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## Part IV: University Components and Activities — Chapter 51: The School of Nursing (1891-1982) and Chapter 52: College of Allied Health Sciences (pages 889-941)

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# The School of Nursing (1891–1982)

DORIS E. BOWMAN, R.N., M.S. (ED.)

*“The trained nurse has become one of the great blessings of humanity, taking a place beside the physician and the priest, and not inferior to either in her mission.”*

—SIR WILLIAM OSER (1849–1919)

**A**LTHOUGH THE history of the School of Nursing has been documented in a separate book, *A Commitment to Excellence*<sup>1</sup> (1982), the highlights in the development of a school that grew to make a significant contribution not only to Jefferson but to society must be revisited. The School of Nursing formed a sound base for the development of the College of Allied Health Sciences and the Baccalaureate Program in nursing. The graduates continue to serve at Jefferson as well as throughout the world.

Jefferson Hospital Training School for Nurses opened in 1891 with 13 students. Ella Benson was Director of the new School. Applicants had to be between 21 and 35 years of age, be of “superior education, culture, and refinement,” and present certificates of good health. A 30-day probationary

period was required before final acceptance into the School. Students worked a 14-hour day, including classes that covered general medical, surgical, gynecological, and obstetrical nursing, plus dietetics. In the second year, students were given an opportunity to gain experience in private homes under the supervision of the attending physician.

Ella Benson was succeeded by Katherine Darling as Director. During her tenure the first graduation exercises were held (November 23, 1893), and diplomas were awarded to five of the original 13 students who survived the two-year courses. The program was soon extended to three years, and enrollment steadily increased (Figure 51-1). The living accommodations were moved from the Hospital to rented quarters at 518

Spruce Street, and later to 226 South Seventh Street.

In 1894 Susan C. Hearle (Figure 51-2) succeeded Katherine Darling. Miss Hearle, a graduate of Philadelphia General Hospital Nursing School, received her early training in Great Britain under Florence Nightingale. During her time as Director, several new courses were added to the already expanding curriculum. These included nursing in diseases of children, nursing in diseases of the eye and ear, bandaging, therapeutics, and massage. Miss Hearle was also influential in establishing the Nurses Alumnae Association (1895).

## New Hospital (1877): New Challenge

The 1877 first detached Jefferson Medical College Hospital was subsequently well served by founding of the School of Nursing in 1891. By the time of the 1907 opening of Old Main Hospital, 148 nurses had graduated (Figures 51-3, 51-4, and 51-5).

Dedication to service and response to need have consistently characterized “Jeff” nurses. As early as 1898, they helped in the typhoid epidemic, and in 1900 they rendered aid to the sick and injured during the Galveston flood.

In 1908 Hearle was succeeded by Anna E. Laughlin, the first graduate of the School to serve as Director. Physicians continued to do most of the teaching, with the Director of Nurses and her

Assistant responsible for “recitations from assigned lessons” and demonstrations in massage and dietetics. Students no longer were assigned to experience in the home, and they remained in the Hospital for the three-year period.

In 1909 the first bill regulating the practice of nursing was passed in Pennsylvania, and it subsequently provided for a Board of Examiners, consisting of five professional nurses. The first list of approved schools in Pennsylvania was published in 1918, and Jefferson was among them.



FIG. 51-1. The Graduating Class of 1893–1894.



FIG. 51-2. Miss Susan C. Hearle, an early Director (1894–1908), received training in Great Britain under Florence Nightingale.

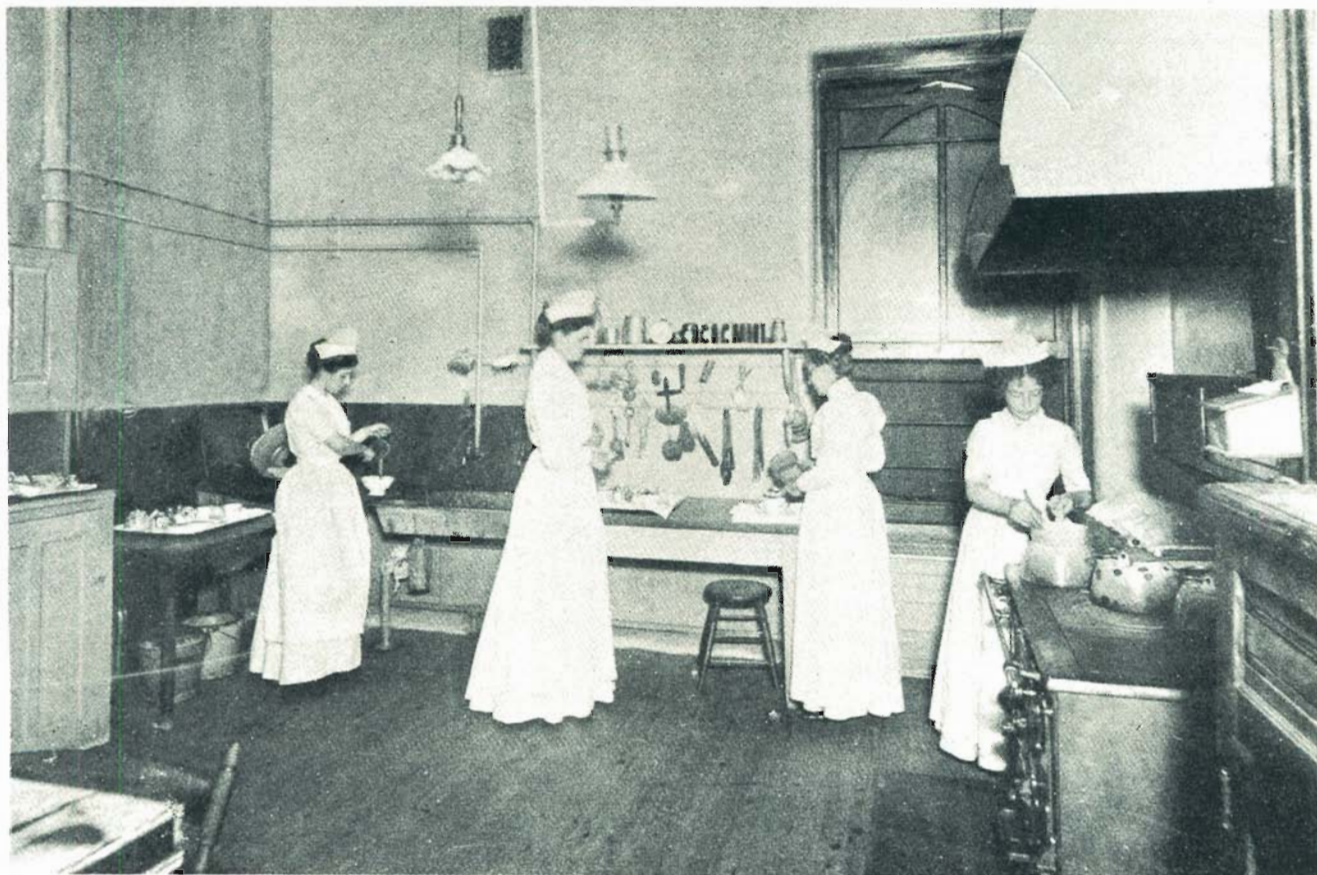


FIG. 51-3. The Teaching Kitchen for student nurses in the 1877 Hospital.



FIG. 51-4. The third relay for dinner in the 1877 Hospital.

Legislation was passed later, making this a mandatory type of approval; accreditation by the National League for Nursing, which followed at a much later date, was a voluntary approval process.

## Clara E. Melville, R.N.; Director of Nursing (1915–1937)

The second graduate of the School to become Director of Nursing was Clara Melville (Class of 1910), who left an unforgettable aura that lingered with many throughout the School's history (Figure 51-6). Her struggle to achieve excellence and her concept of what was "right" was shared by Anna Shafer (Figure 51-7) the Night Supervisor, and Adele Lewis (Figure 51-8), Head Nurse on the sixth floor. These as well as earlier leaders established the foundation and traits that characterized the School throughout its history.

Members of the Class of 1909 were the first to receive a school pin in addition to the diploma. The original gold pin bore a replica of the head of Florence Nightingale, surrounded by the name of the School. In 1910 the pin was changed to a type of gold scroll containing a blue cross, surrounded by black enamel. The lettering of Jefferson Hospital was later changed to Thomas Jefferson University (Figure 51-9).

As early as 1910, classroom space was limited and classes were held wherever space could be found near the ward areas. The doctors who taught classes usually held oral examinations for the students in their offices.



FIG. 51-5. Nurses' offices on the fifth floor of the 1877 Hospital.

edge. This basic uniform was replaced in summer by a slightly lighter material with a lawn kerchief around the neck instead of a collar. By 1915 the puffed sleeves had been replaced by more tailored ones, and the bishop's collar was replaced by a regular-style stiff collar (Figure 51-10).

## The “Pinky” Uniform

While the Jefferson uniform was always pink and the cap white organdy or lawn, changes in style and length occurred as fashions in general changed. The first uniform was floor length and made of solid pink cotton material with buttons down the front and a high bishop's collar. Balloon sleeves fastened tightly at the wrist and had cuffs that reached halfway to the elbow. The bib and apron were combined and made of a white lawn material. The cap was of a white lawn or organdy with a wide band turned back and a ruffle on the

## World War I and the 38th General Hospital

In answer to the need for medical care for soldiers overseas during World War I, the 38th General Hospital was formed with Dr. William Coplin in command and Clara Melville as Chief Nurse. The unit, with 100 nurses joining the medical staff, left New York on May 10, 1918, on the Army transport *Saturnia*. They arrived in England eight days later



FIG. 51-6. Miss Clara E. Melville, Director (1915–1937).



FIG. 51-7. Miss Anna (“Annie”) Shafer (Class of 1910), a legendary Night Supervisor.

and then proceeded to Nantes, France, on June 6, 1918. Because of a desperate need at front-line medical stations, many of the nurses were sent to other posts in France. Miss Melville was left with seven nurses and six civilians to staff Base Hospital No. 38.

In Miss Melville's absence, Nora E. Shoemaker was Acting Director of Nursing. She not only had the problems in staffing caused by the exodus of the nurses who were serving with the 38th, but those caused by the relentless epidemic of influenza in the autumn of 1918. Upon Miss Melville's return in 1919, Miss Shoemaker resigned to join the American Red Cross for relief work in Siberia.

## Post World War I Expansion

When the original Hospital Building was demolished in 1922 to make way for the Samuel Gustine Thompson Annex, student nurses who



FIG. 51-8. Miss Adele Lewis (Class of 1915), for many years the Head Nurse on the sixth floor of "Old Main."

had been housed there underwent several temporary housing changes, eventually settling into a cluster of residences at 1012, 1014, and 1016 Spruce Street. The space in back of these buildings was the site for a new nurses' residence, which opened in May, 1925. By 1926, the "new building" housed 120 students.

During this period, teaching facilities were upgraded with expanded classroom space and the addition of two new laboratories (dietetics and chemistry). Nora E. Shoemaker was appointed Assistant to Miss Melville, as the first Educational Director in September, 1924. Prior to this time, the education of the student nurses was the responsibility of the Director of Nursing.

From its inception, discipline, hard work, and excellence were synonymous with the School's training. Residence rules were strict and a student five minutes late from a monthly pass that ended at midnight was subject to punishment. Classroom and practice hours added up to 12 to 14 hours per day. In addition to caring for patients, students were expected to sweep the floors, clean the bedside tables, and "carbolize" bedpans and urinals. If the "bedline" was not straight by the time the chief made rounds about 9 A.M., the student in charge was likely to be severely reprimanded.

By 1925 the uniform skirt had risen to five inches above the floor, revealing that other part of the uniform that endured much to the chagrin of students—black stockings and black oxfords.

A tradition lasting until the close of the School in 1982 was begun in 1928 by Dr. Harvey Righter. He presented each graduating student with a red rose that became the beginning of the "Rose Arch" concluding Commencement ceremonies until 1982 (Figure 51-11).

When the Curtis Clinic opened in 1931, the upper three floors were delegated to the Education Department of the Nurses' Training School. Offices, a small classroom and a dietetics laboratory were located on the tenth floor; a nursing arts laboratory and a chemistry library on the eleventh floor; and a large classroom for 175 students with an adjacent classroom for 25 on the twelfth floor. The probationary period became



FIG. 51-9. Class pins. The pin on the left, replaced in 1910 by the pin on the right, featured Florence Nightingale.



FIG. 51-10. Major changes (right to left) in the student nurses' uniforms from 1891 to 1982.



FIG. 51-11. The Traditional Arch of Roses at Commencement.



four months, and theoretical instructions covered 763 hours of classroom work plus long hours of clinical practice.

In 1935 a reference library of 1,200 volumes was presented to the Nurses' Home by Ross V. Patterson, Dean of Jefferson Medical College (1916–1938). This was the beginning of a much-needed library for students. Two rooms of the first floor at 1012 Spruce Street were set aside for a library. That same year the Jefferson Choral Club was organized, and it put on its first annual minstrel show in 1938.

The first official Alumni Day was held on April 21, 1933, and became an annual event. That same year, the student yearbook, previously published under different titles, was permanently named *Nosokomos* (of Latin origin, meaning “attendant on the sick”).

Commissioned by the Alumni Association in recognition of Miss Melville's 20 years of service, a portrait was presented on May 4, 1935. This assumed an honored position in Jefferson's art collection. Miss Melville died in 1937 and was succeeded by her Assistant, Nora E. Shoemaker (Figure 51-12). During her six years (1937–1943), a social sciences course was added, a recreational program was set up, and an affiliation with the Pennsylvania Hospital for Mental and Nervous Diseases was initiated.

Back in 1933 a pink-and-white finely checked uniform had been introduced to be worn the first year and one-half, with a solid pink for the last year and one-half. In 1936 short sleeves with separate cuffs were added. Later (1959) the bib and apron became obsolete and the three-piece uniform was replaced by a one-piece pink, pin-stripe pinfeather material.

During the 1930s, enrollment in the School averaged 230 to 240 students. Its already high admission standards were reinforced by a 1935 Pennsylvania State Law requiring a high school education and proof of citizenship for registration at “schools of nursing.” Jefferson's curriculum included 35 subjects covering basic sciences and all aspects of practical and specialty nursing. Extensive on-the-job training was provided in all areas of the Hospital and the Chest Unit at Pine Street.

## World War II: 38th General Hospital Reactivated

Early in the 1940's Jefferson again answered the call to a growing national emergency, and Base

Hospital No. 38 was reactivated. Baldwin L. Keyes, M.D., having been appointed Medical Chief of the Unit, recruited doctors and nurses to staff a 1,000 bed hospital. On the afternoon of the Pearl Harbor attack (December 7, 1941), he reported that the Jefferson Unit was ready for active duty. On May 15, 1942, a special train pulled out of Broad Street Station for Camp Bowie, Texas, with a group of 90 nurses and 60 doctors. Thirty to 40 more nurses were added later in Texas.

