Sabbatical Leave Report

Submitted to

The Board of Trustees

Mt. San Antonio College

Walnut, California

by

Bonnie M. Adams, R.N., B.S.N., M.A., Doctoral Candidate

Mental Health Department
Health Sciences Division

September, 1991

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

APPLICATION FOR SABBATICAL LEAVE

Name of Applicant   Bonnie Adams

Address   14814 Danbrook Drive, Whittier, CA. 90604

Employed at Mt. San Antonio College beginning   February 1981

Dates of last sabbatical leave:

From   NA   **To**

Department Mental Health   **Division**   Health Science

Length of sabbatical leave requested: **Purpose of sabbatical leave:**

   One semester _____   Study __x__   Project _____
      Fall _1990_   Spring _1991_
                                             Travel _____   Combination
   Two Semesters __x__   (specify) _____

NOTE: **Sabbatical periods are limited to contractual dates of the academic year.**

Effective dates for proposed sabbatical leave:

From   September 1990   **To**   ~~July 1991~~ June 1990

          and (if taken over a two school year period)

From _____   **To** _____

Attach a comprehensive, written statement of the proposed sabbatical
activity(ies) including a description of the nature of the activity(ies), a timeline
of the activity(ies), an itinerary, if applicable, the proposed research design
and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed
sabbatical activity(ies) to the applicant, his/her department or service area,
and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated
and approved by the Salary and Leaves Committee must be submitted to the
Committee for reconsideration.

_____   11-28-89
Signature of Applicant   **Date**

i

APPLICATION FOR SABBATICAL LEAVE
Page 2

Applicant's Name ___Bonnie Adams___

THE ACKNOWLEDGMENT SIGNATURES REFLECT AWARENESS OF THE SABBATICAL PLAN FOR THE PURPOSE OF PERSONNEL REPLACEMENT. COMMENTS REQUESTED ALLOW FOR RECOMMENDATIONS PERTAINING TO THE VALUE OF THE SABBATICAL LEAVE PLAN TO THE COLLEGE.

APPLICANTS MUST OBTAIN THE SIGNATURES OF ACKNOWLEDGMENT PRIOR TO SUBMITTING APPLICATION TO THE SALARY AND LEAVES COMMITTEE.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson _Verthy Ball_   Date _11-20-89_

Comments: Bonnie's request for a sabbatical leave provides the Psychiatric Technici with greater career mobility and enhances and strengthens her leadership skills.

Signature of Division Dean _Betty Y. Dennison_ Date _11-20-89_

Comments: A Masters degree in Nursing will benefit the Division in that Bonnie will be qualified to teach in two departments. The proposed Educational courses will enhance leadership abilities for the Division.

ACKNOWLEDGMENT BY THE OFFICE OF INSTRUCTION

Signature of Asst. Superintendent/Vice President,
   Instructional & Student Services _J. M. Rzgorski_   Date _12-4-89_

Comments:

NOTE: DIVISION DEANS ARE REQUESTED TO SUBMIT A STATEMENT OF RECOMMENDATION REGARDING THE VALUE OF THE SABBATICAL PLAN TO THE COLLEGE, DIVISION/DEPARTMENT, AND INDIVIDUAL, IN CONSULTATION WITH THE APPROPRIATE DEPARTMENT CHAIRPERSON.

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FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

_____   Recommend approval to the Board of Trustees

_____   Not recommend approval to the Board of Trustees

_____   _____
Signature - Chairperson, Salary and Leaves Comm.   Date

_____   _____
Signature - Authorized Agent of the Board   Date

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ii

November 30, 1989

TO: SALARY AND LEAVE COMMITTEE
           MT. SAN ANTONIO COLLEGE

FROM: BONNIE ADAMS, INSTRUCTOR MENTAL HEALTH PROGRAM

RE: STATEMENT OF PROPOSED SABBATICAL ACTIVITY
           SABBATICAL DATES: September 1990 - July 1991

This sabbatical proposal is being submitted for the school year
1990-91. The proposal is for study, to include completing a
Master of Science Degree in Nursing and to begin course work on a
Doctor of Education in Institutional Management.

In the fall of 1990 I will have completed all course work for a
Master of Science degree in Nursing at California State
University, Dominguez Hills.

If granted this sabbatical leave, I will use the fall semester to
complete my thesis or project in the Master of Science Nursing
Program, since most of this work will be research and done
independently of scheduled classes except advisor meetings and
seminar classes I will also begin course work on my Doctor of
Education at Pepperdine University taking seven units.

In the Winter Trimester of 1991, I will carry a double load at
Pepperdine and carry 14 units. In the Spring Trimester I will
complete 8 units.   I do not believe I will have any problems
completing these goals as I have obtained most of my education
while working full time and I want to be able to utilize this
leave time to complete as much course work as possible.

Proposed Time Line:

September 1990 - December 1990 (Fall Trimester)

    California State University, Dominguez Hills - Master of
    Science in Nursing Program. Directed Project - MSN S99
    3 Units. Complete Master of Science in Nursing.   Pepperdine
    University ED 732 - Inforential Statistics (3 Units) and
    ED700 - Leadership of Human Endeavor in the Institutional
    Setting (4 Units). Total fall 1990 - 10 units.

January 1991 - April 1991 (Winter Trimester)

    Pepperdine University - ED 714 Management of Human Resources
    (3 Units); ED 724 Ethics & Society (3 Units); ED 730
    Methodological Approaches to Education Research and
    Education (4 Units); ED 762 - World Perspectives in
    Institutional Management (4 Units). Total Winter 1991 -
    14 Units.

April 1991 - July 1991 (Spring Trimester)

Pepperdine University ED 714-Management of Human Resources
(3) ED 740 - Computer Utilization in Institutional Management
(3) ED 788 - Comprehensive Examinations (2). Total 8 Units.

Following the above time line, I will complete all course work
for one Doctor of Education Program by June 1991 and will begin
Dissertation Research in the Summer of 1991 on my own time. The
only change to this time line will be the order in which the
above courses may be offered.

Please note the Fall-Spring calendar at Pepperdine is not yet
available--however, the admissions coordinator has assured me
that there is always a minimum of 14 units available each
trimester.

Pepperdine operates on a trimester basis--the 3rd trimester
begins mid-April and ends July 1.

Statement of Purpose

Complete Master of Science Degree in Nursing
1.   Complete project - thesis fall 1990.

Course work on Doctor of Education
1.   Complete 31 units at Pepperdine University in 1990-91.

To achieve the first part of my proposed time line I have met
with the director of the Master of Science in Nursing Program at
California State University at Dominguez Hills and we have worked
out a time line for my Directed Project Course.   I have enrolled
in the last 2 courses for the Spring 1990. This will complete
all course work except the project thesis. (See Appendix A,
Spring enrollment and courses completed and in progress.)

To achieve the second part of my proposed time line I have met
with the admissions coordinator at Pepperdine University-
Graduate School of Education and Psychology and I have submitted
an application for admission. I have been given verbal
acceptance into the program and I will submit to you the written
acceptance as soon as it is available. (Appendix B - Application
and Program Description.)

November 30, 1989

TO: SALARY AND LEAVES COMMITTEE

FROM: BONNIE ADAMS

RE: STATEMENT OF ANTICIPATED VALUE OF SABBATICAL ACTIVITY
          TO COLLEGE HEALTH SCIENCES DIVISION, MENTAL HEALTH
          PROGRAM AND INDIVIDUAL

Benefits to College

1. To offer an additional faculty member in Health Sciences
    Division with a Masters in Nursing to meet National League of
    Nursing Accreditation standards.

2. To offer experience and knowledge that enhances leadership
    from completion of course work in Doctor of Education
    program.

3. To prepare for future role change from Instructor to Manager.

Benefits to Division - Health Sciences

1. To offer an additional instructor who can meet National
    League of Nursing Accreditation standards.

2. To offer a report of current trends in nursing education at a
    meeting with Division Dean and Nursing Department Chair.

3. To offer research completed during project/thesis.

4. To utilize leadership techniques from Doctor in Education
    Curricula to Division, especially in area of liaison with
    community training facilities.

5. To utilize leadership learning experiences from Doctor of
    Education Program to make future transition from instructor
    to management.

Benefits to Mental Health Department

1. To offer current information on nursing theoretical framework
    and incorporate into Mental Health curriculum.

2. To offer training of current faculty on use of the nursing
    theoretical framework, the Roy Adaptation Model, to be
    utilized across all curricula.

3. To meet with coordinator and faculty to design and implement a care plan tool using nursing framework for all 3 semesters of program.

4. To offer services and assistance to coordinator utilizing Masters in Nursing coursework to prepare for next Board of Vocational Nurse Psychiatric Technician Examiners accreditation visit.

5. To offer leadership experiences from Doctor of Education program and probability of future move from instructor to management.

Benefits to Students

1. To offer my experiences in Master of Science in Nursing program on current issues in nursing and health care.

2. To enhance current curriculum to increase students knowledge and productivity.

3. To increase awareness of leadership and the introduction of management skills.

Benefits to the Community

1. To offer information and advisory services to hospitals and facilities in the community that serve our students as clinical facilities.

Benefits to Individual

1. To complete graduate level education in field of Nursing.

2. To fulfill terminal educational goal of completing a Doctoral degree.

January 12, 1990

TO: SALARY AND LEAVES COMMITTEE

FROM: BONNIE ADAMS

RE: REVISED STATEMENT OF ANTICIPATED VALUE OF SABBATICAL
          ACTIVITY TO COLLEGE HEALTH SCIENCES DIVISION, MENTAL
          HEALTH PROGRAM AND INDIVIDUAL

Benefits to College

1. To offer an additional faculty member in Health Sciences
    Division with a Masters in Nursing to meet National League of
    Nursing Accreditation standards. The National League of
    Nursing's accreditation standards require full time and part
    time faculty have their Masters Degree in Nursing.

2. To provide the college my experience and knowledge that will
    be gained in leadership upon completion of course work in
    Doctor of Education program.

3. To prepare for future role change from Instructor to Manager.

Benefits to Division - Health Sciences

1. To provide an additional instructor who will meet National
    League of Nursing Accreditation standards.

2. To provide a report of current trends in nursing education at
    a meeting with Division Dean and Nursing Department Chair.

3. To provide research completed during project/thesis.

4. To utilize leadership techniques from Doctor in Education
    Curricula to Division, especially in area of liaison with
    community training facilities.

5. To utilize leadership learning experiences from Doctor of
    Education Program to make future transition from instructor
    to management.

6. To provide upon request training for faculty on current
    issues in nursing.

Benefits to Mental Health Department

1. To provide current information on nursing theoretical
    framework and incorporate into Mental Health curriculum.

vii

2. To provide training of current faculty on use of the nursing theoretical framework, the Roy Adaptation Model, to be utilized across all curricula.

3. To meet with coordinator and faculty to design and implement a care plan tool using nusring framework for all 3 semesters of program.

4. To provide services and assistance to coordinator utilizing Masters in Nursing coursework to prepare for next Board of Vocational Nurse Psychiatric Technician Examiners accreditation visit.

5. To provide leadership experiences from Doctor of Education program and probability of future move from instructor to management.

Benefits to Students

1. To provide my experiences in Master of Science in Nursing program on current issues in nursing and health care.

2. To enhance current curriculum to increase students knowledge and productivity.

3. To increase awareness of leadership and the introduction of management skills.

Benefits to the Community

1. To provide information and advisory and education services to hospitals and facilities in the community that serve our students as clinical facilities.

Benefits to Individual

1. To complete graduate level education in field of Nursing.

2. To fulfill terminal educational goal of completing a Doctoral degree.

January 12, 1990

TO: SALARY AND LEAVE COMMITTEE
           MT. SAN ANTONIO COLLEGE

FROM: BONNIE ADAMS, INSTRUCTOR MENTAL HEALTH PROGRAM

RE: REVISED STATEMENT OF PROPOSED SABBATICAL ACTIVITY
           SABBATICAL DATES: September 1990 - June 1991
           (This proposal incorporates modifications and
           information requested by Committee)

This sabbatical proposal is being submitted for the school year
1990-91. The proposal is for study, to include completing a
Master of Science Degree in Nursing and to begin course work on a
Doctor of Education in Institutional Management.

In the fall of 1990 I will have completed all course work for a
Master of Science degree in Nursing at California State
University, Dominguez Hills.

If granted this sabbatical leave, I will use the fall semester to
complete my thesis or project in the Master of Science Nursing
Program, since most of this work will be research and done
independently of scheduled classes except advisor meetings and
seminar classes I will also begin course work on my Doctor of
Education at Pepperdine University taking seven units.

In the Winter Trimester of 1991, I will carry a double load at
Pepperdine and carry 14 units. I do not believe I will have any
problems completing these goals as I have obtained most of my
education while working full time and I want to be able to
utilize this leave time to complete as much course work as
possible.

Proposed Time Line:

September 1990 - December 1990 (Fall Trimester)

    California State University, Dominguez Hills - Master of
    Science in Nursing Program. Directed Project - MSN S99
    3 Units. Complete Master of Science in Nursing. Pepperdine
    University ED 732 - Inforential Statistics (3 Units) and
    ED700 - Leadership of Human Endeavor in the Institutional
    Setting (4 Units). Total fall 1990 - 10 units.

January 1991 - April 1991 (Winter Trimester)

   Pepperdine University - ED 714 Management of Human Resources
   (3 Units); ED 724 Ethics & Society (3 Units); ED 730
   Methodological Approaches to Education Research and
   Education (4 Units); ED 762 - World Perspectives in
   Institutional Management (4 Units). Total Winter 1991 -
   14 Units.

Following the above time line, I will complete the course work
for my Doctor of Education Program by June 1991 and will begin
Dissertation Research in the Summer of 1991 on my own time. That
is not included as part of this sabbatical proposal. The only
change to this time line will be the order in which the above
courses may be offered.

Please note the Fall-Spring calendar 1990-91 at Pepperdine is not
yet available--however, the admissions coordinator has assured me
that there is always a minimum of 14 units available each tri-
mester.

