

MT. SAN ANTONIO
COLLEGE

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COLLEGE CENTER MB

A SUMMARY OF STUDY DONE WHILE ON SABBATICAL LEAVE

School year of 1976-7

Presented to
THE BOARD OF TRUSTEES
MT. SAN ANTONIO COLLEGE

by

Lois Callon Smith, R.N., M.Sc., M.A.

September, 1977

ACKNOWLEDGEMENTS:

I would like to take this opportunity to express appreciation to all who made this year of study possible for me:

The Board of Trustees of Mt. San Antonio College for making it financially feasible;

Milton Thorn, Director of Academic affairs and the Permanent Salary and Sabbatical Leave Committee for approving my study; Zelma McKibben, Department Chairperson of the Associate Degree Nursing Program and the faculty of the department, especially Noura Ross and Mike Gilliam, my team teachers, who "carried the load" during the past year;

My family and friends for patience and understanding during periods of psychological and physical withdrawal when study and class deadlines took precedence over sociability and good manners on my part.

Without all of them, I would not have been able to manage the necessary work for completion of a Master of Arts Degree.

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PROPOSED PLAN OF STUDY

When applying for sabbatical leave, the following was a statement of my proposed plan of study, and the anticipated end results.

"I plan to start work toward the Master of Arts in Social Science Degree with an emphasis in Instructional development for specific instructional problems in Associate Degree Level Nursing in the Medical-Surgical and/or Psychiatric Nursing areas, which I teach at Mt. San Antonio College."

"I am planning to research a process which can be used to develop individualized materials in different formats and forms of presentations for my colleague team teachers' consideration. As an outgrowth of studying a combination of disciplines within the social sciences, I feel that my thinking will definitely be up-dated and my knowledge increased in these areas. Hopefully, I will be able to create new patterns for learning that will help our nursing students approach more easily the vast amount of data assimilation necessary today."

SUMMARY OF STUDY

The Master of Arts in the Social Science department of Azusa-Pacific College held my interest for several reasons. First of all, I hold a B.Sc. degree from the University of Southern California and a M.Sc. degree from the University of California at Los Angeles; both schools are very large and both degrees had majors in Nursing. Therefore, I wanted to experience a more personal type of program and to broaden my base of academic pursuit in social sciences. Also, the systems approach to instructional development which is a special program in the social science area seemed destined to give me individualized materials for creating new patterns for learning with our nursing students.

In a letter dated December 22, 1975 from Eldon E. Pearce, President of Mt. San Antonio College, I was informed that the Board of Trustees had approved my application for Sabbatical leave for the school year 1976-77 for "Formal study at Azusa-Pacific College, leading to the Master's Degree in Social Science." What a nice Christmas present!

During the Spring semester of 1976, while still teaching full time, I enrolled in Studies in American Social and Intellectual History and Current Problems in Psychology. The Psychology class was designed as a seminar to research problem areas in the field of Psychology, with the goals to investigate various areas of controversy; to become aware of the materials available on the

topic; to increase the student's knowledge of the subject; to develop an appreciation for the literature in the field; and to get a feeling for research of the topic. Some of the topics researched were: "The psychology of dying", "Rights of human subjects related to experimentation", "Advantages and disadvantages of psychological services under a national health plan", "Can creativity be encouraged through school and family intervention?", and "Causes, effects, treatment and prevention of child abuse". A large part of the class time was spent in discussing Sidney M. Jourard's hypothesis that man can attain to health and fullest personal development only insofar as he gains courage to be himself with others and when he finds goals that have meaning for him--including the reshaping of society so it is fit to live and grow in for all.

The studies in American Social and Intellectual History took in the ideas and social changes from colonial times to the present in the United States. Much time was spent with Cords and Gerster's MYTH AND THE AMERICAN EXPERIENCE. The thesis was that false historical beliefs are so essential to our culture that if they did not exist, they would have to be invented. We need only imagine how different our national history would be if countless millions of our citizens had not been brought up to believe in the manifestly destined superiority of the American people, in the supremacy of the white race, in the primacy of the Nordics within the white race, in the safety-valve "free" land in the West, in completely rugged individualism, and in the rags-to-

riches dream of a millionaire's blank check in every working man's lunch box. I researched data for "A comparison of the 18th and 20th Century family for Self-reliance". The myth is that the average individual in the 20th century family needs less self-reliance than the average individual in the 18th century family. The typical life cycle of the American family in the twentieth century shows that the young couple will move away from their parents (if their parents are still living together) during the first year of their marriage, will change residences several times during their marriage and child rearing years; the mother will probably work outside the home some of the time during her marriage, the family income will peak after the children are grown and the couple are alone, then the income will decrease at about retirement age for the "breadwinners", with another decrease of income with the death of a spouse. Therefore, the individual in the typical life cycle of the modern American family needs a great deal of self-reliance to acquire and maintain an "average" status-- financially, socially and psychologically, without any of the protection or help afforded by the extended family of the 18th century.