After about six weeks of training on the hot and dusty Texas plains, the 38th left Camp Bowie for an unknown destination. Speculation was rampant. After stops at Charleston, South Carolina, and



FIG. 51-12. Nora E. Shoemaker (1908), Director of Nursing (1937–1943).

Camp Kilmer, New Jersey, the 38th embarked September 21, 1942, on the converted British Liner *Aquitania*, at Staten Island. Accommodations were less than luxurious and food less than tasty, mutton being the main dish nearly every day. Staterooms were crowded with bunk beds and little air. One canteen of water per day served both for daily bathing and laundry. The ship was without convoy, so followed a tedious zigzag pattern in an effort to foil any German U-boats. After a stop in Rio to pick up supplies, the *Aquitania* landed in Capetown, South Africa. It was a welcome relief finally to set foot on land. After an overnight stay, the ship headed up the coast of Africa through the Indian Ocean to the

Red Sea and through the Suez Canal. On October 24 the Equator was crossed for a second time, with arrival at Teufik a week later. At the time of landing, bombs could be heard in the distance, and later it was learned that Rommel was fleeing across the desert, never to be seen in the Cairo area again.

After an overnight stay in tents, the group was transported to the final destination, the desert about 13 kilometers from Cairo. Only a few buildings were completed, and the nurses were housed in barracks, while the doctors were assigned to tents (Figure 51-13). The beds were cots of rope, and the furniture consisted of any box available. There were not only bedbugs, sand fleas, and kangaroo mice to deal with, but intense heat and sand storms to endure. By Christmas, furniture arrived and life became somewhat more comfortable. The Hospital opened on Armistice Day (now called Veterans' Day), 1942, and again there was much improvising of supplies and equipment. Willie L. Alder, 1931, who was originally in charge of the nurses, left to take



FIG. 51-13. Setting up barracks for Jefferson nurses at Base Hospital No. 38.

over nursing services for the whole Middle East Theater. She was succeeded by Edna Scott, 1928, as Chief Nurse at the Hospital, now designated as Camp Huckstep.

For a time the 38th was busy with casualties from the 9th Air Force raids on the Ploesti oil fields as well as other areas, plus a stream of victims of sandfly fever and malaria. As the fighting moved northward into Europe, the 38th was gradually reduced to a 500-bed hospital.

Many other nurses from Jefferson served valiantly in other areas of combat throughout the world, not only in World War II but, later, in South Vietnam.

## The Home Front (1942)

With the exodus of so many nurses into war duty, staffing of the Jefferson Hospital at home was a most difficult task, and much of the burden for nursing care fell upon the shoulders of the student nurses. There were several changes of Nursing Directorship during the period. Nora Shoemaker was replaced in 1943 by Ethel Hopkins, formerly Educational Director. She was succeeded by Miss Margaret Jackson in 1944. Student enrollment had increased to 347 by 1945, related largely to creation of the Cadet Nurse Corps by Congress in June, 1943.

Student government was organized early in 1945. It soon persuaded the School Administration to grant more time off, with a late pass until midnight one night each week, providing that work was satisfactory. Another progressive step initiated by the Class of 1946 was permission to wear white shoes and stockings rather than the black.

## New Personnel: New Directions

The *Curriculum Guide for Schools of Nursing*, published in 1937 by the National League for Nursing, became the model for curriculum changes of the 1940s. It emphasized the social, psychological, and public health aspects of nursing. These subjects were added to the curriculum, and a closer correlation between class and clinical teaching was attempted.

In July, 1947, Katherine Childs was appointed Director of Nursing. During her time, classes were divided into two sections. While one group was

on clinical practice, the other was in class. Four days a week students were assigned to clinical practice and two days to class, with one day off. The basketball team was organized in 1947 and continued to be one of the most popular student activities almost until the School closed in 1982. The team as well as the cheerleaders won many championships (Figure 51-14). The scope of other



FIG. 51-14. Championship trophies (at top) and dolls dressed in period student nurses' uniforms.

social activities was expanded under the Student Council.

When Barton Memorial Division opened in 1946, students received a clinical experience in pulmonary disease there rather than at Pine Street. The affiliation with Pennsylvania Hospital for Mental and Nervous Diseases continued, and a second affiliation was arranged with Sheppard and Enoch Pratt so that all students could receive an experience in caring for the mentally disturbed.

Following the resignation of Katherine Childs in 1953, Mabel C. Prevost (Figure 51-15) was appointed Director of Nursing. During her administration, the School continued to grow through rigorous recruitment efforts. A campaign was waged for a more modern nurses' residence, and more aggressive steps were taken to secure accreditation from the National League for

Nursing (a voluntary type of accreditation that was rapidly becoming mandatory). Additional classroom and faculty office spaces were secured in the Hospital so that instructors could be closer to the clinical practice areas to which the students were assigned.

A long-awaited dream became a reality in 1959 with the opening of the James R. Martin Residence for student nurses (Figure 51-16). For the first time in many years all the students could be housed under one roof. The \$2 million, eight-story, air-conditioned building at the corner of Eleventh and Walnut Streets had beds for 336 students and appropriate accommodations for four housemothers. On this site was once the house owned by Thomas Dent Mütter and subsequently by Samuel D. Gross, both eminent Professors of Surgery at Jefferson.

## Nursing Education in Evolution

In 1958 a significant change in the organization of the Department of Nursing occurred. Miss Prevost was promoted to Hospital Administration as Assistant Director, and two positions for a Director of Nursing were created, one as Director of the School of Nursing and the other as Director of Nursing Service. Being given her choice, Doris E. Bowman, then Associate Director of Nursing, elected the School and became the Director of the School of Nursing in January, 1958.

An Advisory Committee to the School was formed in 1958. Its membership included representatives from the Board of Trustees, Medical Staff, Hospital Administration, and Nurses' Alumnae Association, a clergyman, general educators, and the Director of the School. Dr. Baldwin L. Keyes chaired the committee. Its purpose was to advise and assist the School in promoting its programs, especially as they related to financial aid, endowment funds, scholarships, and recruitment. The committee served meaningfully until phased out in 1973.

The Burt-Melville Department, formerly the Nurses' Home Committee of the Women's Board formed in 1908, continued to provide additional amenities for the students and the School as years passed. Especially helpful during the final decade of the School's existence was the financial support they gave to the Faculty In-Service Program.



FIG. 51-15. Mabel C. Prevost (1929), Director of Nursing (1953–1958) and Assistant Hospital Director (1958–1974).

Consistent with changes in nursing and nursing education, the curriculum of the School evolved from six courses in 1891, taught mainly by physicians, to 30 courses in 1960, taught mainly by nurse educators. In addition, a concerted effort was made to have concurrent classes and clinical practice with the same instructors teaching. Basic nursing techniques were first taught via closed-circuit television in 1964.

In 1962 the “Miss Jefferson” contest was launched under the sponsorship of the student newspaper, *Caps and Capes*. Candidates were nominated by the students, screened by the faculty, and judged by the Nursing Staff, Physicians, and Faculty on the basis of appearance in uniform, nursing care, personality, school spirit, talent, and residence deportment. The winner received a blue sash with the title and year, a gold

bracelet with a charm, and a bouquet of roses. During its eight years run, the show drew an enthusiastic crowd. Robert J. Mandle, Ph.D., and Milton Toporek, Ph.D. served faithfully as masters of ceremonies.

Students also wrote and staged a smash hit show in 1962, *Showboat*, which was rerun in 1963 and followed each year by an equally rewarding performance of other plays.

The basketball team, inspired by cheerleaders



FIG. 51-16. The James R. Martin Residence for student nurses (1959).

In 1968 the School of Nursing became a part of a newly organized School of Allied Health Sciences. Allied Health became a "College" in 1969, and the Director of the School reported to its Dean rather than to Hospital Administration. That same year, the College Entrance Board Examination became an admission requirement.

Jefferson Alumni Hall opened in 1968, greatly enriching the students' recreational facilities, and their basic science courses were taught in the basic science classrooms.

## Professional Nursing Upgraded

In December 1965 the American Nurses' Association (ANA) published a document that had far-reaching effects on nursing and nursing education not only at Jefferson but throughout the

and student audiences, continued to make impressive showings and eventually filled two cabinets with their trophies. Students also won their share of prizes in competitions staged by the Area No. 1 Chapter of the Student Nurses' Association of Pennsylvania (SNAP).

The School of Nursing marked its Seventy-fifth Anniversary in 1966, at which time there were 4,000 graduates. Total enrollment in the 1960s ranged from 300 to 322. By 1969 there were 33 full-time faculty members in the School, and Members of the Medical College taught the basic sciences (Figure 51-17).



FIG. 51-17. Anthony J. Triolo, Ph.D., from the Department of Pharmacology, teaching student nurses.

country. This later became known as the “ANA Position Paper.” It stated that by 1985 basic professional nurse education should take place in institutions of higher learning and lead to a baccalaureate degree. Protests, student unrest, disillusionment, and counterproposals were heard nationally. Each convention (ANA as well as NLN) was riddled with debate, controversy, and open hostility. The position taken by the Professional Nurses’ Organization, however, rode out the storm.

By the end of the decade, many diploma schools had either closed or shortened their programs. Of the 501 diploma programs accredited by the National League for Nursing, only 58 continued to have the traditional three-year program. The average program length was 121 weeks, exclusive of vacations. Without sacrificing the quality of the Jefferson program, approval was granted by the State Board to reduce the program to 33 months. College credit courses in psychology and sociology were added and additional college credit courses were added at a later date to a total of 20 credits.

With the opening of the Baccalaureate Program in Nursing in 1972 and the existing Practical Nursing Program, hospital facilities for clinical practice experience became overburdened. The School of Nursing, therefore, cooperated with these two programs to plan experiences that would minimize conflict. Each program scheduled class and clinical days accordingly.

In the 1970s a policy was adopted in favor of accepting married students, and the first male students were admitted in 1973. Beginning in 1974–1975, the curriculum was reorganized to provide 11-week quarter sessions for the junior and senior year, and the affiliation in Psychiatric Nursing was changed from Philadelphia State Hospital to the Philadelphia Psychiatric Center.

The morale of the School’s Administration Staff and Faculty rose in August, 1975, with a move to newly renovated and more spacious offices in the Health Sciences Building (Edison) from its former cramped offices in the Martin Residence. Classrooms were also transferred, and the three previously occupied floors in the Curtis Clinic were assigned to other departments. Also in the same year, since students from other programs within the University occupied the Martin Residence, responsibility for its supervision was transferred from the Director of the School of Nursing to the Director of Housing of the University.

## Phaseout of Diploma Program

From 1976 there was a consistent decline in enrollment. Recruitment efforts were stepped up, and the School Counselor visited many of the better high schools in an effort to attract students. After much soul-searching and efforts to consider all aspects of the School relative to its present status and future, the Faculty on March 22, 1979,



FIG. 51-18. Lawrence Abrams, Ed.D., Dean of College of Allied Health Sciences, walks through Arch of Roses with Kathleen A. Carlson, R.N. (1968), Assistant Executive Director, Pennsylvania Nurses’ Association, who gave the last Commencement address (1982).

resolved by consensus to recommend to the Dean of the College of Allied Health Sciences that the School be phased out over a three-year period, with the last class to be graduated in June, 1982. Dean Abrams accepted the proposal, and it was later endorsed by the University Board of Trustees.

During the three-year phaseout, a loyal Faculty and Staff struggled to maintain the same high standards that had characterized the School since its inception in 1891. On June 10, 1982, the last class (38 members) wound its way under the traditional Arch of Roses to join over 5,000 previous graduates (Figure 51-18). The joy of this

occasion was somewhat marred by the realization that this was the end of one of the finest Schools of Nursing in the country. Doris E. Bowman, who had served for 24 years as Director, retired later that year and became Emeritus Professor of Nursing. The Class of 1980 honored her with a presentation of her portrait to the University. Also, the history of the School of Nursing, *A Commitment to Excellence* (1982), was dedicated to her.

The “spirit” lives on and is destined to survive for many years. It is rewarding to hear from graduates and to converse with the over 300 who faithfully return each year to the Annual Alumni Luncheon. They all sing the praises of “Dear Old Jefferson” and the deep respect they have for the program they experienced—a program always committed to excellence.

## Reference

1. Shearer, A.W., *A Commitment to Excellence*. Wynnewood, PA: Heyden-Livingston, Inc., 1982.





## CHAPTER FIFTY-TWO



# The College of Allied Health Sciences

LAWRENCE ABRAMS, ED.D. AND JOSEPH W. DONOVAN, M.A.

*“An allied health professional is someone who is an ally of the patient as well as an ally of the other members of the health care team. . . . They are not ancillary members of the health care team. They are the people we depend on for the bulk of our health care services.”*

—LEWIS W. BLUEMLE, JR., M.D., PRESIDENT, THOMAS JEFFERSON UNIVERSITY

IT WAS AT the landmark September 9, 1968, meeting of Jefferson’s Board of Trustees that the name “College of Allied Health Sciences” was approved to be effective July 1, 1969. The new name was to replace the School of Allied Health Sciences, which had been created in 1967.

That same meeting produced another significant name change, from Jefferson Medical College of Philadelphia to Thomas Jefferson University. Jefferson Medical College and the College of Allied Health Sciences were joined by the newly named College of Graduate Studies and by

Jefferson Hospital, thereby forming the new University Health Science Center. Each Division was organizationally parallel, with a separate administration directly responsible to the President under the overall control of the Board of Trustees.

## Roots of the College

The roots of the College extended much deeper than the 1967 School of Allied Health Sciences. Education of nurses at Jefferson, which ultimately

would come under the jurisdiction of the College, had begun in 1891. Over the years, the Hospital had been active in training programs in a variety of allied health areas: medical technology since 1929; radiologic technology since 1935; and cytotechnology since 1953.

Plans for the College had their origins in 1952 when key members of the Executive Faculty of Jefferson Medical College discussed the development and expansion of teaching in the paramedical field. In 1953 several members of the Executive Faculty also raised the question of University status, either by affiliation or on its own.

Among those members was Peter A. Herbut, M.D., Professor and Chairman of the Department of Pathology and Director of the Clinical Laboratories, who would later become President of Jefferson Medical College and Medical Center and then of the University in 1969.

In April, 1964, a meeting of the Executive Faculty of the Medical College in Hershey, Pennsylvania, identified a need for an academic program in the allied medical fields.

## ■ The School of Allied Health Sciences

By April, 1966, the Special Committee on Paramedical Studies, which had been formed in 1965 and was chaired by Peter A. Herbut, M.D., delivered its report that recommended the establishment of a School of Allied Health Sciences. The recommendation, which noted that it was “a golden opportunity to take the lead in the field of health professions and occupations,” was endorsed by the Executive Faculty.

The first School of Allied Medical Professions had been established at the University of Pennsylvania in 1950, and it had become the prototype of such schools in subsequent years. It was the Allied Health Professions Act of 1966 that prompted a rapid increase in organized allied health education.