                    Statement of Purpose

Complete Master of Science Degree in Nursing
1.   Complete project - thesis fall 1990. (3 units)

Course work on Doctor of Education
1.   Complete 21 units at Pepperdine University in 1990-91.

To achieve the first part of my proposed time line I have met
with the director of the Master of Science in Nursing Program at
California State University at Dominguez Hills and we have worked
out a time line for my Directed Project Course. I have enrolled
in the last 2 courses for the Spring 1990. This will complete
all course work except the project thesis. (See Appendix A,
Spring enrollment and courses completed and in progress.)

To achieve the second part of my proposed time line I have met
with the admissions coordinator at Pepperdine University-
Graduate School of Education and Psychology and I have submitted
an application for admission. I have been given verbal
acceptance into the program and I will submit to you the written
acceptance as soon as it is available. (Appendix B - Application
and Program Description.)

January 12, 1990

TO: SALARY AND LEAVES COMMITTEE
           MT. SAN ANTONIO COLLEGE

FROM: BONNIE ADAMS, INSTRUCTOR MENTAL HEALTH PROGRAM

RE: SABBATICAL APPLICATION - ADDITIONAL INFORMATION

Please find attached Sabbatical Leave proposal with modifications
requested from this Committee.

Answer #1 recommendation:

Fall and Winter of 1990-91 Trimester I will complete 24 units at
Pepperdine and Cal State Dominguez Hills. These will be the only
units included in the Sabbatical proposal so my proposal will
coincide with the Mt. San Antonio College calendar.

Answer #2 recommendation:

Proposal has been altered; statements that state to offer have
been clarified to state provide for the college as recommended.

Answer #3 recommendation:

My intent is to provide these things upon request to any person
or group in the college or community. I will make information
available and offer to provide these services to college, divi-
sion, department and community.

I incorporated the recommended changes from the Committee and
these changes are attached in the revised Sabbatical proposal. I
also included the original proposal that was submitted to you.

Thank you very much for your assistance.

Table of Contents

Appendicies

    A. Pepperdine University 1990-91 Calendar

    B. Grade Reports-Transcripts

    C. Doctor of Education in Institutional
        Management, Pepperdine University

    D. Memorandum-Dissertation Chair

    E. Doctoral Candidate Letter

    F. Pepperdine University Application

G. Communication, California State University, Dominguez Hills, Master in Nursing Program, Directed Project Chair Change

H. Diversion Program for Nurses

I. Curriculum "From Literacy to Life Span Learning"

J. Leadership Issue #4

K. Delphi Survey Recruitment

Acknowledgements

This past year was the most personally rewarding year of my professional life, and I am grateful to be employed by a college that provides faculty this opportunity. For the first time in my life, I was a full time student without working. This sabbatical leave enabled me to grow professionally and personally. Being able to attend the doctoral program at Pepperdine University has increased not only my knowledge, but also my professional self image. I have returned from sabbatical leave rejuvenated, full of new ideas, energy and very grateful to be a part of the faculty at Mt. San Antonio College.

I wish to express my gratitude to all of those persons who helped make this sabbatical leave possible:

The Board of Trustees of Mt. San Antonio College, who granted my request and made the sabbatical financially possible;

The Salary and Leaves Committee, who approved my request.

Betty Dennison, Acting Division Dean of Health Sciences, for permitting this leave;

Dorothy Ball, Coordinator of Mental Health, for permitting and encouraging me to take this sabbatical leave, and who has supported me as a member of the faculty and who strongly supports faculty in seeking further education as a means of improving the quality of education in the Mental Health Program;

The faculty members in the Mental Health Program, who strongly supported my desire to return to school, Bruce Hines whom I team teach with, who cheerfully took on the burden of extra work and the orientation of part time substitutes.

The many faculty members and administrators at the various colleges and universities I visited, who provided time, effort and enthusiasm in assisting me to accumulate the information that I set out to collect on this sabbatical leave.

The faculty of Pepperdine University who not only taught their subject area, but served as excellent role models. I learned much from these individuals about student comsumerism, and what a wonderful experience as a student to be treated as an

important client. This is one of the finest gifts I can return to Mt. San Antonio College.

Without the help of the above mentioned persons and my husband's personal and financial support I would have been unable to achieve my goals while on sabbatical leave. Thanks to all for this opportunity.

INTRODUCTION

I approached my two semester sabbatical with two main objectives. First, to begin course work on my Doctorate in Education at Pepperdine University. Secondly, to continue work on my directed project for my Masters Degree in Nursing. This opportunity to be a full time student and become current in my field, re-energized me not only as a teacher, but as a nurse and a Mental Health Professional.

In addition to the course work I contracted for I was able to do many other exciting things. I attended a series of writing workshops, learned to use personal computers, and attended various management and mental health seminars. In the summer, I traveled to England, Ireland and Scotland and had the opportunity to visit both Cambridge and Oxford. I am presently preparing to present a paper written this past year on Nursing and Chemical Dependency at a Board of Registered Nursing sponsored seminar to some 600 nursing faculty from community colleges throughout the state of California (Appendix H). This gift of time off to pursue my own professional growth was very precious and I attempted

to use it resourcefully to not only enhance my personal growth but to bring back this new-found knowledge to Mt. San Antonio College to share with my colleagues and most importantly my students.

PEPPERDINE UNIVERSITY

GRADUATE SCHOOL OF EDUCATION & PSYCHOLOGY

Doctoral Program

Pepperdine University is an independent university
enrolling 6,800 students in four colleges and schools.
The University maintains two major campuses. Seaver
College and the School of Law are located on the
University's 830-acre campus overlooking the ocean at
Malibu. The Graduate School of Education and
Psychology and the School of Business and Management
are based at the Pepperdine University Plaza in Los
Angeles. The Doctoral Program in Education and
Institutional Management is a part of the Graduate
School of Education and Psychology and is headquartered
at the Pepperdine University Plaza located in Los
Angeles. This centrally located building is situated
on an attractive hilltop setting with outdoor seating
amidst lush landscaping and sculpture (Appendix C).

The Plaza houses a campus bookstore, a
psychological and educational clinic, classrooms,
faculty and administrative offices, and the library.

The Plaza library maintains a collection of
approximately 50,000 books and bound journals, 600
journal subscriptions, and various microforms. The
total University library system, which includes the
School of Law Library, Seaver College Payson Library,
and collections at the educational centers, contains
almost 510,000 volumes. Academic computing support is
provided throughout Pepperdine University. Fully
equipped microcomputer laboratories are located at
Pepperdine University Plaza. The Graduate School of
Education and Psychology shares Pepperdine University
Plaza with the School of Business and Management. The
plaza is located at:

> Pepperdine University Plaza
>
> 400 Corporate Pointe
>
> Culver City, California 90230
>
> (213) 568-5600

The doctoral degree in institutional management
prepares leaders in professional settings, such as K-12
and community and four-year colleges, as well as
training and development in business and industry and
the health services. The program is based on the
belief that the field of education needs professionals

capable of providing a rapidly changing world with innovative and creative leadership. Pepperdine provides a multidisciplinary doctoral program that provides forward-looking educational managers with the skills needed to organize people effectively while still offering the kind of instructional leadership required to meet the needs of a population for which "cradle to grave" education will be commonplace. This degree is designed to promote leadership in all educational situations. These include elementary and secondary schools, community colleges and other higher education institutions, and lifespan learning in community-based organizations as well as other institutions.

Personal objectives I believe I achieved at Pepperdine while on sabbatical include:

Increased human relations skills which will enable me to function more effectively as a problem solver and leader of people.

The ability to analyze and, if need be, synthesize institutional arrangements using the latest administrative and organizational development theory.

The ability to use educational research as a
problem-solving tool and to be able to evaluate,
interpret, and apply the research findings of
others in order to improve existing educational
programs.

An increased understanding of the complexities of
educating a multi-cultural population of diverse
age and socioeconomic status in a metropolitan
setting.

Increased ability to diagnose the curricular needs
of various student groups and to guide human
beings toward innovative and valid educational
goals.

Pepperdine University conducts a year-round
schedule called the trimester plan. The academic year
is made up of three equal periods of study, extending
from September through July. Trimester units have the
same value as semester units. While on sabbatical, I
was able to attend three trimesters, take extra units
and complete 27 semester units (See Appendix A -
Calendar). In these 27 units, I received all A's
(Appendix B Grade reports-Transcripts).

Fall 1990 Trimester

Beginning in September, 1990, I began my first two doctoral courses at Pepperdine University. In the beginning trimester I was placed with 24 other students beginning the doctoral program. The program is arranged so this group will remain together until we receive our Doctorate. One of the most beneficial things to me personally has been meeting 23 other educators that come from community colleges, state universities, kindergarten through twelveth grade, private and public schools, and educators from private industry. Of this group more than fifty percent are presently administrators.

The first two courses in this program taken in the fall trimester were Education 710 - Organizational Management and Governance for four units taught by Dr. Erv. Harlacher and Education 724 - Ethics and Society taught by Dr. John Chandler. Both of these Pepperdine professors brought to the courses excellent backgrounds for their subject matter.

Dr. Harlacher, the professor for Ed. 710 has a B.A., LaVerne College; M.S., Ph.D., University of California, Los Angeles, and has been at Pepperdine since 1983.

Dr. Harlacher has more than 30 years of experience in administration, teaching, and management consulting in four states and the District of Columbia. He has served as the chief executive officer of three major community college systems and consultant for numerous colleges and universities. Recognized as a national leader of the community college, Dr. Harlacher is the author of several books and articles on the community college and has lectured widely. During this year at Pepperdine I authored a chapter for a book Dr. Harlacher is editing. The chapter I wrote that has been submitted for publication is entitled "From Literacy to Life Span Learning" (Appendix I). I have requested Dr. Harlacher to chair my Dissertation.

The course Organizational Management and Governance (Ed.710) focuses on the complexities of the environment in which institutions exist and the governance process as it relates to policy formulation.

The course assists in defining the organizational setting of institutions and implementation of appropriate management theories and processes in institutional problem solving.

During this course I developed a Research Paper complete with field study on "Recruitment of Health Science Students to Community College Programs to Meet Community Health Care Needs." While researching this paper I visited six other community college campuses and completed a Delphi Field Survey for Recruitment (Appendix K).

Also, in this course I participated in a Charrette group with five other students and by utilization of management theories developed a proposal for an educational consulting company.

Dr. Chandler, the professor for Education 724, has a B.A. from University of San Francisco; M.A. from San Jose State College; Ed.D. from Stanford University, and has been at Pepperdine since 1973. With 25 years of experience as a classroom teacher, administrator, and university professor, Dr. Chandler continues a long interest in the preparation of school administrators.

The course Ethics and Society (ED-724) is designed to introduce the science of ethics. It provides the foundation for the art of value clarification and responsible educational leadership in society. I was required to research an issue, isolate the ethical issue both pro and con, and consider viable alternatives in a manner consistent with the ethical and moral values of the American democratic society. The specific topic researched was the ethical question in medicine today, the right of terminally ill persons to die with dignity.

At the end of the fall trimester and before Christmas vacation, I had completed 7 doctoral units and received A's in both courses.

Winter Trimester

In the winter trimester, I requested and was
granted permission to enroll in an additional 4 units.
This trimester I enrolled in Education 718, Legal
Aspects of Education and Training for four units taught
by Dr. William Hein, Attorney; in Education
Organization (752) and Management of Educational
Programs for 4 units taught by Dr. Diana Hiatt; and in
Education, 700 Leadership of Human Endeavor in the
Institutional Setting for 4 units taught by Dr. Diana
Hiatt.

Dr. Hein, the professor for Education 718, Legal
Aspects of Education and Training, is an attorney who
practiced school law for the Los Angeles Unified School
District for 20 years, and who is presently a full time
professor in Pepperdine's School of Law.

In this course, Legal Aspects of Education and
Training, the student reviews and analyzes legal issues,
laws, cases, and executive orders related to students,
faculty, boards, and training programs. Among others,

issues relating to contract, tort, privacy, and employment and dismissal were discussed. I learned to do legal research in the law library. I did a research report on Mental Health Law, and have submitted it for publication. I also developed a student module for the Mt. San Antonio College Mental Health Program which I will present to faculty during a flex day.

Dr. Diana Hiatt, the professor for Education 752 has a B.S., University of Wisconsin; M.S., University of Connecticut; Ed.D., University of California, Los Angeles, and has taught at Pepperdine since 1974.

Dr. Hiatt's primary interest is curriculum design and instructional applications of learning theory. Before coming to Pepperdine University, Dr. Hiatt taught in both public and private sectors of education for 17 years. She serves on numerous boards of educational assocations at the state and national levels.

The course Organization and Management of Educational Programs (Education 752) focuses on the organization and management of educational programs in the institutional setting. Analysis of problems and procedures associated with the creation,

implementation, and evaluation of educational programs was included. The course examined training programs at businesses and social service institutions, community colleges and other institutions of higher education, and community-based agencies.

During this course, I visited the computer center at Cerritos College and the Educational Center for General Telephone in Downey. I also developed the curriculum design for a new course at Mt. San Antonio College called Medication Principles. I was flattered that Dr. Hiatt published my curriculum design for all Doctoral students as the example curriculum. This fall I am teaching this new course and have 48 students enrolled, and this is the first time the course was taught.

Dr. Michele Stimac, the professor for Education 700 has a B.A., Webster College; M.A. St. Louis University; Ed.D., Boston University and has been at Pepperdine since 1973.

Dr. Stimac came to Pepperdine University from the East Coast where she served as an administrator, taught psychology, and counseled at such schools as Boston

College School of Management, Boston University, and Salem State College. She also taught English in the Midwest. Dr. Stimac served as an administrator and teacher at all levels of education in her early career. She has published in the areas of leadership, human relations, career development, and humanities.

The course Leadership of Human Endeavor in the Institutional Setting (Education 700) provides theories of leadership and styles. In a combination theory-laboratory setting, this course focused on research and theoretical concepts of management effectiveness and human behavior in the institutional setting. Included was an in-depth examination of the problems in communication, facilitation of problem solving on a one-to-one basis as well as in a group setting, team building, inter- and intrasystem conflict management, and staff utilization. Laboratory experiences were designed to maximize leadership skills in group facilitation at the affective and cognitive levels in order to effect group membership and productivity.

