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Stephen D. Frederick interview for the Miami Valley College of Nursing and Health Oral History Project

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Wright State University - Main Campus

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STEPHEN D. FREDERICK

SEPTEMBER 5, 2007

CAROL HOLDCRAFT: Okay, well we're going to start today, this is another continuing interview in our College of Nursing and Health History Project, Oral History Project. And today's date is September the fifth, two thousand and seven and we are here today with Dr. Steve Fredericks who we hope to interview and we're going to go around and have everybody say their names so that we know who all is present in the room. I'm Carol Holdcraft.

STACY FLINT: I'm Stacy Flint a graduate student.

DONNA MILES CURRY: Dr. Donna Miles Curry.

STEVE FREDERICK: I'm Steve Frederick.

ANIKA SURRAT: Anika Surrat, graduate student.

EMILY HENDRICKSON: Emily Hendrickson, graduate student.

CH: Okay, and Dr. Frederick, we're really, we invited you to come and participate in our Oral History because of the connections that you had with the College of Nursing over the years. And so we'll just start by asking you to tell us a little bit about how you came to Wright State and your personal background to set the stage for the interactions you may have had with the School of Nursing or College of Nursing.

SF: Okay. Well, my background is health and physical education. And I graduated from Wilmington College in nineteen sixty-seven. I took a teaching job in Tipp City teaching elementary physical education and I went to Ball State University to get my master's degree. Then I left Tipp City after three years of teaching to go to Indiana University and I worked on my doctorate there for two years and then I took the job at Wright State in nineteen seventy-two.

CH: Okay. So you came in nineteen seventy-two and you took a position as?

SF: I was an instructor in health and physical education in the College of Education. And at that time there were about four main buildings on campus and the student union and they had a

physical education building and a library and a creative arts building under construction. So at the end of my first year we moved into the physical education building, which is now the student union.

CH: Okay.

SF: And we didn't have a major in health and physical education at the time. It was a, we called it a program, it led to certification. And so I was an instructor and an assistant professor for about seven years from seventy-two to seventy-nine and then I became our department chair, which was called program coordinator in those days. When we switched deans Rodger Iddings was dean when I first came here and after he left Fred Geis came and he then changed our titles to department chair. So I was department chair from nineteen seventy-nine until nineteen ninety-five, about sixteen years, seventeen years. We were in the physical education building until about nineteen ninety and then we moved to the Nutter Center. Our program moved down to the Nutter Center.

CH: Okay. So you were in the physical education building from about seventy-two until?

SF: Seventy-three until about ninety.

CH: Until ninety. And so that time frame initially the nursing faculty tell us in our Oral History Project that very early on they had some offices in the physical education building. Do you, did you have memories of the nursing program from those early years when you were there?

SF: Well, I know we had a grant in nutrition and we housed a couple of people in that. I'm not sure if they were affiliated with nursing or not but we did get a nutrition grant for about three years and we had additional faculty right in our office area for that but I don't remember any other nursing offices.

CH: Okay. So, what is your, what is some of your earliest recollections of interactions

with the nursing program in terms of school nursing?

SF: Well, in order to be a school nurse you need to get a certification. And that's offered by the Ohio Department of Education and so that goes through Colleges of Education. And we didn't have very many people who wanted that, at least that I can remember from seventy-nine to ninety-five about. We had maybe one or two people a year that would want those and so in order to accommodate those people we had them sit in on our undergraduate teacher education classes and we call that phase one and phase two and phase three. Phase one was basically the sophomore year, phase two was the junior year and phase three was student teaching, the senior year. And we would have the nursing students sit in on those undergraduate courses. They would take phase one and phase two and then instead of doing student teaching they would do a school nurse practicum. And since there were only one or two we didn't have a specific program for them. And then we started getting a lot more than that, like ten or twelve. And this went on for a couple years and we started getting a lot of complaints about the program that we were offering. And mainly they didn't like sitting in with undergraduate students. They didn't like being in teacher education when they really wanted nursing. And it took a long time to get it because they'd have to get into a phase one program and then that would take most of a year and then phase two would take another year and then they would have to come back and do their practicum. So they were taking up to three years to pick up these hours. So not being relevant to nursing, taking a long time to get through them, being in with undergraduates.

