A COMPARISON OF THE INTERPRETATION OF TERMINOLOGY WITHIN THE FRAMEWORK OF OBJECTIVES AMONG INSTRUCTORS IN MONTANA STATE COLLEGE SCHOOL OF NURSING HOSPITAL UNITS

by

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TABLE OF CONTENTS

LIST OF TABLES iii
ABSTRACT iv

CHAPTER

I. THE PROBLEM AND DEFINITIONS OF TERMS USED 5
   The Problem 5
   Selection of the Problem 5
   Statement of the Problem 6
   Limitations 6
   Assumptions 6
   Importance of the Study 7
   Definitions of Terms Used 7

II. METHODOLOGY 11
    Development of the Tool 11
    Selecting the Sample 12
    Composing the Questionnaire 12
    The Method of Analysis 14

III. PRESENTATION OF FINDINGS 16
    Tabulation and Results 16
    Summary, Conclusions, and Recommendations 22

BIBLIOGRAPHY 25
APPENDIX 27
<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>17</td>
</tr>
<tr>
<td>A Comparative Study of the Interpretation of Selected Objectives by Clinical Faculty in the Three Hospital Units of Montana State College</td>
<td>17</td>
</tr>
</tbody>
</table>
This study concerns a comparison of the interpretation of terminology within the framework of objectives among instructors in Montana State College School of Nursing Hospital Units. It was conducted through the use of a questionnaire which was based on the Maternal and Child Care Course Outline currently in use at Montana State College and on Benjamin S. Bloom's Taxonomy of Educational Objectives. The study was designed to measure the interpretation of terminology within the framework of objectives. A comparison of the interpretation was made among individual faculty members of each hospital unit, and among the hospital units, as a whole. Six categories were established by a jury as levels of learning.
CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The Problem

Selection of the Problem. As a member of a project in conjunction with other graduate students in nursing, divergent opinions existed in coming to a common interpretation of the terminology of objectives because written communication was so often defective. Objectives were the crucial area involved. "The purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought about so that the instructional activities can be planned and developed in a way likely to attain these objectives." 1/ The communication derived from the interpretation of objectives becomes a controlling factor in student learning. The investigator felt that a common understanding of the terms used needed to be developed. Descriptive evidence, to clarify comments by specialists within the education field, was necessary.

The course, Maternal and Child Care, which is an integration of Obstetric and Pediatric Nursing, originated because of a formation of new concepts relating to the care of mothers and children and in recognition of those concepts common to both areas.

A study integrating maternity, pediatric, and certain areas of orthopedic nursing is being carried on at Boston University. "Family-

centered nursing depends upon the nurse's awareness of and her respect for the interactions of family relationships." 2/

Statement of the Problem. It was the purpose of this study (1) to find out what terminology of an objective was interpreted with the most common understanding among the instructors in the three Montana State College Hospital Units and, (2) to gain information that might be useful in the interest of promoting common understanding in the formulation of objectives.

Limitations. The nature of the sample is a limitation of the study since it is confined to Montana State College faculty members in the three hospital units. It is also a strong point in that it controls some element of background for each respondent. The philosophy of Montana State College would tend to restrict their responses. There are six instructors in Montana State College hospital units associated with the teaching of Maternal and Child Care. It seemed desirable because all of the responses relate to nursing to include in the sample all 24 faculty members in the three hospital units of Montana State College.

Assumption. This study is based on the assumption that objectives can be so expressed that they result in a common interpretation of terminology among faculty members in the three hospital units of Montana State College.

One of the limitations in the implementation of objectives is in the words used to write them. The communication inherent in the interpretation of objectives becomes a controlling factor of learning content and behavior change. A common understanding can result only if there is a common interpretation among instructors and between instructor and student. Objectives in the course for Maternal and Child Care Nursing were the crucial area involved.

**Importance of the Study.** The interpretation by the classroom instructor of the words within the framework of the objective influences the content selected to be taught. Content and behavior change are screened through the objectives used in the course. Methods of selecting and guiding learning activities depend on the interpretation of the objectives by the individual instructor. Time allocation to content areas will vary due to needs of the students and available clinical material. The individual instructor's interpretation will determine the standards of learning levels. The communication derived from the interpretation of these objectives needs to be studied and a common terminology developed.