Much of this course work is directly related to the curriculum taught in the Mental Health Program. I utilized this information to write new learning modules

and material on group dynamics, working with angry persons, and to develop a scale for recognizing anger in self. Also, in this course I completed an extensive research paper on the need to teach leadership to nursing and other health science students. This research could easily be incorporated into the Health Science Division Programs. This paper will also be presented to staff during flex day training (Appendix J).

In the winter trimester I completed 12 units and received A's in all courses (Appendix B).

Spring Trimester

In the spring trimester I enrolled in finance (ED 715) taught by Dr. William Hein, Jr. and in the Role of the Community College in Postsecondary Education (ED 708) taught by Dr. Erv Harlacher. These were professors I had in my first trimester and a description of their background is presented earlier in this report.

The course Finance and Fiscal Operations (Education 715) focused on economic theories of institutional finance and principles of cost containment. Special emphasis was placed on the management and evaluation of fiscal operations in an institutional setting. In this course, research was done on grant writing and I will be utilizing this experience this year in writing a FIPSE Grant for the Mental Health Department.

In this course, Role of the Community College in Postsecondary Education (Ed-708) the focus was on the history, philosophy, and role of the community

college. It examines the environment in which the modern two-year college exists and defines its mission within the context of postsecondary education.

This course was excellent in examining the role of the community college as part of the community. I learned to think of the community as the student body.

During this course I attended a special seminar by Dr. K. Patricia Cross, author and expert on college leadership.

At the end of the spring trimester, I had completed 8 units with A's in both courses. In the 3 trimesters I completed a total of 27 units, receiving A's in all courses.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Master of Science in Nursing Program

Beginning in September 1990, I began course work on my directed project to complete my Master of Science Degree in Nursing at California State University, Dominguez Hills. This graduate program prepares professional nurses for advanced and specialized practice. The curriculum offers a choice of role emphasis options. The option I selected is Nurse Educator.

During the course Directed Project 599 and 600, the goal is to complete a scholarly research project under the direction of a project chair.

During my enrollment in the fall 1990, in MSN 599, and in the Spring of 1991, MSN 600, I received satisfactory progress (Appendix B). I was unable to complete this directed project due to circumstances beyond my control. My directed project chair, who was director of the program, changed positions. This chair had in my directed project group a total of 8 students, and would not allow any student to move on in the research until the entire group was approved. Due to

my sabbatical contract I requested and received a change of chair and will complete the degree this fall.

On the directed project, I have completed the literature review, and the research data. I am presently working on the final draft for submission for approval.

CONCLUSIONS

During the 1990-91 school year I more than achieved my goal of completing 21 units in the doctoral program at Pepperdine University by completing 27 units. At California State University, Dominguez Hills, I did not reach my goal within the time frame due to circumstances beyond my control; however, I did complete the research for my directed project and will complete the degree this fall.

This sabbatical leave afforded me the opportunity to gain new knowledge and skills that will benefit Mt. San Antonio College, the Health Science Division, and the Mental Health Department.

The specific benefits to the college, division and department acquired during the past year include:

1. Computer Literacy.

2. Grant Writing.

3. Research Ability.

4. Recruitment Plan for Mental Health.

5. Teaching Modules Mental Health Law.

6. New Curriculum on Leadership.

7. Prototype Leadership Course.

8. Developed Curriculum for Residential Services Program.

9. Developed course - Medication Principles for Residential Services.

10. Increased awareness of student consumerism.

11. Statewide recognition as expert in Chemical Dependency.

12. Publishing an article and chapter in book.

13. Knowledge of management and leadership theories.

14. Skills in management and leadership.

This sabbatical leave afforded me the opportunity to be a full time student, to become current in my field, and to re-energize myself not only as an instructor, but also as a nurse and a mental health professional.

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APPENDICIES

Appendix A

Pepperdine 1990-91 Calendar

Spring Trimester, 1991

Mon.,	Apr. 22	Classes begin for Spring trimester; late registration fee applies
Fri.,	May 3	Late registration and add/drop period ends
Sat.,	May 4	Percentage refund schedule applies for withdrawal
Fri.,	May 10	Last day to apply for December 1991 graduation; graduation fee due*
Sat.,	May 18	Commencement exercises
Mon.,	May 27	Memorial Day holiday
Fri.,	June 14	Last day to withdraw with grade of "W"
Thur.,	July 4	Independence Day holiday
Fri.,	July 26	Official termination of trimester
Sat.,	July 27-	Holidays
Sun.,	Sept. 8	

*Graduation is official once the graduation application has been filed and the degree has been posted on the transcript. Commencement exercises are held once a year.

GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY CALENDAR, 1990-91

Fall Trimester, 1990

Mon.,	Sept. 10	Classes begin for Fall trimester; late registration fee applies
Fri.,	Sept. 21	Late registration and add/drop period ends
Sat.,	Sept. 22	Percentage refund schedule applies for withdrawal
Fri.,	Sept. 28	Last day to apply for April 1991 graduation; graduation fee due*
Fri.,	Nov. 2	Last day to withdraw with grade of "W"
Thu.,	Nov. 22-	Thanksgiving holidays
Fri.,	Nov. 23	
Fri.,	Dec. 14	Official termination of trimester
Sat.,	Dec. 15-	Holidays
Tues.,	Jan. 6	

Winter Trimester, 1991

Mon.,	Jan. 7	Classes begin for Winter trimester; late registration fee applies
Fri.,	Jan. 18	Late registration and add/drop period ends
Sat.,	Jan. 19	Percentage refund schedule applies for withdrawal
Fri.,	Jan. 25	Last day to apply for August 1991 graduation; graduation fee due*
Fri.,	Mar. 1	Last day to withdraw with grade of "W"
Fri.,	Apr. 12	Official termination of trimester
Sat.,	Apr. 13-	Holidays
Sun.,	Apr. 21	

Appendix B

Grade Reports - Transcripts

ADAMS, BONNIE
    567-62-7543   11/21/44

GRADUATE ACADEMIC RECORD

HIGHER EDUCATION INSTITUTIONS:
  CAL POLY SAN LUIS OBISPO   09/81 - 06/83

PREVIOUS DEGREES:
  MASTER OF ARTS   JUN 1983
    CAL POLY SAN LUIS OBISPO

PROGRAM:
  GRAD SCHOOL OF EDUCATION AND PSYCHOLOGY
    DOCTOR OF EDUCATION
    MAJOR: INSTITUTIONAL MANAGEMENT

---------- 1990-91 TERM 1 ----------

ADMITTED PROGRAM:
  GRAD SCHOOL OF EDUCATION AND PSYCHOLOGY
    DOCTOR OF EDUCATION
    MAJOR: INSTITUTIONAL MANAGEMENT

EDIM-710. ORGTNL MGMT AND GOVRNCE A   4.00   16.00
EDIM-724. ETHICS AND SOCIETY   A   3.00   12.00

	AHRS	EHRS	QHRS	QPTS	GPA
CURRENT	7.00	7.00	7.00	28.00	4.000
CUMULATIVE	7.00	7.00	7.00	28.00	4.000

---------- 1990-91 TERM 2 ----------

EDIM-718. LEG ASPTS OF ED & TRAIN A   4.00   16.00
EDIM-752. ORG & MGMT OF EDUC PROG A   4.00   16.00
EDIM-700. LEADRSHP OF HUMAN ENDVR A-   4.00   14.80

	AHRS	EHRS	QHRS	QPTS	GPA
CURRENT	12.00	12.00	12.00	46.80	3.900
CUMULATIVE	19.00	19.00	19.00	74.80	3.937

***** NO FURTHER ENTRIES THIS COLUMN *****

---------- 1990-91 TERM 3 ----------

EDIM-708. ROLE OF THE COMM COLL   A   4.00   16.00
EDIM-715. FINANCE & FISCAL OPERAT A   4.00   16.00

	AHRS	EHRS	QHRS	QPTS	GPA
CURRENT	8.00	8.00	8.00	32.00	4.000
CUMULATIVE	27.00	27.00	27.00	106.80	3.956
ALL CUM		27.00	27.00	106.80	3.95

** END OF GRADUATE RECORD **
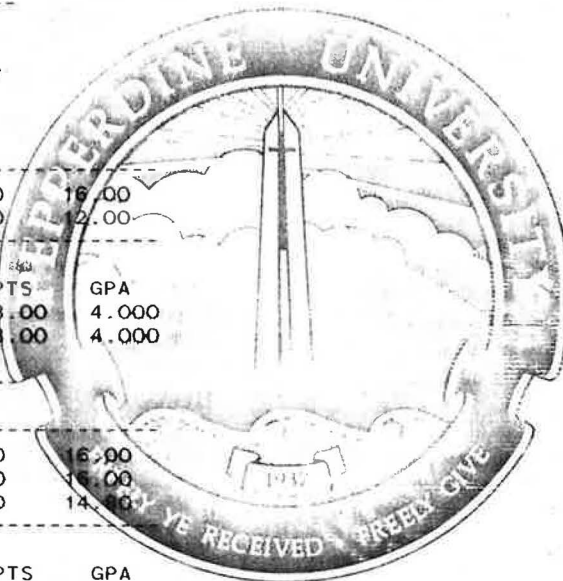
MS BONNIE ADAMS
14814 DANBROOK DR
WHITTIER   CA
            90604

                 1   1
              09/24/91
              OFFICIAL
        ACADEMIC RECORD

PEPPERDINE UNIVERSITY

GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

July 29, 1991

MEMORANDUM

TO: Bonnie Adams
RE: Final Evaluation for Education 708

Your final grade in Education 708 is an "A." Because I extended the deadline for all course work until July 24, 1991, I will not be able to return your research project, miscellaneous course papers, and completed student contract until early September.

Once you have received your course papers, give me a call if you have questions about your grade or the comments that I made on any of the papers. I will also be available for appointments at the Plaza during the Fall trimester on Tuesday, Wednesday, and Thursday afternoons and evenings. To make an appointment please call (213) 568-5642.

I have thoroughly enjoyed working with you and wish you nothing but the best as you complete your degree.

Most cordially,

Erv Harlacher
Professor of Higher Education

P.S. Do you have my resource notebooks for Unit IV, Barriers, Unit VII, Operational Model, or any of my books or monographs?

(Course-L)

PEPPERDINE UNIVERSITY

GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

TO: ED 752 student, Winter 1991

FROM: Diana Hiatt, course instructor

DATE: April 19, 1991

RE: Course papers and grade in course

X Your course project has been read and critiqued. I would like the opportunity to meet with you to share my thoughts regarding your project and also your work in the course. I would prefer to do this rather than simply have you pick up the papers in a rush before class next Wednesday.

Please call my office--568-5644--to make an appointment. I have time Tuesday morning, April 23, from 10:00 - 2:30 p.m.; Wednesday, April 24, from 12:30 - 7:00 p.m.; and Thursday, April 25, 2:30 p.m. to early evening. I also have Monday afternoon April 29, all day Tuesday April 30, and Wednesday, May 1, same times as April 24.

I look forward to this special opportunity to visit as colleagues. Your final grades will be submitted Monday, April 22, to meet the needs of all members of your class.

Appendix C

Doctor of Education in

Institutional Management

Pepperdine University

The Doctor of Education in Institutional Management program is designed to promote leadership in a variety of educational settings. The program has applications to the traditional settings of elementary and secondary schools, community colleges, liberal arts colleges, and comprehensive universities. Businesses and other organizations engaged in training and development, lifespan learning, health care, and adult/occupational education are also areas where this degree may be applied.

Students may additionally choose to pursue the 24-unit Professional Administrative Services Credential (the second credential required by California for attainment of the two-tier administrative credential) by itself, or as part of the doctoral program.

Approximately 50-55 post-master's degree units are required to graduate with the doctoral degree, depending upon the concentration pursued.

Classes are offered on weeknights and occasional weekends at Pepperdine University Plaza in West Los Angeles and the Orange County Center in Irvine.

A master's degree is required to apply, but the interdisciplinary nature of the program does not require the master's degree to be in a particular field.

The program encourages the development of innovative and creative leadership skills. Consequently, it incorporates a balance of classroom instruction, group projects, and individual research that is practitioner oriented.

As many as 12 units may be challenged or transferred into the program if equivalent post-master's degree courses or administrative fieldwork were completed in the past seven years, or the applicant possesses significant work experience.

Financial assistance is available.

Most students enroll in six to eight units each trimester. Consequently, it is possible to complete the course work for the doctorate in approximately 24 months.

Upon completion of the course in research and evaluation, there is the option of forming a dissertation committee and developing a topic prior to completion of course work.

A unique seminar-type approach is available in addition to the classical comprehensive exams.

Dr. Mortimer Adler recently led a seminar for Pepperdine's education and psychology faculty. He advocates use of the Socratic method of teaching and reliance of ideas set forth in the great books of civilization. Dr. Adler is an internationally known educator and chairman of the board of editors for Encyclopaedia Britannica.

Students enroll in the following:

ED 700. Leadership of Human Endeavor in the Institutional Setting (4)

ED 714. Management of Human Resources (3)

ED 724. Ethics and Society (3)

ED 720. Cultural Diversity (3)

ED 730. Methodological Approaches to Educational Research and Evaluation (4)

ED 732. Inferential Statistics (3)

ED 762. World Perspectives in Institutional Management (4)

ED 788. Comprehensive Examinations (2)

ED 789. Dissertation Proposal (3)

ED 790. Dissertation Research (2)

Students concentrating in **elementary and secondary education**, but not seeking the California Professional Administrative Services Credential, will enroll in the following courses:

ED 707. Educational Administration (4)

ED 716. Financial Aspects of Administration (4)

ED 717. Legal and Political Forces on Education (4)

ED 742. Lifespan Learning: Adult/Occupational Training and Development Programs (4)

ED 751. Management and Evaluation of Curriculum and Instruction (4)

In addition to the course work required of all students, three concentrations are available from which to choose.