The Seminar in Social Concerns was a "people oriented" seminar intended to start where students are in their interests in other people and focus on specific "concerns" for research and indepth study. There was a review of the principal theories of social responses, both historically and presentiy.

Some of the topics researched and reported were "Aging", "Violence and Aggression", "Sex and the Elderly", "Death, Suicide and Grief", "Loneliness" and I chose to research the topic of "Safety of the Aged, Weak, Mentally and Physically Disabled in a 'Crazy' Society". This study showed that from approximately 1000 admissions per month to a local state mental hospital, 54% were readmitted within one month of discharge. Obviously showing that over half of the people discharged from the hospital were not able to function within the limits of behavior that our culture will tolerate. These were the people who were apprehended and returned to the same mental facility. What about the ones who went to another locality? This study definitely showed that the aged, weak and disabled have inadequate protection in our society at the present time. There were over 20,000 murders in the U.S. in 1976, most were in the large cities, most involved sub-cultures and 40% of the victims had been consuming alcoholic beverages; however, England and Japan have approximately the same population and during the same time period only had 200 murders! Each culture defines the limits of behavior it will tolerate. Behavior that exceeds those limits of behavior is labeled deviant and considered intolerable. Where are our limits?

The seminar in Social Science was designed to open up to new vistas of understanding in the field of Social Science, understanding the "problems" of life confronting all of us; and through reading, writing and dialogue to develop a more enthusiastic attitude of appreciation about the "distinctly

human tasks of man-making", and an awareness of the problems and possibilities of Social Science. Some of the topics attacked by the group were "Humanistic and other approaches to the treatment of youthful offenders with Addiction and Dependency Needs stemming largely from inadequate Self-concept", "The Black Family", "Acupressure and Reflexology", and I studied and reported on "Assertive vs. Aggressive Behavior". I became so interested in the topic through research that I enrolled in a continuing education class taught on the Mt. San Antonio College campus by Ann L. Krueger called "Self Actualization and Assertiveness". It was a tremendous experience for me. Most women have been taught that being passive and being feminine are one and the same. In assertive training, the basic distinction is made between being aggressive and assertive. Assertive behavior is a direct, honest expression of ideas, desires and feeling. Aggressive behavior expresses the same things, but without taking into account the rights of others. The key to assertive behavior is self-confidence. Society is still reinforcing passive behavior in women. In a man it's called wishy-washy or Milquetoast, and a man who acts that way may even be called feminine. In a woman its called being nice and accommodating. With self-actualization and assertive behavior one feels better about oneself. You know you have the right to be, to do, and to ask, just as the other person has the right to turn you down.

Problems in Teaching I and II were courses that allowed independent study of a topic in a problem area of education with projects to solve the problems. Since one of the problems that

is most troublesome to a clinical Instructor in Nursing is to have an assignment set up for a particular student to meet a specific objective and to be unable to continue the assignment due to conditions beyond the Instructor's control. There may be a sudden change in the patient's status necessitating a transfer to another part of the hospital, i.e. operating room, intensive care unit or they may be sent home or to another hospital; the physician may change his orders so that the procedure assigned is discontinued. Therefore, I developed a kit for simulating the experience of *Ostomy Care and Burned Patient care. The simulated experiences with slide-tape narration will act as a review of theory, will give a visual experience that will make the actual patient care less threatening, and handling the equipment will give the student skills so that actual patient care at a later time will be smoother. At the Clinical Instructor's discretion, the simulated experience could be followed with an assignment on a laboratory manikin before or in lieu of an actual patient assignment.

The Instructional Development courses - The Process and The Product - were a general introduction to the principles and procedures of Instructional Development. It was designed not only to give understanding but also to put into actual practice what is learned. Instructional Development is an exercise that has its basis in creative problem solving. In stage I, to define the problem, one must identify the instructional problem or need. Information is gathered in order to define and describe the problem. A description of the status quo is compared to what is desired. The differences or gaps between the two is identified. A problem statement is written and apparent solution are suggested.

