apartments, \$150 per month. Students may need to budget for a more prolonged period of study, research or clinical experience beyond the eight-month academic year in either Year 1 or 2 of their program.

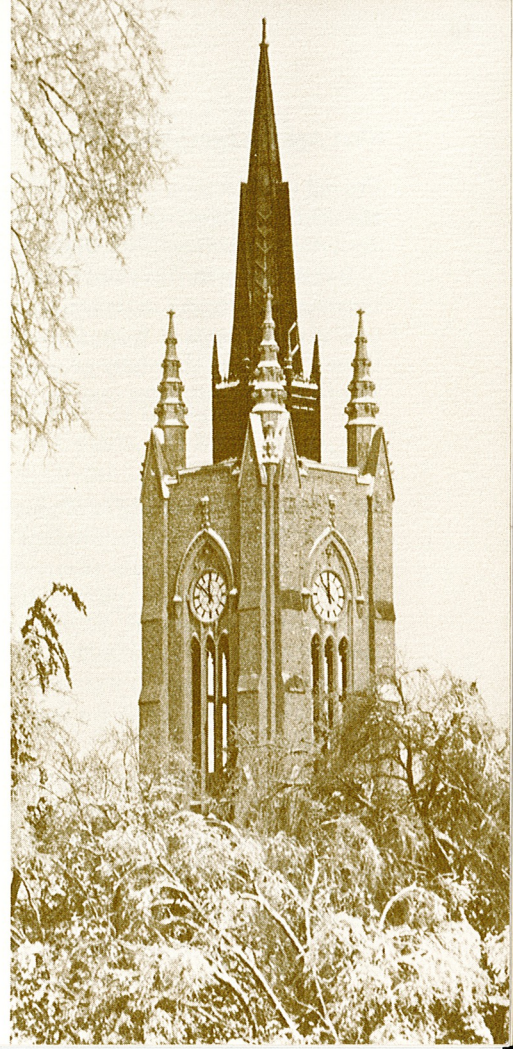
There is an Off-Campus Housing Service operative throughout the year, Monday through Friday, 9:00 a.m. to 4:00 p.m. This service provides a listing of the following types of accommodation: rooms (with or without breakfast), rooms with board, light housekeeping, apartments, houses. These types of accommodation may be obtained either in close proximity to the campus, within reason-

able walking distance, or convenient to bus routes. Where meals are not included with accommodation, the University cafeterias and dining halls are open daily, except Saturday afternoon and Sunday, and three meals per day can be obtained at reasonable rates. For assistance with housing within the city, prospective students should apply in person to:

Off-Campus Housing Office,
Room 23,
Thames Hall,
The University of Western Ontario,
London, Ontario.
Telephone: 679-3550

Since costs of housing vary considerably with type and location this brochure makes no attempt to quote ranges of costs. Such information is better sought directly from the housing service and individual landlords. It is advisable to make living arrangements early to ensure satisfactory accommodation. This is particularly true if on-campus residence is desired.

Middlesex College Tower



What Are the Fees? What Financial Assistance is Available?

Crucial to a decision to undertake graduate education in nursing is not only desirability but feasibility. Related to the latter, anticipated costs and sources of financial assistance are central. It is unlikely that costs at Western exceed those elsewhere; they may even be less. The following estimates may be helpful.

Fees

For 1969-70, the fee per academic year is \$520. This includes the Student Activity Fee and a Health Insurance Fee. If the student wishes to pay the fee of \$520 in two instalments, \$300 may be paid on registration day; \$225 is then payable early in January. It will be noted that this incurs a charge of \$5 for payment in two instalments.

Late payment of fees are as follows: fee paid on late registration day \$10, fee paid after late registration day \$25. Late course enrolment fee is \$10.

For part-time students the fee per full course (not over two terms) is \$100; per half course, \$50.

Students whose fees are to be paid in part or whole by an organization, i.e., scholarship, bursary, or loan, must present written evidence of such assistance at the time of registration.

Additional costs for which students may need to budget include: accommodation and food; insurance premiums (life, health, possessions); pension and retirement payments; travel; participation at workshops, conferences or conventions; fees for professional organizations; journal subscriptions; books, typing and supplies. In addition to these common items of costs, students may have personal financial obligations.

Students have extensive use of many university and city libraries, with special privileges granted to graduate students. The amount of individual outlay for books and professional periodicals which the graduate student assumes in order to extend and up-date her individual professional library will depend on her current holdings, areas of interest, methods of study. With some readings, there are distinct advantages to owning one's own

copy; this permits different usage and greater availability than that permitted through general library circulation. Self-service Xerox facilities at 10¢ per page greatly extend the use of library resources and facilitate note-taking. Students should, however, probably budget for at least a minimum of \$150-\$200 per year for purchase of reference resources.

Typing may be preferred for out-of-class assignments. Some students do their own typing. The School of Nursing maintains a list of reliable typists. Current costs for typing are 30-40¢ per page with each carbon copy an additional 5-10¢. The student supplies the paper.