**DEFINITIONS OF TERMS USED**

**Knowledge.** "Knowledge as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. 3/ The referents for

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specific symbols (verbal and non-verbal) are included in this category as a knowledge of the terminology and technical terms, as they relate to Maternal and Child Care. Recall of major facts includes (1) the cognitive domain of knowledge, (2) familiarity with a criteria by which facts, principles, opinions, and conduct are tested or judged.

Comprehension. Comprehension is interpreted as representing the lowest level of understanding. "It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications." 4/

Interpretation. Interpretation involves a reordering, rearrangement, or a new view of the material. It is an explanation or summarization of a communication.

Application. "The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules or procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied." 5/

Analysis. The interpretation is "the breakdown of a communication into its constituent elements or parts such that the relative hierarchy

4/ Ibid., pp. 204-205.
5/ Ibid., p. 205.
of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement." 6/

**Synthesis.** "The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before." 7/

**Evaluation.** "Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal." "The criteria may be those determined by the student or those which are given to him." 8/

**Objective.** "The most useful form for stating objectives is to express them in terms which identify both the kind of behavior to be developed in the student and the content or area of life in which this behavior is to operate." 9/ "The purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought about so that the instructional activities can be planned and developed in a

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6/ Ibid., p. 205.
7/ Ibid., p. 206.
8/ Ibid., p. 207.
way likely to attain the objectives; that is, to bring about these changes in students." 10/

The overview of the remainder of the study includes in Chapter II, The Conduct of the Plan. The sample to participate in the study was selected and the questionnaire was composed. A pilot study was done. Chapter III includes the tabulation and results of the findings. Recommendations were developed as a result of the tabulation of findings of the study.

10/ Ibid., p. 29.
CHAPTER II

METHODOLOGY

Development of the Tool. The tools necessary to perform this study consisted of (1) the five objectives selected from the Maternal and Child Care Course Outline and, (2) fifteen check list items formulated by the investigator, and categorized by a jury. The check list items were based on Bloom's Taxonomy of Educational Objectives. 1/ The investigator read the examples cited in Bloom and found examples in Maternal and Child Care where a similar type of intellectual skill and ability would apply. On the basis of these examples, the investigator developed fifteen check list items to use in evaluating the interpretation of terminology within the framework of the five selected objectives.

It was not desirable to conduct the study with personal interviews because of the possibility of influence by the investigator. This is a study in written communication and direct questioning may result in the participants attempting to give the investigator the answers they think are wanted.

There are possibilities for misunderstanding and ambiguity when using a written questionnaire, but it was the method of choice. A pilot study using six graduate students of Nursing enrolled in N406, Evaluation in Nursing Education at Montana State College was used to discover areas lacking clarity in the questionnaire. The questionnaire consisted of;

1/ Benjamin S. Bloom, Taxonomy of Educational Objectives
(1) a group of five objectives to screen using (2) a list of fifteen check list items of learning outcomes. The respondents were asked to make a check mark in the column or columns which would record their interpretation of the nature of the desired learning, as related to each objective. A copy of the questionnaire can be found in Appendix A.

Selecting the Sample. Having selected the problem area and limited the study to areas of common understanding among instructors in the three hospital units, a list of the 24 faculty members employed in the three units was procured from Montana State College School of Nursing.

At first the plan was to select only those instructors in the Maternal and Child Care areas. After more discussion and consideration it was decided that a more representative sample would be obtained by including all instructors. Since the instructors from other fields of nursing would participate within the framework of their own specialty it would make the study more valid.

Composing the Questionnaire. An attempt was made to compose an adequate questionnaire to answer the purposes of the study, and one which would be simple and not too time consuming for the respondent. The questionnaire involved five objectives selected from the Maternal and Child Care Course Outline currently used. The investigator read the examples cited in Bloom and decided where in Maternal and Child Care nursing a similar type of intellectual skill and abilities were needed. On the basis of these examples the investigator developed fifteen check list items to use in evaluating the interpretation of terminology within the framework of the
objectives. The respondent was requested to take the objectives one at a time, checking the items under the column headed Obj. 1, Obj. 2, and so on until they had used each of the five objectives. Respondents were to check the items which they would expect students enrolled in Maternal and Child Care to learn as stated by the objective. They were further requested not to sign their name but to indicate the hospital division and nursing specialty with which they were concerned. See questionnaire, Appendix A.