So along about nineteen ninety-four a group of us got together and that was, we decided that maybe we could combine the programs with nursing and with education. And so Michael Barnhart who was in charge of placing student teachers in our college, I was working with the health and physical education teachers, and they thought this had always been housed in health and physical education so they thought that I would be included with that. So w represented the College of Education and Susan Praeger represented nursing and Dean Swart, Jane Swart,

represented Nursing. And so the four of us met all during the ninety-four, ninety-five school year. We talked about what a program might look like and we put together a program that was about twenty-one credit hours. It was specifically for nurses. It was going to be a joint program right from the start. Half of the courses would be nursing and half of the courses would be education. It'd be at the graduate level because all the nurses already had the degree, you had to have a baccalaureate degree to get into this program so they were going to be graduate level courses. We wanted to make it convenient for nurses so we decided to offer a concentrated program in the summer where they would take about twenty, no, they would take half of the course, about twelve of these hours in the summer. Then they would do a practicum in the fall and the practicum would be five hours in nursing and five hours in education. We chose twenty-one or twenty-two hours because the university had guidelines about what a certification program could be and as long as you stayed under that you didn't have to go through the rigors of a master's degree where the Board of Regents got involved in looking at that.

CH: Right.

SF: And we also thought we could deliver what we needed to in the twenty-one hours. And so, and we wanted to, in our college, we wanted this to represent a true coordinated School Health example. So we split, we have four departments in our college and we use faculty from all four of those, we use people in Educational Leadership, that's for principals and superintendents and they would talk to the school nurses about how do you function in a building, like what is the principals role and a superintendents role and how would you interact with these people. We had somebody from human services, which represented social workers; guidance counselors, school psychologist and they would talk about how the school nurse interacts with those people. And then we had teacher education and we had somebody from special education be involved with this because the school nurse interacts a lot with the special education teachers. And then we had somebody from my department which was health and

physical education and that was to talk about the teaching role that teachers have when they are around the school building and also to talk about the physical education and the health education because the school nurse interacts with the health teacher and the phys. ed. teacher. So our approach was if you're going to be in the school you need to know how the school works and who would you work with as you delivered your services out of the clinic. And so we wanted you to be able, and we expanded this through the years to include an adapted physical education person, an athletic trainer, somebody that was actually in health education. So, I think if you would look at the people who taught the courses in the last two or three years, two o five, two o six, two o seven, health education, physical education, adapted physical education, athletic training and still have human services, teacher education, and educational leadership involved. So we would have people come in and teach for one day or half a day or two days to deliver our part of the program.

Once we got this program through that first year we had about nine students take the program in the summer and I think seven of those did their practicum in the fall. And Susan Praeger and I went out to visit all of them when they were doing their practicums. And then we wrote up a proposal, at that time the university was willing to fund new programs to kind of front load them to see if they would work so Susan and I wrote a proposal and we outlined what both colleges would bring to this. And we talked about the change that was going on in the College of Education, the change that was going on in nursing and how this program might fit the needs of all that. We talked about what our potential might be. We mentioned that we had recruited this group of, I think we said about twelve of them but I think actually had about nine take the courses and then seven take the practicum. We already had a lot of inquiries the second year so we said we had fifteen or sixteen inquiries. We actually had a group of about sixteen or eighteen want to sign up for the second year. We outlined what it would cost in terms of faculty to deliver the program, what the potential for getting some of that money back in terms of student credit hours and state

subsidy. And it looked like if the program would go we would actually make money off of that at the university. And so they funded that for about fifty thousand dollars a year for three years and the third year that money was just rolled into nursing and education's budget. So HPR got a sum of money, I believe it was right around fifty thousand dollars. So nursing got about half of that and education got half of that. And so that's a permanent funding line in the HPR budget through today.

And so, and then the program just continued to grow from there but it had about the same format. Every year we would have an intense five week summer session and the courses meet from nine in the morning `til four in the afternoon five days a week for five weeks and nursing has about, I see you thinking. You remember some of that. And nursing taught about the first, I think nursing had actually seven hours and we had five hours of that. So nursing met about three weeks of that and we had two weeks of that but it was roughly a fifty-fifty split. And we changed the format like I think the first year nursing went in the morning and education went in the afternoon. And then we decided nursing would go Monday, Wednesday, Friday and we would go Tuesday, Thursday and eventually we decided nursing would go the first three weeks and education would go the last two weeks. So we played around with that but it was always five weeks and pretty intensive courses. By the end of the summer people were really drained from doing it because that was intense.