Travel costs within the city by bus are currently 25¢ per fare or five tickets for \$1.00. In addition to such city transportation cost, students should budget for an outlay of additional moneys for field trips, relevant clinical experience and various student projects which may be required or requested. Since such projects are individualized, it is difficult to predict costs. An amount of \$50-\$100 per annum would not appear to be an over-estimate.

Sources of Financial Assistance

Considering the foregoing delineated costs and the interruption of earning power, the graduate student often requires financial assistance. This brochure cites only general guides to financial resources. Detailed information regarding amounts and circumstances governing grants must be sought directly.

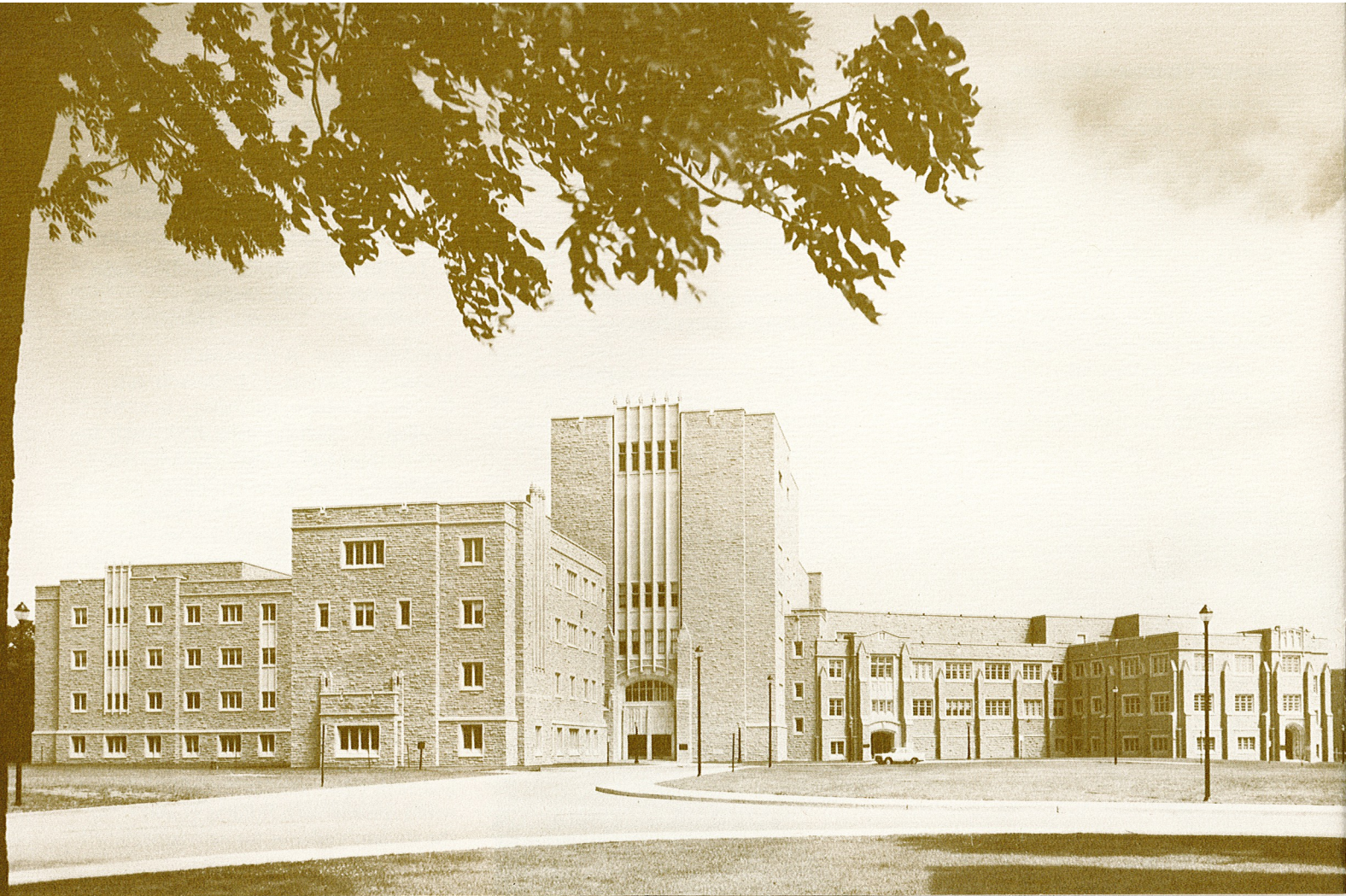
The prospective student seeking financial assistance in the form of bursaries, loans, scholarships or fellowships might consult the following. This listing is not exhaustive and is confined to Canadian sources.