Students concentrating in **elementary and secondary education** who are seeking a California Professional Administrative Services Credential will enroll in the following courses:

ED 707. Educational Administration (4)

ED 716. Financial Aspects of Administration (4)

ED 717. Legal and Political Forces on Education (4)

ED 751. Management and Evaluation of Curriculum and Instruction (4)

ED 763. Elective Component for the Professional Credential (1-4)

ED 786. Advanced Administrative Field Work (1-8)

Students concentrating in **higher education, training and development,** or **lifespan learning** will enroll in the following courses:

ED 708. Role of the Community College in Postsecondary Education (4)

ED 710. Organizational Management and Governance (4)

ED 715. Finance and Fiscal Operations (4)

ED 718. Legal Aspects of Education and Training (4)

ED 742. Lifespan Learning: Adult/Occupational Training and Development Programs (4)

ED 752. Organization and Management of Educational Programs (4)

ED 785. Contemporary Topics in Institutional Management (1-4)

The following pages briefly describe the basic content of each course offered at the Pepperdine University Graduate School of Education and Psychology. Further information regarding individual courses and requirements will be provided upon enrollment.

EDUCATION

ED 600. Historical, Social, and Philosophical Foundations of Education (3)

Major philosophies and historical influences will be reviewed and applied to current movements influencing curriculum, instructional patterns, school climate, ethnic and racial issues, and the evaluation of existing goals, priorities, and practices. The impact of computer usage also will be examined.

ED 601. Psychological Foundations of Education (3)

Psychological principles as applied to teaching will be studied. Learning theory, motivation, individual differences, quantitative methods, retention, transfer, and measurement are all included in this course.

ED 602. Introduction to Research and Evaluation (3)

This course will emphasize the application of research methods to the evaluation of curriculum and programs including definition of problems, construction of samples, control of variables, data collection, data analysis, and the application of computers and other technology.

ED 603. Foundations of Curriculum and Instruction (3)

The course analyzes the forces that influence curriculum and instruction: philosophy, psychology, pedagogy/learning, sociology, knowledge, and evaluation. Major approaches to curriculum and instruction are contrasted. Students will apply theory to the development and supervision of a curricular and instructional plan for a situation relevant to them.

ED 604. Special Problems in Education (1-5)

This practicum is based upon selected and approved topics and uses appropriate research techniques and evaluation.

ED 611. Communication and Human Relation Skills (3)

This course will focus on techniques and procedures for identifying and working with community influence groups; resolution of staff and community conflicts; and group processes in goal setting, problem solving, and decision making.

ED 612. Descriptive Statistics (3)

This course is designed to provide skills in the use of principles and methods of descriptive statistical procedures. It includes a study of measures of central tendency, variability, and association. Basic distributions such as the normal and binomial are introduced. Students are given an opportunity to receive hands-on computer experience for data manipulation.

ED 615. Leadership Development (3)

This course will focus on concepts of leadership, use of group processes, application of organizational development, self-evaluation, human relations, ethics, and decision making.

ED 616. Management and Administration of Schools (3)

This course will focus on coping with teacher militancy, identification of community needs, concepts of authority and power, and planning and evaluation of short- and long-range goals. Also involved are the concepts of personnel management and the principles of supervision and evaluation.

ED 617. Governance and Legal Aspects of School Administration (3)

This course will focus on the legal framework of school operations including roots and sources of common law, state and federal court decisions, the application of the U.S. Constitution and state and local control, employment contracts, collective bargaining, the roles of teacher organizations, and tort liability of teachers and administrators.

ED 619. Financial Aspects of School Administration (3)

This course will focus on an analysis of sources and types of funding at state, district, and school levels including budgetary procedures, financial implications of contracts, and appropriate uses of human and fiscal resources to produce optimal education of children.

ED 620,621,622. Directed Administrative Experience (2,2,2)

These three courses are required only if the student is working toward the Preliminary Administrative Services Credential. They are taken one each trimester over one year, beginning with the first trimester of study. The primary objective of these courses is to enable the student to participate in the duties of school administration while under the joint direction, guidance, and evaluation of a credentialed administrator and a University faculty advisor. Enrollment in these courses requires written approval by the administrator of the student's work site. This approval includes a willingness on the part of the administrator to provide appropriate administrative field experience, to meet regularly, and to provide guidance and supervision to the student.

ED 645. The Teaching of Reading (3)

Students will analyze the methods, processes, and techniques of teaching developmental reading with reference to published research studies dealing with teaching and learning of reading. Study includes an evaluation of current theories and their application in the classroom, including theories on phonics. Careful attention is given to the teaching of reading on the elementary, junior, and senior high school levels.

ED 646. Reading: Student Teaching (1)

Students will be provided field work in the teaching of reading in the public schools.

ED 653. Introduction to Computer-based Education Laboratory (1)

This laboratory class is designed to explore the use of computer application and tool software in the classroom setting. A hands-on approach will allow the students to demonstrate their basic understanding and ability to use these tools for word processing, data base management, spreadsheet manipulation, and classroom management as well as to enhance critical thinking and problem-solving skills at appropriate subject and grade levels.

ED 654. Introduction to Computer-based Education (3)

This course will include an overview of the application of computers in education, fundamentals of hardware and software, and classroom and administrative applications. Field trips and computer-assisted instruction will be used in this course. Students will learn to program in Logo, using turtle graphics.

ED 655. Computers for Instruction: A Classroom Perspective (3)

Students will create instructional modules, using commonly available generic software such as word processing, data base, spreadsheet, and graphic programs. The computer as a tool for instruction will be emphasized. An authoring system will be introduced and students will learn the fundamentals of preventive maintenance for a microcomputer. Discussions will include major instructional issues such as software piracy, trends in instructional software development, and consideration of equity in computer use by gender, race, and ability groups.

ED 656. Fundamentals of Programming (3)

Students will be introduced to user-oriented computer programming languages. They will be expected to develop proficiency in at least one programming language such as BASIC or Logo.

ED 657. Computers for Instruction: A School Perspective (3)

Students analyze the function of computers and the role of instruction in developing critical thinking and problem solving skills. Particular emphasis is given to strategies for integrating computers into the existing school curriculum. Students create criteria and rationales for making decisions about the arrangement of computer resources, acquisition of additional hardware and software, and for the organization of student and teacher access to computers. Students are required to prepare a proposal for site funding.

ED 658. Noninstructional and Administrative Applications of Computers (3)

The focus of this course is on the application of computers in such areas as database management, scheduling, attendance, record keeping, reporting, budgeting, personnel, counseling, and testing.

ED 659. Information Technology and Staff Development Strategies (3)

This course focuses on the present and future trends in technology such as developments in microcomputers, interactive video disc, and other communication systems. The application of this technology and other developments in hardware and software to education and, in particular, the classroom, will require access to current journals in the area and field trips to observe the technology in operation. Accessing external data bases and using electronic mailing systems will form an important component of this course. Research on school improvement and effective staff development strategies will be presented. Analysis of several case studies will promote a greater understanding of the role of the change agent in educational institutions.

ED 660. Seminar on the Educational Application of Evolving and Existing Technologies (3)

This seminar will analyze the development, function, and use of evolving and existing technologies. Students will use telecommunications, local area networks, satellite communications, and instructional television to develop learning and teaching strategies appropriate to their environment. Field trips will be utilized to observe the use of technology in a variety of educational settings.

ED 661. Education in the Least Restrictive Environment (3)

This course focuses on the contemporary issues involved in teaching the exceptional child in today's educational setting.

ED 677. Urban School Curriculum and Methods: Multiple Subject (3)

This course focuses on classroom management and instructional methods for the preschool through grade eight teacher and in those special situations in which a multiple subjects credential may apply. Students shall acquire skills in classroom discipline, creation of lesson plans utilizing a variety of instructional and evaluation methods, and classroom teaching. Course work shall include all state-mandated content areas and fulfill a requirement for the California Multiple Subject Teaching Credential.

ED 678. Urban School Curriculum and Methods: Single Subject (3)

This course focuses on classroom management and instructional methods for the middle school through grade twelve teacher. Students shall acquire skills in classroom discipline, creation of lesson plans utilizing a variety of instructional and evaluation methods in their content emphasis, and classroom teaching. This course fulfills a requirement for the California Single Subject Teaching Credential.

ED 679,680,681. Student Teaching in the Elementary School (4,4,4)

Students teach under supervision in selected elementary schools.

ED 682,683,684. Student Teaching in the Secondary School (4,4,4)

Students teach under supervision in junior and senior high schools.

ED 690. Health Education (2)

This course will provide information on substance abuse and help the teacher plan a prevention program. The course also will provide the minimum proficiency levels for nutrition education in California schools.

ED 693. Educational Practicum (3)

The practicum is based upon selected and approved topics. The practicum enables participants to explore in depth a specific area of investigation.

ED 699. Independent Study (1-5)

Students will receive individual study involving an examination and analysis of a specific subject area.

ED 700. Leadership of Human Endeavor in the Institutional Setting (4)

Theories of leadership and styles are examined. In a combination theory laboratory setting, this course focuses on research and theoretical concepts of management effectiveness and human behavior in the institutional setting. Included is an in-depth examination of the problems in communication, facilitation of problem solving on a one-to-one basis as well as in a group setting, team building, inter- and intrasystem conflict management, and staff utilization. Laboratory experiences are designed to maximize leadership skills in group facilitation at the affective and cognitive levels in order to effect group membership and productivity.

ED 707. Educational Administration (4)

An advanced course in educational administration, the course includes skills and knowledge areas required by the State Commission for the Administrative Services Credential. Focus is on competency areas such as organizational theory and practice, fiscal management, human relations, human and material resources, management, and strategies to achieve goals and objectives.

ED 708. Role of the Community College in Postsecondary Education (4)

This course focuses on the history, philosophy, and role of the community college. It examines the environment in which the modern two-year college exists and defines its mission within the context of postsecondary education.

ED 710. Organizational Management and Governance (4)

This course focuses on the complexities of the environment in which institutions exist and the governance process as it relates to policy formulation. It enables students to define the organizational setting of institutions and implement appropriate management theories and processes in institutional problem solving.

ED 714. Management of Human Resources (3)

This course focuses on human resources management in educational and industrial settings and includes the study of collective bargaining, state and federal regulations covering employment, personnel processes and systems, compensation, and internal and external organizational influences upon individual morale, motivation, satisfaction, and performance.

ED 715. Finance and Fiscal Operations (4)

This course focuses on economic theories of institutional finance and principles of cost containment. Special emphasis will be placed on the management and evaluation of fiscal operations in an institutional setting.

ED 716. Financial Aspects of Administration (4)

This course examines the sources of school district revenue and prepares students to develop, manage, and evaluate school district business and financial operations.

ED 717. Legal and Political Forces on Education (4)

Focus is on school law and political relationships that include issues such as legal framework of national, state, and local schools; application of legal principles to policies; and practices at the local school and district levels.

ED 718. Legal Aspects of Education and Training (4)

The course reviews and analyzes legal issues, laws, cases, and executive orders related to students, faculty, boards, and training programs. Among others, issues relating to contract, tort, privacy, and employment and dismissal will be discussed.

ED 720. Cultural Diversity (3)

The goal of this course is to assist students in understanding the significance of valuing diversity in the workplace as well as in society. Focus on movements from single to multiple ethnicity-centered culture is achieved through readings and discussions of significant works created by individuals from a variety of ethnic backgrounds and races. Students will study their own cultural backgrounds and explore strategies for full appreciation and ownership of their own culture as well as valuing that of others' ethnicity and race.

ED 724. Ethics and Society (3)

This course is designed to introduce the student to the science of ethics. The intent is to provide the foundation for the art of value clarification and responsible educational leadership in society. In this seminar, the student researches an issue, isolates the ethical issues both pro and con, and considers viable alternatives in a manner consistent with the ethical and moral values of the American democratic society.

ED 730. Methodological Approaches to Educational Research and Evaluation (4)

This course focuses on an examination of theory and practice in the design, conduct, analysis, and interpretation of experimental, quasi-experimental, and survey procedures for educational research and evaluation. It also includes a discussion of qualitative research and a study of sampling, methods of control, data collection, and the communication of empirical results. An individual research project is required.

ED 732. Inferential Statistics (3)

This course focuses on an introduction to inferential techniques, including estimation and hypothesis testing for both parametric and nonparametric situations. Emphasis is on applications, rather than theory, with continuing hands-on computer experience. Students demonstrate the ability to intelligently read the research literature.

ED 742. Lifespan Learning: Adult-Occupational Training and Development Programs (4)

This course examines the interrelationship of social forces and adult development and educational programs. The history and underlying philosophies of adult education, occupational training, and training and development programs are discussed. Research and theory of adult development are applied to teaching-learning strategies appropriate to educational markets and organizational settings.

ED 751. Management and Evaluation of Curriculum and Instruction (4)

This course focuses on such areas as instructional leadership theory and research; educational trends and issues; and evaluation of curriculum, programs, teacher effectiveness, and student achievement.

ED 752. Organization and Management of Educational Programs (4)

This course focuses on the organization and management of educational programs in the institutional setting. Analysis of problems and procedures associated with the creation, implementation, and evaluation of educational programs is included. The course examines training programs at businesses and social service institutions, community colleges and other institutions of higher education, and community-based agencies.

ED 762. World Perspectives in Institutional Management (4)

This seminar focuses on current change theory, futurist literature, and major world trends in education and related disciplines. Special emphasis is placed on the methodologies employed by futurists in forecasting the future and in implementing new educational programs.

ED 763. Elective Component for the Professional Credential (1-4)

There are eight competency areas in which students may choose to focus for acquisition of knowledge and skills: organizational theory, planning, and application; instructional leadership; evaluation; professional staff development; school law and political relationship; fiscal management; management of human and material resources; and cultural and socio-economic diversity.

ED 785. Contemporary Topics in Institutional Management (1-4)

In this course, students examine one or several of a broad range of contemporary topics in institutional management. Examples of such topics are strategic management, institutional advancement, societal factors affecting education, and board-administration relationships. The course is offered as a seminar or as an independent study.