And as the program went on more and more people came from all around the state because I think the word got out that it was a quality program. You could only get this certification about five or six other places in the state and a lot of times it wasn't at the graduate level or it was longer, two or three years to get. So people like coming to Wright State where they made arrangements to stay here five weeks then they could go back to their school district and do their practicum and that was like being a full time nurse. You worked as a school nurse. You came in whenever the school day started, eight in the morning you stayed until the end of the school day

five days a week for ten weeks. And the first year all of our people had actually been employed as school nurses and so we let them use their job as their practicum. And that's a little bit different. None of the practicums in education do you get paid for what you're doing. They're all considered pre-service. So we thought well since these people all have jobs as nurses this is how we'll start but eventually it will be more like the student teachers where they won't have jobs. We'll place them with an experienced school nurse and then at the end they will be ready to look for a job but that never changed. Even today I would guess that if you have twenty-five people twenty-three of them have jobs as school nurses. So, almost every year all the one or two or three or four have jobs as nurses and if you didn't have a job then we put you with an experienced school nurse and you, that was an unpaid practicum but most of them were actually working as school nurses before.

CH: So it sounds like the motivation to get this certification came because people obtained jobs as a school nurse but they didn't quite have the credentials for.

SF: Right. That's exactly right.

CH: They were hired with the understanding that within a relatively short time they would get those credentials in place.

SF: Right. They get a job as a school nurse and that first year they kind of...

CH: Live through? (Laughs)

SF: Yeah. I mean they have their nursing background because they had a degree in nursing, they had to be a registered nurse and they had to have a degree. It didn't have to be in nursing but it could be health education or something else. And I've heard this a hundred times, I can't believe how I got through my first year because I just really didn't know what I was supposed to be doing. I didn't know how to do it.

CH: Right.

SF: And usually when they sign a contract it was that you'll get your, you'll get enrolled

in a program by the next year and you'll finish it by, they gave them one or two or three years to fill. And that's why ours looked attractive. They could get enrolled in ours in the summer and do their practicum in the fall and then they were done with that.

CH: Right. So did they, and excuse me if you said this but when they enrolled in the summer did they have to have a bachelor's degree in nursing or did they just have to have a bachelor's degree?

SF: A bachelor's degree.

CH: Okay.

SF: Now most of them had a BSN. A lot of them already had a master's degree in nursing or a few of them did and then we would always have some people that had different kinds of degrees. Occasionally it was health education, occasionally it was something, usually there maybe was one teacher, somebody who had been an elementary teacher or a biology teacher or something then had become a nurse and then wanted to do this. And sometimes it was a degree just not associated with ah, it might be economics or business or something like that but they needed to have their RN. They needed to have a baccalaureate degree and they needed to have a community health course. So we had a lot of people who had to pick up community health before they were officially in the program. And they could either take the course that HPR offered or they could take the course that nursing offered or some other university.

CH: Okay. So, it sounds like that this was pretty innovative approach to collaborating between the nursing program and an education program to deliver this kind of a certification in an innovate way that fits the needs of a particular group that it was aimed at and also it sounds like made the most, you know sounds like it was a very high quality program in terms of making the most of the kind of knowledge about the educational system that was needed and the kind of knowledge about school nursing that was needed.

SF: I think you're right because as we would, Susan and I would go to state meetings we

would hear about the other kinds of programs and there were always concerns that they weren't graduate programs because if you had your degree you really wanted to get into a graduate program that you wanted it specifically in school nursing. You didn't want to sit in on educational methods and things like we were doing before with our undergraduate.

CH: Right.

SF: And they liked the idea that it's concentrated and that they could do it in two quarters. And I think then thing as I look back on it and I was involved in it from ninety-five in fact I taught this summer too, so I've been involved the thirteen years or so that we've run the program. What I hear the most is they value what nursing brought to that because even though they have a background in nursing and they have the nursing skills they really felt comfortable knowing what they had to do in the school. What are the state requirements? What kinds of screenings do I have to do? What kinds of reports do I have to file at the state? And I think they left really knowing what a school nurse was supposed to do. And then on the education part they really felt like they knew how they were to interact with other health care professionals in the school and they felt comfortable teaching. We talked about what is good teaching. We have people teach a lesson.

About that same time the state of Ohio required all beginning teachers to take a test called Practice III and that's where a person comes out and observes the teacher teach and then rates them and if you don't pass that you can't keep your teaching license. So we decided to do that with the nurses. We went through the practice criteria in the coursework and then we had a Practice III assessor come out and watch the nurse teach a lesson and rate them on the same nineteen criteria that's in the Practice III model. And we didn't rate them like a one or two or three and say you pass or you fail but we sat down with them later and talked to them about what were their strengths, what they're weaknesses, what kinds of things could you improve on. And I've heard this so many times, "If I need to go into the classroom and teach I just feel like I know where to start. I know how to make out a lesson plan. I know what I have to pull together and I just feel comfortable

doing that." So I think that the people who went through out program feel good about knowing what to do as a school nurse and how to go into the classroom and how to interact with people in the building and they just feel comfortable about that.