A pilot study was carried out in order to point out any ambiguity or confusion in the wording of the questionnaire. Another purpose was to test the evaluation instrument. Six graduate students of nursing enrolled in N406, Evaluation of Nursing Education, participated in the pilot study. After each person had completed the questionnaire, the possible points of confusion were noted and returned to the investigator. As a result of the pilot study some changes were made in the instructions. The statement, "You will probably check several items under each objective", was added to the instruction sheet. One item, "Acquire information", failed to communicate the desired meaning and was deleted from the final draft. Some check list items were reworded to clarify intent of the item.

A letter was composed to accompany the questionnaire. The purpose of the letter was to explain the study sufficiently so that care would be used in completing the check list and to appeal to the recipient's sense of responsibility in order to obtain a high rate of return. A copy of the letter can be found in Appendix A. The letter and an instruction sheet accompanied each questionnaire.
One questionnaire for each faculty member in the hospital unit was sent to each Director of Nursing Education. A stamped, self-addressed envelope was enclosed for the purpose of returning the completed questionnaires. The three hospital units of Montana State College School of Nursing participating in the study were: Billings Deaconess Hospital; Butte Community Memorial Hospital; and Montana Deaconess Hospital, Great Falls, Montana. A total of 24 faculty members were included in the study.

The Method of Analysis. The check marks made on the questionnaire were tabulated for each objective for the check list items. The following evaluations were made from the tabulations:

(1) the total number of respondents checking an item was compared with the total number of respondents not checking an item for each particular objective.

(2) a jury consisting of six graduate students in nursing enrolled in N406, Evaluation of Nursing Education, at Montana State College, classified the check list items into the following categories: Knowledge, Analysis, Synthesis, Application, Comprehension, Interpretation, and Evaluation, as they considered the items based on a knowledge of Bloom's Taxonomy of Educational Objectives. 2/

(3) the final step of the analysis was a written narration of the findings of categorical areas of interpretation of objectives

2/ Ibid., p. 12.
as they indicated agreement or lack of agreement among instructors in the three hospital units of Montana State College.

The first tabulation is represented in the form of Table I, page 17, entitled, "A Comparative Study of the Interpretation of Objectives". Results are not usually expressed in percentages when dealing with a sample of this size (23), but with the use of the three different sized sub-groups it was necessary to express the results using percentages as the common denominator. The figures represent the percentage of respondents in agreement on the interpretation of fifteen check list items for each of the five objectives. The hospital units participating were designated A, B, and C.

Results of the second tabulation were reported in percentage of common interpretation of the terminology of the objectives. They were computed on the basis of the total group of participants. Rather than list each Objective with the agreement for each check list item an attempt was made to limit the specific areas of agreement or lack of agreement into categories. It was felt this would tend to make the study clearer and more useful to the reader. The category is given and under each is listed the specific items included by the jury. A brief definition of the category is given as it relates to the items.

The third step consists of the Summary, Conclusions and Recommendations. A written narration of the results of the study is made followed by five recommendations resulting from the analysis of the results.
CHAPTER III

PRESENTATION OF FINDINGS

Tabulation and Results. The size of the sample tended to limit the study. It was an exploratory study designed to test the interpretation of objectives by faculty.

A comparison of the interpretation of objectives among individual faculty members of each hospital unit was made using the table of totals reproduced on the following page. (Table I)

No statistical treatment for significance of differences on any level was used. Reliability and validity are inferred in the recurrent patterns. The number of variables in the conditions surrounding the data did not seem to justify a quantitative significance on the individual category or between two categories used as independent groups. 1/

A narrative exposition of the table entries expressed in descriptive terms devoid of inference was the method used in this study.

The percentage of respondents checking each item indicates the agreement of the levels of learning for each objective. An example is Item 13, for Objective No. 1. When no one checked a given item the participants were in complete agreement that the material was not pertinent to this level of student. An example of this way of expressing no agreement is found in Item 13. "Gain skill in identifying motives and in discriminating between mechanisms of behavior with reference to

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A COMPARATIVE STUDY OF THE INTERPRETATION OF AGREEMENT OF SELECTED OBJECTIVES
BY CLINICAL FACULTY IN THE THREE HOSPITAL UNITS OF MONTANA STATE COLLEGE

The figures represent the percentage of respondents in agreement on the interpretation of fifteen check list items for each of the five objectives. The letters A, B, C, refer to the three hospital units participating in the study.