ED 786. Advanced Administrative Field Work (1-8)

This phase of the program is conducted after the candidate has been assigned to an administrative position. Candidates enroll in planned field experience for each of the eight competency domains. A faculty advisor provides coordination between the site administrator and the University for each candidate in order to provide guidance and quality control of the planned on-site field experiences. District administrators may be identified as field work advisors designated to work with supervising administrators in their own and/or other districts.

ED 788. Comprehensive Examinations (2)

The purpose of comprehensive examinations is to determine whether students have integrated theories, concepts, and principles, and can apply these to the practice and skill of management and leadership in the work place.

ED 790. Dissertation Preparation (3)

This course is designed to enable students to complete the first three chapters of their doctoral dissertations. The course will focus on problem definition, automated research procedures, and the formulation of research design techniques. In addition, students will form their dissertation committees and develop strategies to conduct the preliminary defense of their dissertations.

ED 791. Dissertation Research (2)

Under the direction of a dissertation chairperson, dissertation research is individualized and tailored to aid the student in completing the dissertation requirement.

PSYCHOLOGY

PSY 610. Theories of Personality (3)

Major theoretical approaches to personality are surveyed from a historical perspective. Emphasis is placed upon contemporary clinical expressions of these approaches and the operation of theoretical assumptions in clinical practice.

PSY 626. Psychological Research and Statistics (3)

This is a survey course covering basic concepts in statistics and research. Experimental research designs and correlational research will be highlighted. Statistical topics include levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Emphasis will be placed on enabling students to become knowledgeable consumers of research. Students will be exposed to the use of computers in all aspects of psychological research.

PSY 656. Physiological Psychology (3)

The physiological and neurological correlates of behavior are studied, with an emphasis on the assessment and treatment of clinical problems.

PSY 657. Psychopathology (3)

This is a survey course that examines the historical and conceptual perspectives on psychopathology and the manner in which these perspectives interface with therapeutic strategies.

PSY 658. Individual and Family Development: A Life Cycle Approach (3)

Students study the biological, psychological, and social development of individuals and families throughout the life span. The impact of experiences such as childbirth, adolescence, marriage, divorce, and aging on individuals and families will be explored.

PSY 659. Principles and Theories of Learning (3)

The course is designed to provide a survey of the field of learning and to highlight the relevance of learning for the practice of counseling and psychotherapy.

Appendix D

Memorandum - Dissertation Chair

PEPPERDINE UNIVERSITY

February 4, 1991

MEMORANDUM

To: EDIM Students
Re: Dissertation Chair

The purpose of this letter is not to solicit additional
dissertation students, but rather to clarify my present status,
vis-a-vis the chairing of dissertation committees.

Presently I am chairing 15 dissertation committees which is the
limit under current policy. In addition to the 15 a number of
you have requested to be on a waiting list for consideration as
open slots develop. I am not certain, however, that my waiting
list is up to date and accurate. Therefore, if you would like to
be added to the waiting list as a potential dissertation student,
would you please send me a brief memorandum or letter to that
effect. The criteria which I will utilize in making a final
decision regarding serving as your chair are as follows:

1.   Present or future employment in a community college.
     Because of my background in the community college field,
     I feel obligated to assign a high priority to this
     criterion.

2.   Employment or potential employment in post secondary
     education, including adult lifespan learning. My
     experience in the field would require me to place
     emphasis on this criteria.

3.   Potential dissertation topic in the field of executive
     leadership for institutional management. Again my own
     experience in the field would suggest that this
     criterion ought to be a top priority.

4.   Students I have personally recruited into the EDIM
     program during my tenure at Pepperdine.

5. Other students who have done "A" work in my courses.

Should you meet one of the above criteria and be interested in being placed on the waiting list, please drop me a note at your earliest convenience. This should be done even if we have talked informally about my serving as your chair, but you are not at this time enrolled in Education 790.

I look forward to hearing from you.

Most cordially,

Erv Harlacher
Professor of Higher Education

EH/dl

Appendix E

Doctoral Candidate Letter

PEPPERDINE UNIVERSITY

GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

August 7, 1991

Bonnie Adams
14814 Danbrook Drive
Whittier, CA 90604

Dear Bonnie:

You have now completed approximately one-half of the coursework - five or more courses - in the Doctoral Program in Institutional Management.

You have achieved during this time at least a 3.0 grade point average for which you are to be commended. With this accomplishment, you are now invited to request formal entry into the doctoral program.

Enclosed is a petition form. If you would like to request formal entry into the program, please complete this form and return it to my office as soon as possible.

Sincerely,

Chester H. McCall, Ph.D.
Director, EDIM Program

CM/cd

Appendix F

Pepperdine University Application

November 20, 1989

Ms. L. Jo Witte
Admissions Advisor, Ed.
Pepperdine University
Grad. School of Ed. & Psychology
Office of Admissions
400 Corporate Pointe
Culver City, CA. 90230

Dear Ms. Witte:

Please find my Application enclosed for the Doctorate in Ed.
Program. I have also submitted to you an unofficial transcript
from my Masters in Ed. Program, Cal Poly will be forwarding an
official transcript. Letters of recommendations to me mailed
direct to you.

As per our conversation, I need an unofficial acceptance letter
from you as soon as possible to submit with my Sabbatical
Application.

Thank you.

Sincerely,

Bonnie Adams

BA/sr

PEPPERDINE UNIVERSITY GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

APPLICATION FOR ADMISSION

EASE PRINT

SOCIAL SECURITY NO.	LAST NAME		FIRST NAME, MIDDLE INITIAL
5 6 7 6 2 7 5 4 3	Adams		Bonnie M.

HOME ADDRESS: NUMBER, STREET	APT NUMBER OR C/O	TELEPHONE NO.
14814 Danbrook Drive		(2 1 3) 9 4 1 1 3 8 4

HOME ADDRESS: CITY	STATE	ZIP CODE	COUNTRY (If not USA)
Whittier, CA. 90604	CA	9 0 6 0 4	

PREVIOUS NAME UNDER WHICH RECORDS MAY BE FILED (If applicable)	TERM FOR WHICH YOU ARE APPLYING	PREFERRED CLASS LOCATION
Morton/Slotte	1 9 9 0 ☒ Sept ☐ Jan ☐ Apr	☒ Pepperdine Plaza-2 ☐ Encino-3 ☒ Irvine-4

Enter the appropriate code letters or numbers per the attached Code Key. ➤

PROGRAM CODE	CITIZENSHIP CODE	RESIDENCY CODE	ETHNIC CODE	RELIGION CODE	VISA CODE	VETERAN CO
EDIM	Y	RE	W	NIE		O

APPLICANTS BIRTHPLACE: CITY	STATE	COUNTRY (If not USA)	COUNTRY OF CITIZENSHIP (If not USA)
Gleenwood	Ark.		

DATE OF BIRTH (Month, Day, Year)	TITLE	SEX	MARITAL STATUS	IF YOU ANSWER "YES" TO EITHER OF THE FOLLOWING QUESTIONS, ATTACH AN EXPLANATION
1 1 2 1 4 4	☐ Mr ☒ Ms	☐ M ☒ F	☒ Married ☐ Single	Has any college dismissed you or asked you to withdraw? ☐ Yes ☐ N Have you been judged guilty of criminal or civil offenses other than minor traffic violations? ☐ Yes ☐ N

EMPLOYER NAME	DEPARTMENT/DIVISION
Mt. San Antonio College	Mental Health/Health Sc

ADDRESS	CITY	STATE	ZIP CODE	COUNTRY
1100 North Grand Avenue	Walnut	CA	9 1 7 8 9	USA

POSITION OR JOB TITLE	BUSINESS TELEPHONE NO.
	( )

LIST ALL COLLEGES ATTENDED (Use additional sheet if necessary)	LOCATION: CITY, STATE	DATES FROM	TO	MAJOR	DEGREE RECEIVED	MO/YR	NUMBER OF UNITS
Cal State University Cal Poly - Pomona	Pomona, CA	81	83	Ed.	MA	4/83	37
Consortium Cal St.Univ.	Dominguez Hills, CA.	80	84	Nursing	BSN	12/84	33
Rio Hondo College	Whittier, CA.	84	84	-	-	-	9
St. Mary's College	Moraga, CA.	77	78	Health Admin.	BA	7/78	30
California State Univ.	Long Beach, CA.	80	80	Nursing	-	-	5
Univ. of Calif	Berkley, CA	77	78	ED	-	-	9
Napa College	Napa, CA.	72	76	Nursing	AA/As	6/76	71
Santa Rosa Com. College	Santa Rosa, CA.	70	74	Gen Ed.	-	-	21

Have you previously applied for admission to Pepperdine University? ☐ Yes ☒ No (If yes, when?) _____

Have you previously enrolled at Pepperdine University? ☐ Yes ☒ No (If yes, when?) _____

Past enrollment status: ☐ Degree seeking student ☐ Non-degree seeking student ☐ Credential only student

Do you need special services to accommodate a physical, perceptual, or learning disability?................................☐ Yes ☒ No

Would you like information about these services? ....☐ Yes ☒ No

Are you applying for admission to a master's degree program in education, but are not eligible or do not intend to pursue the state credential that is available with that particular degree program? ....☐ Yes ☒ No

I certify that to the best of my knowledge, the information furnished in this application is true and complete. I agree that if such information, or any other information upon which my admission is based, is not true or complete, the university may rescind my degree. I further agree that, if admitted, I will abide by the rules and regulations of the University including, but not limited to those rules contained in the current University Catalog. I acknowledge that all official transcripts which I forward to the University become the property of the University and will not be forwarded to another institution nor returned to me.

X _Bonnie Adams_   11-20-89

Applicant's Signature   *Date*

PEPPERDINE UNIVERSITY GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY

EDUCATION AND WORK HISTORY

ANSWER ALL QUESTIONS AS COMPLETELY AS POSSIBLE. IF NECESSARY, USE ADDITIONAL SHEETS OR ATTACH RESUME. PLEASE PRINT OR TYPE.

SOCIAL SECURITY NO.	LAST NAME	FIRST NAME, MIDDLE INITIAL
5 6 7 6 2 7 5 4 3	Adams	Bonnie M.

TERM APPLIED FOR	PROGRAM APPLIED FOR
Fall 1990	Doctor of Education

ACADEMIC POSITIONS HELD	INSTITUTION	LOCATION: CITY, STATE	DATES FROM	TO
Instructor	Mt.San Antonio College	Walnut, CA.	81	Pre
Instructor	GoldenWest College	Huntington Beach,CA	79	81
Instructor	Santa Rosa Com.College	Santa Rosa, CA.	77	79

BUSINESS OR ADMINISTRATIVE POSITIONS HELD	COMPANY / INSTITUTION	LOCATION: CITY, STATE	DATES FROM	TO
Burnett's Administrator	Burnett's	Pico Rivera, CA.	86	Pres
Supervising Nurse	State of California	Napa, CA.	76	7
Supervising Psychiatric Tech.	State of California	Napa, CA.	72	76

List any members of the Pepperdine Faculty/Staff with whom you have corresponded.

L. Jo Witte - Admissions Advisor

List persons whom you have asked to write letters of recommendation (doctoral applicants only).

Betty Dennison - Dean of Health Sciences, Mt.San Antonio College

Carolyn Gabrielson-Asst.Director of Health Sciences, Golden West College

Karen Meyers - Dean of Community Services - Mt. San Antonio College

List any academic honors, awards, scholarships, or publications.

Graduate School - California State University Pomona 4.0 GPA

Editor Statewide Newsletter for Educators CAPTEGRAM

Specify all teaching and/or administrative credentials you hold.

Community College Credential

Vocational Education Credential

Registered Nursing License/Public Health Nurse Certification/Psychiatric Technician License

If you are pursuing a credential at Pepperdine, specify type of credential.

DOCTORAL APPLICANTS ONLY

Have you taken the Graduate Record Exam (GRE) or the Miller's Analogies Test (MAT) within the last 5 years?	DATE OF EXAM	IF NO, WHERE WILL YOU TAKE EXAM?	DATE
☑ YES ☐ NO	83/84		

At the discretion of the Admissions Committee, applicants may be invited for an oral interview, and may be asked to demonstrate writing skills.

X _Bonnie Adams_
Applicant's Signature

11-20-89
Date

PEPPERDINE UNIVERSITY GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY
School Management and Administration Program - Directed Administrative Experience (Fieldwork)

ADMINISTRATOR'S CONSENT

ANSWER ALL QUESTIONS AS COMPLETELY AS POSSIBLE. PLEASE PRINT OR TYPE.

LAST NAME OF APPLICANT	FIRST NAME, MIDDLE INITIAL	DATE
Adams	Bonnie M.	11/20/89

SCHOOL (or Office)	TELEPHONE NO.
Mt. San Antonio College	(714) 594-5611

SCHOOL ADDRESS	NAME OF ADMINISTRATOR/PRINCIPAL
1100 N. Grand , Walnut, CA.	Betty Dennison, Dean Health Services

SCHOOL DISTRICT (and Region if LAUSD)
Mt. San Antonio College

To the Administrator:

Application has been made to the Graduate School of Education and Psychology, in the field of educational administration. This program requires the consent of the principal or supervising administrator to do administrative fieldwork.

The State Commission on Teacher Credentialing requires administrative fieldwork experiences to be conducted under the guidance, supervision, and evaluation of the site administrator as well as a University advisor.

The purpose of this form is to confirm (1) the applicant's experience and assignment, and (2) the administrator's willingness to plan with, supervise, counsel, and evaluate this applicant.

Assignment:

The above named applicant has a regular full-time teaching assignment in this school: ☒ Yes   ☐ No   (if "No" complete next part)

The applicant is assigned in another capacity other than as a *full-time regular* teacher:
icate assignment (Examples: Chapter One or ESL Coordinator, Nurse, Librarian, Bilingual Advisor, Reading or Math Lab Teacher)

Assignment:

Time Available for Fieldwork:

The time the applicant will have to conduct administrative fieldwork assignments will be as indicated. (Check all appropriate)

☒ Before/after school   ☐ Conference period   ☒ Released/other time (please indicate): Applicant has applied for Sabbatical for 90-91

Applicant's Potential as a School Administrator: *(please comment)*

Applicant demonstrates much leadership ability and administrative ability. Demonstrates leadership in many areas, holds state office in Educators organization, serves on Calif. Board of Registered Nurses Diversion Evaluation Committee, chaired Accreditation Committee at Mt. San Antonio College.