And I think of all the things that I've been involved with at Wright State and I help build the Phys. Ed. building, the Nutter Center, we had programs in health and physical education and graduate programs and we taught fifty different sports from scuba diving and things. I just feel real good about the School Nurse Program because we probably have had three hundred students go through this. We've probably averaged nine to fifteen that first couple years but then it got up to twenty-five, twenty-seven in there and that's the way it's been for, we'll it's been around twenty, I think lately, for thirteen years. And these people, these nurses have been going out into the schools and I just think the whole level of these three hundred professionals going out into the schools has improved. And another thing I really liked is when we have them do their practicum to write a journal. They have to write down what they are doing and turn that in. And just reading some of the comments in the journals about how these nurses go the extra mile to help the students they are working with and it just makes you feel like you've really, this program's really contributed to serving that need in the community. It hasn't been a financial burden on Wright State at all because if you figure how much the students pay for tuition and how much state subsidy we get it makes money. So, it meets about all of the goals and in our college and in nursing it's truly a joint program. We have faculty from both colleges. We've split the coursework. It's just sometimes you say you have a program that crosses departments or crosses colleges but this one really did.

CH: This was really one, it sounds like, was planned together very purposely to accomplish what it was you wanted it to do and then it was carried out in that joint kind of way. It sounds like you did a lot of different delivery methods as you went along. So how did you come together as a team to decide how it was going to be delivered?

SF: Well, I think in the beginning Susan and I did a lot of teamwork. We went to visit the practicum students together. We struggled with how we evaluate them and so one about the second year we called in a group of about fifteen nurses and we talked to them about how to evaluate students and we actually, they received a stipend and one credit hour of graduate work and we worked with them to come up with an evaluation instrument. We would look at the state standards for school nurses, the national standards for school nurses, and we were always trying to make sure our program met those. And Susan and I would talk a lot about how we were going to teach things. And we were probably in each other's classroom more in the beginning then we were later. I think as the program went on and especially after she would do the first three weeks and we would do the next two weeks we kind of split more. She did her part more and I did my part but then we were still together, like we would coordinate our final exams. We would coordinate the placement of all the nurses. We would coordinate the visits. But I think as the program went on we didn't go in each other's class quite as much. It wasn't real team teaching at that point.

CH: But at that point you had developed enough knowledge of each other and how you taught and what was being covered it sounds like.

SF: We were very familiar with each other's syllabi. We knew what each other was covering. We knew how each other covered this. We knew what kind of projects each other was doing.

CH: So over the course of time it does sound like it has been a program that has met a definite need out in the community, really all over the state for teachers, or for nurses to be able to get their certifications to allow them to be able to continue to do their jobs in a high quality way.

SF: I certainly fell that. And we've had people from all over the state. We've had people from Toledo, several from the Cincinnati area. I've traveled almost three hours away from Wright

State to make a practicum visit and come back. In the College of Education we like to keep our student teachers within a thirty-mile radius of Wright State but this program's been everywhere. And things continue to change. Like right now, students because they are all over the state and they'd like to take the program, they'd like to take some of this online. And so in the last two or three years some of this is being delivered online. And Susan in nursing is more; they're doing more of this than education. I think the people in education resist this a little bit. The people in guidance and counseling, they value that interaction in the classroom. The person in special education likes that. The person in adapted physical education likes that. When we poll our people about would you like to deliver online they still want to keep a face-to-face part of this. So, I don't know how that will eventually be resolved. I think the nursing part of it this summer was maybe almost all online except for maybe a meeting in the beginning or a meeting at the end or so. So that two or three weeks was delivered pretty much online. And I think the education two weeks is still delivered pretty much face to face. And then in the practicum we used to, we tried this several different ways, the first year we met one night a week. Like Monday nights everybody had to come back to campus and we did that, I think, once a week and it was for an hour well then that grew to two hours. Well then it was so hard for nurses coming from Toledo and all around to get here that we tried different approaches with that. Like let's meet every other week or let's meet three Saturdays. And so now, I believe what Susan does is she has an online meeting with them maybe once a week but then they come to campus two or three times during the fall.

CH: So really tried a lot of innovative strategies always to move to where the students are.

SF: Yeah and I said that's been the hallmark of this program ever since the beginning.

CH: And it's remarkable that it's continued to have a draw of the numbers of students you know as you said across thirteen years.

SF: I think so, yeah.

CH: Really after the first couple years of relatively small classes but then to have a fairly consistent enrollment.