The specific characteristics of the learners which are related to the solution of the instructional problem must be identified. Also, school and community resources must be reviewed for inclusion into the designing and or development and/or support of the instructional unit. At this time, the problem may well be re-stated and the process begun again. Once the instructional problem has been clearly identified, a tentative solution emerges which determines the necessary resources and people needed. These people need to be assigned their tasks and responsibilities and given a reasonable time line to follow in completing those tasks. In stage II, to design and develop the instructional unit, one must identify behavioral objectives very specifically, specify methods by determining the type of learning primarily specified, the instructional strategy called for and the media formats to be used. When constructing prototypes "on paper" the procedures are specified, instructional materials are collected and developed, evaluation instruments are designed, and a technical review of all must be done. At this point, personnel may need to be trained. In stage III, the instructional unit is tested by carrying out the instruction as planned. Evaluation methods are carried out as planned with the data processed and tabulated. When the results are analyzed, any revisions need to be indicated with the interpretation of results and a determination made as to indications that the instructional unit needs recycling or revision or if it can be implemented as planned. It can be seen that Instructional Development of this magnitude utilizes a system approach "which breaks down

the process of getting things done into a series of small, manageable steps in which an attempt is made to account for every conceivable event that must occur, or could occur, between setting a goal and achieving it." After going through the agony of this process any teacher can truly say he or she knows exactly what is to be taught and how to go about it, in that unit of study!

The course on Development of the Creative Teaching Personality was not as much a class as it was an experience of creativity. I learned that the creative person has a unique way of putting ideas together. The creative teacher allows the learner to be a unique person without penalizing any efforts as long as they are not destructive to the individual or others; and, allows the learner to arrive at the goal agreed upon by the learner and the teacher. The creative teaching personality is one that promotes mutual respect and acceptance and the teacher leads the student to discover ideas and concepts instead of teaching them facts. The creative teacher is constantly open to new ideas, and accepts the students' attempts to think creatively; i.e. produce ideas that are relevant and unusual. In this course I was able to develop an awareness of creative possibilities in teaching, ways or steps of enhancing creativity in my own teaching, and to become aware of my unique abilities. I was most interested in the work being done on educating both sides of the brain, showing that the left hemisphere is the judicial mind where facts are processed, good judgment is developed and decisions are made. The right hemisphere is the creative mind

where intuition and inventions and ideas that are new are formed. I quite agree with the anonymous teacher who said, "My God! It was bad enough when I thought kids only had one mind. Now I have to teach two!"

Classroom Use of Instructional Media was designed to answer the following questions: What instructional media are available to me, the teacher? Why should I use instructional media in the classroom? How can I best use each medium? What is my role as a teacher with the newer instructional media? Where can I locate readymade instructional media materials to use in my class? How do I produce materials to go along with all the audio visual equipment that is available to me? In addition, I worked on a project gathering information for sources for free or inexpensive instructional materials.

As an elective I chose to take a course on History of California since all of my reading on that subject was so many years ago. Exploration, colonization, and development of Hispanic California; coming of the Americans; political, economic, and cultural development of California since its acquisition by the United States was a fascinating subject. I was disappointed that so much of our time was spent on analyzing the four textbooks used, approaching the subject from an English Composition bias.

HISTORICAL TOUR

After completing the formal classes, I embarked upon a 30 day land tour of the United States. I made no reservations but had a plan for seeing as many of the places with historical significance as possible. I traveled by Continental Trailways bus, Greyhound bus, rented automobile, trains, subways, and East Coast Parlor Car Tours coaches...all on the ground in order to get a close look at those places I had flown over before. My itinerary took me through Las Vegas, Salt Lake City, Denver, Omaha, Des Moines and many back roads in Iowa (where I was born) Chicago, Cleveland, New York City, Boston, New York City, Washington, D.C., Williamsburg, Yorktown, Jamestown, Richmond, Charlottesville (Monticello), the Skyline Drive, Harpers Ferry, Gettysburg, Pennsylvania Dutch Country, Valley Forge, Philadelphia, then quickly back across the states through Columbus, Ohio; Indianapolis, St. Louis, Oklahoma City, Albuquerque, Flagstaff, Needles and home again! Obviously, there was history everywhere but some of the most interesting to me was Herbert Hoover's birthplace and the Amana colonies in Iowa; the Massachusetts State House, the Freedom Trail and the Waterfront in Boston; Monticello, the home of Thomas Jefferson; Mt. Vernon, the home of George Washington; and being fortunate enough to plan to be at Arlington Cemetery for Memorial Day services. It is so impressive to see a flag on each grave site which is done only the one day of each year. Gettysburg and Valley Forge haunt me, but I am glad to have seen them. Philadelphia was a joy! Limited time and my waning energy prevented my staying there and continuing on and on.

