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STUDY ON CONTINUING EDUCATION
OF MEMBERS OF THE HEALTH TEAM



Report presented to World Health Organization

by

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1. Acknowledgement

The consultant wishes to express her thankfulness to everyone who has contributed closely or from afar to the realization of this study. It is also timely to stress the kindness and disponibility of Ms. L. Turnbull and other professionals met in interview. Their disponibility and willingness to share their knowledge, experiences and known information on the issues of continuing education were significant for the development and success of this study.

2. Mandate

The initial request of the Twenty-Seventh World Health Assembly to the Director-General of World Health Organization as well as the specific mandate for this study are enclosed as annexes Nos. 7.1 and 7.2.

3. Actual Situation

A number of authors mention that continuing education should be continuous learning, a life long process, in other words, it is a continuum. It is also felt that this concept of life long learning should be part of the primary, secondary and university education. The obtention of a diploma in a health discipline is not a terminal point to reach but is one of the steps in one's professional life. The critical issue is to maintain competency. According to A. N. Whitehead, "knowledge does not keep any better than fish". In the health sciences one is not only concerned with knowledge but also with skills and human interactions. Therefore, one needs to integrate the concept of continuing learning very early not only by talking about it but by the important role that the

educators can play in being models themselves for the students. Another point is "that in the past, the concentration was not on learning but on education, schooling and the young. One approach one method, one group".¹ The above sentence is surely conducive to reflection not only for educators but also for politicians, administrators and leaders in the health fields.

4. Review of literature

The number of articles on Continuing Education published during the past 5 years has increased significantly. The concept of continuing education is not new, however, it seems that an awareness about this issue in the health sciences has taken place during these past years. The consultant has chosen for the annotated bibliography the articles discussing critical issues or suggesting different ways to look at the topic. The proposition of different solutions to reach the objectives of continuing education are also included. Each one could be evaluated and used according to the needs and objectives and the environment of each situation at hand. For matter of clarity and conciseness, the review of literature combined with the material and the ideas gathered during the interviews are presented under the following headings:

4.1 Definition of terms

The terms: continuing education, staff development, inservice education, episodic education, adult education, orientation, and

1 Thomas, Alan M., A Summary and Critique of Various reports on post Secondary Education in Canada, 1969-1973, Toronto, prepared for the Canadian Association for Adult Education, (CAAE), p. 50.

others do not mean the same thing for everybody nor are they defined in the same fashion by different health groups.

The need for a common language in the near future appears necessary.

4.2 Identification of needs, definition of objectives and establishment of priorities

Unfortunately, the consultant was not able to identify a piece of research or a publication where a systematic approach has been used to identify the needs of continuing education in health sciences at the national level. During the course of interviews it was mentioned that many times the short term courses have been organized once only to answer a need expressed by a particular group or to enable a group of professionals to apply new legislation in an institution whether concerned with service or education. It seems desirable that more should be known about the methodology of identifying needs, defining objectives for each category of health workers and eventually to establish the appropriate priorities. The latter should, as much as possible, be in line with the health policies of the country. It must be mentioned that as far as the objectives were concerned, most of the time, they are mentioned in relation to the participant of a short term course. However, it seems that the component evaluation is not always present. If the evaluation of knowledge is done, one must push a step further and attempt to measure competency in the delivery of health care services.

4.3 Evaluation

In the review of literature the importance of this component is stressed. It must be permanent and continuous. All levels of

administration and education must be concerned with it. It is a very valuable tool and could be a positive instrument at all levels, for the individuals, the programmes and courses, as well as for the revision of priorities and needs. Everyone concerned must be aware of its format and the way it will be handled.

The individual health worker has also his own share of responsibility; it could take the form of self assessment, evaluation at the end of a session or at different points of one's professional life, to reflect and then assess one's competency. Thereafter, it is possible to determine the needs in continuing education in order to perform at the maximum of one's level of competency at the present time. It is recommended to keep a written record of the different types of evaluation conducted.

4.4 Budget

The budget of continuing education programmes should be a separate component and be part of the whole budget of health, whether at the national level, provincial or local level. It must be related to the planning already done. It will include such items according to the situation and to the level:

- staff
- salary
- scholarships for preparation of competent staff
- consultants
- special guest lecturers
- equipment
- transportation
- vehicles
- travelling expenses
- miscellaneous
- etc.