1. To interpret maternal and infant vital statistics.
2. To develop an understanding of the minor disorders of pregnancy.
3. To learn the role of the nurse during each phase of labor.
4. To develop skill in the observation and daily care of a newborn infant in the nursery.
5. To become familiar with community resources as they relate to maternal and child health and welfare.

<table>
<thead>
<tr>
<th>CHECK LIST ITEMS</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define technical terms peculiar to area</td>
<td>178</td>
<td>50</td>
<td>100</td>
<td>74</td>
<td>67</td>
</tr>
<tr>
<td>2. Apply problem solving techniques</td>
<td>33</td>
<td>63</td>
<td>83</td>
<td>57</td>
<td>45</td>
</tr>
<tr>
<td>3. Recognize factual information</td>
<td>89</td>
<td>88</td>
<td>83</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>4. Recognize relationships of contributory factors</td>
<td>56</td>
<td>88</td>
<td>83</td>
<td>74</td>
<td>89</td>
</tr>
<tr>
<td>5. Interpret relationships expressed in symbolic form, i.e. maps, tables, diagrams, graphs, etc.</td>
<td>100</td>
<td>88</td>
<td>100</td>
<td>96</td>
<td>22</td>
</tr>
<tr>
<td>6. Recall major facts</td>
<td>33</td>
<td>63</td>
<td>83</td>
<td>57</td>
<td>63</td>
</tr>
<tr>
<td>7. Recognize the progression of nursing skills</td>
<td>11</td>
<td>38</td>
<td>50</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>8. Use professional judgment</td>
<td>22</td>
<td>15</td>
<td>33</td>
<td>43</td>
<td>67</td>
</tr>
<tr>
<td>9. Interpret verbal communication</td>
<td>22</td>
<td>88</td>
<td>17</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>10. Acquire skills in recognizing and weighing values involved in alternative courses of action</td>
<td>28</td>
<td>13</td>
<td>0</td>
<td>13</td>
<td>78</td>
</tr>
<tr>
<td>11. Ability to state the problem in your own words</td>
<td>33</td>
<td>50</td>
<td>23</td>
<td>43</td>
<td>89</td>
</tr>
<tr>
<td>12. Predict probable effects or outcomes of a change in a specific situation</td>
<td>45</td>
<td>63</td>
<td>97</td>
<td>77</td>
<td>63</td>
</tr>
<tr>
<td>13. Gain skill in identifying motives and in discriminating between mechanisms of behavior with reference to individuals and groups</td>
<td>0</td>
<td>38</td>
<td>0</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>14. Recall and recognize characteristics of particular periods as related to obstetrics</td>
<td>22</td>
<td>50</td>
<td>93</td>
<td>48</td>
<td>56</td>
</tr>
<tr>
<td>15. Student's ability to make critical evaluations of her performance</td>
<td>11</td>
<td>38</td>
<td>17</td>
<td>22</td>
<td>33</td>
</tr>
</tbody>
</table>

**Hospital Unit**
- **A** = 0 = 100%
- **B** = 0 = 100%
- **C** = 0 = 100%
- **T** = Total Group
- 23 = 100%
individuals and groups", (Item 13) where faculty in hospital units A and C indicated that students were not ready for this kind of judgment.

The second step in the tabulation of findings consisted of a classification of the fifteen check list items into categories of Bloom's Taxonomy of Educational Objectives by a jury. The jury consisted of the six graduate students in nursing N406, "Evaluation of Nursing Education". As a learning experience these students had become familiar with this text.

The categorical levels of learning to be used for the classification of check list items with an assigned number were; 1. Knowledge; 2. Comprehension; 3. Interpretation; 4. Application; 5. Analysis; 6. Synthesis; 7. Evaluation. Under the category of Knowledge, the following check list items were placed:

1. Define technical terms peculiar to area.
3. Recognize factual information.
6. Recall major facts.
7. Recognize the progression of nursing skills.
14. Recall and recognize characteristics of particular periods
   as related to obstetrics.

