

AAHN BULLETIN

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American Association for the History of Nursing

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President's message



Our 2023 conference is over and it was a great success. Keynote speaker Dr. Patricia D'Antonio spoke on "Toward a history of healthcare: A new paradigm for the history of nursing and medicine". There were many informative and useful sessions covering a wide range of topics. The preconference on incorporating nursing history in the curriculum was outstanding. Many thanks are due to Rima Apple, the chair of our program committee, for this memorable conference. It was great to see so many of our colleagues and friends in Pittsburgh.

The board of AAHN continues to focus on building and sustaining membership, the keys to our survival and success. We are continuing to consider ways to offer programs that appeal to members as well as attract new members to our organization. We welcome your suggestions and hope that you, as a member, will spread the word to students and colleagues both within and without nursing about the benefits of membership. I hope you all have a great holiday season and best wishes as we ring in 2024.

Sincerely,

Annemarie McAllister

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| | |
|--|--|
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HIGHLIGHTS FROM THE 2023 ANNUAL CONFERENCE (CONT'D)



MEMBER INTERVIEW: JEANNINE URIBE, PHD, RN

How did you come to join AAHN?

I joined AAHN in 2004 when I was a PhD student at the University of Pennsylvania. Karen Buhler-Wilkerson was my chair and I felt so privileged to work with her because I had read her articles on public health nursing and home care while in my MSN program at La Salle University. She recommended I join, and I have been a member ever since.

What kind of work have you done relative to the history of nursing?

My PhD dissertation analyzed the interactions between the philanthropies, the state and nurses and examined nursing in Chile under the Rockefeller Foundation. I started with the history of their nursing programs in 1900 and covered their nursing until the end of World War II. My original idea was to examine the history of Peace Corps nurses, but Dr. Lynaugh wisely encouraged me to start earlier with the Rockefeller Foundation's International Health Division.

I have written a chapter about material culture in the items saved in the Museum of Nursing History, Inc. at La Salle University. Families contact our museum with items their mothers kept from student days and workdays. They just feel they should not throw these items away so they contact us to see if we will accept items. We accept caps, pins, diplomas, pictures, scrapbooks, yearbooks, and other items nurses used in their work.

Which nurses are most memorable to you?

I admire the nurses of the Rockefeller Foundation, Elizabeth W. Brackett, and Mary Elizabeth Tennant. They worked to introduce public health nursing into South America and worked directly with nurses from Chile to better their hospitals and nursing schools as well as introducing public health nursing. They were working in a male-dominated organization but knew their role and were allowed to introduce nursing without interference by American men. The Chilean nurses worked to take control of public health nursing and had some success. They studied in the US under scholarships and then adjusted the nursing trends to fit their country.

MEMBER INTERVIEW (CONT'D)

Anyone else?

Philadelphia has a history of many schools of nursing and many of the nursing leaders were brought to our hospitals as administrators and then moved on. I admire the writing of Isabel Hampton Robb and Roberta West, who documented the history of Pennsylvania schools of nursing in a book. She passed away before finishing the book, but others saw the importance of the work and finished it for her. It is an invaluable examination of the start, size, and work of the schools of nursing.

Do you have any plans to conduct research related to the history of nursing?

Yes, I am planning a project to do a content analysis of yearbooks from the nursing schools of Philadelphia. They tell a lot about how the women felt of themselves and their hopes for their future careers.

If there was one thing you would like your students to know about the history of nursing, what would it be?

I want students to know Florence Nightingale, but we need to begin to shift our focus to American nurses over the past 150 years. There are great accomplishments and there are great failings in nursing, but we need to examine both to understand how we arrived at what we are doing today. Women did not have the right to vote yet nurses were pushing to protect their profession through licensure. The Doctor of Nursing Practice students at La Salle University complete a history paper and learn a lot when examining historical events and projects that are like their current projects and historical research adds depth to their understanding of power, cost, leadership, and policy. The Museum of Nursing History, Inc. displays the items regular nurses used and students learn from perusing the objects and hearing about how procedures, technology and education have grown.

