Interview Outline Example

University of Minnesota AHC Oral History Project

- Background
  - Where were you born?
  - Why nursing?
  - Nursing education and training

- Describe your experiences as a nursing student
  - Why BS?
  - University school of nursing vs. diploma program?
  - Katherine Densford as director of School of Nursing?
  - Notable faculty?
  - Why did you specialize in nursing education?
  - Liberal arts classes vs. nursing theory vs. clinical experience
  - 30-hours of clinical service per week
  - Rural nursing experience as part of curriculum?
  - Living in Powell Hall
  - Male students (first admitted, 1949)?
  - Minority students?

- Experience working as a staff nurse
  - Types of patients
  - Responsibilities
  - Day to day experiences
  - Interactions with patients
  - Interactions with physicians
  - Interactions with RNs and nursing assistants
  - Interactions with specific medical technologies e.g. IVs
  - Relations between diploma nurses and baccalaureate nurses?

- Development of advanced clinical nursing training at U of M in late 1940s
  - Impetus?
  - Funding from W. K. Kellogg Foundation?
  - Inauguration of course in Operating Room nursing?

- Curriculum revision in 1949
  - Elimination of 5th year of study
  - BSc granted by CMS (not College of Education or School of PH)

- Development of Masters in Nursing Education (awarded through the College of Education) in 1950
  - Impetus?
  - Organization?

- Revised baccalaureate nursing curriculum (since 1959)
  - Elimination of 30 hour clinical student service
  - Increase in basic science teaching
  - Shortage of faculty—need for greater funding
  - Nursing shortages at University Hospitals?

- Revision of graduate curriculum (early and mid-1960s)
  - Emphasis on functional knowledge and critical judgment and decision-making
  - Developing research competence
  - Develop ability to function within health care team

- Development of the “professional nurse” vs. “technical nurse”

- National and state health manpower concerns
  - Nurse Training Act (1964)
  - Activism of School of Nursing faculty to secure passage of and continuation of NTA
  - Declining enrollments through mid-1960s

- Relations between School of Nursing and University Hospitals
  - Relations with/attitude of Ray Amberg (especially after curriculum changes)
  - Florence Julian
• Rural nursing program

• Public health nursing
  • Reason for and implications of separation in School of Public Health vs. School of Nursing

• Edna Fritz as director of School of Nursing
  • Tensions within baccalaureate program from 1967
  • Mass resignations
  • Handling by Dean Howard and VP Shepherd?
  • Shepherd’s solution to revise Constitution and By-Laws of School of Nursing
  • Students failing their boards
  • Accreditation issues
  • After she was fired, a number of nursing leaders—at other nursing schools and in nursing organizations—criticized College of Medical Sciences Dean Bob Howard for his actions
    o Insider vs. outsider experience of Fritz > different perspective?

• Expansion and reorganization of health sciences
  • Health Sciences concept
  • Team teaching approach
  • Modeled on other institutions?
  • Attitude of faculty

• Did reorganization improve standing, status, and administrative authority of School of Nursing?
  • What did it mean to the faculty? To practicing nurses?

• Relations with Medical, Dental, Pharmacy, and Public Health Schools before and after reorganization?
  • Attitudes toward reorganization

• Dean Isabel Harris
  • Why appointed?
  • Attitude of faculty?
  • Initially acting dean
  • When appointed dean, reports she was being paid less than new Dean of PH, Lee Stauffer who had only an MA vs. Harris’ PhD

• Nursing as part of College of Medical Sciences—influence of/interaction with medical school
  • Funding shortages
  • Relations with Deans Diehl and Howard

• Financing of nursing education
  • State and federal support
  • Private foundations e.g. W.K. Kellogg Foundation

• Impact of Medicare/Medicaid

• Development of nurse-midwifery program (1972)
  • Impetus for?
  • Attitudes of faculty?
  • Attitudes of nurses?
  • Attitudes of physicians especially Obs
  • Nursing curriculum in maternal child care (1974)
  • Childbearing-Childrearing Demonstration Project (1974) (later, Center)

• Implementation of challenge exams for RNs (early 1970s)
  • Development of extension courses for RNs
  • Use of satellite campus
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• Efforts to establish Health Sciences Bargaining Unit (1973)
  • Attitudes of nursing faculty?
  • Inequities in nursing faculty’s salaries cf. rest of health sciences

• Dean Irene Ramey
  • Why appointed?
  • Attitude of faculty?

• Development of doctoral program in nursing (1976+)
  • Work of the Doctoral Committee
  • Impetus
  • Attitude among nursing faculty
  • Attitude of medical school and other AHC faculty
  ∘ Ambivalence re concerns about intellectual and research capacities of School
  • Support of other schools and hospitals in the state?
  • Site visits/evaluations
  • PhD vs. professional doctorate
  • Funding

• Regional planning re nursing workforce and meeting state health needs (1970s)
  • Committee on Institutional Cooperation
  • Agassiz Region Nursing Education Consortium
  • Area Health Education Center
  • HEW-WICHEN

• National concerns over health care and especially hospital costs
  • President Carter’s veto of extension of Nurse Training Act (1978)
  • Surplus vs. shortage of nurses

• Nurse practitioners and physician assistants (“physician extenders”)

• Building Unit F (1976-1981)
  • Federal funding
  • Loss of state support

• Legislative and fundraising efforts of Dean Ramey and President Magrath
• Senator John Milton’s “Taj Mahal syndrome”
• Lack of shortage of nurses and pharmacists

• Long-range planning of School (late 70s)
  • Attitudes of central administration toward School
  • “lack of realism” and defensiveness of nursing faculty (1979)

• Relations with first Vice President for Health Sciences, Lyle French

• Relations with other AHC Deans

• Relations with University Hospitals
  • Ray Amberg
  • John Westerman
  • Nursing unions

• Relations with affiliated and other local hospitals

• Relations with Minnesota Nurses Association (MNA), National League of Nursing (NLN), and American Nursing Association (ANA)

• Relation with President and with Regents

• Relations with State Legislature

• Distinctiveness of University of Minnesota School of Nursing
  • Vis-à-vis relations within School and between nursing and other health science professions

• Changes in nursing education and nursing practice?

• Final thoughts on the School of Nursing and the AHC
• Ideas on who else I should speak to