Supervising Administrator's Consent:

As the supervising administrator, are you willing to commit the time required to work with the applicant to jointly develop a fieldwork plan, supervise, and evaluate the applicant's fieldwork activities?   ☒ Yes   ☐ No

Comment:

NAME OF SUPERVISING ADMINISTRATOR (Please print or type)	TITLE
tty Dennison	Dean Health Services

X *Betty P. Dennison*
Signature

11-20-89
Date

Please complete this form and return it as quickly as possible to Pepperdine University, Education Division, 400 Corporate Pointe, Culver City, CA 90230. A University fieldwork advisor will be assigned to work with you and the applicant. If you have

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT
1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
(714) 594-5611

November 20, 1989

TO: SALARIES AND LEAVES COMMITTEE

FROM: BETTY P. DENNISON, ACTING DEAN HEALTH SERVICES

RE: BONNIE ADAMS — SABBATICAL LEAVE
           STATEMENT OF RECOMMENDATIONS

Bonnie Adams is requesting sabbatical leave to pursue her
educational goals for the school year 1990-91. She has outlined
in her proposal to me her intent of completing her Master of
Science Degree in Nursing which she will have completed all
course work except her thesis by fall of 1991 and beginning her
course work on her Doctorate in Education.

Ms. Adams has submitted a plan that will benefit the college, the
Health Science Division, the Mental Health Program and certainly
Ms. Adams both academically and personally. She has outlined a
plan to me where, if granted the sabbatical, she will complete
her MSN in fall 1990 and begin her course work on a Doctorate in
Education in fall 1990 carrying 7 units and then in the spring of
1991, 14 units. It is important for the committee to note that
she has completed on her own time while at Mt. San Antonio
College a Masters Degree in Ed., a Bachelor of Science Degree in
Nursing, and most of her Master of Science Degree in Nursing.

The benefits to the college and the Division of the Master of
Science Degree in Nursing is very important in that the Nursing
Department is applying for National League of Nursing
Accreditation and this requires all faculty in Nursing to have
Masters Degrees in Nursing. Although technically Ms. Adams is on
faculty in the Mental Health Department, she is approved as an
instructor in the Nursing Department. The benefits to the Mental
Health Program o having an instructor with a Master of Science
Degree in Nursing is that the Board of Vocational Nurse
Psychiatric Technicians are requiring a nursing theoretical
framework for Psychiatric Technician Programs and the curriculum
is taught only in Master of Science programs in Nursing having a
faculty person knowledgeable in this area will allow for teaching
of other faculty members about these concepts and implementation.

The Doctorate in Education has been Ms. Adam's goal since coming
to Mt. San Antonio College and the program she is applying to at
Pepperdine University is the Doctor of Education in Institutional
Mangement. The program is designed to promote leadership in
community colleges and other institutions of higher education.
This degree will benefit the college, division, and department by
preparing Ms. Adams for the future probability of moving from
Instruction into Management.

-2-

Ms. Adams has shown great motivation in pursuing her educational
goals meeting the colleges needs on her own time, it is
recommended that she receive the assistance of the college by
granting her a sabbatical leave for school year 1990-91.

The acting Mental Health Department Chairperson was consulted in
preparing this statement of Recommendation.

Appendix G

Communication

California State University, Dominguez Hills

Master in Nursing Program

Directed Project Chair Change

S **DIVISION OF NURSING**

Administrative Office
Statewide Nursing Program

July 26, 1991

Bonnie Adams
14814 Danbrook Drive
Whittier, CA 90604

Dear Bonnie;

I received your letter on July 19 requesting a change of project
chair. I have discussed your request with Margaret Wallace, the
new Chair of the Department of Graduate Nursing Science. Please
contact Dr. Wallace at 213/516-4050 for your new directed project
chair assignment.

I believe it is important to address some of the misconceptions
you have regarding the directed project experience. The issues
and concerns which need to be addressed with your new chair
include the following:

    -The process for approval of directed project proposals.

    -What activities are appropriate in 590 and 571 in preparing
    for a research topic suitable for directed project

    -Why replication studies are desirable but not required for
    the directed project.

    -The rate at which a student moves through each of the 599
    modules is contingent upon the student and not on the
    progress or lack of progress of those in the seminar group.

    -The importance and usefulness of the learning activities
    in the 599 syllabus in making progress with the project.

    -The necessity of writing and rewriting drafts of a research
    proposal; and how common it is among even experienced
    investigators.

    -The importance of being free of too many conflicting
    commitments while completing the directed project.

Bonnie, it is my sincere wish that you achieve your academic and
personal goals. I will do all that I can to facilitate your
success.

Best Wishes,

Judith J. Chodil

Judith J. Chodil, PhD, RN
Associate Professor and Coordinator
Nursing Research Institute

cc: M. Wallace
     M. Cruise
     D. Vines

California State University
Dominguez Hills

1000 East Victoria Street, Carson, CA 90747, (213) 516-3596

Appendix H

Diversion Program for Nurses

ADULT EDUCATION - LIFE SPAN LEARNING

A DIVERSION PROGRAM FOR NURSES

A Written Seminar Report

Submitted to

Dr. Erv Harlacher

Graduate School of Education and Psychology

Pepperdine University

In Partial Fulfillment

of the Requirements of ED 742

---

by

Bonnie Adams

July 3, 1991

TABLE OF CONTENTS

INTRODUCTION

The purpose of this seminar report is to highlight the special risk to health care workers and nurses in particular of becoming chemically dependent and the special adult education life span learning needs to prevent and treat chemical dependency in this population (Adams, 1987). In the past the high risks for nurses becoming chemically dependent has not been addressed in nursing education programs or in continuing education programs for nurses. Treatment for chemical dependency after addiction has occurred is based largely on adult life span learning theories. (Appendix A).

Treatment programs for alcohol and drug abuse vary. There are several social model programs with minimal professional or medical support and there are medical model programs run by physicians, nurses, and professional counselors. Both types of treatment programs share in common an extremely structured environment. The treatment consists of lectures, reading of materials, group sessions where experiences are shared with others (Rowe, 1991). Although this has

been thought of traditionally as psycho-therapeutic, in reality it meets the criteria for adult education.

The objectives of this report are to:

1. Provide theoretical support for educating nurses and nursing students to the high risk of their professon of having the disease of chemical dependency.

2. To support with literature the link between chemical dependency prevention and treatment through adult life span learning.

3. To inform nursing educators and nursing management of the need to incorporate the theory that nursing is a "high risk profession" for the disease of chemical dependency into the curriculum.

4. To lay ground work for establishing that chemical dependency in nurses can be prevented or identified early and intervention can be done.

5. To increase knowledge among health care professionals that chemical dependency is a disease not a moral issue.

The report contains a theoretical section, literature review, a report on the organization visited and an interview with an Educational Consultant,

Director of California Nursing Diversion Program,
California Board of Registered Nursing in Sacramento.
(Appendix B, C and D).

This writer would like to suggest that learning
how to maintain one's health is a basic human need,
especially to persons choosing a career in health care.
This writer believes that learning how to be healthy
may be an inherent human need, and one of the most
important areas of learning is an increased awareness
of chemical dependency as a disease. Any person
entering the nursing profession during the basic
education process and throughout the adult career needs
to be offered education that increases awareness that
nursing is a high risk profession for becoming
chemically dependent.

THEORETICAL SECTION

There has been a paradigm shift in the past twenty
years in health care: the shift has been from seeing
alcohol and drug dependency as a moral issue to seeing
addiction as a disease process that is treatable
primarily through educating adults about their disease.
In the old paradigm the general public and many health
care professionals believed alcoholics and drug addicts

lived on skid row and created a social problem. There was also a wide spread belief that an individual "chooses to drink and use drugs." (Appendix E). In the new paradigm many experts believe that alcohol and drug abuse is the No. 1 health problem in the United States today (Sullivan, 1987).

Substance abuse is one of the United States' major public health problems. It has been estimated that 7 to 10 percent of adults are alcoholics, or approximately 9.3 to 10 million persons, are alcoholics. (Appendix F). Another type of substance abuse of great concern is the habitual use of prescription medications, including sedatives and hypnotics, stimulants, and antianxiety agents. Due to access, knowledge and availability prescription drugs is the group of substances most abused by nurses (Estes, 1987).

Since health is one of the primary areas taught in adult education, why are the adult education programs doing so little to present addiction as a primary trend? Prevention is essential when 7 to 10 percent of our population is addicted to alcohol, and another approximate 2% are addicted to drugs or are poly substance abusers, meaning drugs and alcohol (Appendix F).

Nurses who work with controlled addictive drugs on a day to day basis are especially high risk for becoming addicted to drugs or alcohol. If drug and alcohol education were incorporated into lifelong learning education programs, would the risk to nurses be decreased? Nursing has been one of the last professions to accept chemical dependency as a disease and not a moral issue. The cost to the health care system in loss of educated persons, loss of work and the threat to the community is tremendous.(Appendix G).

Harlacher and Goodman (1991) acknowledge that the community colleges are faced with workplace issues of alcoholism and drug abuse and have followed industry's lead in establishing employee assistance programs. The issue of student alcohol and drug abuse is not addressed. In a study done by Occupational Health Services (1991) the mean length of time before a nurse is arrested for diverting drugs for personal use after graduating from nursing school is 5 years. Most experts argue that an individual is usually abusing drugs and alcohol 10 years average before being impaired at work (Rowe, 1991). This supports the idea of providing education to students to increase their

awareness that they are entering a high risk profession.

Haack (1987), reports an investigation of the occurrence of burnout and the amount of alcohol use by nursing students. Identification of these signs of problems in coping with stress is important so students can receive assistance.

The barrier to adult learning that is the strongest enabler for persons who are chemically dependent is one not identified by Patricia Cross (1990); that is, the defense mechanisms of denial and rationalization. The reason it is so difficult to identify and do early intervention on chemically dependent nurses is one of the chief symptoms of the disease is denial ("I'm not an alocholic") and rationalization ("I could quit if I had less stress"). (Appendix F).

Cross (1990) identifies the necessity for adults to adapt to life changes, and identifies the "trigger" that leads to learning. The changes she identifies of loss of job, or divorce, illness, death of a spouse do not include chemical dependency. Certainly, for a nurse who is identified as chemically dependent and has

the threat of losing a nursing license the motivation
is high to make a change.

Pent-up demand for solutions to workplace issues
will increase regulation. Societal problems that are
important to the work force, including chemical
dependency, are not being fully addressed by United
States employers or by the federal government. The
relative neglect of these issues in the past decade has
created a pent-up demand for new solutions. In
response, state governments are getting involved in
regulating diversion programs for chemically dependent
persons (The Futurist, 1991).

In 1985 in California, a professional nursing
organization with a mission of nurse advocacy joined
forces with the state nursing board that regulates
nurses to change public policy in the management of
chemically dependent nurses. This was done after the
California Nurses Association did a statewide needs
assessment. Traditional "discipline" did not curb
chemical dependency in nurses. Discipline is a
euphemism for prosecution under state administrative
law. In 1982-84, the Board of Registered Nursing had a
rising tide of chemical dependency cases, a geometric

rise in costs of discipline, and a backlog in all areas
of its discipline system. Investigations, cases at the
Attorney General's office and cases to be set for
hearing were all backlogged. Even probation monitoring
was cursory in nature and marginally effective;
recidivism appeared to be high. Between 1981-84
everyone connected with California's Board of
Registered Nursing discipline system was unhappy with
it, including the recipients, i.e., the nurses. The
California Nurses Association and other nursing
organizations badgered the Board about changing the way
it treated the chemically dependent nurses (Puri,
1990).

The Board and its advisory committee determined
that what was needed was a statewide Employee
Assistance Program for Registered Nurses. Some means
needed to be found to allow the Board of Registered
Nurses not to prosecute the nurse while she/he was in
recovery. After a review of existing state law, it was
decided to seek empowering legislation. The Board and
the California Nurses Association decided to
co-sponsor enabling legislation that would create a
Diversion Program for nurses. California Nurses

Association "Governmental Relations Person" obtained an author for the bill, a bill was drafted, and "worked" through the legislature largely by California Nurses Association. Support for the bill also had to be obtained within the Department of Consumer Affairs, the Department of Finance and the Governor's office (Puri, 1990). (Appendix B & C).

In California's program, the Board would promulgate the regulations and use nursing fees to fund the Diversion Program. Fiscal planning was crucial to gaining support from all the agencies. A program based on principles of health, healing and recovery will tend to cause conflicts within a "quasi-law enforcement", i.e., a regulatory agency. A felony has been committed by the nurse in most instances, if the nurse has "diverted" or stolen hospital drugs for personal use. At many levels of state government there tends to be the fear that the program will "shield" nurses; resistance to the implementation of a diversion program from both agencies of state government and from employers of nurses occurred initially. In 1991, the Diversion Program for chemically dependent nurses, 6 years after it began has become an unqualified success.

Early intervention allows a timely and effective provision for safer and more competent care for patients and clients of nursing. It certainly provides a better option for the nurse: the nurse's life may be saved by timely intervention and treatment (Puri, 1990) (Appendix B, C, and D).

The California Diversion Program serves nurses only after they have been identified. It is not a prevention program, but serves as a treatment model. Much of the model of the diversion program regulated by legislative law includes education of nurses about chemical dependency. One requirement of diversion is the nurse must obtain continuing education units per year in chemical dependency. Also, the nurse must complete a treatment program and attend Alcoholics/ Narcotics Anonymous meetings (Appendix B, C and D).

According to Cross (1988) lifelong education includes formal, nonformal, and informal patterns of education. The Diversion Programs for registered nurses would be encompassed in the informal education arena.

Many experts in alcoholism and chemical dependency support the theories of children who grow up in

alcoholic/chemically dependent homes having high vulnerability to the disease of chemical dependency. According to Dave (1973), the home plays the first and most crucial role in lifelong learning. This process continues throughout the life span through family learning. Hayes (1989), in his book, <u>Adult Children of Alcoholics</u>, which cites personal accounts of growing up in an alcoholic family, provides an opportunity to understand the impact of parental alcoholism on the child.