Go to the web site below for more information about the Museum of Nursing at LaSalle University:

<https://www.lasalle.edu/magazine/nursing-history-on-display-at-la-salle/>

SURVEY REPORT AND CALL TO ACTION

FROM THE AAHN NURSING HISTORY EDUCATION TASK FORCE

By the Nursing History Education Task Force (April Matthias, Jan Lee, Beth Hundt, William Campbell, Victoria Grando, and Lydia Wytenbroek)

In 2021, The American Association of Colleges of Nursing (AACN) published *The Essentials: Core Competencies for Professional Nursing Education*, an updated educational framework for preparing nurses in four-year colleges and universities. Within Domain 1: Knowledge for Nursing Practice, sub-competencies and competencies require the inclusion of nursing and healthcare history in undergraduate and graduate curricula.

The American Association for the History of Nursing (AAHN) has long advocated for the inclusion of nursing history in nursing education curricula. In 2001, the AAHN published a position paper explaining the importance of learning nursing history for contemporary practice. In response to the new AACN Essentials and as part of the AAHN's 2019 strategic plan, the AAHN formed a Nursing History Education Task Force in 2021 to promote and expand the teaching of nursing history within nursing curricula. The task force was charged with the following responsibilities:

- Update the position paper on nursing history in curricula.
- Disseminate the position paper throughout nursing/nursing education journals.
- Assess the amount and type of nursing history within nursing program curricula and faculty perspectives of nursing history to determine learning needs.
- Provide presentations related to nursing history in curricula at nursing/nursing education conferences, specifically regarding competencies regarding history and social justice within the AACN Essentials.
- Develop resources/toolbox to assist faculty in each nursing history throughout undergraduate and graduate curricula to align with the new AACN Essentials.

In 2022, an updated AAHN position paper was published in response to the new AACN Essentials to further advocate for the inclusion of nursing history and to provide a framework for nurse educators to meaningfully integrate nursing and healthcare history into the curricula. The position paper is published on the AAHN website (<https://aahn.memberclicks.net/position-statements>) and will be published in *Nursing History Review* in 2024.

Also, in 2022, a survey was developed to assess the current state of nursing history in curricula and faculty perspectives of nursing history. The survey included 24 items for the deans/directors survey and 21 items for the faculty survey. Items gathered data on the following:

1. The nursing program, such as institutional type and number of degree offerings and specialties.
2. Faculty expertise in teaching nursing history.
3. The lens through which history was shared in the curriculum (e.g., biographical/timeline or professionalization).
4. Availability of and need for resources to support teaching nursing history.

The survey asked about both undergraduate and graduate teaching. For the deans/directors survey, 22 items were forced choice, 11 included an "other, specify" category and two items were open-ended. In contrast, for the faculty survey, 20 items were forced choice, 10 included an "other, specify" category, and 1 item was open-ended. The sampling frame was initially set to include deans/directors from the AACN Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), and National League for Nursing Commission for Nursing Education Accreditation (CNEA) accredited nursing programs. Due to the low response rate (9.4%) for the deans/directors survey, a slightly modified survey was sent to interested faculty via email, while some faculty also completed the survey at the 2022 AAHN annual conference. The resulting sample was 219 total (179 deans/directors and 40 faculty).

Most responses were from CCNE or ACEN-accredited programs: 144/149 (96.64%) for the deans/directors survey and 30/34 (88.24%) for the faculty survey. (Note: Some respondents did not answer every question, thus the denominator may vary.) Many programs offered multiple degree/certificate options, with the most frequent responses regarding Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) degrees.

Nursing history content within the surveyed programs was most frequently integrated into one course: 45% of undergraduate and 20% of graduate programs. Less than 12% of undergraduate programs indicated no teaching of nursing history, while for graduate programs, this climbed to over 54%. Both undergraduate and graduate programs identified the professionalization of nursing as the most frequent approach to organizing historical content. Over two-thirds of the faculty who taught nursing history needed more formal preparation, such as graduate education in nursing history. In both undergraduate and graduate programs, only 4% of faculty felt there was sufficient discussion of nursing history in their programs. When asked to respond to a statement about whether their graduates met the new Essentials competencies related to nursing history, 75% of undergraduate program deans/directors and faculty and 67% of graduate program deans/directors and faculty disagreed with the statement.