After negotiations held over the summer of 1966

with the Pennsylvania State University regarding an affiliation agreement collapsed, Dr. Herbut, then President, appointed the School of Allied Health Sciences Committee in October and also a Subcommittee for Planning. He chaired both the Committee and the Subcommittee. Joining Dr. Herbut on the Subcommittee for Planning were William A. Sodeman, M.D., John W. Goldschmidt, M.D., and Mr. Lawrence Abrams.

Jefferson’s Board of Trustees, on January 9, 1967, made a resolution to establish the School of Allied Health Sciences of Jefferson Medical College and to appoint John William Goldschmidt, M.D. as the first Dean.

## Dean John W. Goldschmidt, M.D. (1967–1975)

John W. Goldschmidt, M.D. (Figure 52-1) spent almost 25 years at Jefferson, first as a medical student following his 1950 graduation from Villanova University, until his resignation in December of 1975 when he left, in his words, “to

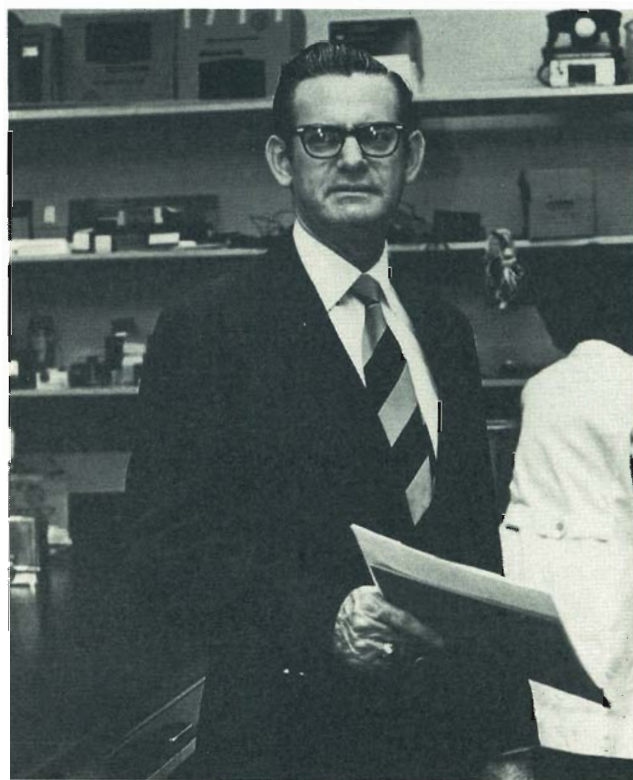


FIG. 52-1. John W. Goldschmidt, M.D., First Dean, School of Allied Health Sciences, (1967–1969), College of Allied Health Sciences (1969–1975).

return to practice of my medical specialty.” Dr. Goldschmidt joined the Medical Faculty in 1959, and in 1961 he was presented the coveted Lindback Foundation Award for Distinguished Teaching.

Dr. Goldschmidt became a nationally recognized leader in the field of rehabilitation medicine. He designed and developed the Rehabilitation Center at Jefferson, which served as a model for many other such facilities throughout the country. He also served as Director of Physical Medicine and Rehabilitation at Jefferson Medical College.

Dr. Goldschmidt’s eight-year tenure as Dean of the School of Allied Health Sciences, and later the College of Allied Health Sciences, witnessed the evolution of the new Division into an organized College.

In his 1971 “Plan for the College of Allied Health Sciences,” Dr. Goldschmidt addressed the need for Jefferson to take the initiative in solving the nation’s health care crisis, which included serious shortages of health care personnel. He noted too that “health professionals must be educated to be both scientists and humanists.”

A believer in the concept of teamwork for health professionals, Dr. Goldschmidt wrote in 1975, in the first issue of the *Allied Health Review*, a publication for College alumni and friends: “A basic skill to be learned by all of us in the College of Allied Health Sciences is the skill of interpersonal collaboration. . . . A basic premise of the College is that if we have learned together and shared experience and responsibility together, we will learn to work collaboratively.”

## ■ Early Programs

When the School of Allied Health Sciences was founded in 1967, it represented the first provision for undergraduate college education at Jefferson under the charter of 1838 granting full University rights and privileges to Jefferson Medical College. The early programs, including nursing, medical technology, histotechnology, cytotechnology, and radiologic technology, were transferred from the Hospital to the academic and administrative structure of the School of Allied Health Sciences.

It was during this time that Lawrence Abrams, a member of the original planning committee while Coordinator of the Education Office in the Department of Rehabilitation Medicine, became the Coordinator of the Office of Program Planning and Director of Admissions and Registrar for the School. This appointment proved

to be the first in a string of promotions and broadening responsibilities that would culminate in his becoming Dean of the College in 1978.

The Office of Program Planning and the administrative offices for the School were established at 1008 Chestnut Street on February 5, 1968. Its neighbors were the Philadelphia Electric Building at the corner of Tenth and Chestnut streets with its courtyard on one side and Pearson’s Sporting Goods store on the other side.

## ■ Health Careers Guidance Clinics

In June, 1968, the School received a grant from United Health Services and Heart Association of Southeastern Pennsylvania for “Demonstration of Function and Effectiveness of a Health Careers Guidance Clinic.” What ultimately developed from that grant was a more than 20-year commitment to a public service activity sponsored by the College of Allied Health Sciences.

By August, 1968, Mrs. Dorothy Grieb was appointed Project Coordinator for the Health Careers Guidance Clinic, a program “designed to provide individualized and personalizing guidance and counseling to students and others who have an interest in or can be motivated toward a health career.”

Designed to fill gaps in recruiting and counseling services of both the educational and employment systems, the Clinics featured separate programs for guidance counselors, high school students, and college students. During its first year of operation, 1968–1969, the project serviced 533 students, representing 93 area schools, including seven local colleges and universities. The tradition of service continued over the years, and by the 1986–1987 academic year over 5,000 students had been served by the Clinics (Figure 52-2). An independent consultant evaluating the Clinics in 1983 noted that the concept had been “farsighted in determining the need” and that the “Thomas Jefferson model is worthy of recognition.”

Another component of the program, the *Health Careers Guidance Manual*, a reference book with

in-depth descriptions of health careers, educational opportunities, and related material, gained recognition well beyond the Delaware Valley.

The *Manual*, compiled and edited by Lawrence Abrams and Dorothy Grieb, was published periodically throughout the years. By the time of its eighth edition in 1985, it had attracted widespread recognition and was believed to be the only publication of its kind in the United States.

Much of the success of the Health Careers Guidance Clinic program was attributed to continuity, not only to Lawrence Abrams and Dorothy Grieb, who stayed involved over 20 years, but also to the educational counselors, Dr. Mozelle McKay, Phyllis Neill, Karen Brubaker, Gwen Joyner, and Joseph Dorsanio, who had long tenures with the Clinics. Their expertise and dedication were noted by many participants.

## The College of Allied Health Sciences

By the time the change of name from the School of Allied Health Sciences to the College of Allied Health Sciences was made effective in July, 1969,



FIG. 52-2. The College-sponsored Health Careers Guidance Clinics had served 5,000 students by 1986. Clinic Project Coordinator Dorothy Grieb and Dean Lawrence Abrams flanked high school participant Tricia Neal to acknowledge the occasion.

the transition from the Hospital-based programs had been completed, and undergraduate college-level courses in general studies were instituted in cooperation with the Philadelphia College of Pharmacy and Science.

The pattern of development in the College at that time was to begin to upgrade certificate programs to baccalaureate degree programs, as well as to add new programs at the baccalaureate level. Medical technology became the first baccalaureate degree program of the College. Implemented as an upper-division program, the junior and senior years, it enrolled its first ten students in the fall of 1970, and in the spring of 1972 these students were the first to receive Bachelor of Science degrees from the College.

By December, 1970, the College's administrative offices had moved from 1008 Chestnut Street to the second floor of Jefferson Alumni Hall, and the administration had expanded to serve the growing student body.

By fall of 1971 enrollment in all programs of the College had reached 671 students. Dean Goldschmidt in a report that same year wrote: "The development of the College has progressed encouragingly and much valuable groundwork has been laid. Most disappointing has been the failure of federal and state financial support to materialize."

Shortly after Dean Goldschmidt wrote his report, however, the first grant proposal to the Bureau of Health Manpower Education, National Institutes of Health, U.S. Department of Health, Education and Welfare, was approved and funded in the amount of \$10,237 as a Basic Improvement Grant for the baccalaureate program in medical technology.

At this time, Dean Goldschmidt wrote that budgetary support for the College was "provided principally by allocation from the Hospital, based on historic practice and formulae of valuation of service rendered by students in training." Administrative income was derived 30% from a Hospital allocation for administration of the various training programs and 70% from the Thomas Jefferson University Founders Association for planning and development functions.

In 1971 the College comprised four schools: the School of Nursing, a three-year diploma program; the School of Practical Nursing, a one-year certificate program and a 21-month work-study program; the School of Radiologic Technology, a two-year certificate program; and the School of Medical Technology with three programs, a

one-year certificate in histologic technology, a third-year certificate program in cytotechnology, and the third- and fourth-year baccalaureate degree program in medical technology.

Instructional activities took place in existing areas throughout a variety of campus buildings, and much discussion took place at this time about the possibility of consolidating College facilities into one building, including consideration of the S.S. White Building, the Edison Building of the Philadelphia Electric Company, and the possibility of a new building designed specifically for the College.

The Department of Baccalaureate Nursing accepted its first class, 46 students, in September, 1972. During the 1972–1973 academic year, the College administration included Dean Goldschmidt; Lawrence Abrams as Associate Dean, (after serving one year as Assistant Dean) and Director of Student Affairs and Services; Dorothy Grieb as Assistant Director of Student Affairs and Services; John E. Andrews as Director of Admissions and Financial Aid; Robert D. Bailey as Registrar; and Carl R. Adams as Director of Business Administration. College enrollment stood at 454 full-time students, with 82 in degree programs and 372 in nondegree programs. The faculty numbered 52 full-time and 51 part-time.

## ■ The Mid-1970s

In November, 1974, Dean Goldschmidt, who had continued his role as Associate Professor of Rehabilitation Medicine at Jefferson Medical College, was installed as President of the American Congress of Rehabilitation Medicine. His interest in returning to his medical specialty led him to accept a position at the Rehabilitation Institute of Chicago and Northwestern University. Upon Dean Goldschmidt's resignation, effective December 31, 1975, Lawrence Abrams, Associate Dean and Director of Student Affairs, was appointed Acting Dean by President Herbut until the appointment of Marten M. Kernis, Ph.D., effective September 1, 1976, as the second Dean of the College.

## Dean Marten M. Kernis, Ph.D. (1976–1978)

Dr. Kernis came to Jefferson from the University of Illinois, where he was Associate Dean of the School of Basic Medical Sciences in the College of

Medicine. He was also Associate Professor of Anatomy and Obstetrics and Gynecology. He had received his doctorate in anatomical sciences from the University of Florida.

As Dean Kernis' tenure began, he witnessed the Departments of Cytotechnology and Radiologic Technology, newly organized as upper-division baccalaureate degree programs, accept their first degree students in the fall of 1976, and saw the formal establishment of the Department of General Studies that same year.

The Department of Dental Hygiene's upper-division baccalaureate program began in September, 1977, and ribbon-cutting ceremonies were held on November 9, marking the opening of the Department's new clinical facility on the eighteenth floor of the Edison Building, also known as the Health Sciences Center, as well as the administrative offices on the twenty-second floor. Dean Kernis welcomed the guests, and remarks were made by Lewis W. Bluemle, Jr., M.D., who had been inaugurated President of Thomas Jefferson University at Opening Exercises two months earlier, and by Linda Kraemer, Chairman of the Department of Dental Hygiene (Figure 52-3).

At the age of ten, the College showed many signs of growth and maturity. In that 1977–1978 academic year, the College was educating and providing clinical training for 602 students. The first College catalog, covering the years 1975–1977, had been published. The first College yearbook was started in 1976 by seniors in medical technology and baccalaureate nursing. The yearbook was named *Karyon*, the winning entry in a name contest, which had been submitted by Susan Barbutto, a junior baccalaureate nursing student.

Dorothy Grieb, Assistant Director of Student Affairs and Services, who was instrumental in the publication of the catalog and who served as advisor to the yearbook, left her full-time position in October, 1976, but continued in her role as Project Coordinator of the Health Careers Guidance Clinics through the late 1980s.

The College's student life areas continued to develop. A class ring designed by senior radiologic

technology students was approved in 1976. The College hosted active Orientation Day programs for incoming students each year.

The first annual College of Allied Health Sciences Achievement Award for Student Life was presented at the 1977 Opening Exercises. The award was given to Bonnie L. Dymek, a senior in the Department of Radiologic Technology, who qualified academically and who had made contributions to student life. Among other

activities, she had served as coeditor of the College yearbook and had been on the Search Committee for the University's President.

After her graduation, Bonnie Dymek was appointed Admissions Counselor in the Office of Admissions, Records, and Financial Aid. Subsequently she married, became Bonnie L. Behm, and assumed the position of Coordinator, and later Director, of Financial Aid, positions she held through the late 1980s.

The College had begun to accumulate an impressive record for quality education and preparedness for employment. A Placement Survey of 1976 Graduates, typical of other surveys, showed 100% passing rates on the state board licensure or the national registry examination in five of the College's six programs. The remaining program was 98%. The number of graduates employed at the time of the survey was 96%.

## ■ The Late 1970s

The late 1970's brought a change of leadership to the College of Allied Health Sciences when Dean Kernis decided to return to the University of Illinois College of Medicine to become Deputy Executive Dean. Upon his resignation, effective June 16, 1978, Associate Dean and Director of Student Affairs and Services Lawrence Abrams accepted President Bluemle's nomination to serve as Dean pro tempore.

A Search Committee was formed, and named Lawrence Abrams the third Dean of the College effective December 4. Upon his appointment, President Bluemle said, "We are fortunate that Larry Abrams will be the new Dean of the College of Allied Health Sciences. He has been associated with the College for a decade in very responsible positions. He is young, energetic, and brings to the position broad experience he has gained in the other positions he has held at Jefferson."

## Dean Lawrence Abrams, Ed.D. (1978—)

A 1961 graduate of the Pennsylvania State University, where he was an active student leader and earned a Bachelor of Science degree in Business Administration, Lawrence Abrams continued his education at Temple University,



FIG. 52-3. In 1977, Marten M. Kernis, Ph.D., Second Dean of the College of Allied Health Sciences, presented Rhonda Karp, Ed.D., then Chairman and Professor, Department of Cytotechnology, with the College's first Alumni Achievement Award.

receiving his Master of Education degree in Counseling Psychology in 1964.

From Coordinator of the Office of Program Planning for the College in 1968, Abrams moved steadily up the administrative ladder for the next ten years, serving subsequently as Director of Admissions and Registrar (1968–1971), Assistant Dean and Director of Student Affairs and Services (1971–1972), and Associate Dean and Director of Student Affairs and Services (1972–1978), as well as holding the Acting Deanship (1976) and Deanship *pro tempore* (1978) during Search Committee activities.