SF: And sometimes we were saturated with students from a local area. Like one year Dayton committed to hiring a nurse for every building. I think they had fifty-four nurses and a lot of them didn't have their certification and so we had maybe ten nurses from Dayton and then maybe ten the next year. We had a lot. Well then as people found it hard to get around the state, one year I remember just going everywhere, like I said Toledo, and up by Defiance, and Versailles. We were just all over the state with people who wanted to take the program that way.

CH: So then have you been involved at all with the master's degree in school nursing, the master's degree program? Or has that been something that strictly Susan spearheaded and took off with?

SF: That's almost all Susan. And it's a larger set of, higher number of coursework. You have to take; do you know what the number is?

CH: I don't know. Donna might know.

SF: I think these twenty-two hours fit into that, whatever that is. Forty hour, fifty-hour, sixty-hour program?

DMC: And then the core twenty or so.

CH: So most people have both. They have the certificate and then go on.

DMC: It's like they've done the specialization courses first, then they do the core, and then the research outcome.

CH: Okay.

SF: And there was another change. In the beginning all teachers got a certificate not a license. And that changed right around ninety-eight, ninety-nine somewhere in there. And so it was called the School Nurse Certification Program for ninety-five, ninety-six, ninety-seven,

ninety-eight and then it became the license program. And when that started, all, anybody that worked in a school gets a license now as a teacher, as a nurse. And so the program changed from certification to licensure. And that was, well the state of Ohio had different goals from what they wanted their teachers to be doing and they made some sweeping changes about that time and one of them was instead of calling it a certificate they now call it a license. And I think that was part of a professional upgrade kind of a move that was going across the nation.

CH: Okay. So at Wright State, Wright State issues a license or issues...?

SF: What we do is we have entrance requirements into the program. You complete the twenty-two hours successfully. We recommend you, it's actually the College of Education recommends you to the Ohio Department of Education for a license. You fill out the paperwork, pay the fee of course, and then they send you the license.

CH: Okay.

SF: And you renew that the same way you renew your RN license. As long as you can keep your RN license up to date you can stay in the school.

CH: You just need to be licensed. So they really complete coursework that enables them to be licensed.

SF: Yes.

CH: So do they actually get something stamped on a transcript at this point?

SF: I'm not sure.

CH: I wonder what it says at that point?

SF: Um...

CH: We might have to follow up on that.

SF: I think we do put that on their transcript that we recommend them for a license and we tell what that is.

CH: Okay. So, coursework completed is the recommendation made.

SF: Yes. And I guess the way we're saying it like this, it's not Wright State that gives you that license. It's the Ohio Department of Education.

CH: Right.

SF: And there's fifty-one institutions in Ohio that prepare teachers and can request licenses that way. And the State Department of Education allows these universities, like we have to submit our program for approval. As long as they approve our program then when somebody completes it we can say they've completed our program and we recommend them for the license.

CH: Okay.

SF: In a sense it's rubber-stamping but we have to get our program approved before we're allowed to do that.

CH: Right. So there are fifty-one programs in Ohio that can recommend for licensing for teacher's licensing. Do you know how many...?

SF: Well, at one time there were about...

SIDE A ENDS

SIDE B BEGINS

CH: So what were some of the challenges that you faced as you worked together on this program?

SF: Well let's see. I think it's always a challenge when two different colleges get together. There are things like load is figured different. So that, I think, I would say that anytime you are involved in like a team teaching situation, it's a little bit different because you have to share things. So when you're working with two departments, two colleges that's a little bit different, maybe challenging. One of my goals was or challenges I had to put together the faculty to do this. And I was lucky that people like Diane Frey has done this since ninety-five until all the way through. She's done this all thirteen years. Patricia Renick in special education, she's done this for thirteen years. Mike Barnhart did this for about ten years and then I found a replacement for him

and she's Jill Lindsey. She's done an outstanding job with us. So, getting those people to come in and understand what we were trying to do to deliver what we thought needed to be done and occasionally saying can you find a more appropriate assignment to do. We're getting a lot of complaints about this assignment and thirteen years later we're still giving the same assignments and the same kinds of questions about them. Maybe agreeing on what textbook we would use. Is there a common text we could use? Submitting your questions for final exams. All the faculty would submit the questions and I would put together a final exam and then making sure I had answers to those questions. (Laughs) I mean just the coordination of getting the people that we thought we needed to deliver it to be there; to deliver it and they all had duplicating needs, audiovisual needs, power point projectors and everything. So just making sure all that went. Dealing with people all around the state. When I would go visit somebody I might have to stay all night. Anytime I was on the eastern part of the state I'd stay with my sister that night. She said I hope you have more people coming.