Dave (1973) also proposes that lifelong education is characterized by its flexibility and diversity in content, tools, and techniques. Proponents of the 12 step program of Alcoholics Anonymous use the term "tools" to refer to the 12 steps as life long learning tools.

Lifelong education has two components, general and professional. Chemical dependency treatment embraces an alternate form of general education.

Adults seek out learning opportunities to cope with life change events (Zemke, 1988; Cross, 1988). The necessity to adapt to changing circumstances of life constitutes a powerful force for learning (Cross, 1988). Certainly, a nurse who is chemically dependent

and faces discipline and loss of licensure is involved in a life change event.

Adults seek out learning experiences that are directly related at least in part to life change events that triggered that seeking (Zemke, 1988). The treatment programs that embrace the 12 step model of Alcoholics Anonymous, provide educational tasks that are definitely related to the life change events. (Appendix H).

Although adults have been found to engage in learning for a variety of reasons--job advancement, pleasure, love of learning and so on--it is equally true that for most adults learning is not its own reward...Learning is means to an end, not an end in itself (Zemke, 1988). For chemically dependent nurses, participating in the Diversion Program is a means to engage in learning to protect their license, seek treatment, and learn about their disease of chemical dependency.

Adults learn better in a climate which is informal, respectful, and where there is mutual planning, goal-setting, and evaluation with considerable emphasis on self-diagnosis (Dillion,

1978). The entire 12 step model of Alcoholics
Anonymous is geared toward a model of informality and
respect for others, with the primary goal being
sobriety. The self diagnosis for the chemically
dependent nurse comes in the admission of powerlessness
over drugs or alcohol.

A learner must see experience as helping him/her
reach the goal which has pragmatic meaning for him/her
as an individual (Dillon, 1978). Goal fulfillment is
perhaps the most powerful force driving adult learning
(Wallace, 1984). For the nurse in the diversion, the
goal is completion of diversion and returning to the
work place with an unrestricted license.

Houle (1961) identifies 3 motivational
orientations for adult learners: (1) Goal orientation
(to obtain something), (2) activity orientation (to do
something), and (3) learning orientation (to know
something). The typical treatment programs based on
the 12 step model of Alcoholics Anonymous incorporates
all three of Houle's motivational orientations
(Appendix H):

1. Goal orientation--what is obtained is
sobriety.

2.   Activity orientation--the doing something is attending meetings, listening to lectures, reading literature and practicing the 12 steps.

3.   Learning orientation--the knowing something is by incorporating from the education methods the knowledge that he/she is an addict, has a disease and cannot ever use alcohol or drugs again.

Kidd (1973) proposed that adults learn effectively when they can meet challenges, have support, are allowed to function independently, can use their own experiences, and are doing something perceived as relevant and satisfying. The 12 step program of Alcoholics Anonymous and Narcotics Anonymous proposes, that in order to achieve sobriety the individual must admit that he/she is powerless over alcohol and drugs (The challenge); attend meetings (receive support and share experiences); and must take responsibility for their own sobriety (relevant and satisfying). When reading Kidd's theories in Adult Learning it is amazing how much they parallel the model drawn in the Big Book of Alcoholics Anonymous written some 40 years before Kidd (Alcoholics Anonymous).

Dillon (1978) proposed that learning for adults is more successful if it is problem centered, and action orientated. The 12 step program of Alcoholic Anonymous is definitely problem centered, "staying sober" and action orientated in attending meetings and sharing experiences.

The major learning theory embraced by treatment programs and continuing education in chemical dependency is humanistic. The assumption is that learning will flourish in nourishing, encouraging environments that provide multiple options of people, resources, and materials (Cross, 1988). Most treatment programs establish contracts with patients, offer multiple options for learning and use self-directed tools such as workbooks, interactive videos, and reading and writing assignments.

In a Futurists article, "Nine Forces Reshaping America," one of the identified trends for the 21st century in social changes is greater concerns by Americans. These concerns have a direct effect on their communities, alcoholism and drug abuse are identified as one of these trends (United Way, 1990). Chemically impaired nurses who are not identified, not only affect the

community, they are a threat to the community and
public safety.

There remains little literature available that
addresses the chemically dependent nurse. Jaffe (1982)
describes experience in treating a group of alcoholic
nurses. She addresses issues that concern substance-
abusing nurses in particular, recommending that all
nurses receive continuing education in the disease
concept of chemical dependency to enhance their
sensitivity to the needs of their addicted colleagues.
Jeffersen and Enson (1982) apply concepts related to
substance abuse to the addicted nurse. Case studies
illustrate the characteristics of drug- and
alcohol-abusing nurses, and further describe clues
that should lead one to identify the chemically
dependent nurse. (Appendix K).

ORGANIZATION VISITED

On June 17, 1991, a site visit was made to the
Board of Registered Nursing, and an interview was done
with the educational consultant who is the director of
the Diversion Program for Registered Nurses in
California who are chemically dependent. The director
of the program is Alice Schawb, a masters prepared

Registered Nurse who has been an educator and has vast experience in the field of chemical dependency treatment. Ms. Schawb describes the California Diversion Program for chemically dependent nurses as a program to assist the chemically dependent nurses to regain dignity and build a better life. We discussed the empowerment of nurses through adult education, and she stated that education has been found to be the best tool of prevention in chemical dependency treatment. We discussed the five objectives of this study identified in the introduction of this paper, and outlined a future plan accomplishing these objectives.

The first objective was increasing awareness through education to nurses and nursing students of the high risk of becoming chemically dependent. We discussed and agreed to write a position paper, and to send it to all schools of nursing and hospital development educators. Also, we agreed to plan a fall conference for nurse educators.

The second objective was chemical dependency prevention through adult life span learning. We discussed writing a proposal and submitting it to the Board's education subcommittee that recommends requiring all

nurses must have a minimum number of continuing education units in chemical dependency.

The third objective was requiring nursing educators and managers to incorporate the theory that nursing is a "high risk" profession into the basic nursing education curriculum. The curriculum requirements are legislated per the Nurse Practice Act--this objective cannot be accomplished without legislative changes.

The fourth objective was to establish in the nursing community that chemical dependency prevention in nurses can be accomplished by education and early intervention. This writer with the Director of the Diversion Program are jointly preparing a seminar for October 1991 for all California Nursing Educators.

The fifth objective was to increase knowledge among health care professionals of the disease concept of chemical dependency. The plan for accomplishing this objective is by encouraging nurses to write journal articles, do research and publish, not in the chemical dependency treatment literature, but in the nursing literature.

CONCLUSION

Highly educated and trained professionals are not immune from health problems, and are at higher risk than the general population for dependency. This may be caused by, or related to the pressures of nurses in today's highly technical, fast paced society. Most individuals are not confronted with the availability and accessibility of drugs that nurses are. This creates an occupational hazard for Registered Nurses. The temptation to self-administer drugs, either for recreation or as a means of coping with the psychic pain of a difficult situation or period, can and often does result in a serious chemical dependency problem (Appendix D).

While there is no accurate data on the extent of drug and alcohol abuse among Registered Nurses, studies have shown that it is higher than the national estimate of one in ten adults for any given population, and most research shows one in seven nurses are abusing drugs and/or alcohol. In the State of California, this means that anywhere from 4,400 to 22,000 registered nurses may be impaired due to drugs and/or alcohol. A more definitive indicator of the problem's magnitude is the

number of disciplinary actions taken by Registered Nurses licensing boards. Nationally, 67 percent of all disciplinary actions are alcohol and/or drug related. Again, in California the figure is about the same. Approximately 65 percent of all completed and pending disciplinary actions are for chemical dependency related charges. The need to establish prevention programs through adult education is well established. Once a nurse is in treatment most existing programs use education as part of the program (Appendix H).

This paper has used the adult lifelong learning theories to apply to the area of education in the community, specifically health care educators and workers to the risk of chemical dependency. Few educational health care programs address in their curriculum that health care workers are at higher risk for alcohol and drug addiction than any other profession. (Appendix J).

Literature was reviewed in the field of nursing; high risk chemical dependency; life span learning; and of education as a form of preventing addiction. A proposal will be written to the Board of Registered Nursing suggesting mandatory curriculum in this field,

both in basic nursing education, and also mandatory continuing education.

A field visit was made to the Diversion Program Manager of the Board of Registered Nursing. The oral report will incorporate both the research and field visits. Through the oral report, the concept of educating the community through lifelong learning will be incorporated in that the students in the Pepperdine program will have an increased awareness of the risk of chemical dependency.

This seminar report could support a model for Health Science educators, not only in nursing in California, but in all health education programs throughout the industry. The model could identify needs and styles of adult life span learners, and use this as a basis for establishing life long education for nurses on the risks of becoming chemically dependent.

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Appendix I

Curriculum: From Literacy to Life Span Learning

Curriculum: From Literacy to Life Span Learning

A Publication Work Plan

Submitted to

Dr. Erv Harlacher

Graduate School of Education and Psychology

Pepperdine University

In partial fulfillment of

the requirements for Ed. 708

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by

Bonnie Adams

May 29, 1991

I. Rationale (Statement of the Problem Addressed):

Community college programs presently do not have curriculum designed to meet the needs of the community, from literacy to life span learning. Community colleges have made only superficial attempts to develop collaborative programs that work to meet the needs of business, industry, and individuals who may have four careers in a lifetime. Programs have not been developed in the community colleges to bridge the gap between illiteracy and economic development (Zeiss, 1991).

II. Purpose and Research Question Addressed:

Therefore, the purpose of this study is to conceptualize a prototype community college curriculum, from literacy to life span learning. The nature and scope of programs and sources needed for life span learning will be discussed. More specifically, the following research questions will be addressed in the study:

1. Should the curriculum stretch from literacy to life span learning?

2. What are the representative programs and services you will offer to meet the needs of target populations within the community?

III. Major Procedures Employed for Each Research Question:

Question #1: Should the curriculum stretch from literacy to lifelong learning?

A. Major sections of literature review:

1. The literature review of the field will be reviewed in the following areas: (a) relevant Futures Commission recommendations; (b) definition of life span learning; (c) definition of curriculum that addresses life span learning; (d) programs and services - prototypes that will address lifelong learning.

2. The findings of the literature search will be reported in a chapter for Curriculum: From Literacy to Life Span Learning.

B. Major field research activities:

1. A check list will be developed for the purpose of collecting relevant experimental examples from the field.

2. The instrument will be utilized to obtain relevant experimental samples.

3. The experimental samples obtained will be reviewed and summarized.

4.   The findings will be reported in a chapter for
     Curriculum: From Literacy to Life Span Learning.

Question #2   What are the representative programs and
services you will offer to meet the needs of target
populations within the community?

A.   Major sections of literature review:

1.   The literature of the field will be reviewed in the
     following areas: (a) relevant Future Commission
     recommendations; (b) definition of programs and
     communities; (c) definition of future target
     populations; (d) present curriculas designed to
     meet lifelong learning.

2.   The findings in the literature will be reported in
     a chapter for Curriculum: From Literacy to Life
     Span Learning.

B.   Major field research activities:

1.   A check list will be developed for the purpose of
     collecting relevant experimental examples from the
     field.   The check list will include areas to be
     used for collecting samples.

2.   Information from the check lists will be used to
     develop mini modules that will address literacy to
     lifelong learning.

3.   The instrument will be utilized to obtain relevant experimental examples.

4.   The findings will be reported in a chapter for Curriculum: From Literacy to Life Span Learning.

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Written by a number of national community college leaders, "Conceptualizing 2000" clearly conveys the needs of the decade ahead and sketches a framework for planning and action. Individual chapters focus on institutional climate and commitment; faculty, administrative and institutional renewal; access to higher education; and successful linkages, to name a few.

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Appendix J

"Leadership Issue" #4

"Leadership Issue" #4

The Need for

Leadership in Nursing Curriculum

Presented to Dr. Michele Stimac

Graduate School of Education

and Psychology

Pepperdine University

In partial fulfillment

of the requirement for Ed. 700

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by

Bonnie Adams

March 19, 1991

There is a critical nursing shortage worldwide. The average hospital has a 20% vacancy rate for Registered Nurses (American Nurses Association, 1990). Nursing has traditionally been a female profession that has been subserviant to the medical profession, mostly male. Registered nurses upon graduation are almost always placed in positions of leadership, and most educational programs have little leadership in the basic curriculum (Baj, 1985).

The term nurse is used so loosely, the general public sees a nurse as a female in a white uniform, doing bedside care or carrying bedpans (Demis, 1989). The term nurse is used to define a person without formal education who works in a physicians office, a nursing assistant, a Licensed Vocational Nurse with one year of vocational training and a Registered Nurse with degrees ranging from Associate of Science to doctorate in nursing (California Nurses Association, 1987). It is important that Registered Nurses be identified as the professionals they are and empowered for the leadership role most will have (Nichols, 1981).

Acquiring leadership knowledge and skills is an essential part of the Registered Nurses professional

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preparation for practice (Tappen, 1985). In fact, experienced professional nurses often state that most of the major problems, conflicts, and challenges they face in their work are not technical problems but people problems, the kind of problems that leadership knowlege and skills can help resolve (Tannenbaum (1973).

American nursing evolved in an era of reform following the Civil War when women's roles were identified with the Victorian feminine model. Nurturance was an established feminine virtue and was considered an essential attribute of nursing. Since nursing was done by women, it was characterized as "women's work" (Douglas, 1983). Throughout its history, nursing has struggled with definitional issues. Embedded firmly in traditional mothering roles, nursing has found it difficult to make transitions into the professional and scientific realms (McClousky, 1985).

In contrast to the early nurse, whose role was associated with the characteristics of feminine virtue, the contemporary nurse is confronted with multiple roles and responsibilities in a complex and changing health care delivery system (Lynsaught, 1981). Because of this role evolution, there is a shortage of nurses who are prepared to successfully manage million dollar budgets in large

corporate structures. In response to this critical
situation, nursing has began to offer some innovative
program opportunities to develop leadership in nursing
(Ginzberg, 1981).