The survey results provide a snapshot of the current state of nursing history being taught in 2022, before the implementation of the new Essentials. In general, programs do not perceive that their graduates are currently prepared to meet the competencies related to nursing history. Furthermore, given that most faculty teaching nursing history do not have formal preparation in the area, they identified a need for resources to assist them.

Table 1 summarizes resources that deans/directors and faculty deemed helpful in teaching nursing history. Both groups identified brief video clips as the most frequently desired resource, with selected periodic webinars coming in second for both groups. For faculty, a dedicated track at the next annual conference focused on teaching nursing history tied with the periodic webinars. For both groups, recordings from presentations at the annual conference and a bibliography of helpful literature were also rated highly.

Table 1. *Resources and Teaching Nursing History*

| How Can AAHN Assist Faculty in Teaching Nursing History (Choose all that apply) | Deans/Directors (n=179) | | Faculty (n=40) | |
|--|----------------------------|-------|-------------------|-------|
| | Count | % | Count | % |
| Bibliography of Useful Literature | 82 | 21.41 | 23 | 18.85 |
| Brief Video Clips as Information/ Discussion Starters | 118 | 30.81 | 25 | 20.49 |
| Recordings of Related Presentations from the Annual Conference | 59 | 15.40 | 19 | 15.57 |
| Periodic Webinars on Teaching Nursing History | 87 | 22.72 | 24 | 19.67 |
| Dedicated Track at Next Annual Conference Focused on Teaching | 30 | 7.83 | 24 | 19.67 |
| Other | 7 | 1.83 | 7 | 5.74 |
| Total | 383 | 100 | 122 | 100 |

We also asked both groups to share other comments regarding the values, challenges, and/or rewards of teaching nursing history. Regarding values, faculty responded that nursing history was more valuable than ever because of the COVID pandemic. Some faculty indicated they are passionate about nursing history and find ways to incorporate historical perspectives or "stories" even in clinical teaching. Some faculty expressed that students want this content so they can focus on something other than technical skills. While many deans/directors noted that they value nursing history, they shared that they need help with how it can fit into an already crowded curriculum, with many competing demands of prescribed and worthy content.

Three themes emerged related to challenges in teaching nursing history: impediments, needs, and caveats. The impediments identified ranged from faculty needing to see the importance of nursing history and student [and faculty] focusing on NCLEX preparation to little support from deans/directors and no room in the curriculum. The needs identified ranged from wanting more administrative support and curriculum leaders to requests for a speaker pool or short-term consultations. Additionally, they identified desired guidance and resources to include recommendations on integrating content, aids to educate other faculty (e.g., a short infographic to relay the need for nursing history), and an international network to advance nursing history. The caveats shared by participants included being aware of biases, including racism, when teaching nursing history and encouragement to incorporate content that shares historical perspectives and evidence to explain current practice changes. In other words, do not just emphasize the distant past.

The members of AAHN possess expertise and knowledge of historical content that nurse educators need. Right now, we have a captive audience for disseminating our research for inclusion in nursing education curricula. The structure and content of the AAHN updated position paper with the nursing history framework intentionally established a common language for effective communication between educators and historians. Through the three purposes of history, educators can integrate historical content into their existing courses meaningfully.

The task force encourages you to use the history framework language and reference the AAHN position paper in your teaching history publications. Two members of the task force, April Matthias and Beth Hundt, published “The Power of the Past: A Roadmap for Integrating History into the Curriculum” in the *Journal of Professional Nursing* in May 2023. This article provides nurse educators with a broad overview of the history framework, steps to integrate history into existing courses, a description of various artifacts that could engage students with history, and ways to locate artifacts.

The pre-conference session at the 2023 AAHN annual conference provided an interactive workshop that aligned with Matthias and Hundt’s article. The pre-conference introduced the participants to the new *Essentials*, the history framework within the AAHN position paper, a 5-step process to integrate history into existing courses, diverse primary sources artifacts that can actively engage students with history, and ways to locate artifacts. Pre-conference participants expressed that the session was valuable and helpful. The 25 participants represented 13 states and three countries. Due to the participants’ response, AAHN plans to offer the same session virtually in the spring and a follow-up virtual workshop to assist nurse educators in selecting history content and teaching strategies. Stay tuned for more information.