EVERYONE: (Laughs)

SF: But it would be a two or three hour trip, you'd visit the person and then you'd drive back. And so the whole day was spent trying to do this all over the state so that was a challenge. Incorporating this idea of a Practice III assessment with the nurses and I've heard good feedback, again we got a really good person to do that. All the nurses were a little bit nervous when they had to teach and knew somebody would be watching them but I think afterwards she was so good. I used to say if you find somebody that you would probably fail as a Practice III assessor come back and tell me and we'll let them teach again and I'll go out and I'll observe them. And never once did she do that. Did you have, maybe you didn't. You didn't have Holly? You didn't have Holly Kistler but she's a Practice III assessor and when she would sit down and talk to you and she would tell you the good things that you're doing and then she'd say here's some areas you might improve on and I think the nurses just felt like boy I've really got a handle on this. So just making

all those different parts work, I guess is the challenge but that was also the reward of this.

CH: Yeah. As I listen to you talk about it you know I'm hearing that it was very challenging to coordinate all of those different people and yet you had people who seemed to be so committed to it that they're willing to come back year after year after year after year. They're committed to the fact that what they are doing is important that they want to continue to be part of that team to do it.

SF: And I didn't know what would happen when I retired. I retired a year ago and I didn't know, we didn't know whether we would keep the program, not keep it, make it all online. So we were talking about that and so we decided that Becky Bower who is an athletic trainer in our department would take over the program. So the year, my last year we kind of worked together and she would do it, I would help her and then last year I was gone and she did everything. And so she's just kind of picked it up and she uses pretty much the same people and the same format. She's brought in a few different people in health education, adapted physical education and some of those areas but she's still trying to keep the same philosophy with this. And she came up with some ideas to add a couple things and she went over really well. The first time she was in the program she said I think I'm going to bring my skeleton over and I'm going to talk about like when somebody shows up at the clinic and says I think I broke my finger. She says I'm sure the nurses know their anatomy but and I don't want to teach down to them or belittle them and they got the biggest kick out of that because they really like the review. She would say name every part she was working with. Tell two little tests to see if it's broken or not and they took so many notes. And then one of the assignments was, we started that year, you need to go work with the athletic trainer, go spend about a half a day with the athletic trainer and talk about how do our two programs work together. And the most common thing was somebody gets hurt in a sports injury and then the athletic trainer treats that but then the school nurse follows up on that during the week perhaps. Or one innovative idea was why doesn't the school nurse and the athletic trainer

order their supplies together. You can get better deals and things like that. And then we said you also have to spend a half a day with a health education teacher. How do you two work together? How do you work with the physical education teacher? How do you work with the special education teacher? And so now part of what we require during the practicum is that you visit all of these people about eight or ten of them spend the day with them and then just write up a one page description of how you would work with this person and I think that brings that coordinated school approach home a little bit more. And I think Becky brought a lot of that. She started it with the athletic trainers and I think she just gave so many hints about how you would work together that that whole idea caught on.

CH: So it's continuing to grow and develop and change and even get better it sounds like.

SF: I'm pleased that it's still going now that I'm not on it.

CH: Yeah. That's something that you worry about when you've put a lot of your heart and soul into a program and yet you've been one of the few people that has coordinated it and administered it and kept it going you wonder will it have the momentum for somebody else to pick up and keep it going.

SF: And I think in the very beginning I really didn't want this program. I didn't exactly see the connection of why you'd put it in HPR. And I can remember we'd been talking about what to do with it. We were getting some complaints about the students in the undergraduate part of this and I remember we had a conference in Florida and Greg Bernhardt our new dean and Susan's husband so he knew about this and Mike Barnhart we all there and we were riding in the car and talking about it and I wasn't really warm to the idea about it and they said we really think this needs to be housed with you. And I think when I saw that that's the direction it had to go then I just picked up on it and it's just really worked well since then. So, I'm glad it turned out that way.

CH: (Laughs) So some initial reluctance to really take it on.

SF: Yeah, I think not exactly seeing why you want to house that with us but then once we started doing this it just really clicked I think.

CH: Right and it really needed to be somewhere where somebody would take it on and run with it.

SF: And I guess you could have made a case for like Diane Fry doing it because she was social work, counseling, psychology or Pat Renick doing it with special education. You could have made a case for a lot of departments doing it but maybe in health and physical education that was a natural. I don't know but it did work.

CH: It sounds interesting. So, you've really covered a lot of interesting things. I'm looking down at my list of questions to see if there's anything that you really didn't cover and it sounds like you've covered quite a bit. Did you have any interactions with administrators or colleagues that were either challenging or rewarding across the time you were involved with this program?