Nursing as a part of the health care team has
traditionally been made up of women who take directions from
the physicians, predominantly men (Lynsaught, 1981). In
health care today the role of Registered Nurses is shifting
so that in many instances the "nurse" is in charge of the
hospital, patient education and often is the supervisor of
physicans (Maloney, 1990). This is definitely a paradigm
shift for nursing.

Nursing as a profession comprises a discipline and a
practice component which have evolved interdependently in
response to societal needs. The most current societal need
being that of leader. By definition, a discipline is
characterized "by a unique perspective, a distinct way of
viewing all phenomena, which ultimately defines the limits
and nature of its inquiry" (Argyris, 1989). This gestalt or
total world view within a discipline is its metaparadigm and
represents the broadest consensus within a discipline. The
consensus that now exists is that the central concepts of
the discipline of nursing are person, environment, health,

and nursing. According to Donaldson and Crowley (1987), the primary proposition of the metaparadigm is that nursing is concerned with the wholeness or health of humans, recognizing that humans are in continuous interaction with their environments.

The discipline of nursing currently embraces several exemplar paradigms or conceptual frameworks which specify the concepts and the proposition of nursing's metaparadigm. Examples of these conceptual frameworks are Johnson's behaviora system model (Johnson, 1980), King's open system model (King, 1981), Levine's conservation model (Clarke, 1973), Orem's self-care model (Orem, 1980), Roger's life process model (Rogers, 1980), and Roy's adaptation model (Roy, 1976). Each of these nursing models defines person, environment, and health, and specifies goals for nursing actions, thereby putting forth a distinct viewpoint of nursing. Nursing is definitely in a paradigm shift from care giver to leader (Argyris, 1989).

The word leadership is an exciting one. If asked to name people who are leaders, certain names immediately come to mind such as Abraham Lincoln, Winston Churchill, John F. Kennedy, Martin Luther King. In the nursing world Florence Nightingale probably stands out in the minds of most who are

asked to name a single example of a nursing leader. Defining leadership is more difficult. Stogdill (1957) points out that "There are almost as many different definitions of leadership as there are persons who have attempted to define the concept. Leadership is usually defined as a set of interpersonal behaviors designed to influence employees to cooperate in the achievement of goals or objectives (Mt. San Antonio College, 1988).

In nursing publications the definitions of leadership contain the basic commonalities of goal setting, participant involvement, and leader behavior. For this paper nursing leadership is defined as the ability to use the processes of life to facilitate the movement of a person, a group, a family, or a community toward the establishment and attainment of a goal. Leadership is not automatic. Effective leadership is a learned process. The culmination of all nursing activity is the delivery of client care. Scientifically based, problem-oriented behavior that is in the client's interest will produce quality care and is likely to be administered at less cost to the consumer of health services (Tappen, 1985).

This paper discusses the fundamentals of leadership, awareness of self and knowledge of the tasks to be

performed. Similarly, it is concerned with the capabilities of the leader, as well as with the environment in which nursing care is rendered. Most of these concepts have been integrated into the content of Tappen's (1985) Nursing Leadership Model.

The concept of the nurse as a leader may be captured by the concept of cultural broker. Cultural brokerage is essentially an act of translation with the nurse serving as the bridge between the patient and other health practitioners, between the lay client and the scientific culture of the health professions (Geertz, 1980).

With the nursing shortage in the United States almost all Registered Nurses by virtue of title end up in a leadership position. The basic nursing curriculum does little to teach students leadership skills.

The primary purpose of including leadership in curriculum is to teach nurses how to work with people, individually or as members of groups, teams, organizations, and even whole communities. The acquisition and appropriate use of leadership concepts and skills can give the nurse a feeling of greater understanding and control of events in a work situation. It can provide the nurse with a sense of personal power and self-direction in situations that would

otherwise be bewildering, frustrating, discouraging, or a combination of these (McClosky, 1985).

The study of leadership encompasses many facets of human behavior. It includes the study of motivation, the effects of social roles and norms, leadership theories, group development, teamwork, organizational dynamics, and community structure. It also includes learning effective communication skills such as confrontation and negotiation, critical thinking, problem solving, leading teams, conducting meetings and conferences, providing evaluative feedback, collective bargaining, and implementing changes on both small and grand scales. All this must be included because leaders need to know why the people with whom they work act the way they do and how to influence that behavior (McClosky, 1985).

Leadership is often defined as the process of influencing others (Tannenbaum, 1973). It is purposive behavior involving an exchange with other people.

An act of leadership is an attempt to influence others, therefore, whenever the nurse attempts to influence people, he or she is exercising leadership. The attempt defines the leadership action--it does not always have to be successful. It is also not necessary to be designated the leader. Any

member of a group can act as its leader. Nurses do not have to be called a team leader, manager, or supervisor to be a leader, although people in these positions do need to use leadership concepts and skills (Tappen, 1985). In order to be a leader, the nurse must implement plans and ideas in some way, must make a decision to act (Douglas, 1983).

A leadership action always involves some kind of exchange with other people, an exchange in which there is some attempt to influence them, either directly or indirectly. The "other people" referred to may be a single coworker or client, the team to which the nurse belongs, the organization in which the nurse is employed, or a whole community with which the nurse is working to improve health care. The correct use of leadership concepts and skills can help the nurse to improve effectiveness in all these different exchanges and relationships (Newman, 1983).

McClosky (1985) outlines that within the last several years there have been major changes in the way in which business is conducted in the health care arena. Two developments, the upsurge on a national scale of private, investor-owned health delivery structures and the initiation of prospective payment to hospitals for Medicare patients, have each had a particularly profound impact. While the

many consequences of these developments could be detailed, two issues of particular concern to this discussion are (1) the attention now being given to economic matters and (2) the emergence of new structures or organizational arrangements utilizing the Registered Nurse in a leadership role.

While payment to hospitals for patients may not have been intended to spark the creation of new leadership "systems" for the management of patients, it is apparent that hospitals are coping with prospective payment by mechanisms such as nurses developing home care agencies, establishing step-down units, or forging new linkages with other institutions such as nursing homes and freestanding home care agencies. Clearly, the motivation may be more financial than otherwise, but the result is nurses leading an integrated systems to manage patient care throughout the course of illness, only a part of which may be handled in the hospital (Hoeffer, 1990).

Now more than ever there is a need for creative nursing leadership. Nurse leaders must put together nursing structures which would incorporate various kinds of clinical nursing roles to deal with patients at various points on the health-illness continuum (Schwab, 1982). Many argue for is

the need for nurses to have more preparation in leadership. In fact, in the last several years there has been increased concern about the preparation of nurses as leaders in service settings (Hoeffer, 1990).

Available data show that only a small proportion of nurses who report that they occupy a position in "top administration" hold a master's degree (18 percent) and this figure includes deans and directors of nursing education. These data led the Institute of Medicine's study group to conclude that there is a scarcity of nurses with advanced education, and "as health care settings become increasingly complex, leadership must be an integral part of the curriculum (Coe, 1990).

Only about 7 percent of the graduates from master's programs in schools of nursing between 1971 and 1980 had administration as an area of concentration. Thus, those who prepared the report raised the question of whether graduate programs in schools of nursing can produce the quality of programs desired and the number of graduates needed. The result was to call for the development of collaborative arrangements with programs in health services administration and schools of business administration (Coe, 1990).

An interesting aspect of the Institute of Medicine's

report on education for nursing is the emphasis on financial management and human resource management. That is, explicit attention was given to the need for nurses to be prepared to deal with problems in "employment policies, job design, resource allocation, intra-institutional negotiation, and financial management" (Coe, 1990). Here the argument was that nurses should have the same basic knowledge of management as administrators in other departments of an institution such as a hospital.

Traditionaly nurses exist within a framework that is directed toward health, patient teaching and disease prevention. The medical model in which physicians are traditionally trained is in disease oriented to treat illness (McClosky, 1985).

The only reason a patient is ever hospitalized in any in-patient setting is the need for 24 hour nursing care. It is the Registered Nurses responsibility to act as a leader of these nurses. Any other needs a patient has can be met outside the hospital setting except for nursing care (Olson, 1989).

Even in the most democratic of leadership situations, authority and power struggles exist. In nursing, for example, for too long the capable nurse-leaders have not

been delegated authority and power commensurate with responsibility for planning and decision making. Traditional management practices reflect the belief that nurses at the operational level require close supervision and control; therefore someone else must retain the power. The divestment of authority from those nurses on operational levels has led to power strugles. If ignored, these power struggles dissipate energy, divide and demoralize the participants, and result in decreased productivity (Blaney, 1986).

To prepare student nurses for the shifting paradigm in nursing it is essential that leadership be threaded throughout the curriculum. In reviewing the leadership theories the situational Path Goal Theory was selected as being the most appropriate to include in the nursing curriculum to empower nurses with leadership skills (Blaney, 1986).

A set of situational factors is considered in the path-goal theory developed by House (1970). These factors include the scope of the task to be done, role ambiguity, the employee's expectations and perceptions of the task, and ways in which the leader can influence these expectations.

The motivation to perform a certain task is based on a

person's expectation that doing this work will result in a desired outcome and that personal satisfaction or reward will be achieved as a result of this outcome. In other words, people estimate their abilities to carry out the task, any obstacles to doing the job, and the amount of support they can expect. They also estimate what kind of reward (such as recognition from the group or leader or a sense of satisfaction) they can get from completing the task (House, 1970).

The leader who can recognize and anticipate these expectations can take such actions as providing support, removing obstacles in the way of completing the task, and pointing out the connection between doing the work and receiving the rewards. The name of this theory comes from this last leader action; the leader clarifies the relationship between the path the employees take and the goal they want to reach (House, 1985).

House found that when a person has a wide variety of tasks to perform, leader consideration is not as great an influence on satisfaction because the work itself is satisfying. However, he also found that all employees need recognition and other forms of consideration from the leaders (House, 1985). The characteristics of the employees

and the number of environmental demands they have to deal with to complete their work also affect the kind of leadership needed to increase motivation (Josefowitz, 1980).

Path-goal theory indicates that the characteristics of the tasks to be done are an important situational determinant of leadership effectiveness. In addition to those mentioned, there are many other determinants that have been identified in leadership research (Heimann, 1976; Fiedler, 1979).

1. Group size.

2. Position in group.

3. Communication Networks

4. Social status.

5. Interpersonal stress.

6. Designation of leadership.

7. Organizational structure.

In identifying elements of a leader situation Hollander (1978) identified three basic elements in a leadership exchange as:

1. The leader, including the leader's personality, perception, and abilities.

2. The followers, with their personalities, perception, and abilities.

3. The situation, within which the leader and
followers function, including its norms, size, density, and
other characteristics.

Leadership is a dynamic, two-way process of influence.
Leader and follower are interdependent; both contribute to
the relationship and both receive something from the
relationship (somewhat like the mutual and simulaneous
interaction of the feedback loop). This model also
recognizes that both the leader and followers have other
roles outside the leadership situation and that they may
both be influenced by environmental factors such as a
hostile threat from someone in authority outside the
leader-follower exchange (Hollander, 1978).

According to Hollander (1978), leadership effectiveness
requires the use of the problem-solving process, maintenance
of group cohesiveness, communication skills, leader
fairness, competence, dependability, creativity, and
identification within the group.

More attention should be paid to the interdependance
between the leader and the group according to Schreisheim,
Mowday, and Stogdill (1977). Many interrelated factors
influence this relationship. Group cohesiveness, for
example, is affected by leader behavior but it is also

affected by group size, stress, relationships between group members, the nature of the task, and external pressures. Also, instrumental (task-oriented) and supportive (relationship-oriented) leader behaviors are dynamically interrelated with the group characteristics of cohesiveness and group motivation, both of which affect group productivity.

These approaches have some common themes. They all recognize the multiplicity of factors afecting a leadership situation and attempt to synthesize the findings of the situational theories. They point to the need to consider them when analyzing a leadership situation.

The situational theories can not account for all the factors involved in complex and dynamic interactions of a leadership situation. The complexity and variability of people, nursing the shifting paradigm in nursing, inclusion of all three elements of a leader situation, and the interrelationships between these elements were all suggested as the basis for a more complete and integrated theory of leadership in nursing that must be integrated into nursing curriculum.

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Appendix K

Delphi Survey Recruitment

DELPHI II

PROCEDURES FOR DEVELOPING A RECRUITMENT
PROGRAM FOR PSYCHIATRIC TECHNICIAN STUDENTS

Rank each statement as high, medium, low.

1. The state-of-the-art of educational programs
for psychiatric technician students in California is at
the highest level in history.

2. Psychiatric technician programs belong in
community colleges as education programs not in
hospitals as training programs.

3. One of the primary reasons for high attrition
in psychiatric technician programs is students run out
of money.

4. If hospitals hired students and provided
flexible work hours retention would increase.
program

5. There is both a community college need and a
community need for psychiatric technicians in your
community.

6. The development of partnerships for recruiting
between health care industry and colleges aid in
recruitment of psychiatric technician students.

7. Businesses market their products, colleges
need also to market their psychiatric technician
programs.

8. Most persons in the community do not know
about psychiatric technicians or programs to educate
them.

9. A recruitment plan for psychiatric technician
students could meet a three-fold need, students need
for marketable job skills; underrepresented groups such
as minorities, single parents re-entry persons
marketability for jobs; and provide health care
facilities with increased workers.

10. The population increases over the next two decades, the population of mentally disordered and developmentally disabled will also increase, as well as the need for psychiatric technicians.

11. Health science programs in other states have successfully marketed their programs.

12. Private schools aggressively market their very expensive programs, community colleges could do the same.

13. Professional organizations such as California Association of Psychiatric Technician Educators (CAPTE) and California Association of Psychiatric Technicians (CAPT), have an obligation to contribute financial support to a recruitment program for psychiatric technicians.

14. A recruitment plan developed through a consortium is definitely needed for psychiatric technician students.

15. The best way to market underrepresented groups in the community that do not know about psychiatric technicians is by want ads in help wanted ads in free community papers, television spots on public interest TV stations, and radio advertisements.