The leaders and educators must be aware of the amount available to them and should plan within the given limits. As much as it is believed that continuing education should be self-financed through fees in certain situations, it remains that in certain other situations, as well as in some countries, this is almost impossible for the time being.

Again, it is important to think while preparing and allocating the budget, that both short and long term goals must be kept in mind and that these goals must be related to national and health policies.

4.5 Role of the consumer and of the community

The main purpose of continuing education being the improvement of the delivery of health care and the maintenance of a high level of competency of each health worker, the consumer and the whole community will feel its good effects almost immediately. On the one hand, as much as each health worker is accountable to the consumer and to the community, the former and the latter must be aware of the need of their contribution and collaboration in order to secure the success of the operation. The need for continuous information to be exchanged as well as a means of public relations between the parties involved will most likely facilitate the work of each one concerned.

4.6 Preparation of leaders and educators in Continuing Education

Very few institutions have developed curricula at the diploma, master's or doctorate degree level for the preparation of leaders/educators in this field. However, it seems that there is a profusion

of short term courses offered by educational institutions, professional organizations and health agencies (curative or preventive). Is it part of a transitional stage? The critical issue is to prepare leaders and educators who will be academically and clinically qualified. They will be responsible at the national, regional and local levels in each country for the continuous learning of the health workers. The suggestions offered during the interviews for the preparation of this category of personnel were the following:

Prerequisite: Sound clinical knowledge of the health field in

which the candidate is engaged.

- a) Basic courses in adult education
- b) Courses in communication skills
- c) Courses in planning
- d) Courses of development of skills in assessing needs, developing objectives and establishing priorities in continuing education as well as being able to translate the objectives stated into learning experiences
- e) Courses in evaluation
- f) Budgeting
- g) Knowledge of the general and health, educational and institutional facilities as well as political system in which one will function

The preparation of these leaders and educators must be multi-disciplinary. A very important factor which must be a concern is that no one discipline must dominate the others. The consultant recognizes that it is not an easy task. Dr. Miller suggested during the interview that the method most likely to succeed would be

the problem oriented method - where each member of the health team identifies its responsibilities and its activities.

The formats for the preparation of these leaders and educators could be of different kinds: regular academic programme, apprenticeship, sandwich courses, etc. However, there is a need for a core of highly qualified personnel in continuing education.

After this initial preparation, it is important to notice that the continuous learning for this group must not be forgotten.

These leaders and educators must be affected or posted in areas where they could have a "multiplying effect". In other words, to be in a situation where they will be able to prepare other leaders and educators, at the same operational level or at another level.

4.7 Teaching material and library

The attention given to the audio-visual material during these past years, has been great. However, one must remember that unless the staff and students are taught how to use audio-visual materials and equipment, this costly material may remain unused.

The availability of dial access services as well as telecourses is something that has to be studied locally considering the cultural aspects as well as the facilities of qualified personnel to offer the complementary explanations.

The library remains the focal point of an institution. It would be important to continue to develop bibliographies useful for all

disciplines of the health sciences. It would also seem advisable that a planned and regularly evaluated text-book and other teaching-learning materials programme be developed in support of the programme of continuing education offered to health workers. It will be interesting to observe the development of the British Columbia Medical Centre - Educational Planning - Research - library and biomedical communication services. Certain components of the system could surely be useful in many situations and for certain other situations the whole system might be acceptable. On the other hand, the University of Wisconsin-Extension - Health Sciences has already some resource personnel and material that could be an asset in a very short time.

4.8 Institutions and professional organizations visited

The consultant has been able to observe the critical and important role that institutions and professional organizations can play in continuing education (See Annex No. 7.4). Each one has played a significant role whether in developing policies and/or suggesting appropriate legislation.

There is also a pool of human resources very competent and interested in the issues of international health and continuing education.

Several institutions have important human, clinical and teaching material resources in health sciences that could be helpful in the preparation of leaders and educators in continuing education:

- Department of Health Sciences of Adult Education on British Columbia Medical Center, Vancouver, Canada
- University of Wisconsin-Extension, Division of Health Sciences, Department of Nursing, Madison, Wisc., U.S.A.