In 1978 he earned his Doctor of Education degree in higher education at Nova University in Fort Lauderdale, Florida. By that time Dr. Abrams had become a member of many professional organizations including the American Association of University Administrators and the American Society of Allied Health Professions.

He had been Co-Principal Investigator of the Health Careers Guidance Clinic project (1968–1970) and had been a consultant to the Department of University Affairs of the Brazilian Ministry of Education and Culture and for the U.S. Department of State's Agency for International Development in recommending appropriate allied health educational programs to meet that country's needs.

At the time of his appointment as Dean, Dr. Abrams was also Principal Investigator in a U.S. Department of Health, Education and Welfare project entitled "Women's Alternative Center: A Residential Treatment Program for Female-Headed Households with Serious Problems."

Over the next decade, Dean Abrams led the growth and development of the College as it moved into a position of national prominence among allied health institutions in the 1980s.

## ■ Program Growth

When the Advanced Placement Program for Registered Nurses who wished to earn a baccalaureate degree was added in 1978, it brought the total number of College programs to ten. Over the next ten years, the number of programs doubled. Pressures for college-educated nurses and for the baccalaureate degree in particular by nursing associations led to the phaseout of the Practical Nursing program (1980) and the Diploma Nursing program (1982; Figure 52-4).

The Practical Nursing program, under the direction of Elizabeth Sweeney, B.S., M.Ed., had, since 1964, graduated 665 licensed practical nurses.

The final graduating class was the largest, with 66 students. The long and distinguished history of the Diploma Nursing program is recounted in Chapter 51.

While the two nursing programs were phased out, new programs were being added. In 1980 the Department of Dental Hygiene added a Post-Certificate Program for licensed dental hygienists wishing to earn the baccalaureate degree.

The Occupational Therapy and Physical Therapy Departments opened in 1983, and in that same year the Department of Radiologic Technology expanded its offerings to include an Advanced Placement Program and a new program in Diagnostic Medical Sonography (Ultrasound). By 1985 the Department of Cytotechnology had added a Post-Certificate Program.

In 1986, the College of Allied Health Sciences, after years of planning and discussion, and with the cooperation of the College of Graduate Studies, introduced graduate education in nursing with a Master of Science in Nursing degree, specializing in rehabilitation nursing. The following year, the two Colleges combined efforts again to offer a Master of Science degree in occupational therapy.

When three new programs in the laboratory sciences area, comprising a Cytogenetic Technology Certificate Program, a combined Cytotechnology/Cytogenetics Program, and an Advanced Placement Program for medical laboratory technicians, were formed in 1987, it brought to 20 the number of programs offered by the College, twice what was offered in 1978.

Throughout these years, the College and its individual programs were accredited or reaccredited by the appropriate external agencies, typically for the longest allowable times for each program and frequently with commendations about program quality.

## ■ Development in the Early 1980s

By 1980 the growth of the College was reflected in part by renovations and location changes of both administrative and academic departmental offices.

1975, and eventually Professor and Chairman of the Department of Cytotechnology. Dr. Karp had been appointed Special Assistant to the Dean in January, 1979, and Assistant Dean on July 1 of that year. Her appointment made her the first woman officer in the College's history.

Dr. Karp was promoted to Associate Dean in 1982 and held that post until 1987, when she became the Executive Associate to the University President, Lewis W. Bluemle, Jr. During her term as Associate Dean, Dr. Karp was able to make substantial contributions to the administration of the College while maintaining a foothold in her original field of cytotechnology.

A Temple University alumna three times over, with a B.S. in education in 1971, an M.S. in pathology in 1975, and an Ed.D. in adult and continuing education in 1978, Dr. Karp was the College of Allied Health Sciences' first recipient of its Alumni Achievement Award in 1977.

In the field of cytotechnology, she published and served as editor of *The Cytotechnologist's Bulletin* (1981–1986) and was named "Cytotechnologist of the Year" by the American Society of Cytology in 1987. Named an

The Department of Baccalaureate Nursing and the Department of Radiologic Technology had already established themselves in the Edison Building. Work had begun on the second floor of Jefferson Alumni Hall in July, 1979, to make changes to increase office space to accommodate new staff positions. This provided for Dean Abrams and his staff, the Office of Admissions, the faculty offices for the Department of Cytotechnology, and those of the Department of Medical Technology.

Among the recent additions to the administrative staff at that time was the appointment of Rhonda Karp, Ed.D., as Assistant Dean, a newly created position. Dr. Karp had originally come to Jefferson as a student and was a 1971 graduate of the School of Cytotechnology. She became the School's Education Coordinator in



FIG. 52-4. The Class of 1975, School of Practical Nursing.



“Outstanding Young Leader in Allied Health” by the American Society of Allied Health Professions in 1984, Dr. Karp was awarded a Fulbright Lectureship in Quito, Ecuador, that same year. Her national role in allied health education was underscored in 1985 when she was elected to the Board of Directors of the American Society of Allied Health Professions and to the Committee of Allied Health Education and Accreditation of the American Medical Association in 1987.

The College of Allied Health Sciences Commencement Exercises in 1980 were noteworthy. Since its first graduating class in 1972, the College had shared the same graduation ceremony with Jefferson Medical College and the College of Graduate Studies at Jefferson’s traditional commencement site, the Philadelphia Academy of Music. The location remained the same, but the College’s ceremony in 1980 was held separately for the first time. It was significant, too, because one of the three honorary degree recipients was the College’s founding Dean, John W. Goldschmidt, M.D., who received an honorary Doctor of Science degree from Dean Abrams.

Seven years later, at the recommendation of President Bluemle, the College was able to have its own Grand Marshal, Linda G. Kraemer, R.D.H., Ph.D., Chairman and Associate Professor, Department of Dental Hygiene. Dr. Kraemer first marched as Grand Marshal with the University mace in the 1987 Commencement Exercises (Figure 52-5).

The early 1980s saw the formation of a chapter of the Alpha Eta Society at Jefferson. A national honor society under the auspices of the American Society of Allied Health Professions, Jefferson’s Alpha Eta chapter became the twenty-second nationwide when established in 1982.

Commencement exercises in June, 1983, featured a standing ovation for baccalaureate nursing graduate Peter J. Leporati, the winner of the College’s Student Life Award. Leporati, a former Philadelphia policeman who decided to change his career path to nursing, had become a well-known and popular figure on campus. Leporati was President of the Nursing Student Government and Vice President of Jefferson’s chapter of the Student Nurses’ Association of Pennsylvania, among his many student activities. In addition, the story of his unusual career change, particularly for a man in nursing, gained local media coverage.

In September, 1983, at the one hundred and sixtieth Opening Exercises ceremony of the University, President Bluemle presented Dean

Abrams with a “Citation for Distinguished Service,” citing the “remarkable progress the College has been making under your guidance for the past five years.” Also worthy of noting about that September were the 354 entering juniors, the largest College of Allied Health Sciences class to that date. The students came from colleges and universities in 27 states and ten foreign countries.



FIG. 52-5. The College of Allied Health Sciences’ first Grand Marshal, Linda G. Kraemer, R.D.H., Ph.D., at the 1987 Commencement exercises.

## ■ The Mid 1980s

By the 1984–1985 academic year, Kevin J. Lyons, Ph.D. already had one year behind him on the staff of the Dean’s office with Drs. Abrams and Karp. Dr. Lyons had been named Assistant to the Dean and Director of Continuing Education. Before coming to Jefferson, Dr. Lyons was Director of off-campus programs in the Graduate School of Education at the University of Pennsylvania. He had earned his doctoral degree in educational administration at the University of Maryland in 1975.

Dr. Lyons’ responsibilities included the cultivation of research activities among College faculty and administration. Dean Abrams had made research a priority in 1979 in his “Report to the University Planning Task Force Committee on Academic Affairs and Research in the College of Allied Health Sciences.” Dr. Abrams had written: “Quality research is vitally important in allied health as in other health-related disciplines in order to continue to provide the best education and the best patient care possible in light of new developments in science and technology.”

Dr. Lyons, who was promoted to Assistant Dean in 1985 and to Associate Dean in 1986, also served as liaison to the College of Graduate Studies as the two Colleges worked together on joint graduate education programs.

Among the administrative staff in 1984–1985 were Bonnie Lee Behm, B.S., R.T., as Coordinator of Financial Aid, later named director of Financial Aid; Theodore M. Bross, M.A., Acting Director of Admissions, later named Director of Admissions; Joseph J. Collins, B.S., CPA, Director of Business Administration, who had been chief of general accounting in the University’s Controller’s office until coming to the College in 1979; Joseph W. Donovan, M.A., in the newly established position of Coordinator of Public Relations for the College; Michael J. Paquet, M.A., Registrar, who had served in the Registrar’s Office in the Medical College until 1980; and William Thygeson, M.Ed., Director of Student Affairs and Services since coming to Jefferson in 1979 from his

post as Associate Dean of Admissions and Freshman at Muhlenberg College.

By this time, the Office of Student Affairs and Services had an active program of academic support services, including reading and study skills workshops and individual counseling. A Leadership Development Retreat for selected students from each department proved highly successful and was made an annual event. The Office sponsored other annual events such as Orientation Day for new students, as well as Parents’ Day, later renamed Family Day. A Student Advisory Committee gave student representatives from each academic department a forum for exchanging views with College Administration.

Organized social events for students were usually centered in Jefferson Alumni Hall, whose cafeteria served for years as the scene of an annual dance, known as the Winter Social, held in February. “Jeff Hall,” as it was more informally identified, was also the site of most Class Night activities, which became an annual tradition of departmental acknowledgements of the end of the year for graduating seniors. Held the night before Commencement Exercises, with each Department in its own room or auditorium depending on the size of the class, programs featured the pinning of seniors, awards, and sometimes humorous presentations made by students to the faculty. Families were invited to attend, and a collegewide reception followed, held on Scott Plaza, weather permitting.

Jefferson Alumni Hall was also the home of the “Commons,” where students of all three Colleges of the University enjoyed membership privileges for recreational use and for programs sponsored by the Student Activities Office, ranging from lunchtime entertainment to intramural sports programs. In 1985 Dean Abrams was appointed Student Affairs Officer for the University with responsibility for the Commons, among other areas of student life.

## ■ The Mid-1980s and Beyond

By 1985 the College of Allied Health Sciences had emerged as a national leader in allied health education. In the previous year, Dean Abrams had been made a Fellow of the American Society of Allied Health Professions (ASAHP), and an article in the University’s monthly publication *Directions* quoted the President of ASAHP, Edmund J.

McTernan, Ed.D., Dean of the School of Allied Health Professions, State University of New York at Stony Brook, as saying that Jefferson's College of Allied Health Sciences "ranks as one of the top half dozen in the country." The Executive Director of ASAHP, Carolyn M. DelPolito, Ph.D., said "the people at Jefferson are having an impact at the national level." The opportunity to expand that impact would come three years later when Dean Abrams would assume the Presidency of ASAHP. The emphasis that the College had placed on research years earlier became evident as faculty, administrators, and students increased dramatically the quantity and quality of research-based publications and presentations.

The evolution of the College continued in 1987–1988 when its administrative offices and the Department of Laboratory Sciences moved from Jefferson Alumni Hall to the Edison Building, thus bringing about the geographical consolidation of the College of Allied Health Sciences that had long been sought (Figure 52-6).

As the decade of the 1980s was coming to a close, the issue of shortages of health care personnel that had been the impetus for the founding of the College of Allied Health Sciences had once again surfaced at the national level. This time, however, a matured institution stood ready with a Task Force to plan the focus of the College for the 1990s with the goal of planning education programs that would meet the needs of the public and professional communities and ultimately contribute to the health of the nation.

## Department of Medical Technology

Education in medical technology, in one form or another, has been part of Jefferson since the inception of the Hospital's first laboratories. In 1929, for the first time, first-year students of technology were taught in all disciplines of the Hospital's laboratories, including chemistry, endocrinology, hematology, histology, immunohematology, microbiology, parasitology, serology, and urinalysis. The medical technology program during those early years lasted 12 months and consisted almost entirely of one-on-one instruction by a laboratory technologist. While they learned, students were tested orally on a continuous basis by the technologist. At the end

of the year-long program, an oral examination was conducted by the pathologist in charge of the laboratory. On average, two or three students were accepted into the program each year. During the beginning years of the program, no tuition was charged, and the students were provided with lunch, the laundering of their uniforms, and free hospital care.



FIG. 52-6. The Edison Building at Ninth and Sansom Streets (shown here in a photograph taken in the mid-1970s) eventually became the home of a consolidated College of Allied Health Sciences in 1988.

School of Allied Health Sciences in 1967, the medical technology program had no budget of its own and was funded through Jefferson Hospital's laboratory. Likewise, the faculty members for the program were employees of Jefferson Hospital's clinical laboratories who added the responsibility of teaching the students to their schedule of activities.

## ■ The 1930s

In the early 1930s, an informal arrangement with Ursinus College allowed students from that institution to pursue their medical technology laboratory education at Jefferson. By this time, the program was extended to 18 months, with students spending two months in each of the Hospital's nine laboratories.

In 1936 a Board of Registry was established by the American Society of Clinical Pathologists (ASCP) to maintain the competency of technologists employed in clinical laboratories. About four years later, the Board of Registry required medical technology professionals to pass a test in order to be classified as registered. Technician candidates had to be graduates of an education program approved by the Board of Schools (a committee established by the ASCP to review education programs in medical technology) and employed by a laboratory affiliated with ASCP.

## ■ Formation of a Program

In September of 1941, the first formal class of four students was accepted at Jefferson. These students rotated through all the Hospital laboratories and worked side by side with paid employees. At that time, the laboratories were located on the top floor of the Thompson Annex. In 1942 Jefferson's medical technology program was extended to include formal lectures, given on an irregular schedule by Hospital personnel. By 1950 the medical technology program was accredited for 15 students.

In 1952 the program was reduced to a 12-month period. Students worked in the Hospital 44 hours a week, and written, oral, and practical examinations were required. Tuition was \$100, plus a breakage fee of \$5. The Medical Technology School at Jefferson was reaccredited in 1953, in 1963, and again in 1968. In each instance, the accreditation was conferred with distinction.

Until the program was incorporated into the

## ■ Toward a New Identity

In the mid-1960s, the faculty of the medical technology program recognized the need for an increase in the number of lectures and student laboratory experiences. In 1968 the curriculum was revised and divided into two segments. The first was a four-month period, during which students spent their time in lectures and the student laboratories. The remaining eight months the students spent "at the bench" of the hospital laboratory for more practical experience. During this time lectures were limited to those that would enrich the students' bench experience.

In 1969 medical technology students were the first accepted into Jefferson's newly organized College of Allied Health Sciences, created at the same time as Thomas Jefferson University. To reflect this major change in status, the curriculum was redesigned, extended to 24 months, and consisted of courses in each of the content areas that awarded academic credit. To follow in the tradition of practical experience, during one-third of the curriculum, the students worked at the bench in the Hospital laboratory in clinical rotation.