Knowledge is defined as involving the recall of specifics and universal
terminologies, including terminology and technical terms, as they relate to
Maternal and Child Care. Knowledge refers also to a familiarity with a
criteria by which facts, principles, opinions, and conduct are tested or
judged. Of the 23 faculty members of Montana State College participating
in the study 68.6 percent agree on the interpretation (See Chapter II,
Composing the Questionnaire, page 12) of the objectives as they relate to Knowledge.

The category of Comprehension included check list items Number five (5) and nine (9).

5. Interpret relationships expressed in symbolic form, i.e., maps, tables, diagrams, graphs, et cetera.

9. Interpret verbal communication.

Comprehension was defined to represent the lowest level of understanding—the individual knows what is being communicated, he can make use of the material or idea communicated without necessarily relating it to other material or seeing its fullest implications. There was a 64 percent agreement in this category.

One item was placed in the category of Interpretation.

11. Ability to state the problem in your own words.

Interpretation indicated the lowest level of agreement of the six categories involved with 57.5 percent agreement on the interpretation of the objectives used in the study. Interpretation relates to an explanation or summarization of a communication.

The Application category included check list items Number two (2) and twelve (12).

2. Apply problem solving techniques.

12. Predict probable effects or outcomes of a change in a specific situation.

The category of Application ranked next to the category of Knowledge.
in the highest percent of agreement among the participants in the study. Application is the actual use of abstractions in particular and concrete situations. This category showed an agreement of 67.5 percent.

Analysis included check list items Number four (4) and thirteen (13).

4. Recognize relationships of contributory factors.

13. Gain skill in identifying motives and in discriminating between mechanisms of behavior with reference to individuals and groups.

The final category to be discussed is Evaluation. Evaluation is the use of a standard of appraisal to determine the value of material and methods for given purposes. This includes judgment of self, the ability to form an objective opinion or estimation of one's self as related to behavior. The category of Evaluation indicates an agreement of 63.3 percent. Evaluation included check list items Number eight (8), ten (10), and fifteen (15).

8. Use professional judgment.

10. Acquire skills in recognizing and weighing values involved in alternative courses of action.

15. Student's ability to make critical evaluations of her performance.

The investigator feels that check list items 4, 7, and 14 (previously classified) move into the category of Synthesis. As stated in the Definitions of Terms Used: Synthesis is "The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there
It also includes, "The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations." Based on the preceding quotations for support the investigator classified the following check list items in the category of **synthesis**.

5. Interpret relationships expressed in symbolic form, i.e., maps, tables, diagrams, graphs, et cetera.
7. Recognize the progression of nursing skills.
14. Recall and recognize characteristics of particular periods as related to obstetrics.

For the purpose of this study it was necessary for the investigator to accept the classification of the Check List Items into the categories specified by the jury.

In Number 14, the term "particular periods" was checked by two respondents. The intent of the use of this term is not clear. The term "period" belongs to a set of terms without common referent to reality.

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2/ Ibid., p. 206.
3/ Ibid., p. 207.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study recognizes that written communication is frequently inadequate, therefore, it can result in divergent interpretations. The subject of Maternal and Child Care is an area of particular interest and also one in nursing education which is in the process of change because of a broadening of concepts and a recognition of concepts common to both areas.

"The purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought about so that the instructional activities can be planned and developed in a way likely to attain the objectives; that is, to bring about these changes in students."  

Therefore the objectives used in the Maternal and Child Care course outline were selected as the crucial area with which to work. Objectives became one of the controlling factors of learning content and behavior change. The communication derived from the interpretation of these objectives needs to be studied and a common terminology developed.

The tabulations of data included, (1) a comparison of interpretation of terminology within the framework of the objectives among individual faculty members of each hospital unit, and a similar comparison between the faculty members of the three hospital units as a whole; (See Table I, page 17) (2) a classification of the fifteen check list items into categories of Bloom's levels of learning by a jury.

Tyler, Ibid., p. 29.
Following are the six resulting categories and the percentage of agreement among faculty participating in the study:

1. Knowledge: 68.6 percent
2. Comprehension: 64.0 percent
3. Interpretation: 57.5 percent
4. Application: 67.5 percent
5. Analysis: 63.5 percent
6. Evaluation: 63.3 percent

There appears to be a clustering of the results. The category, Knowledge, shows the highest percentage of agreement and, Interpretation, shows the lowest percentage of agreement. Perhaps more attention is given to teaching the knowledge content of objectives than is given to their interpretation.