- The consultant had the privilege of meeting Dr. George Miller but has not visited the Center for Educational Development, College of Medicine, University of Illinois, Chicago.

The Institution is well known to World Health Organization.

- The Ontario Institute for studies in Education in Toronto is an excellent resource but the health sciences component would have to be added by a well planned clinical or field experience.

Each professional organization visited has already developed policies on continuing education for its members, offers short term courses, has a roster of resource persons and knows the areas which are stronger in one of the varied aspects of continuing education.

It is important to notice that in certain cases the professional organizations have taken on an additional role of an educational resource. Is this only a transitional stage? Is it something that is desirable? This is an issue that should be taken into account.

4.9 Archives - Record keeping - Continuing Education Unit

The debate over mandatory vs. voluntary continuing education for all health workers in North America has sometimes clouded the issue at hand.

For the time being, the consultant would like to stress the importance of adequate record keeping; in other words, filing in a systematic way all courses offered in a country, in a province or a town. In the long run, it would mean that it would be possible to pool information, teaching material and human resources available, these being the importance of archives.

On the other hand, each individual should be encouraged to keep a record of his/her own participation in continuing education sessions. These records could also be kept by the professional organizations or by a department in the health ministry. Among the many advantages, it will be possible, in the long run, to study the professional profiles of each health worker in a given country or area.

The Continuing Education Unit (CEU) or contact hour (C.H.) or other measurement unit refers to possible knowledge acquired; the main point to remember is level of competency in the delivery of health care. Is periodic certification a means to attain such an objective? The above ideas might seem unattainable for certain situations, however, we should remember the in-roads made by computers and electronic equipment in even the most remote areas of the world in the past 10 years.

4.10 Legislation in Continuing Education

According to certain authors, a long term goal is that legislation on continuing education appears necessary. The social trends of a country might be that all workers are covered by the same laws.

If the health workers are under separate laws, it would be advisable for the politicians (policy-makers) and legislators to assess the input

different professional health organizations could make as well as seek the advice of leaders and educators of the health system. It is imperative to remember that the writing of a decree does not guarantee its application in its entirety.

4.11 Coordinating agency

It seems reasonable to think that an organized system of information about the continuing education sessions offered in any given situation as well as the availability of individual self-instructional material will be known to all health workers. As a long term goal, a national coordinating body could be a facilitator for the exchange of human resources as well as of the existent documentation.

5. Methodology Development projects - Study areas - Operational Research

The consultant will use methodology development projects, study areas, operational research and will avoid the expression "pilot project" as it is often a type of "ideal project" one cannot replicate in any other part of an institution, of a system or of a country on account of its exorbitant cost in staff, means and other equipment.

For such a project, if one plans team-functioning, it is advisable to take the team training approach with problem-solving methods.

In other words, when at all possible, the approach should be multi-disciplinary.

Before initiating a project, one must be sure that the policy makers, the legislators and the leaders and educators in health sciences are sympathetic to the concept of continuing education and that they are sufficiently informed on the subject and aware of what it involves to give it the support required.

The project should be a part of the health system but not an appendix.

- 5.1 The components to be considered in setting
long term goals: (The following presentation is not
necessarily in the order of organization).
- 5.1.1 To identify the already existing human resources involved in
continuing education, gather samples of teaching material
already prepared and in use in order to be able to evaluate
it and to have an inventory or pool of resources available.
- 5.1.2 To attempt to identify how a programme of continuing education
could be part of or integrated in the actual educational and
health systems.
- 5.1.3 To identify the needs systematically.
- 5.1.4 To establish the priorities taking into consideration the national
and/or local health priorities and health policies of that country.
- 5.1.5 To prepare the leaders and educators needed.
- 5.1.6 To determine the objectives for each part of the country as
well as the objectives for different institutions and services.
- 5.1.7 To prepare a master plan for the whole operation including a
time table which will provide guidelines for the pace to be adopted.
- 5.1.8 To organize courses needed in order to meet these objectives
as well as to provide guidelines to participants to encourage and
motivate them to maintain and improve their level of competency.
- 5.1.9 The courses could be offered to groups or could be on an
individual basis, i.e., self-instructional units.
- 5.1.10 To select teaching methods and documentation that will be most
appropriate to the situation.