Upon the successful completion of the curriculum, graduates were awarded the degree of Bachelor of Science in Medical Technology and were then eligible to take the certification examination of their choice. This program was reaccredited in 1970 on a two-year academic-basis in the College of Allied Health Sciences (Figure 52-7).

## ■ The Nontraditional Program

Under the leadership of Elizabeth A. Turner, Ph.D., who had been appointed the Department's Education Coordinator in 1971 and Chairman in 1973, the Department was granted five-year funding for the Nontraditional Interinstitutional Academic Program (NIAP) in Medical Technology

by the Department of Health, Education and Welfare of over \$2 million.

This program, begun in 1976, was created to offer an alternative to the traditional academic one for earning the Bachelor of Science Degree in Medical Technology. It was designed as a weekend alternative for currently employed medical laboratory personnel who could utilize their employers' facilities to perform clinical assignments. The program also included autotutorial instruction where the student was "tutored" individually by means of mediated study materials.

The plan was a consortial one with the University of Pennsylvania and Temple University. This arrangement allowed the student to earn a degree at the University of Pennsylvania as well as at Thomas Jefferson University, since both institutions accepted NIAP course credits as meeting major program and residency requirements. The student was subject to regular admission at the place of degree choice.

## ■ The 1980s

With the 1980s came a challenge for the Department of Medical Technology as the numbers of applicants and matriculants began to decline, a problem that occurred in programs throughout the country, attributed in part to the decrease in the college-age population and the increase in the availability of other professions for women. To address the enrollment problem, the College of Allied Health Sciences increased its student recruitment efforts, and the department moved to create an Advanced Placement Program for registered medical laboratory technologists (MLTs) who sought a baccalaureate degree.



FIG. 52-7. Medical technology students worked closely with faculty members in the laboratory.

The department also had plans to offer degrees in a variety of specialties allied with laboratory analyses, as well as a generalist degree. New attention in the curriculum was directed to the application of computers (Figure 52-8).

Not only its long history at Jefferson but also its past and current record of educational excellence within the field of medical technology ensures a solid future for this Department.

## Department of Nursing

Although the decision to establish a Bachelor of Science in Nursing degree program was made by Thomas Jefferson University's Board of Trustees on November 2, 1970, nursing education had already been a major part of Jefferson Medical College since the end of the nineteenth century. Starting as a two-year course in 1891, it became a three-year Diploma Nursing School in 1894.

The decision to initiate a collegiate nursing program was a result of the University's commitment to assume a leadership role in educating nurses and allied health professionals. In 1971, Charlotte Voss, R.N., Ed.D. was selected as the first Chairman of Jefferson's Department of

Baccalaureate Nursing. Dr. Voss developed a curriculum encompassing a broad base in the natural and social sciences, arts and humanities, which included emphasis on episodic care (care of the ill) and distributive care (care of the healthy). Dr. Voss was also instrumental in obtaining a special project grant of over \$94,000 from the United States Department of Health, Education and Welfare, Division of Nursing for the purpose of paying for consultation fees, physical space costs, and learning resource equipment, and in recruiting faculty members from major specialty areas.

### ■ The Initiation of Baccalaureate Nursing

From its planning stages, the undergraduate nursing program at Jefferson placed great emphasis on excellence in clinical education and the study of professional nursing. The curriculum-planning design was innovative and one of the first in the Philadelphia region to adopt a framework to teach nursing concepts. In addition to the traditional acquisition of knowledge and skills necessary to care for hospitalized patients, Jefferson also offered learning experiences in health promotion and disease prevention. Students had the opportunity to care for individuals in a variety of settings, ranging from schools and senior citizen centers to ambulatory health care facilities to acute care institutions. Emphasis was placed on utilizing the best clinical agencies as resources for clinical learning experiences (Figure 52-9).



FIG. 52-8. The role of computers in medical technology gained importance in the 1980s.



FIG. 52-9. Excellence in clinical skills was regarded as a hallmark of the Jefferson nursing program.

With approval of the Commonwealth of Pennsylvania State Board of Nurse Examiners, the baccalaureate nursing program in the College of Allied Health Sciences admitted its first class of 46 students, hailing from a wide range of educational and social backgrounds, into the two-year, upper-division (junior and senior years) program in September of 1972. Of these students, 40 had completed requirements for the Bachelor of Science in Nursing degree by 1976, and 39 were successful in passing the examination for licensure.

From its inception, the Department's activities were organized to provide maximum opportunity for faculty and students to participate. Committees, including academic affairs, curriculum, educational resources, evaluation, faculty affairs, advanced standing, and continuing education, were established.

In December of 1974 the department received full approval from the Commonwealth of Pennsylvania State Board of Nurse Examiners. The next year the University was involved in the Middle States Association of College and Secondary Schools accreditation process. The Middle States team notified the University of its formal accreditation in February of 1976. In April of that same year, the Department of Baccalaureate Nursing received accreditation for the maximum eight years from the National League for Nursing, Department of Baccalaureate and Higher Degree Programs.

## ■ The Growing Years

Following a self-study process and the achievement of full accreditation status, the last half of the 1970s was a period of stability and refinement for the Department. During this time, the American Nurses' Association and the National League for Nursing firmly supported the baccalaureate degree as entry-level into the nursing profession. In 1978 the first registered nurse students were admitted into the Department's Advanced Placement Program, which was designed to enable registered nurses to capitalize on their educational and practical experience in order to earn a Bachelor of Science in Nursing degree in two years of study.

The Department's continuing education activities became more extensive and formalized during this period, with programs offered both on campus and at satellite locations. The faculty also began to engage in a number of scholarly

activities, including the publication of texts and articles in nursing journals and participation in professional organizations. That same year, the Department was approved for a chapter of Sigma Theta Tau, the international nursing honor society.

## ■ The 1980s

Mary D. Naylor, R.N., Ph.D. became the second chairman of the Department of Baccalaureate Nursing in September, 1980. While the emphasis on academic and clinical excellence continued, the goals of the Department broadened to include leadership, scholarship, faculty practice, and community service. Faculty members presented papers at international, national, and regional meetings of nurses and other disciplines and published major clinical texts, research articles, and scholarly articles in nursing and related-discipline journals. One of the texts authored by Elizabeth J. Forbes, R.N., Ed.D. received the *American Journal of Nursing* Book of the Year Award in 1982. Faculty members also functioned as consultants for the White House Conference on Aging, the Division of Nursing.

In response to an increased need for professional nurses and in the presence of a large pool of qualified applicants, the Department experienced a period of expansion from 1980 through 1983. During that time, the Department maintained an approximate enrollment of 140 generic and 40 registered nurse students in each class. The Department was successful in consistently recruiting skilled and knowledgeable students from colleges and universities throughout the United States. Among these students were former teachers, social workers, psychologists, musicians, and artists. Commensurate with the growth in the student population was an increase in the number of faculty, from 18 full-time members in 1980 to 37 in 1984.

In 1981 and 1982 multiple faculty workshops culminated in the development of a comprehensive philosophical statement, a conceptual framework,

and program objectives that guided the refinement of existing courses as well as the development of new course offerings. On April 3, 1984, the Department of Baccalaureate Nursing received full reaccreditation from the National League for Nursing for eight years. The accreditation body commended the Department's opportunities for independent learning and guided individualized studies, including the ability of students to study nursing throughout the United States and all continents of the world.

A visit from representatives of the Commonwealth of Pennsylvania State Board of Nurse Examiners resulted in continued full

approval status for the Department in 1980 and again in 1982. During the latter visit, the site visitor commented on the consistently strong performance of Jefferson nursing students on licensing examinations.

In 1982 the Star (thirteenth) floor of the Edison Building was renovated in order to build the department's Learning Resource Center. The Center contained three clinical simulation areas, three audiovisual rooms, and a reception area (Figure 52-10). A five-year plan to develop and implement computer technology into the nursing curriculum was formed in 1982, and a nursing elective course, "Computers in Nursing," was developed and introduced in 1985. By the academic year 1983-1984, faculty offices were housed on the tenth, twelfth, thirteenth, and fifteenth floors of the Edison Building. The main office space on the twelfth floor was renovated to provide a reception and waiting area.

In 1984 two additional program options were offered to registered nurse students, including a



FIG. 52-10. Videotaping of procedures in the Learning Resource Center enabled students to review educational materials on an independent basis.



part-time evening program and a satellite part-time program in Harrisburg. Consistent with the directions evolving in health care, with an increased emphasis on ambulatory care, home health care, and long-term health care, student placements were obtained in agencies that provided these learning opportunities. In order to support the faculty's efforts to offer a full range of educational opportunities including both undergraduate and graduate programs, the name of the Department was officially changed to the Department of Nursing in the spring of 1984.

### ■ New Visions for Nursing

In August of 1985 a Plan for Preeminence was submitted by the faculty to Lawrence Abrams, Ed.D., Dean of the College of Allied Health Sciences. Using a quality undergraduate program as its base, the faculty sought the addition of educational programs including a Master of Science in Nursing (M.S.N.) program and a Doctor of Philosophy Program in Nursing. By 1986 the M.S.N. degree program had been approved, and the first class began in September of that year.

Since the early 1980s, the nursing leadership in the Department recognized that its efforts to earn a regional and national reputation as a center for excellence in clinical nursing depended to a large degree on the scholarly productivity of Jefferson researchers. The department accordingly proposed the establishment of a Clinical Nursing Research Center. In the mid-1980s the Department also took several measures to strengthen its recruitment efforts in wake of the shrinking applicant pool for nursing. It demonstrated flexibility in meeting the needs of a changing market by developing a part-time option for its generic students in 1985.

During this time, the Department of Nursing emphasized teaching strategies designed to promote critical thinking and independent decision making. Also emphasized were the development of independent study modules, small group seminars, and interdisciplinary learning experiences. While reflecting on almost 100 years of nursing education at Jefferson, the Department of Nursing was looking toward the next century with the pride and anticipation of creating yet a new tradition in nursing excellence.

## Department of Cytotechnology

Cytotechnology has been practiced and taught at Jefferson since the early 1940s. It was then that researchers discovered uterine cancer could be detected by examining cells. Across the nation and at Jefferson, where Dr. Abraham Rakoff was studying the potential diagnostic applications of cytology, the need for the development of training facilities was recognized. As a result, Jefferson became one of 15 AMA-approved institutions to offer American Cancer Society–funded fellowships to support physicians in their study of cytology. As the concept of “mass screening” became a reality, the need for technical assistance to handle the increasing specimen volume became apparent.

Through the years, Dr. Rakoff organized material to be utilized in a formal cytology training program at Jefferson. On September 21, 1957, Norma Ermler, a medical technologist, became the first student in Jefferson's formal cytology program. The American Cancer Society, along with the Cancer Control Program of the United States Public Health Service, contributed funds for support of students and teaching staff, as well as for the purchase of equipment and educational materials.

In the beginning, the one-year program attracted an average of five students per year. In 1960 it acquired accredited status according to requirements established by “The Essentials of an Acceptable School of Cytotechnology,” the first set of standards established for cytology schools, which were later accepted by the American Medical Association. Jefferson's program emphasized a student's proficiency in preparing cytologic specimens for microscopic analysis and in distinguishing between benign and malignant cells of the body's systems.

### ■ The 1960s

Student enrollment remained steady throughout the 1960s during which time approximately 108 students were accepted into the program and 81

graduated. The program was under the administration of Dr. Peter Herbut, Director of Clinical Laboratories, who became the third full-time President of Jefferson Medical College in 1966 and in 1969 became the first President of Thomas Jefferson University. In 1966 Dr. Gonzalo E. Aponte succeeded Dr. Herbut as Director and continued the strong tradition of leadership.

During this time, students spent a total of 40 hours per week in the classroom/laboratory located on the third floor of the Foerderer Pavilion. Philadelphia-area physicians donated specimens from their laboratories, which helped increase the students' practical experience and developed their abilities to make critical differential diagnoses.

The need for cytotechnologists during the 1960s was great, accounting for the fact that the most consistent recruiters for the program were area pathologists who sent members of their technical laboratory staffs to receive cytology training. It was also during this time that cytotechnology began to increase its professional status nationwide and create improved employment opportunities.

In 1968 the cytology laboratory was granted independent status within the clinical laboratories, and Dr. Misao Takeda was appointed Director. Along with this distinction came a move from the third floor of Foerderer Pavilion to the second floor of Jefferson Alumni Hall.

## ■ Changes in the 1970s

By 1970 cytology education at Jefferson and elsewhere was on the verge of a major transformation when the United States Public Health Service funds were terminated. Although 13 schools closed, Jefferson's cytology school battled financial difficulties by charging tuition for the first time in its history. The fee was fixed at \$50 per student for the six-month course. This provided funding for the students but the teaching/supervisory position had lost its support. The program turned to the College of Allied Health Sciences in hope of assistance. Dean Goldschmidt

gave his approval to bring the supervisor's position into the College. Thus the Jefferson program survived the transition in funding sources and grew closer to its goal of becoming fully integrated with the College and enhancing the likelihood of a degree program.

At this time educators were beginning to consider seriously the establishment of degree programs in cytotechnology. This issue proved to be a controversial one, creating a flurry of views and comments from cytotechnologists and pathologists across the country. Jefferson was one that aspired to offer such a degree program. Through the early 1970s the groundwork that would lead to departmental status in the College of Allied Health Sciences was established. A decision was made to increase the training to a 12-month period, and in 1974 the first seven students graduated.

To begin active planning for a bachelor's degree program and to make revisions in order to convert the curriculum, Rhonda Karp joined the faculty in July of 1975 as Educator Coordinator. Karp, a cytotechnologist and Jefferson graduate, had recently received a master's degree in pathology from Temple University.

In 1976, under the direction of Chairman Karp, the School of Cytotechnology became the Department of Cytotechnology within the College of Allied Health Sciences, the first in the nation to offer a two-year, upper-division degree program.

Sixteen students were enrolled as juniors in the first class in September of 1976. The program was reviewed by the American Society of Cytology's Programs Review Committee, received a favorable report, and was awarded a five-year accreditation status. The new department acquired additional space in Jefferson Alumni Hall, and a television microscopy unit was purchased, allowing the instructor to demonstrate cellular changes to an entire class via a television monitor (Figure 52-11). Revisions in the curriculum and increased laboratory skills broadened the educational background of the students during the 1970s.

Also during that decade, the Department of Cytotechnology increased its participation in continuing education activities and faculty involvement in professional organizations, especially the Inter-Society Cytology Council (whose founding members included Drs. Abraham Rakoff and Peter Herbut). It is known today as the American Society of Cytology. Other activities included development of microscopic workshops,

sessions, and lectures, and the publication of numerous articles concerning cytology education and research.

Chairman Karp, who became Dr. Karp in 1978, having earned an Ed.D. at Temple University, chaired the department until June 1979, when she was appointed Assistant Dean of the College and Professor of Cytotechnology. Subsequently, she became Associate Dean in 1982 but continued to contribute to her field, including active participation in the American Society of Cytology and editorship of *The Cytotechnologist's Bulletin*, 1981–1986.