As illustrated in the survey results, nurse educators seek specific topic ideas and content to share with their students. This is where we can, individually and collectively as an association, support nursing education programs. We challenge you to frame your research for nurse educators’ use related to the three purposes of history within the history framework (outlined in the AAHN position paper) and to share your research and ideas or actual practice of teaching history within nursing education and professional nursing journals and at nursing education conferences.

Furthermore, the AACN has established an Essentials Teaching Resource online database where teaching strategies, resources, and assessments can be shared and tagged to a specific domain, competency, or sub-competency for entry-level or advanced-level nursing education. When we first searched this database for history, the database yielded zero results. Beth Hundt has since submitted teaching strategies and resources to the database focused on disaster nursing. The database provides all members of AAHN another opportunity to share ideas or actual teaching practices related to history with many nurse educators. Entries in the database are peer-reviewed before being published. The database can be accessed by copying and pasting this link into your browser: <https://www.aacnnursing.org/essentials/database>

In addition to the virtual sessions forthcoming, the AAHN Board approved a new category in the call for abstracts for the 2024 AAHN annual conference. The call is titled, Teaching Nursing and Healthcare History: Enhancing an Understanding of Yesterday and Today to Enlighten Tomorrow. This category seeks abstracts describing completed work in teaching nursing or healthcare history via an entire course, a module/unit, individual class/seminar, or specific teaching/learning activity. By integrating teaching history papers, panels, posters and the PechaKucha storytelling format into our annual conference sessions, we hope to attract nurse educators to our conference and continue the conversation between educators and historians. Bringing nurse educators and historians together will enhance inclusion of history into nursing education curricula. Stay tuned for more details about this new category in the upcoming call for abstracts for the 2024 annual conference.

Another opportunity to share how you integrate nursing history into curricula is available through the call for articles to be published in a special section of Nursing History Review volume 33 (2025). This call was shared with preconference participants.

The Nursing History Education Task Force proposed to the AAHN Board the idea of establishing a standing committee with an elected Chair/Director to continue the work of the task force. This proposal was accepted. Stay tuned for proposed bylaws revisions in the upcoming year that will outline the duties, responsibilities and membership of the proposed committee.

AAHN and its membership needs to work collectively and individually to meet the needs of nursing education regarding nursing and healthcare history content to ensure history is meaningfully and thoughtfully integrated into nursing education curricula. We have an opportunity to demonstrate the value and power of history for contemporary nursing practice. We have outlined a few ways to be involved and how you can share your historical research and/or teaching history. We encourage you to engage in one or more of these ways to help the AAHN support nursing education.

SPECIAL SECTION IN VOLUME 33 NURSING HISTORY REVIEW 2025

Dear all,

As mentioned in our Summer 2023 issue of the Bulletin, I am Jane Brooks, the new Editor-in-Chief for Nursing History Review. I am a senior lecturer at the University of Manchester in the UK and a researcher in the history of nursing, particularly the history of nursing in the Second World War.

I am making a few changes to NHR from 2025 and establishing some new sections. We will be introducing a topical section each year. The section for 2025 is 'Nursing History in the Curriculum', following the American Association of Colleges of Nursing (AACN) 'Essentials' document which outlines the expectations for nurse education: 'Understand the historical foundation of nursing as the relationship developed between the individual and nurse.'

As participants in the pre-conference event on this topic, the editorial board of NHR hope you will consider submitting a manuscript to the journal for this section.

The suggested length of the manuscript is between 3,000-4,000 words. We hope to be able to publish three or more papers in this section and would ideally like some variety in terms of country of origin. However, we acknowledge that since it is the AACN who have implemented the requirement for nursing history, we appreciate that it is likely most papers will come from the USA.

There are no prescriptive guidelines for topics or ways of discussing the issues, but here are two suggestions to assist in the production of your papers.