- 5.1.11 To start on a modest scale stressing the responsibilities of each one when returning and functioning in his own environment, to encourage each one to contribute to his own continuous education in order to bring about the necessary changes if indicated.
- 5.1.12 The leaders and the educators in continuing education must act as "multiplying agents" and systematically extend their action to the whole country. Special attention should be given to health workers in isolated areas where availability of resources is at a minimum and feasibility at about the same level.
- 5.1.13 To evaluate regularly the programme and be sensitive to new needs, new trends, new orientation.
- 5.1.14 To establish a mechanism of communication whereby the policy makers, the legislators, the leaders of professional health organizations with the leaders and educators in health fields meet and discuss the critical issues on the topic as well as inform each other about new trends and developments.
- 5.1.15 To develop a mechanism of archives and record keeping (see p. 9).
- 5.1.16 To plan a programme of continuing education to maintain and improve the competence of leaders and educators engaged in continuing education.
- 5.1.17 To encourage intercountry seminars and meetings for leaders and educators where exchange of ideas, opinions, experiences, methods of evaluation will be encouraged and hopefully the participants will return to their own countries enriched and ready to help health workers to improve the quality of health care delivery.

- 5.2 A short term approach in developing such study projects could also be used but hopefully, long term goals will be developed concurrently as well as the planning of the full integration of continuing education in the educational and/or health systems.
- 5.2.1 To identify the already existing human resources working in continuing education and to gather samples of teaching material already prepared and used in order to know the already available pool of resources in this area.
- 5.2.2 To prepare leaders and educators in continuing education.
- 5.2.3 To offer a series of short term courses to "multiplier agents" and prepare appropriate teaching material for each participant. It will then, enable them to replicate the course and use the material with their staff in their own environment.
- 5.2.4 To develop a mechanism of evaluation of knowledge and competency in order to encourage follow-up on the local action.
- 5.2.5 To develop a coordination mechanism with heads of Ministries of Health, leaders of institutions and educational health facilities as well as leaders of professional organizations.
- 5.2.6 To attempt to extract the components that could be used as a basis for continuing education programmes at national level and then prepare suggestions that are applicable, feasible and economically sound for the country.

6. Conclusions

This short term consultation did not allow time and means to study in depth all critical issues of continuing education for the health

personnel where courses are being offered. However, it seems à propos to conclude in the following manner:

- 6.1 The study in depth of critical issues in continuing education in any situation should be a continuous process. It is recommended that this be carried out by a multidisciplinary coordinating body composed of people who are well qualified professionals competent in their field. At regional or international level regular reports should be prepared for use as guidelines by Member States.
- 6.2 The need to study and develop a standard nomenclature in continuing education, whether in English, French, Spanish, etc. appears urgent.
- 6.3 The development of an international roster of resource persons in continuing education in different disciplines of health sciences as well as in adult education could be most useful.
- 6.4 The Regional World Health Organization offices could help to gather and catalogue the teaching material already in use in their regions and an exchange of documentation and teaching material between regions could be helpful and economical.
- 6.5 The need for projects to study the development of methodologies and carry out operational research in continuing education appears evident. It must be multidisciplinary and with the component: honest and continuous evaluation.

The variety of projects could be for instance:

6.5.1 project with long term goals:

- at the national level
- at the provincial level

- at the local level in:
 - educational institutions
 - agencies delivering health care

6.5.2 project with short term goals:

- in urban and rural areas
- in curative, preventive and rehabilitation care
- for different levels of personnel
- with different teaching methods, etc.

6.6 A number of fellowships would be necessary in order to assist the Member States that will wish to have, at the beginning, a core of professionals well prepared in continuing education.

6.7 Other grants will be necessary for the personnel not wishing to undertake formal courses for a diploma or other degrees but who would like to have a three to six month internship in a well established programme abroad before starting in their own country.

6.8 Resource personnel in continuing education would be needed at World Health Organization Headquarters as well as in the regional offices to assist Member States in planning and implementing programmes, to stimulate sound operational research, to supervise the evolution of programmes as well as to contribute in the preparation of leaders and educators in continuing education.

6.9 The organization of intercountry seminars, workshops and meetings would be desirable for

- legislators (policy makers) and politicians
- educators and leaders in the fields of education and health.