### ■ The 1980s

In the early 1980s, Marilyn McHenry became Department Chairman and Dr. Warren Lang became Medical Director. Through a project of McHenry, supported by the National Institutes of Health and the United States Department of Health, Education and Welfare, faculty members were given the opportunity to attend professional

workshops on methods for the incorporation of the humanities into a technical curriculum. Dr. Lang, a pathologist and a gynecologist, had the ability to add an extensive clinical dimension to his teaching of female genital tract cytology. Dr. Lang served as President of the American Society of Cytology in 1984 and at the 1985 annual meeting in Atlanta was presented with the Papanicolaou Award, recognizing his many contributions to the organization and profession. Both Drs. Lang and Takeda, as primary and collaborative authors, published numerous articles as a further contribution to cytology education and research.

In 1984 Shirley E. Greening, CFIAC, M.S.,



FIG. 52-11. The College's cytotechnology program featured state-of-the-art technology

concentrate on one major area at a time and gain competency in that area before moving on.

Greening also recruited ten new clinical affiliate sites in order to expose students to a wide variety of cytologic specimens, laboratory settings, and case volumes. In 1985, as President of the American Society for Cytotechnology (ASCT), she hosted that organization's annual meeting in conjunction with the Department and the American Cancer Society. That same year, National Cytotechnology Week was cited in Philadelphia by Mayor W. Wilson Goode. During this time, Greening's contributions to the College of Allied Health Sciences cytotechnology program were matched only by her contributions to her profession. Active in everything from continuing education to research, publications to professional standards, workshops to political and legal issues affecting the profession, Greening proved to be a true leader.

from the University of Miami School of Medicine, became Chairman, sparking a new period of development in the Department (Figure 52-12). Ms. Greening developed a Post-Certificate program for cytotechnologists who held a professional certificate and who wanted to earn a bachelor's degree. In the fall of 1985, the first students were accepted into the program.

Ms. Greening also reorganized the curriculum, focusing first on female genital tract cytology, then nongynecologic cytology, and finally, advanced courses studying diseases and their cellular manifestations. This change allowed students to

In 1987 faculty member Carol M. Trew,



FIG. 52-12. Department Head Shirley E. Greening, CFIAC, M.S. (left), served as President of the American Society of Cytotechnology in 1985.

CT(ASCP), CMIAC, B.S., became President of the American Society for Cytotechnology, continuing the Department's tradition of leadership in the field.

The 1980s brought great changes for cytotechnologists. It took years before cytotechnologists were able to move from "technician" to "technologist" status and to be recognized for the health-preserving role they play in being responsible for the detection of malignant or abnormal cells. As testing became more selective and restricted, however, cytology specimens shifted from hospital laboratories to large independent commercial laboratories. As a result of these diminishing volumes, many hospital laboratories as well as cytotechnology schools were forced to close, making the future uncertain for many in the profession.

Jefferson's Department of Cytotechnology braced itself to battle that problem with increased student recruitment, the expansion of the post-certificate program, the development of histotechnology and cytogenetics curriculum tracks, and the establishment of basic cytology education on a part-time basis. By increasing the avenues by which a bachelor's degree in cytology may be obtained, Jefferson began addressing itself to new audiences that included the older student, the working professional, and the second-career individual.

In the late 1980s, the Department stood ready to face the challenge of the future as it had in the past in the tradition of leadership not only at Jefferson but also in the field of cytotechnology, a field where Jeffersonians have labored to develop, promote, and nurture its growth.

## Department of Diagnostic Imaging

One of the first x-ray technician training programs in the United States was founded at Jefferson Hospital in 1934. A year after it opened its doors, the program was accredited in the American College of Radiology's (ACR) first roster of approved schools. Since that initial formal nod, Jefferson has continuously featured a fully accredited program of radiologic technology.

In its early years, Jefferson's x-ray technology curriculum was very practice-oriented and served as an apprenticeship for the students, who worked

alongside technicians during the hospital workday. Like most hospital-based radiology programs of that time, Jefferson's school of x-ray technology focused primarily on patient care. Rather than classroom-based training, instruction leaned more toward informal, one-on-one practice at x-ray machines. During this time period, Jefferson's graduates were highly successful when taking their national certifying examinations.

From 1934 to 1974 the direction and methods of the hospital-based program at Jefferson were remarkably stable. In March of 1966, the ACR noted that Jefferson had "a general excellent program," and in June of that year the program received the approval of the Council on Medical Education (CME) of the American Medical Association (AMA) for its 24-month program. During its first 30 years in operation, the program remained faithful to the objective stated in one of its earliest brochures: ". . . to prepare men and women for a challenging and rewarding career in the health services." During these decades, Jefferson's radiology program provided entry-level practitioners in radiography to hospitals in Philadelphia and the Delaware Valley. In March of 1969, the CME of the AMA gave "unqualified continuing approval" to the program and raised the approved number of students to 44.

### ■ Major Changes in the 1970s

By 1971, with 48 new students enrolled in the program, Jefferson's radiography program listed 472 graduates in its roster. The program employed 12 part-time faculty members, mostly employees of the Radiology Department, with an annual operating budget of \$55,000.

It was in 1971 that Peter Dure-Smith, M.D., the Medical Director of the program, set in motion a series of sweeping changes that would transmute the hospital-based radiology program into the Department of Radiologic Technology. Dr. Dure-Smith sought this change after much research and documentation concerning the state of x-ray technology. After a thorough review of

documents and reports, and considering the long-range career prospects of Jefferson's radiology students, he decided that the use of professional educators would be both efficient and cost-effective, and he communicated this to Dean Goldschmidt of the College of Allied Health Sciences.

That year, George McArdle, representing the Radiology Department, and Lawrence Abrams, Assistant Dean and Director of Student Affairs and Services of the College of Allied Health Sciences, representing the College, met to arrange several carefully planned stages that would implement the transplant of the hospital-based

program into the College of Allied Health Sciences (Figure 52-13).

From 1973 until 1975 the graduates in radiologic technology were awarded the traditional diplomas. In September of 1974, of the 91 applicants, 26 students were admitted to the class to graduate in 1976. During this same period, the College of Allied Health Sciences assumed full management of the curriculum and the administration of student recruitment. The affiliation with the College allowed radiology students, for the first time, access to student services, including professional advisement, student housing, and financial aid.

The core of the two-year, upper-division baccalaureate degree program was designed by Anthony D. Gilkey, the first Chairman of the College of Allied Health Sciences' Department of Radiologic Technology, and Loretta C. Tate, the program's first clinical instructor.

Officially, the School of Radiologic Technology was organized as an upper-division baccalaureate



FIG. 52-13. The College's close relationships with the Hospital provided students excellent clinical opportunities.

degree department within the College on July 1, 1976. The Joint Review Committee on Education in Radiologic Technology of the American College of Radiology and the American Society of Radiologic Technologists notified Jefferson on January 26, 1977, that the Thomas Jefferson Hospital Program “will be discontinued as of September 1, 1977, in favor of an affiliation with Thomas Jefferson University.”

In September of 1977, the second baccalaureate degree class began with ten students. Classes were held on the second and sixth floors of Jefferson Alumni Hall, the energized laboratory of the Central Animal Facility. In 1978 the class that was admitted in September of 1976 became the first to receive the Baccalaureate Degree in Radiologic Technology. At this time, Anthony Gilkey left the Department and was succeeded by Lawrence W. Walker, who expanded the efforts of the Department nationally. Under Walker’s direction, the Department managed two educational programs funded by the Allied Health Training Institutes, which were attended by radiologic technologists from all over the country.

## ■ Development in 1980s

Lawrence Walker also originated Pilot Project 21, an innovative curriculum change that condensed the time frame of the degree program from 24 months to 21. In 1980, when Walker left Jefferson for government service, Loretta Tate assumed the duties of Department Chairman. During her tenure, Pilot Project 21 was approved and implemented. Tate’s initiatives included the development of the Advanced Placement Program, for graduates of certificate and associate degree radiologic technology programs who wanted to earn a baccalaureate degree.

A major development for the Department had its roots in 1983 when the College of Allied Health Sciences began negotiations with Jefferson Hospital’s Division of Ultrasound for the purpose of incorporating the ultrasound program into the College’s Department of Radiologic Technology.

Ultrasound, or diagnostic medical sonography, training had been a part of Jefferson since February of 1977 when Barry B. Goldberg, M.D., brought his Ultrasound Department from Episcopal Hospital in Philadelphia. By then, Dr. Goldberg had established an international reputation in the ultrasound field.

At its inception in 1977, the ultrasound

certificate program offered two options, a six-month program and a twelve-month program. Each option had three students under Program Director Sandra Hagan-Ansert, B.S., R.D.M.S., with Dr. Goldberg as Medical Director.

Later that year, the six-month option was eliminated, and in July six students were accepted. Thereafter, new students were admitted every six months, in January and in July, into the year-long program.

In July of 1978, Joseph Darby, B.S., R.D.M.S., a Jefferson certificate graduate of the 1977 class, was named Program Director. Until this time, the program had functioned in an on-the-job training model. Recognizing the desirability of more formal preparation in the theoretical aspects of ultrasound, Mr. Darby initiated didactic coursework in 1979, moving the program closer to an academic model. The 12-month program continued for several years more with student enrollment that grew to eight per session.

By 1983 the Strategic Plan of the College of Allied Health Sciences, approved by the Board of Trustees, had pointed the direction for years ahead by planning to absorb hospital-based allied health programs into the College as the demands of the profession required additional academic background.

The dialogue of 1983 led to the application in January, 1985, for initial accreditation of a baccalaureate degree ultrasound program by the Joint Review Committee on Education in Diagnostic Medical Sonography of the Committee on Allied Health Education and Accreditation of the American Medical Association.

Christine H. Rhoda served briefly as Acting Chairman after Loretta Tate’s resignation early in 1985. In August of that year, Albert D. Herbert, Jr., R.T., L.R.T.(R), M.S., was named Acting Chairman of the Department; he was made Chairman the following year. Before his appointment at Jefferson, Mr. Herbert was Division Director of Medical Imaging and Radiation Therapy and Associate Professor in the School of Community and Allied Health at the University of Alabama at Birmingham.

keep pace. Plans to include magnetic resonance imaging and to move toward multicompetency of the graduates were being made as the Department looked to the future.

Mr. Herbert expanded the Department's research and service components and developed a thorough review of the Department's curriculum as well as an assessment of the long-range demand for a multiplicity of diagnostic imaging services (Figure 52-14).

### ■ Changes for the Future

In 1986 the Department was renamed the Department of Diagnostic Imaging to better reflect the contemporary and future functions of its faculty and graduates. As the variety of imaging modalities increased, the Department moved to

## Department of Dental Hygiene

The Department of Dental Hygiene had its beginning in 1973 when the Report on Feasibility of Dental Education, after two and one half years of study, recommended to the Board of Trustees that the University "plan, develop, and implement a comprehensive series of innovative programs in dental education and training."

Early in 1976 Linda G. Kraemer, R.D.H., B.A., M.S., a graduate of Columbia University's master of science degree program in dental hygiene, was appointed to implement planning activities and gain institutional, professional, and dental hygiene education approval for an upper-division



FIG. 52-14. Department Chairman Albert D. Herbert, Jr., R.T., L.R.T. (R), M.S. (left) with participants at the Department's annual Roentgen Memorial Day of Learning in 1987.



baccalaureate degree program in the College of Allied Health Sciences. Kraemer and Associate Dean Lawrence Abrams made numerous site visits and attended national meetings to compile and evaluate various trends in dental hygiene education. A feasibility study documented the need for dental hygienists on both the national and state levels. The study indicated that Jefferson's new program was unique because it combined clinical skills, liberal arts, basic sciences, and knowledge in a selected elective specialty area.

The administrators agreed to emphasize the development of learning experiences for the professional growth of the students and to concentrate on career alternatives for graduates. In keeping with this philosophy and to prepare graduates with multiple career options and avenues for advanced study, the curriculum was designed to include 24 hours of elective specialization so that students could combine clinical training with selected areas including education, public health, and health management.

On April 15, 1976, the College of Allied Health Sciences Committee of the Board of Trustees approved the recommendation to establish a Department of Dental Hygiene in the College of Allied Health Sciences effective July 1, 1976, and to recruit students for a September, 1977, entering class. On May 20, 1976, the full Board of Trustees met and approved the recommendations.

## ■ Construction Begins

Beginning July 1, 1976, all space for the Department of Dental Hygiene, including faculty and administrative offices, classrooms, laboratories, radiology facilities, and the dental hygiene clinic was assigned to floors 18 and 22 of the Health Sciences Center Building (Edison Building) at Ninth and Sansom Streets. In October of 1976, the Board of Trustees approved plans for construction of the dental hygiene facilities. Work began in April of the following year and the construction was completed by the end of August, 1977. The eighteenth floor, which comprised 5,130 square feet, housed the teaching and patient care facilities, including the dental hygiene clinic with 24 teaching stations, a classroom laboratory, dental radiography operatories, a wet laboratory, darkrooms, a plaque control room, a special-procedures/audiovisual room, a sterile supply area, and a patient reception area. The

twenty-second floor, which consisted of 3,020 square feet, housed offices for the Chairman, faculty, and administrative support personnel, a conference room, and a student locker and lounge area. A total of \$176,175 of the Health Sciences Center renovation fund was used to construct the dental hygiene facilities (Figure 52-15).

## ■ Dental Program Begins

In October of 1976, Kraemer was promoted to Chairman and Associate Professor in the Department of Dental Hygiene. She and a new faculty member, Mary Burns, R.D.H., M.S., were instrumental in developing an "accreditation-eligible" application, which was submitted to the American Dental Association's Commission on Accreditation of Dental and Auxiliary Dental Educational Programs in November of 1976. After on-site evaluation the Commission adopted a resolution to grant "accreditation-eligible" status to Jefferson's dental hygiene program in May of 1977.

Recruitment efforts for the first class included hundreds of direct-mail letters, newspaper advertisements, visits to local schools, and meetings with high school counselors. On September 6, 1977, when the department officially opened its doors, ten students were enrolled.

The following academic year, the Department was one of only 20 dental auxiliary programs selected nationwide by the American Dental Association's Commission of Accreditation of Dental and Dental Auxiliary Educational Programs to pilot test a new self-study accreditation manual. In May of 1979, the Commission granted full accreditation status to the dental hygiene program. That same year, the Department received almost \$90,000 in grants for program development and for national workshops for dental hygiene educators.

Sixteen new students had matriculated into the program in September, 1978, and in June of 1979 seven of the original ten students were graduated from the program. The seven took the National

modules in dental hygiene education, supported by the United States Department of Health, Education and Welfare in order to sensitize hygienists to the needs of the aged. All 16 students who graduated in the class of 1980 passed their examination boards.

### ■ Post-Certificate Program

In 1980–1981, twenty students entered the Department's first Post-Certificate Program in dental hygiene, designed for dental hygienists who already possessed a certificate or an associate's degree in dental hygiene. It became the only dental hygiene Post-Certificate Program in Pennsylvania and the largest one of its kind in the country. Mary Burns Sheridan, who had planned the program and served as the first Post-Certificate Coordinator, resigned from this position on June 1, 1981, and transferred to the Office of the Dean in the College of Allied Health Sciences. Her position was assumed by Marcia Brand, R.D.H., M.S., who came from the dental hygiene faculty at Old Dominion University.