1. Canadian Nurses' Foundation,
50 The Driveway, Ottawa 4, Ontario
2. Provincial Registered Nurses' Associations
3. Provincial Departments of Health
4. The Canadian Red Cross Society,
95 Wellesley Street East, Toronto
5. St. John's Ambulance Association of
Canada, 321 Chapel Street,
Ottawa 2
6. The Victorian Order of Nurses,
V.O.N. House, 5 Blackburn Ave.,
Ottawa 2
7. The W.B. Saunders Nursing Fellowship,
c/o Canadian Nurses' Foundation,
50 The Driveway, Ottawa 4, Ontario
8. Taylor Statten Memorial Fellowships,
Office of Student Awards,
University of Toronto, Toronto 5

The Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Ontario, publishes a booklet entitled, "Canadian Universities Guide to Foundations and Similar Grant Giving Agencies". The Dominion Bureau of Statistics, Ottawa, Ontario, publishes a booklet entitled "Awards for Graduate Study and Research". Both of these may be purchased from the publishers or may be perused in the Faculty of Graduate Studies Office in Canadian Universities.

Should the graduate student in nursing undertake research in conjunction with her studies, application for funding to cover additional costs may be sought from appropriate foundations, government bodies or other sources. Specific guidance with regard to such funding comes from the student's advisor for her research.





What Do We Plan for the Future?

Two areas in our programs bear exploration for increasing emphasis in the future. These two areas are clinical nursing specialties and research expertise. No final decisions have been reached regarding the way in which the emphasis in these two areas will be strengthened, but faculty exploration and consideration are directed toward them.

Students who successfully complete graduate education in nursing assume some functional role within an organization, a role which transpires within some particular milieu. For some of the senior roles the nurse needs a very rich preparation in an area of clinical nursing specialization. This warrants the introduction of more graduate programs providing such preparation in Schools of Nursing in Canadian Universities. Within such programs it seems reasonable that there might be a major in a selected area of clinical nursing with a minor in some functional area. Alternatively, dependent upon the position

the graduate assumes, the need for a major in a functional area, with or without a minor in a clinical area, might better serve the purpose. Moreover, in planning graduate education in nursing one considers the particular background of professional preparation and experience the students bring to the program, so that individualized programing to facilitate various emphases becomes the ideal. How much this ideal can be realized in our programs of the future will depend on many factors, all of which involve human and material resources as related to student enrolment-numbers and interests.

A decision with regard to placing greater emphasis on research for selected students will depend primarily on two factors:

- 1) the numbers of Canadian nurses who qualify at the doctoral level to direct and conduct research;
- 2) the demand for nursing research in Canada, the opening up of channels to expedite it and the creation of positions for nurse researchers within employing agencies. Particularly if the

Master's remains the highest level of graduate education in Canadian University Schools of Nursing, and if the potential contribution of research in nursing to the advancement of the profession becomes fully appreciated, it could be that a Master of Science in Nursing program with a major in nursing research for applicants with the needed strengths in their educational background and a natural bent toward scientific enquiry could serve a real purpose. The next few years should supply the needed signals to determine our direction.

Looking to the future as well, one recognizes that students completing current, strengthened, integrated Bachelor of Science in Nursing programs will bring to graduate education in nursing a quite different educational basis on which to build. It is anticipated, moreover, that the time span between completing B.Sc.N. and entering M.Sc.N. programs, often currently encountered, will be greatly narrowed. Many of our own undergraduate students in both the basic B.Sc.N. and the

B.Sc.N. program for registered nurses indicate early a serious interest in graduate study. This proffers hope for offering more enriched and diversified graduate programs in nursing and the possibility of some shortening of their length. Beyond the "ivory towers" of the University campus certain local and more widespread developments in nursing and the total health field suggest exciting potentials for positive changes in graduate as well as undergraduate education. Within London, three bear mention: 1) the new University Hospital with its superbly planned facilities for education and research, its approach to the organization of the nursing department for provision of excellence in nursing care and the optimum self-actualization of nursing staff, the planned close link between provision of preventive, curative and rehabilitative health services for patients, whether they are community or hospital based; 2) the community home care program and family practice units; 3) the comprehensive yet intensive planning for optimal integrated

utilization of all health facilities within the immediate locale, as one part of a broader region. Particularly when planning for these developments comes to full fruition in established services, the clinical field for professional education and research within the health disciplines including nursing will be greatly enriched.

Moreover, the excellent cooperation in its educational endeavors which the School of Nursing has enjoyed to date with its colleagues in the faculties of medicine and dentistry and in varied community agencies, augurs well for the future use of educational and service facilities. The way is open at Western for creative developments in graduate education in clinical nursing and research in addition to its current offerings in education and administration.

One final factor in forecasting our future developments is the planned opening up of opportunities for graduate students to become involved in working, under direction, with students in our own Basic Degree Program which was inaugurated

in 1966. In this program we attempt to implement education at its best in preparing the professional nurse practitioner. It appears to be a peculiarly apt field of education in which to "bring to life" major concepts related to curriculum development, the selection and organization of learning experiences, the teaching-learning process, the evaluation of the curriculum and student progress within it, the provision of student personnel services, the administration and organization of the school and the professional development of faculty. Such concepts are central in the professional component of our graduate program preparing teachers. Provision of selected experiences with faculty and students in our basic program offers the opportunity to illustrate, experience and cement the application of theoretical concepts vital to the teacher emerging from our graduate programs. Included in our plans for such experiences in the future is a system for the provision of teaching fellowships for graduate students.