- You may want to share how you taught history. Such educational innovations should include a learning theory, details of the education strategy to include an overview of the history topic, and outcome data on the effectiveness of the education and learner response to the history.
- You may want to share ideas on how your research can be used to teach students. These should include a brief overview of the history and how it aligns with current curriculum, available historical sources educators can use, and suggestions for teaching and/or assessment strategies.

I very much look forward to reading your submissions. If you could send your manuscripts by early November it would be a great help to the editorial team. If this will be a challenge but you are keen to submit a paper, please either discuss this with Drs Hehman or Spinney, or email me directly. Dr April Matthias, the convenor for the pre-conference event, will be reviewing the submissions with us.

Dr Jane Brooks RN

ANNOUNCEMENTS

The Eleanor Crowder Bjoring Center for Nursing Historical Inquiry presentation "Narrating a Life of Care: Hindsight, Omission, and Ambiguities of Interpretation in the History of Religion and Health"

By PhD candidate Angela Xia has been RESCHEDULED for Nov. 28, 2023 at 12 pm (EST).

Zoom site: <https://virginia.zoom.us/j/93585126052?pwd=YzBxZ0V3ZGd2ZElvSGpTWwUxZ0V5Zz09>

Meeting ID: 935 8512 6052; Passcode: 590924

Doctoral candidate Angela Xia will share findings from her dissertation research on religion, aging, and end of life care in the modern U.S., focusing on the lives of three women of color in the fields of elder and palliative health. In addition to their professional roles as health-care practitioners, what makes these three women — nurse Dr. Rita Kathleen Chow, palliative social worker Dr. Bernice Catherine Harper, and hospice oncologist Dr. Josefina Bautista Magno — distinct are the self-proclaimed connections between their religious identities and their philosophies of care, connections established in self-narrated sources such as memoir, autobiography, interviews, or reminiscences from colleagues and friends. What can such sources tell historians of religion and medicine about the relationship between a care practitioner's religious subjectivity and their work? Angela's talk will explore what it means to narrate a life of care with care.

Apply Now to be a Mentor Scholar in the Teaching Care Project

The Midwest Nursing History Research Center (MNHRC) at the University of Illinois at Chicago is seeking nursing faculty with experience teaching or researching the history of nursing for a paid role as Mentor Scholars, who will support the development of Teaching Care, a publicly-accessible curriculum about the history of Black nurses. This project builds upon Mapping Care, a curated digital portal containing resources and information about the role of Black nurses in Chicago throughout their history.

Go to the web site below for more information and to apply. The deadline is November 30, 2023.

https://docs.google.com/forms/d/e/1FAIpQLSdUlw8PTFmOE5mHbfBE_vbaNatJUFdMNeqH-BDijhZPKLoRQ/viewform

AAHN NURSE HERO: FALL, 2023



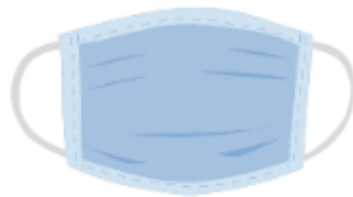
Featured Nurse Hero KATHERINE HANNAN

A nurse by training, Katherine worked in advertising at Johnson & Johnson in the early 1900s.



She joined the Army in 1917, when the U.S. entered WWI and the Red Cross asked for nurse volunteers.

In the role of superintendent, Katherine oversaw 100 nurses while at her first post at Ft. McPherson in Georgia.



In 1918 she was transferred to the Evacuation Hospital in Siberia, where she was the chief nurse overseeing care of soldiers who were wounded or infected with the Spanish Flu.

For further reading:

<https://www.jnj.com/our-heritage/katherine-hannan-the-world-war-1-nurse-who-battled-the-spanish-flu>

<https://www.kilmerhouse.com/2010/04/our-first-employee-volunteers-in-the-military>

Editors: Kim Curry, Joy Pieper, Liz Rogan.

Please let Kim know if you have items to contribute: akimbelcurry@outlook.com

Contact Liz if you would like to be featured in a member interview: lizrogan.edd.rn.cne@gmail.com