Board Dental Hygiene Examination and the Northeast Regional Board Examination and passed with scores well above the national and regional averages.

Faculty members began publishing articles in professional journals, presenting papers at professional meetings, and holding offices in local, state, and national organizations. The Department's petition to establish a chapter in Sigma Phi Alpha, the national dental hygiene honor society, was approved by the organization's Executive Board in November, 1979. In 1980 the department received national recognition when it was selected by the American Dental Hygienists Association as one of four dental hygiene programs to develop and test geriatric curriculum

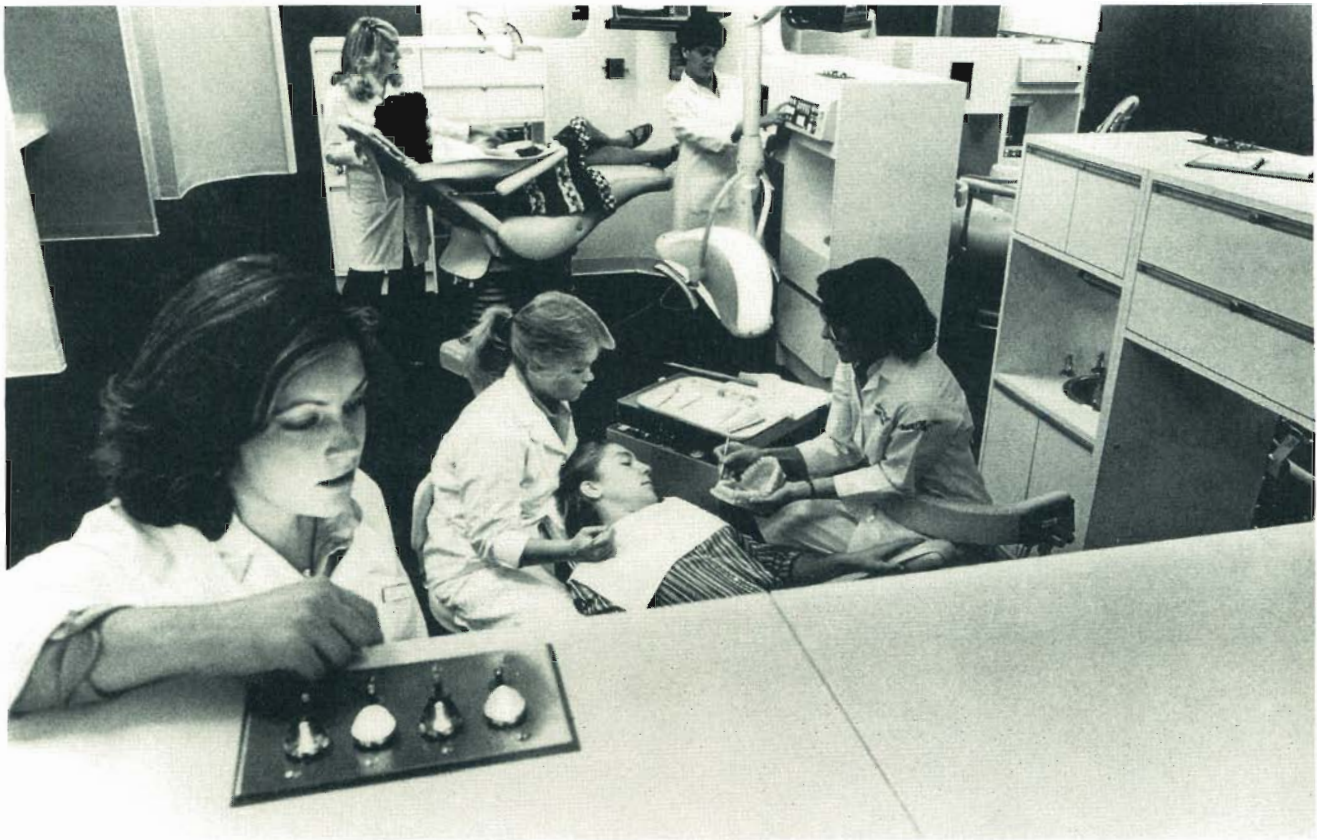


FIG. 52-15. A typical scene in the Department of Dental Hygiene's Clinic located on the eighteenth floor of the Edison Building.

## ■ Students

The 13 graduates of the class of 1981 all passed their national and regional board examinations. In 1982 a total of 29 senior students graduated, making this the largest graduating class. In 1983 twenty students graduated, including 11 from the Post-Certificate Program. Twenty-six students matriculated in the junior class in September, 1983 and in June, 1984, eight generic and 11 post-certificate seniors graduated. While some students entered graduate programs, other graduates secured positions not only in clinical practice but in teaching, management, and public health.

The largest post-certificate class matriculated in September, 1984, with a total of 23 juniors. This enrollment indicated a rebound from the slumps in 1981 and 1982 that were evident not only at Jefferson but also nationally. The graduating class of 1985 consisted of 11 students from the Generic Program and 12 from the Post-Certificate Program. The fact that Jefferson continued as the only dental hygiene baccalaureate program in Pennsylvania, Delaware and Southern New Jersey helped many of the graduates to line up jobs before graduation. Enrollment in 1985 dipped, however, with only seven juniors and 13 post-certificate juniors entering the Department.

## ■ Scholarship

By June of 1983, faculty and students had published four manuscripts in major dental hygiene journals and presented abstracts at professional meetings, including the American Society of Allied Health Professions, American Association of Dental Schools, and the Ninth International Symposium on Dental Hygiene.

Faculty and students initiated nine research projects in 1984 in areas such as gerontology, nutrition, public health, periodontology, and attitudes about dental hygiene practice and education. Faculty members continued to work toward and receive their doctoral degrees.

During the 1984–1985 academic year, the Department again offered continuing education courses and initiated seven research projects. Responding to increased demands for scholarship by the College, reflected in revised criteria for appointment and promotion, the faculty devoted more time to this activity, publishing eight manuscripts in seven publications: *Dental Hygiene*, *Educational Directions*, *RDH*, *Education Update*, *Update*, *Journal of Dental Education*, and *Journal of Allied Health*.

Students, encouraged and directed by the faculty, prepared and submitted 23 manuscripts to dental hygiene journals and developed a reference textbook in hospital dental hygiene and an annotated bibliography on geriatrics in publishable form. Of the nine abstracts submitted by faculty for presentation at professional meetings, all were accepted and presented at national and state meetings. The faculty also continued to hold leadership positions in national organizations, including the American Association of Dental Schools, American Dental Hygienists' Association, and the American Association of Hospital Dentists.

## ■ The Mid-1980s

The 1985–1986 academic year began with the submission of the Interim Review accreditation report to the American Dental Association's Commission on Dental Accreditation. On December 12, 1985, the Commission on Dental Accreditation informed Dr. Lewis Bluemle, President of the University, that the Department of Dental Hygiene was granted full approval.

For the first time ever, a week in September, 1985, was designated "National Dental Hygiene Week." To celebrate, faculty and students provided a variety of programs to increase the public's awareness of the role of the dental hygienist. The department received local and national attention in the dental hygiene community when the Mayor of Philadelphia, W. Wilson Goode, attended a ceremony held in the dental hygiene clinic and issued a proclamation (Figure 52–16).

## ■ Philosophy

The Department of Dental Hygiene's history reflects an educational philosophy that promotes student inquiry. The faculty served as the major barometers of the program's growth, innovation, and development. The overall curriculum, both for Generic and Post-Certificate Programs, remained consistent with the original plans, although modifications were made based on changing goals of the profession, employment and enrollment

patterns, and financial conditions. In 1983, for example, a new elective specialty tract in hospital dental hygiene was developed and introduced because of growing employment opportunities and student interest in this area. Jefferson was one of the first, if not the first, Department of Dental Hygiene in the country to offer this course of specialized instruction.

### ■ Looking Ahead

As the Department of Dental Hygiene looked to the future decade, the goals included plans to offer graduate education in dental hygiene, either at the master's or doctoral level, and to develop a

national center for dental hygiene research. More immediate needs included increasing funding opportunities and planning national conferences on issues in dental hygiene education, practice, and research.

With those goals and contributions by enthusiastic faculty and students, the Department of Dental Hygiene looked to remain in the position that it had established for itself—locally, regionally, and nationally recognized for excellence and innovation, leadership, and scholarship.

## Department of Physical Therapy

By the late 1970s, the profession of physical therapy was growing nationwide at an astonishing rate. A 1978 study by the American Physical Therapy Association concluded that a “conservative estimate of the need for physical therapists is probably somewhere around twice the number now employed full-time and part-time.”



FIG. 52-16. Dental Hygiene faculty and students used “Teddy Bear/Baby Doll Clinics” as part of their community outreach efforts in the 1980s.

In the Philadelphia area, the number of graduates from various physical therapy programs was insufficient to meet local demand. Statistics for the area, issued by the Pennsylvania Bureau of Labor Security, confirmed the need for therapists.

In 1979 an initial planning document established the need to develop a Department of Physical Therapy in Thomas Jefferson University's College of Allied Health Sciences. The final proposal was submitted to the Board of Trustees to continue planning activities for a Department of Physical Therapy, pending adequate funding. The financial support for the Department was confirmed in October of 1981, and on November 2 of that year the Board of Trustees gave their approval for the formal establishment of the Department.

In May of 1983, Jeffrey Rothman, P.T., Ed.D. was appointed Chairman and Associate Professor of the Department. Dr. Rothman had originally been a program planning consultant in 1982. Through discussions with national physical therapy educators and a close review of physical therapy literature, Dr. Rothman, with the assistance of Dr. Rhonda Karp, Associate Dean of the College of Allied Health Sciences, developed a unique program for Jefferson based upon problem solving in health and wellness.

The program planning report stated that physical therapy students and faculty at Jefferson would have the benefit of an excellent acute care facility for their core clinical experiences as well as learning opportunities at facilities affiliated with Jefferson, including the Hand Rehabilitation Center, Magee Rehabilitation Center, and the Children's Heart Hospital (subsequently called Children's Rehabilitation Hospital).

The report also indicated that about 50% of the hospitals surveyed anticipated the need for additional physical therapists within three years. In addition, the 1980–1981 edition of the *Occupational Outlook Handbook*, published by the U.S. Department of Labor, had reported that “employment of physical therapists is expected to grow much faster than the average for all occupations through the mid-1980s because of increased public recognition of the importance of rehabilitation.”

## ■ Early Development

It was the eventual construction of an innovative physical therapy curriculum that brought Jefferson to the forefront in preparing physical therapists to assume a leadership role in preventive health care.

Contributing to the curriculum development were the first faculty members of the Department of Physical Therapy: Phyllis Brust, Clinical Education Coordinator; Holly Cintas, Assistant Professor; Ruth Badyrka, Assistant Professor, and John Barbis, Assistant Professor.

In September of 1983, the first physical therapy students entered Jefferson's two-year, upper-division program leading to a bachelor of science degree, and on June 15, 1985, the first class of 49 physical therapy graduates participated in the University's commencement ceremonies. In September, 1985, 59 seniors and 60 juniors, representing a wide and interesting diversity of backgrounds and experience, enrolled in the program.

Throughout the 1980s, sixty students were admitted to the program each year. Many had earned baccalaureate degrees in other fields. During this time, admission was highly competitive, with applications numbering in the 400 range annually.

The eighth floor of the University's Edison Building housed the Department's faculty and secretarial offices. On the ninth floor, the Clinical Performance Laboratories provided space for teaching, student practicums, and patient care simulations, as well as research and continuing education areas (Figure 52–17).

The teaching philosophy of the Department emphasized the role physical therapists play in programs of health promotion and disease prevention, and studies were structured to develop a broad knowledge base for the physical therapy students. Clinical skills were designed as an integral part of the curriculum, encouraging students to identify potential health problems through health care screening as well as through traditional physical therapy evaluation procedures. Consumer education and the encouragement of wellness through proper nutrition, exercise, and stress management were emphasized for both the student and client. Integration of a holistic model of health and wellness with clinical problem-solving methodologies was carefully structured to allow students to respond to

professional and social changes within the health care delivery system.

Because of the unique nature of Jefferson's physical therapy curriculum, the Department received national recognition in the physical therapy community. This was noted at both the 1984 Annual Conference of the American Physical Therapy Association and the 1985 Annual Conference of the American Society of Allied Health Professions, where Jefferson's physical therapy curriculum and research findings were



FIG. 52-17. Students using the Department of Physical Therapy's well-equipped Clinical Performance Laboratories on the ninth floor of the Edison Building.

presented and praised by many of the nation's leading educators.

When the Department of Physical Therapy received full accreditation in May, 1985, from the American Physical Therapy Association, the final accreditation report described five major strengths of the program: administration, faculty, University and community support, students, and curriculum. The report commended the Department's curriculum as an innovative, futuristic, and progressive model for allied health and physical therapy education. It also noted that the students seemed to have internalized the importance of holistic health and wellness for themselves as individuals, as well as for their future practice in physical therapy.

### ■ Clinical Resources and Affiliations

The Department benefitted by its association with the Division of Physical Therapy, Department of Rehabilitation Medicine at Thomas Jefferson University Hospital. Besides acute care and general rehabilitative services, the Department of Rehabilitation Medicine served as the regional acute care spinal cord center, thereby providing unique clinical opportunities for the students.

During the mid-1980s over 150 clinical facilities signed contractual affiliation agreements with the College's Department of Physical Therapy. They represented some of the leading rehabilitation institutions and private practice facilities in the United States and in England. Jefferson's physical therapy students had the opportunity to affiliate with these institutions in areas such as pediatrics, sports medicine, pain management, geriatrics, and cancer and cardiac rehabilitation.

### ■ Physical Therapy Students

The Department of Physical Therapy supported projects that provided the students with firsthand experience designed to further their knowledge of their future patients. An annual tradition was a Handicapped and Barrier Awareness Day, when junior students went out into the community simulating a physical disability (in wheelchairs, leg braces, darkened glasses, or other handicaps) in order to better understand the physical, psychological, and social barriers that had to be confronted by handicapped individuals (Figure 52-18).

Also employed was an Aging Simulation

Exercise that demonstrated to students the losses inherent in the aging process. The goal of the exercise was to increase the students' understanding of and sensitivity to the elderly.

The Department held a Health Fair annually that provided an opportunity for senior students to display their projects. Held in Jefferson Alumni Hall and open to the public, the Health Fair included projects such as a guide to exercise and diet for patients in a heart attack recovery program, a videotape about prevention of back injuries, a stress management workshop, and a program of "mall walking" for senior citizens.

During the mid-1980s physical therapy students also organized dance marathons for charitable causes.

As the American Physical Therapy Association endorsed the concept of having a master's degree in physical therapy become the standard for an entry-level position in the field, the College's Department of Physical Therapy responded by proposing such a program in 1987.