STATEMENT OF VALUE OF THE SABBATICAL LEAVE

This has been a most valuable year of study for me, but I would not be honest if I said it had been an easy year for me. It is not easy to abdicate the teacher role and take on a student role at the snap of fingers. It has been a valuable year for me as it was a year of personal growth and change thus truly fitting the definition of education.

I feel that my professional competence has been increased by learning about new technologies in teaching, by having the time to research some of the troublesome areas in my own subjects and to try solutions on paper out with completely unbiased fellow classmates and teachers. My professional competence will be increased because I will have a wider range of knowledge when discussing Psychology, Social Sciences, History, etc. with other people whether they be students, patients, colleagues or community members. I have furthered my skill in independent study and an interest in continued learning of a broader nature. I have a better recognition and understanding of the agents of social change.

On a personal level, I know that I have much more positive feelings about my self worth. It may have been conceited to think that after 30 years of being a Registered Nurse and after 20 years of teaching that I could step into another field and succeed. The fact that I did, gives me great satisfaction.

APPENDIX



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811

Office of the President

December 22, 1975

Ms. Lois C. Smith
697 Matchwood Place
Azusa, CA 91702

Dear Ms. Smith:

At the regular meeting of the Board of Trustees held on Thursday, December 18, 1975, the Board approved your application for Sabbatical Leave for the School Year 1976-77, to complete the following contracted program:

Formal study at Azusa-Pacific College, leading to the Master's Degree in Social Science.

It is the purpose of a sabbatical leave, for which the District is financially responsible, to directly relate to the improvement of instruction. Any deviation or change from the approved program, which is a contractual arrangement with the Board of Trustees of Mt. San Antonio College and the County of Los Angeles, must be approved by the Board. An unauthorized change will result in withdrawal of financial support.

Prior to your departure, you must submit a detailed outline of your independent study and a complete itinerary. Following the Leave, it is your responsibility to submit a comprehensive report of your activities with an evaluation of the positive effect it will have on your specific teaching assignment.

We hope this will be an outstanding experience for you, and greatly stimulate and enrich your contacts with the students in your classes.

Sincerely,

Eldon E. Pearce
Superintendent/President

EEP:jp



February 16, 1976

Mrs. Lois Smith
697 Matchwood Place
Azusa, California 91702

Dear Mrs. Smith:

The Admissions Committee for Graduate Studies is happy to inform you that you have been admitted in Regular Graduate Standing to the program leading to the Master of Arts degree in Social Science.

You have been given transfer credit as follows:

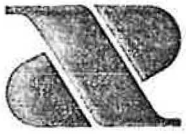
Educ S114	Educational Statistics	UCLA	(two units)
Educ 209A	The Junior College	UCLA	(two units)

We wish you continued success as you pursue your Master's degree at Azusa Pacific College. If we can be of any help to you throughout your program, please feel free to contact our office.

Sincerely,

Jeanette Brookins
Chairman, Admissions Committee

JB:mr



April 4, 1977

Lois Smith
697 Matchwood Place
Azusa, California 91702

Dear Lois:

Congratulations are in order. The faculty is pleased to inform you that you have successfully passed the core examination. The successful completion of this examination offers the opportunity for you to continue your studies in the Master of Arts program.

It is apparent that you have committed yourself to being successful in the completion of your degree; and the APC faculty is enthusiastically looking forward to working with you right up to graduation time.

If I can be of any assistance to you in graduate advisement, please do not hesitate to contact me.

Cordially,

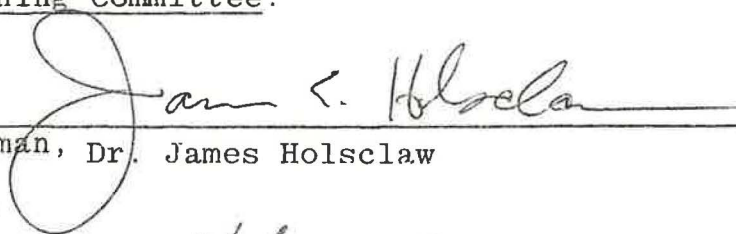
Dan Jeran
Graduate Studies Coordinator

AZUSA PACIFIC COLLEGE
DIVISION OF GRADUATE STUDIES


REPORT OF ORAL COMPREHENSIVE EXAM

This is to certify that Lois Smith
was examined in the area of the major on July 25, 1977.
The examination was passed X failed _____.