6.10 The preparation of a manual with a series of health problems could be a helpful document for multidisciplinary continuing education

sessions: Each discipline working at identifying its tasks and responsibilities in the health team.

- 6.11 A contact with certain academic or other institutions having an already organized programme in continuing education might be indicated as a starting point to develop other educational resources.
- 6.12 In developing continuing education for the health workers, the role of the Ministry of Education and of the Ministry of Health, the role of the professional organizations should be identified and recognized as well as the role of leaders and educators in continuing education. Each one being well informed of the role and responsibilities of the others.
- 6.13 Finally, it is certain that Member States will appreciate guidelines that will describe the appropriate and, possible alternative steps, needed to be taken in order to develop the components of continuing education for the health personnel. In other words, a working manual developed by a committee of experts would be most useful. This manual must be dynamic, and consequently the revised editions will introduce the findings observed in the operational research projects.

A N N E X E S

7.1

TWENTY-SEVENTH WORLD HEALTH ASSEMBLY

WHA27.31

21 May 1974

CONTINUING EDUCATION FOR PHYSICIANS

The Twenty-seventh World Health Assembly,

Having considered the comments of the Executive Board on the report of the Expert Committee on Continuing Education for Physicians;

Noting that continuing education of health personnel must be an integral part of the total health and educational system and is of cardinal importance to the health authorities in assuring the quality and coverage of health services;

Recognizing that the primary purpose of continuing education is to maintain and improve the competence of health personnel in delivering health care,

1. REQUESTS the Director-General to pursue vigorously measures for the continuing education of health personnel and to

- (1) assist Member States, upon their request, in the planning and organization of continuing education for health personnel;
- (2) develop, jointly by specialists in various disciplines, specific objectives and methods of continuing education for the health professions;
- (3) develop and evaluate pilot projects in continuing education, including inter-professional and integrated education;
- (4) train in communications sciences health professionals who can provide leadership for programmes in this field;
- (5) encourage and promote research into, and the collection, exchange and evaluation of information on continuing education;

2. CALLS UPON Member States to consider as a matter of urgency:

- (1) the development of national systems of continuing education for the health professions, based on national and local health needs and demands, integrated with health care and educational systems, with full utilization of the resources of universities and schools of health personnel;
- (2) the promotion of the systems approach in educational planning for continuing education and the periodic assessment of the quality of performance of health personnel in delivering preventive and curative health care.

Thirteenth plenary meeting, 21 May 1974
A27/VR/13

7.2

Dr Yolande M. Gershman

7 January 1975

Extract of letter received from Miss Lily Turnbull, Chief Nursing Officer, Health Manpower Resources, Geneva.

The primary purpose is to assist us to assist Member States in the ways outlined in the Resolution adopted by the Twenty-Seventh World Health Assembly on Continuing Education (operative paras 1 and 2), a copy of which was sent to you with the first batch of materials.

The immediate objectives are:-

1. to undertake a review of the literature on the subject of Continuing Education with particular reference to Nursing and to prepare an annotated bibliography (see note at the end of this section);
2. to identify and delineate basic concepts, definitions, components and processes of continuing education;
3. to review the role of educational institutions, health agencies, health service institutions, professional associations etc. in identifying needs, sponsoring, planning, implementing and evaluating continuing education and deduct from the above the critical issues and problem areas to be considered in developing Guidelines for Continuing Education;
4. to review different formats, methods and systems for continuing education in use, and which have been proved successful, which may be considered replicable to other situations;
5. to prepare a report.

Adult Educational Research Centre, Pioneering a Profession in Canada, Graduate Study in Adult Education at the University of British Columbia 1961-1972, 1973, Faculty of Education, University of Columbia, Vancouver, 101 p.

Study reports development of Adult Education at U.B.C. and states that "the demand for skilled professional leadership will expand at a fast rate". The graduate and the diploma programmes field service activities as well as the component of research are also presented.

American Medical Association, Continuing Medical Education Award, 1974, Chicago, Department of Continuing Medical Education, AMA, 29 p.

Booklet providing guidelines as how the physician can qualify to receive the award certificate.

American Medical Association, "Continuing Education Courses for Physicians" Journal of the American Medical Association (JAMA) Chicago, August 12, 1974, Vol. 229, no. 7 (Supplement) p. 882-1015.