At the close of the 1980s, prospects for the Master's Degree Program, like the prospects for physical therapy graduates, looked promising.



FIG. 52-18. The annual Handicapped and Barrier Awareness Day took physical therapy students into the community.

## Department of Occupational Therapy

At the end of the nineteenth century, occupational therapy developed in scattered institutions throughout the United States as a way of providing psychiatric patients with specific, directed activities such as handicrafts. By the end of World War I, occupational therapy was used to help returning disabled soldiers adapt to their physical disabilities and return to some sort of rewarding occupation or activity.

Nearly a century after its inception, occupational therapy had mushroomed into a highly specialized therapeutic field. By the 1970s occupational therapy had become a therapy in which the occupational therapy professional taught handicapped or convalescing individuals skills for daily life activities and for specific occupations, with the goal of providing recreation and exercise and maximizing the capabilities of the person.

As medical advances extended life expectancy and saved increasing numbers of accident victims in the latter half of the twentieth century, the need for occupational therapy services increased.

### ■ Jefferson Enters the Field

Aware of both state and local shortages of qualified occupational therapists, Lawrence Abrams, Ed.D., Dean of the College of Allied Health Sciences, initiated a study in the late 1970s to review the situation. The study indicated a substantial need for an additional occupational therapy program in the Philadelphia area, based on the growing need for hand rehabilitation, home care, and other health services. As a result, a preliminary document, outlining the College's plans for an occupational therapy department, was completed in 1979. By November, 1981, the University's Board of Trustees gave its official approval for the formal establishment of Jefferson's Department of Occupational Therapy.

For the special needs of the Department, a developmental laboratory with a one-way evaluation/observation area, a modalities laboratory with power tools and activities supplies, and a wheelchair-accessible kitchen with training facilities for daily living were installed (Figure 52–19). Space was also allocated for evaluation instruments, a small printing press, and brain and nerve models. The Department also made room for a splint cart and computer for the use of patients, faculty, and students.

## ■ Planning and Curriculum Development

Initial planning activities for the Department were carried out by Dean Abrams and Rhonda Karp, Ed.D., Associate Dean. Early in 1982 Dawn Sousangelis Papougenis, M.B.A., O.T.R., was appointed as Physical Therapy/Occupational Therapy Program Planning Coordinator/Instructor.

Curriculum development began shortly afterwards, when Ruth Ellen Levine, OTR/L, Ed.D., joined the staff as a part-time program planning consultant. In July of 1982, Roseann C. Schaaf, OTR/L, M.Ed., was engaged as a consultant for the development of the basic science and neurodevelopmental curriculum. In the fall of 1982 Ellen L. Kolodner, OTR/L, M.S.S., FOATA, joined the occupational therapy faculty as an Assistant Professor and helped plan courses in psychological dysfunction and other areas.

After consulting with experts in the field, the team of planners chose a holistic occupational behavioral model for Jefferson's curriculum. It was based on the concept of occupation, defined by occupational therapy theorists as "goal-directed activity which fulfills a human need." Planners for the Department felt that the occupational behavioral model was exceptional because it focused on attainment and maintenance of health, organized the occupational therapy knowledge base, and utilized the theory and skills required to analyze and solve health problems based on a biopsychosocial perspective.

## ■ Facilities

In the summer of 1982, Associate Dean Rhonda Karp and representatives of the space management office for the University joined with the faculty to plan space renovations for the Department. Parts of the eighth and ninth floors of the Edison Building were renovated for the occupational therapy program and its administrative offices, conference room, library, photoreproduction area, and classrooms.

## ■ Faculty

At the outset, development of the occupational therapy faculty was shaped to consist of a Chairman and three full-time and two half-time faculty members. Dr. Ruth Ellen Levine, one of the consultants responsible for the development of the occupational therapy program, was named Chairman of the Department. An occupational therapy graduate of the University of Pennsylvania, Dr. Levine had earned her master's and doctoral degrees in education at Temple University and had served as an Associate Professor of occupational therapy there before coming to Jefferson.

Ellen Kolodner and Roseann Schaaf, who also served as consultants, joined the full-time faculty, along with Assistant Professor Elizabeth DePoy, OTR/L, M.S.S., an expert in therapy for head trauma victims.

Nancy Strub, OTR/L, B.S., chief occupational therapist in Thomas Jefferson University Hospital's Department of Rehabilitation Medicine, served as Clinical Assistant Professor and worked closely with the occupational therapy faculty in planning, teaching, clinical education, and research.

Scholarly activity was a priority for the faculty from the beginning. In 1983 all faculty members presented papers at the annual meetings of both the Pennsylvania Occupational Therapy Association and the American Occupational Therapy Association. The tradition continued through the 1980s as the College of Allied Health Sciences made scholarly research a higher priority.

Recognition of contributions to and leadership in the field began in 1984 when Dr. Levine was given the outstanding achievement award by the Pennsylvania Occupational Therapy Association (POTA) and Ellen Kolodner earned the same honor in 1985. Dr. Levine became President of POTA in 1987.



## ■ The Program Develops

Jefferson's first occupational therapy students, numbering 30, began classes in September of 1983. Some students entered the two-year, upper-division, baccalaureate program as juniors. Other students, who had already earned bachelor's degrees, entered the Department's Certificate Program, which required 18 months of accelerated work. Forty new juniors joined 28 remaining seniors to constitute the occupational therapy student body in 1984. Thereafter, through the 1980s the program operated at capacity because of the demand for occupational therapists and the reputation of the program.

In January of 1985, the Department received its official accreditation notification from the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the American Occupational Therapy Association. The accreditation, granted

for the maximum possible five years, identified the program as having nearly a dozen major strengths, including the comment that it "provided a quality occupational therapy education focused towards professional excellence and leadership."

The College of Allied Health Sciences' Commencement exercises in June 1985 marked the first time that Jefferson occupational therapy graduates marched down the aisle of the Academy of Music. The Department's effectiveness was demonstrated shortly after Commencement when all of the 1985 graduates who sat for the National Certification Examination in occupational therapy



FIG. 52-19. The Department of Occupational Therapy's modalities laboratory.

passed. The 100% passing rate also continued for the Classes of 1986 and 1987.

By the mid-1980s, the Department had established over 200 clinical affiliations for its students, including major hospitals, rehabilitation facilities, mental health institutions, and unconventional settings like the City of Philadelphia's Anti-Graffiti Network, where new applications of occupational therapy were tested (Figure 52-20).

Each spring the Department hosted a "Clinical Council Day" to which representatives from the clinical affiliations were invited. The event served to solidify the relationship between the

Department and affiliates while providing a forum for the discussion of current issues in the field and a current practice update. In addition to Clinical Council Days, the Department annually sponsored continuing education programs and workshops for area practitioners.

In an effort to reach out to the occupational therapy community in yet another direction, the Department proposed a Master of Science Degree Program designed to enhance the leadership, management, and research skills of licensed occupational therapists. Approved by the University's Board of Trustees in February, 1987, the program opened its doors that September with eight matriculating students and 21 others taking selected courses.

As the decade of the 1980s was coming to a close, the College's Department of Occupational Therapy, in a relatively short time, had built a solid educational and clinical reputation in the region and had set its sights on national recognition.



FIG. 52-20. A wide variety of clinical settings gave occupational therapy students a broad range of experience.

## The Department of General Studies

The General Studies Program was established in the fall of 1968 as an opportunity for students in the School of Nursing, students in other allied health programs, and all employees and other members of the University community to begin or continue working toward an associate or baccalaureate degree in courses of study leading to advancement in the allied health professions and occupations. The establishment of this program was one of the many changes that occurred during the late 1960s as Jefferson moved from hospital-based allied health courses to degree programs in allied health.

The General Studies Program included courses in the humanities, the social sciences, and the natural sciences. Instruction in certain basic science courses was provided at the Philadelphia College of Pharmacy and Science. This was made possible through an affiliation agreement signed by the College and the Philadelphia College of Pharmacy and Science on April 10, 1968. Part-time faculty from this affiliated institution and other colleges and universities provided the instruction for the other General Studies courses as well. Approval of these courses leading to an Associate degree was received from the Pennsylvania Department of Public Instruction.

Arrangements were made for students from the Schools of Nursing at Lankenau and Pennsylvania Hospitals to begin taking General Studies courses as part of their nursing curriculum in the fall of 1969 and 1970, respectively.

Beginning July 1, 1972, as part of the institutional fringe benefit program, all full-time, nonbargaining employees of Jefferson became eligible to participate in a tuition reimbursement program for course work taken in the General Studies Program. While this benefit clearly encouraged the full-time employees to pursue coursework at their own campus, another plan to augment the enrollment of the General Studies Program was underway. Approval was sought and granted by the Board of Trustees to extend the opportunity to take courses to community residents from the Washington Square West Civic Association and the Society Hill Civic Association beginning in the 1973–1974 academic year.

### ■ Leadership and Other Changes

Initially the General Studies Program was managed by Lawrence Abrams, who also served as the Director of Admissions and Registrar, and Coordinator, Office of Program Planning. However, as the program and the Collegewide responsibilities of Mr. Abrams continued to grow, it became evident that it was no longer feasible for one person to manage the program as part of a larger set of responsibilities. Thus, on September 18, 1975, Fred R. Petrone, Ed.D., was appointed the Director of the General Studies Program. Lawrence Abrams subsequently became Dean of the College of Allied Health Sciences.

In the 1976 Commencement Exercises, two employees who were enrolled in the General Studies Program received Jefferson's first Associate in Arts Degrees. Another important event occurred in 1976 when the General Studies Program became the Department of General Studies and the Director's title changed to Chairman. Under Dr. Petrone's leadership, and during the 1976–1977 academic year, the Department of General Studies offered evening courses in the basic laboratory sciences for the first time.

In response to a Middle States' recommendation during this same time period, a General Studies Evaluation Committee comprising University faculty was convened. Monthly meetings were held from April 28, 1976, through June 29, 1977, when a final report was issued. Recommendations included the development of an information bulletin and a manual of information for lecturers.

### ■ The 1980s

Dr. Petrone resigned from the Chairmanship of the Department of General Studies on June 30, 1980. In his place, Rhonda Karp, Ed.D., Assistant Dean, was appointed Acting Chairman until a new Chairman could be appointed. Dr. Karp served as the Acting Chairman through June 30, 1981. As

Acting Chairman, Dr. Karp implemented the plans begun by Dr. Petrone to offer college-credit courses to students enrolled in the Bryn Mawr Hospital School of Nursing.

Dr. Karp also requested that an internal audit be conducted of various operations that generated revenue and expenses within the Department. In their final report, the auditors noted that the procedures in effect within the Department of General Studies were adequate. In addition, Dr. Karp commissioned Kenneth A. Miller, Ed.D., to conduct a survey of enrolled students and supervisory personnel of Thomas Jefferson University. Many suggestions were generated from the results of the two surveys, including arranging the schedule so that the students could take two classes in two nights during the same quarter and advertising the services that were offered to students.

Following Dr. Karp's Acting Chairmanship, the Department of General Studies was administered by Karen R. Stubaus until she left the University on August 14, 1981. At that point, Dr. Abrams assumed responsibility for the administration of the Department until a new Chairman could be named.

In September of 1981, Thomas K. McElhinney, Ph.D. was appointed Acting Chairman of the Department of General Studies. Within months of his appointment, he proposed and received approval to implement a semester calendar for the evening program. The adoption of the semester calendar in 1982–1983 stimulated an increase in evening enrollment.

### ■ The Task Force on Liberal Arts

The Task Force on Ethics, the Humanities, and Human Values was convened by President Bluemle to undertake a thorough analysis of the Department of General Studies and formulate recommendations for the future direction of the Department within the College and University.

The Task Force was composed of representatives from all four divisions of the University and was chaired by Dr. McElhinney. The Task Force engaged in a number of activities, including development of position statements and statements of premises and principles; collection of information from other schools; assessment of the Department's extension of input within the University, and the identification of a consultant.

Dr. McElhinney served as the Acting Chairman until June 30, 1984. He was succeeded by Raymond W. Campbell, Ph.D. Dr. Campbell served as Acting Chairman from July 1, 1984, to February 3, 1986, when he was named permanent Chairman.

Through the mid-1980s the Department of General Studies continued to offer lower-division and upper-division courses in the humanities, the social sciences, and the natural sciences. The Department also served Jefferson employees and local community residents through an evening program, provided courses for the day programs within the College, and conducted an extension program at the Bryn Mawr Hospital School of Nursing until May 1986, when that hospital decided to close its School.

### ■ The Evening Program

For the evening program, the valued ingredient of the Department was its emphasis on flexibility. With the aid of an advisor (the Chairman of the Department), a student was able to plan courses to be taken at a self-determined pace. These courses were designed to meet the particular needs, interests, and goals of the nontraditional student who desired to fulfill the requirements for the Associate Degree in Arts or Science, to make up course deficiencies in the liberal arts and basic sciences, to pursue a second career, or to seek professional advancement or personal enrichment (Figure 52–21).

By fall, 1985, enrollment consisted of 301 part-time students, and by then 22 associate degrees had been awarded. Several graduates had continued their education toward the baccalaureate degree at other universities.

### ■ The Day Program

During the day, the Department provided an opportunity for students enrolled in baccalaureate

degree programs of the College to meet graduation requirements, or to broaden their educational experience through selection of electives. These offerings included such courses as Principles of Management, Statistics and Research Methods, Introduction to Physics, Introduction to Group Dynamics, Educational Psychology, and Methods of Teaching.

### ■ Faculty and Personnel

Day and evening courses offered by the Department were taught predominantly by part-time persons who held full-time faculty appointments in neighboring academic institutions such as Drexel University, University of

Pennsylvania, West Chester University, Villanova University, and Delaware County Community College. A few courses were taught by selected professional personnel from Jefferson and the local area, in addition to the basic science courses taught by full-time Jefferson faculty of the various Departments of the Medical College and the College of Graduate Studies.



FIG. 52-21. General Studies courses such as Interpersonal Communications met the needs of degree-seeking students as well as those seeking personal enrichment.

General Studies, offers upper-division and graduate courses in the Humanities, the Social Sciences, and the Physical Sciences to the daytime and evening students majoring in one of the professional programs. The Department also offers selected introductory courses in these same areas for Jefferson employees, and city residents and workers, to begin or continue working toward an associate or baccalaureate degree.”

## ■ The Role of the Department

Under the leadership of Dr. Campbell, the Department’s role within the College was reaffirmed in 1987 for inclusion in the College of Allied Health Sciences’ 1987–1988 edition of the Catalogue:

“In recognition of the commitment to balanced degree programs in terms of professional courses and liberal arts courses, the College of Allied Health Sciences, through its Department of

As the decade of the 1980s was coming to the end, the Department of General Studies continued to examine ways that it could support and enhance the College’s professional programs, from leading the effort to establish an integrated course for all College of Allied Health Sciences students, to implementing strategies for improving the quality of teaching and conducting feasibility studies for new ventures.