Examining Committee:




Chairman, Dr. James Holsclaw



Dr. Richard Strand

STUDENT NO.	STUDENT NAME	SEMESTER	YEAR
559209196	SMITH LOIS C	SPRING	1976

AZUSA PACIFIC COLLEGE HIGHWAY SIXTY SIX AT CITRUS AVE. AZUSA, CALIF. 91702

PARTMENT	COURSE NO.	COURSE TITLE	UNIT	GRADES	POINTS
	62 514	STU AM SOC/HIST	3	A	12
	63 520	CURR PROB PSYCH	3	A	12
<small>COURSE NUMBERING</small> <small>100 - 299 LOWER DIVISION 400 - 499 UPPER DIVISION WHICH ALSO GIVES GRADUATE CREDIT FOR GRADUATE STUDENTS.</small> <small>300 - 399 UPPER DIVISION 500 - 699 GRADUATE COURSES</small>			<small>CUMULATIVE SEMESTER</small> 	6	4.00

ANY COURSE AND GRADE WHICH DOES NOT APPEAR HAS NOT BEEN SUBMITTED BY THE INSTRUCTOR

By _____

STUDENT NO.	STUDENT NAME		SEMESTER	YEAR
559209196	SMITH	LOIS C	SUMMER2	1976

AZUSA PACIFIC COLLEGE HIGHWAY SIXTY SIX AT CITRUS AVE. AZUSA, CALIF. 91702

DEPARTMENT	COURSE NO.	COURSE TITLE	UNIT	GRADES	POINTS
	04 503	SEM/SOL CONCERN	3	A	12
<small>COURSE NUMBERING 100 - 299 LOWER DIVISION 400 - 499 UPPER DIVISION WHICH ALSO GIVES GRADUATE CREDIT FOR GRADUATE STUDENTS. 300 - 399 UPPER DIVISION 500 - 699 GRADUATE COURSES</small>			<small>CUMULATIVE SEMESTER</small>	3	4.00

ANY COURSE AND GRADE WHICH DOES NOT APPEAR HAS NOT BEEN SUBMITTED BY THE INSTRUCTOR

By _____

STUDENT NO.	STUDENT NAME	SEMESTER	YEAR
559209196	SMITH LOIS C	FALL	1976

AZUSA PACIFIC COLLEGE HIGHWAY SIXTY SIX AT CITRUS AVE. AZUSA, CALIF. 91702

DEPARTMENT	COURSE NO.	COURSE TITLE	UNIT	GRADES	POINTS
	63 580	SEM IN SOC SCI	3	A	12
	72 520	PROB IN TCHG I	3	A	12
	72 551	INST DEV/THE PROC	3	A	12
	72 552	INST DEV/THE PROC	3	A	12
<small>COURSE NUMBERING 100 - 299 LOWER DIVISION 400 - 499 UPPER DIVISION WHICH ALSO GIVES GRADUATE CREDIT FOR GRADUATE STUDENTS. 300 - 399 UPPER DIVISION 500 - 699 GRADUATE COURSES</small>			<small>CUMULATIVE SEMESTER</small>	12	4.00

ANY COURSE AND GRADE WHICH DOES NOT APPEAR HAS NOT BEEN SUBMITTED BY THE INSTRUCTOR

By _____

STUDENT NO.	STUDENT NAME	SEMESTER	YEAR
559809196	SMITH LOIS C	SPRING	1977



AZUSA PACIFIC COLLEGE

HIGHWAY SIXTY SIX AT CITRUS AVE. AZUSA, CALIF. 91702

DEPARTMENT	COURSE NO.	COURSE TITLE	UNIT	GRADES	POINTS
	62 461	HIST OF CALIF	3	C	6
	72 450	CL USE/INST MEDIA	3	A	12
	72 510	SM DV CR TCHG PR	3	A	12
	72 521	PROB IN TCHG II	3	A	12
<small> COURSE NUMBERING 100 - 299 LOWER DIVISION 400 - 499 UPPER DIVISION WHICH ALSO GIVES GRADUATE CREDIT FOR GRADUATE STUDENTS. 300 - 399 UPPER DIVISION 500 - 699 GRADUATE COURSES </small>			<small>CUMULATIVE SEMESTER</small>	12	3-50

ANY COURSE AND GRADE WHICH DOES NOT APPEAR HAS NOT BEEN SUBMITTED BY THE INSTRUCTOR

By _____