Informative annual publication available to American physicians in order to plan their continuing education sessions whether in U.S.A. or abroad.

American Nurses' Association and American Hospital Association, Proceedings of an Institute sponsored by the A.N.A. -A.H.A. on Quality Assurance for Nursing Care, Oct. 29-31, 1973, Kansas City, Missouri, IV - 149 p.

Publication providing valuable resource on actual issues of Quality Assurance and phasing into a full programme by 1976.
Very good bibliography.

Berg, Helen Margaret, 1926, Factors Differentiating Participant and Non-participant Nurses in Continuing Education, Columbia University, Ed.E., 1973, Education, adult.

Blume, Dorothy M., "Continuing Education in Nursing: What it is - Where it is going", Occupational Health Nursing, July 1974, p. 11-17 - (The Catherine R. Dempsey Lecture).

The author stresses the goals of Continuing Education and proceeds to discuss the shared responsibilities for its planning implementation and evaluation.

Burn, Mary Ann, 1906, An Analysis of the American Journal of Nursing as a Resource for the Self-Education of Nurses, Boston University School of Education, Ed.E., 1972, Education, adult.

Cooper, Signe S., "Steps in Self Development" Journal of Nursing Administration, May-June 1974, p. 53-56

The author stresses the importance of life-long learning for each individual and the crucial role of educators in helping students learn how to learn and locate appropriate learning resources.

Cooper, Signe S., "Should Continuing Education be Required for Licensure Renewal" Occupational Health Nursing, June 1974, p. 7-8.

The author offers definitions of terms such as: Continuing education, inservice education, mandatory continuing education and voluntary Continuing Education, then proceeds to discuss 1) why mandatory Continuing Education, 2) Arguments against mandatory requirements and 3) Alternatives to mandatory Continuing Education.

Cooper, Signe Skoot and May Shiga Hornback, Continuing Nursing Education, 1973, McGraw-Hill Inc., New York, viii - 261 p. Price \$14.50.

Comprehensive book offering the basic principles and examples of how to approach Continuing Nursing Education. Could be useful for other health disciplines. It is documented with a bibliography.

Cooper, Signe S. editor, Report of the National Conference on Continuing Education in Nursing, Oct. 19-21, 1971 Critical Issues in Continuing Education in Nursing 1972, Department of Nursing, Health Science Unit, University of Wisconsin - Extension, Madison, Wisc. 147 p. Price \$3.00.

Report of talks given on issues such as: philosophies of Continuing Education, overview of the federal scene, role of the consumer, role of A.N.A. and its contribution on Continuing Education, the adult educator as a change agent, competencies expected of the teacher, regional approach in Continuing Education, relicensure and Continuing Education.

De Marsh, Kathleen, Anderson, AV. (Nancy), Poole Pamela E., A Study of the Effects of a Specific Inservice Education Program for Registered Nurses on Patient Welfare and Hospital Operation, 1973, Health Sciences Centre, Winnipeg, Canada, (Project funded by Health and Welfare Canada, National Grant No. 607-21-1), 187 p.

Study centered around a well defined problem and organized in order to allow the measurement of the effects of Inservice education programme. The innovations proposed by the nursing staff of the experimental ward are interesting. The conclusions and recommendations reported could be useful not only for nursing staff but also for members of other health disciplines including hospital administrations.

Eng, Evelyn, Staff Development in a Hospital Nursing Service, 1972, New York, National League for Nursing, publication No. 20-1447, vi-77 p.

Publication covering the components that the coordinators in Staff Development will find useful.

Ferland, Mario, éditeur, Cyril O. Houle et la formation continue des professionnels, notes d'entrevue et morceaux choisis, 1975, Québec, Université Laval, Extension de l'enseignement universitaire, 64 p.

Mr. Houle was invited as a consultant on the following issue:
1) Attitudes of professionals towards Continuing Education,
2) role of the leaders and educators in Continuing Education,
3) formats that could be used by the University to answer adequately to the needs of the professionals. Valuable document for anyone interested in Continuing Education with future professionals and the already qualified.

Journal of Continuing Education in Nursing, published bimonthly by Charles B. Slack, Inc., 6900 Grove Road, Thorofare, New Jersey 08086, U.S.A. U.S. subscription rate \$18.00/year. Dorothy J. Hutchison, editor in Chief, Ruth Perkins Kuehn, consultant to the Editor, Signe Skott Cooper, contributing Editor.