"Since the complete definition of the objective includes not only a statement of the kind of behavior involved, but also a statement of the kind of content with which the behavior deals, it is also true that the learning experiences must give the student opportunity to deal with the kind of content implied by the objective." 5/

The trend of the results would tend to indicate the need to express objectives so that the result will be a higher degree of common interpretation among instructors. There is likely to be a difference among the three hospital units in the outcome of the levels of learning

5/ Tyler, Ibid., p. 42.
which the student is expected to attain depending with which hospital unit a particular student is affiliated. "Unless there is some clear conception of the sort of behavior implied by the objectives, one has no way of telling what kind of behavior to look for in the students in order to see what degree these objectives are being realized." The interpretation of objectives by the classroom instructor determines the content selected to be taught. The methods of selecting learning activities and of guiding the selected learning activities also depend on the interpretation of the objectives by the individual instructor. On this basis the standards of learning outcome are developed. Perhaps the objectives can be clarified more.

On the basis of this study, these things seem worthy of recommendation.

(1) A study of the specific terminology which would result in and contribute to common interpretation and understanding.

(2) The development of learning experiences which would further clarify objectives and the level of learning to be achieved.

(3) A repetition of this study in larger areas of nursing and in other areas to determine the significance of developing objectives in terms of categories.

(4) A continuation of this study evaluating the tools used in the measurement of objectives.

BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY

Books


Periodicals


APPENDIX A
Bozeman, Montana  
February 15, 1960

Dear Faculty Member:

Your time, judgment and consideration in supplying complete information by answering the enclosed questionnaire will be a basic factor in the completion of a research study concerning the areas of common understanding among instructors and students in the interpretation of particular objectives used in the Maternal and Child Health Outline.

You have been asked to complete a check list which will record your interpretation of these particular objectives.

The same questionnaire you have received is being sent to the instructors in Maternal and Child Health in each of the three hospital divisions of Montana State College School of Nursing.

Your cooperation is asked in having these questionnaires returned by March 15, 1960.

Thank you for your cooperation. I hope that the completion of this study and the resulting recommendations will help to clarify understanding of course objectives.

Sincerely,

Mrs. Coral Jean Delger  
Master Student  
Montana State College

CJD:ye
Questionnaire Concerning Common Understanding of Maternal and Child Health Course Objectives

This questionnaire concerns only your interpretation of the objectives as stated. The check list is based on the assumption that objectives can be so expressed that the result will be a common understanding among instructors and students.

Please do not sign your name but indicate the hospital division and the area of nursing with which you are concerned.

__________________________
Hospital Division

__________________________
Nursing Area
INSTRUCTIONS

On the following page you will find five (5) objectives. There are fifteen (15) check list items. Take the objectives one at a time, checking the items under the Column headed Obj. 1, Obj. 2, and so on until you have used each of the five (5) objectives. Check the items which you would expect students enrolled in Maternal and Child Health to learn as stated by the objective. This is to be your interpretation of the objective. You will probably check several items under each objective.
OBJECTIVES

1. To interpret maternal and infant vital statistics.
2. To develop an understanding of the minor disorders of pregnancy.
3. To learn the role of the nurse during each phase of labor.
4. To develop skill in the observation and daily care of a newborn infant in the nursery.
5. To become familiar with community resources as they relate to maternal and child health and welfare.

1. Define technical terms peculiar to area.
2. Apply problem solving techniques.
3. Recognize factual information.
4. Recognize relationships of contributory factors.
5. Interpret relationships expressed in symbolic form, i.e., maps, tables, diagrams, graphs, et cetera.
6. Recall major facts.
7. Recognize the progression of nursing skills.
8. Use professional judgment.
9. Interpret verbal communication.
10. Acquire skills in recognizing and weighing values involved in alternative courses of action.
11. Ability to state the problem in your own words.
12. Predict probable effects or outcomes of a change in a specific situation.
13. Gain skill in identifying motives and in discriminating between mechanisms of behavior with reference to individuals and groups.
14. Recall and recognize characteristics of particular periods as related to obstetrics.
15. Student's ability to make critical evaluations of her performance.