SF: Well, the two deans in the very beginning were active because Dean Swart actually sat in on the meetings that first year and helped us get the program off the ground. And then our dean he knew a lot about what was going on. Maybe this was talk at the dinner table or something but he supported this all through the years on what we were trying to do. And so we got great support that way. I don't think there was any like, any question about whether we keep this program or not. And maybe because we got some frontloaded funding in the beginning that helped to because it wasn't like it was a drain on anything and then once we got rolling we definitely paid for our self after that. Every year there was something in our annual reports about this program. Our dean would always mention this at our retreat about what had happened in this program and how it was going and how many students we had, some of the feedback he got on it. So I think we got good support there. I don't specifically remember like a president or vice

president making too many comments about it. Maybe they weren't, it wasn't quite at that level but certainly the deans supported us.

CH: Right. I think it would be very interesting as Wright State approaches our fortieth anniversary this year to see if we would be able to identify perhaps those people who came through the program and I don't know if you've got all this.

SF: I'll help you.

CH: Have you got a list?

SF: I'll share some things with you.

CH: Uh-huh.

SF: And I'll give you any of these that you want. This one I would like to have back because I only have one copy. But this is the initial proposal that we wrote.

CH: Okay.

SF: And it talks about how we just went through the program. It told what was going on in education, what was going on in nursing. It proposed the courses, which still have a lot of the same numbers and the same things today. It talked about how I would represent education and Susan would represent nursing. We even talked about how we used to have one or two students a year and how they didn't exactly like what was going on and how we would change that. We talked about how many students we had ninety-five and we said how many we thought we might get. We said we didn't need any extra facilities. We projected ninety-five, ninety-six, ninety-seven, ninety-eight how many students we might get, how much money we might bring in, how many people we would need. This is the original committee, Dr. Praeger, myself, Mike Barnhardt, Jane Swart and what they did. We even talked about how we brought in a school nurse, a middle school principal, a practicing nurse, teachers. Betty Holton was the head of all the nurses in Dayton. She set in on this and we named a lot of the people who did this. So this was the original proposal.

CH: Oh, that would be very nice to have for our archives.

SF: And then this we got from, my dean sent me this saying we needed to answer a few questions before we got approval and so we answered the questions about it. This is actually the syllabi for all of the courses, the original syllabi. And then we got notice in nineteen ninety- seven and this is from the president saying that this program had been approved and it met all the standards and it was signed by the State Superintendent of Education, I think. So those I would like to have back.

CH: Yes. Yes.

SF: Occasionally, Susan did a better job of this then I did at least, but I couldn't find a lot of these but she'd take a picture.

EVERYONE: (Laughs)

CH: And I bet she still has some of those. We should ask for those pictures.

SF: And I don't know if you'd recognize anybody in there or not but this happens to be the class of two thousand. You want those?

CH: Uh-huh.

SF: I had a few things, I don't know if these would be valuable or not but this was like sample curriculum. This is how we offered the program that year and who taught in it and how you applied for the program, commonly asked questions. So, I have a few of those. We didn't get real fancy but this is a flyer we sent out one year telling about the program. Nineteen ninety-eight this is how you applied. We had the transcript request and the college application and all that. And then something that I always wanted to do and well here's an example of one of our college reports and it talks about, this was in the very first year that we did it, I think. It said the HPR Department working with the College of Nursing and Health announced a newly revised School Nurse Certification program, which will be offered the first time in July ninety-five. The program will be a twenty-one credit graduate level program leading to endorsement for certification of

School Nurse in the state of Ohio. Courses will be offered during B term with education in the morning and nursing in the afternoon. Upon completion of the summer course work students do a practicum in the fall. And there was a little blurb like this in every annual report of our college for the last fifteen years. And I always wanted to do this and I never quite did it but I, and if you'd like this I'll do it for all thirteen years but back in nineteen ninety-five those are the students that took the program and that's where they were from.

CH: Okay. Where they were.

DMC: Oh, neat.

SF: And then this is ninety-six. As you can see in the beginning they were almost all around here and then ninety-seven. This is two o, o, four and then you begin to see they're up here and they're down here and over here and over here.

CH: I think that's very interesting to see.

SF: And I tried to list who they were and that. And I could probably do that up until this last year if you'd like that. I'd always envisioned a great big map of Ohio with all these, now there'd be about three hundred stars on it.

DMC: It would just show all your alumni.

CH: Well yeah and I like the fact that you've done it year by year because it really demonstrates how the footprint of impact is growing and the new president is talking about now Wright State's footprint and wanting the footprint in Ohio to be a broader area. So I think this is a good example of a program that was meeting a need that did that kind of a thing.