Bimonthly publication of articles introducing the critical issues on Continuing Education in Nursing. A section of book and media reviews as well as educational opportunities is included.

Judy, Mary G., "Continuing Education and Relicensure", Occupational Health Nursing, Vol. 22, No. 11, November 1974, p. 18-21.

The author discusses the importance of Continuing Education, and its implications on relicensure; as well as the method to measure Continuing Education units (CEU: Continuing Education Unit; CERP: Continuing Education in Recognition Program):

Leveridge, Leo L., Methods and Media for Continuing Medical Association, 1975-Chicago, American Medical Association, sections A to V. Price: \$5.00.

Basic document helpful when intending to use and evaluate the "non-traditional methods", from self-assessment, to programmed instruction to media such as radio, telephone, etc., to new systems and equipment such as space satellites.

Lysaught, Jerome P., director, An Abstract for Action, National Commission for the Study of Nursing and Nursing Education, 1970, McGray-Hill Book Company, New York, XX-167 p.

This commission reports on its Study of Nursing, Nursing practice, nursing careers, nursing leadership, professional organization concluded with recommendations for the future. Continuing education as mentioned as a necessary component for nursing and other health professionals.

McGriff, Erline Pond, Signe S. Cooper, Accountability to the Consumer through Continuing Education in Nursing, 1974, New York National League for Nursing, publication No. 14-1407, 21 p.

The authors offer the pros and cons of the mandatory and the voluntary approaches of Continuing Education in relation to accountability to the consumer and quality of health care delivery.

Miller, George E., "On Training Medical Teachers", The Canadian Medical Association Journal, 1965, April 3, No. 92, p. 708-711.

Miller, George E., "Educational Science and Education for Medicine", British Journal of Medical Education, 1967, June, No. 3, Vol. 1, p. 156-159.

Miller, George E., "Continuing Education for What", Journal of Medical Education, 1967, Vol. 42, p. 320-326.

Miller, George E., A Perspective on Research in Medical Education, Delivered at the Eighth Annual Conference on Research in Medical Education, Cincinnati, Ohio, Nov. 1969.

Miller, George E., Educational Research and Development Centres for the Health Professions, World Health Organization, document No. WHO/Educ./71.139.

Miller, George E., Educational Objectives, World Health Organization, document No. WHO/Educ./71.145.

Miller, George E., "The Training of Medical Educators", Aspects of Medical Education in developing countries, 1972, Geneva, World Health Organization, Public Health Papers No. 47, p. 108-113.

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Dr. Miller has contributed greatly to the field of Continuing Medical Education, and is also concerned with other health disciplines. Material that could be useful for Continuing Education in health fields.

National Task Force on the Continuing Education Unit, The Continuing Education Unit. Criteria and Guidelines, 1974, Washington, National University Extension Association, Price \$2.50.

Report in order to offer suggestions to standardize the unit of measurement in Continuing Education (CEU).

Papiel, Elda S., editor, Nursing and the Process of Continuing Education, 1973, C.V. Mosby Co., St. Louis, XIX-248 p. Price \$6.50.

A collection of articles written by experienced persons on Continuing Education; the book is divided in five sections: 1) What is Continuing Education, 2) Implementation of Continuing Education, 3) Who is involved?, 4) Evaluation of Continuing Education programs, 5) Examples of Continuing Education programs. A selected bibliography is included.

Powers, Marjorie and Sandra Shumway, The Joint appointee - a promising role, 1975, British Columbia Medical Center, Vancouver.

The Schema included illustrates simply the impact and the progression of the joint appointee role over a three year period, British Columbia Medical Center (Nursing Section) is preparing a draft to identify the resources in this area.

Project Continuing Education for Health Manpower performed by Syracuse University, N.Y. Fostering the Growing Need to Learn, Monographs and annotated bibliography on Continuing Education and Health Manpower, 1974, Division of Regional Medical Programs, Bureau of Health Resources Development, Room 11-47, Parkclown Building, 5600 Fishers Lane, Rockville, Maryland 20852

Critical study of Continuing Education activities by leaders in manpower education and adult learning. Part one includes monographs on management of Continuing Learning life-long self directed education, etc. Part two consists of an intensive and well done bibliography.