SF: Well if you'd like I'll finish these and I could just email them to you.

CH: That'd be great.

SF: And you can print them on your printers if you'd like.

DMC: Excellent.

CH: Right. That would be good.

SF: I'll do that.

CH: Before you leave today we'll go ahead and make ourselves copies of these and give you back your original documents.

SF: These you can have if you'd like.

CH: Okay.

DMC: Okay. Sounds great.

DMC: Very good.

CH: Very good.

SF: I don't know if you wanted this or not but we have a two page vita we use occasionally and then we have a thirteen page vita. And I haven't updated this since I guess three or four years ago, two o, o, four maybe.

DMC: It's good.

SF: And I don't care, I started to read it and I thought I don't even want to read this.

EVERYONE: (Laughs)

CH: Yeah, we'd like to have that in our records. So that's part of this documentation. So are there any areas that we haven't asked you about that you think are important to share about this program. I'm really glad you brought your things.

SF: I think you've just let me ramble here.

CH: Well, you know what...

DMC: It's interesting.

CH: Yeah, you did it in a very, I think a very coherent way. How about the rest of you? Do you have any questions?

EH: I have one question. As I was listening to you it sounds like you were gently pushed into the program around ninety-four, ninety-five but prior to that who, you had the program and it was done in three phases but who coordinated it all?

SF: I didn't know anything about it. The advisors in the College of Education would do it. Somebody would come in and say I'd like to get the School Nurse Certification and they'd say well here's the courses you have to take and they'd check to see if they had the RN, they'd check to see if they had community health then they would take the courses and they'd take these phase one and phase two courses and then they would place them out in the school with a school nurse and I never even knew. I mean I got a list that we got one school nurse this quarter and they'd be placed in a certain school but we didn't go visit them. The people from the student teaching placement office went to visit them. So nobody from HPR went to visit them. It was just somebody that was going out to visit other student teachers would stop in to visit their practicum. So, if you would ask me I'd say well it looks like we've got two this quarter but I didn't know who they were. I had no interaction with them. That all changed once we did this program.

EH: Do you know when that technically started? When that option was available?

SF: When the numbers started growing and they said we've got ten people this year, we've got twelve people this year and they don't really like how it's being done then we started talking about where should it be housed, how should we do it, and that's when the four of us got together to work out the program. I would guess it's somewhere around ninety-two, ninety-three we started getting and I don't know what happened then. I don't know whether the jobs in school nursing just started to open up and more people wanted them and then they were coming back and getting their certification or I'm not exactly sure what started that.

CH: But prior to that time evidently clear back at the beginning of the College of Education there must have been that option for a person who's a registered nurse to, somebody laid out that particular course of study but it sounds like that wasn't you.

SF: And it really wasn't assigned to any department. I guess it was loosely associated with HPR because I would get a list of who was doing their practicum.

CH: A list of students.

SF: That's a good question because it was just kind of out there. And I guess it was really handled by we call them certification advisors.

CH: So probably somebody within the student advising office.

SF: Pricilla Bolds did most of it. If she had any questions she might call me or talk to me or I might call her to see what was going on but we didn't have a set curriculum, we didn't have a plan or a design for this at all.

EH: At that time was it still a process that once they completed all three phases that they would kind of stamp the approval and send it on to recommend them for license or certificate?

SF: Uh-huh and that's how we do it with all teacher education programs. Once you complete the requirements the certification advisors check you off and then they, you actually fill out you're request for a license form and you give it to them. I don't know if you remember this but you probably had to turn that in to one of our certification advisors. We used to have them come the last night of class and give you all the forms and tell you how to fill them out. So that's been going on forever.

CH: Uh-huh.

DMC: It would be tricky to find out who was the absolute first nurse to go through the certification here at Wright State without...

SF: Yeah to go way back...

DMC: You'd have to go way back in those files.

CH: Okay. Thank you so much for coming. You have really shared a lot of good information. And I think, you know I think that this is a program that really deserves it's spot in our history as far as really how it came about because it's a unique program and it's a unique collaboration that took place.

SF: Well, I appreciate being invited because you do things over thirty years and sometimes they just go away. Nobody remembers what happened and at least your project may

document some things that went on and it's always good to know that somebody remembered that.

EVERYONE: (Laughs)

CH: Right. I really do and I've been here long enough I remember those few one or two students who would come in and say I don't know why I have to take those education courses. And I remember that discontent but nobody here was doing really anything about it until you and Susan got together and decided something needed to be done about it.

SF: Yes.

CH: Thank you.

TAPE ENDS