Rancier, Gordon J. and W. Michael Brooke, An Annotated bibliography of Adult Basic Education, 1970, Department of Regional Economic Expansion, Ottawa, Queen's Printer for Canada, vii - 309 p. Price \$3.25.

The bibliography has two main divisions: Instructional materials and General Literature and Research in relation to personal and Social adjustment, parent and mother Education, vocabulary, etc.

Registered Nurses' Association of British Columbia, A proposed Plan for the Orderly Development of Nursing Education in British Columbia, Part three: Continuing Nursing Education, January 1973, Registered Nurses' Association of British Columbia, 2130 West 12th Avenue, Vancouver 9, B.C. 30 p. -ii.

Position paper presenting the philosophy and goals of Continuing Education as well as definition of terms, scope of problem resources, plan and recommendations of RNABC.

Registered Nurses' Association of British Columbia, 2130 West 12th Avenue, Vancouver, B.C., RNBC News, Special Edition on Continuing Education, Vol. 6, No. 5, 1974.

Registered Nurses' Association of British Columbia, 2130 West 12th Avenue, Vancouver, B.C., Continuing Nursing Education programs in British Columbia, Policies, Procedures, criteria for Approval, 1974.

Registered Nurses' Association of British Columbia, 2130 West 12th Avenue, Vancouver, B.C., List of all Continuing Education opportunities in 1975, Yearly and monthly.

Basic documents and examples that could be useful for organizers of Continuing Education courses.

Registered Nurses' Association of Ontario, The Use of Visual Aids in Nursing, 1970, Toronto, Report of RNAO, Regional Conference, 163 p. Price \$4.00.

Proceedings of a conference having as objectives: to examine the Audio-Visual Aids in Education, to demonstrate some types of Audio-Visual Aids, to encourage creativity in developing them, to discuss ways of planning for future use and finally to exchange ideas and experiences about educational media.

Registered Nurses' Association of Ontario, A guide for Nursing Staff Education, 1974, Toronto, R.N.A.O., 12 p. Price \$4.00

Guidelines for staff education, orientation, skill development, continuing education offering philosophy, definition, objectives and program development and implementation for each component.

Registered Nurses' Association of Ontario, Statement on Nursing, 1974, R.N.A.O. Toronto, 20 p. Price \$4.50.

Position paper on philosophy of Nursing, code for Nurses, functions of nursing, delivery of Health care, etc.

Registered Nurses' Association of Ontario, Conferences, Institutes, Workshops 1973, Toronto, Professional Development Department, R.N.A.O., 29 p.

Summary of each Conference or Workshop, offered in 1973 stating objectives, sponsor, place, dates, resource persons, attendance, registration fee.

Sovie, Margaret Doe, The Relationships of Learning Orientation, Nursing Activity, and Continuing Education, Syracuse University, Ph.D., 1972.

Spector, Audrey F., "The American Nurses' Association and Continuing Education", The Journal of Continuing Education in Nursing, Vol. 2, No. 2, March-April 1971, p. 41-45.

The author states that "Continuing Education in the ANA is like an iceberg". She emphasizes the role of the professional organization and the importance of "clinical paper which describes a clinical problem and provides implications or suggestions for the improvement of nursing practice which can be shared with other practitioners".

Tarsitano, Berry J. Patterson, 1930, Perceptions of Hospital Personnel Regarding Continuing Education for the Hospital Staff Nurse, The University of Nebraska, Ph.D., 1971, Education, Adult.

Thomas, Alan M., A Summary and Critique of Various Reports on Post Secondary Education in Canada, 1969-1973, Toronto, prepared for the Canadian Association for Adult Education, (CAAE).

A critical review of different Canadian and foreign commissions concerned with education. The author brings out the critical issues on each of the components of education, i.e., secondary education, learning, control, evaluation, etc.

Thomas, Alan M., Adult Education and Information, prepared for the Organization for Economic Cooperation and Development (OECD), Paris, France, 197, 55 p.

This document discusses critical issues such as compulsory education, social factors in education programmes, importance of information and advisory services in basic-adult education. It explores adult and life-long learning systems in a variety of countries from the point of view of problems of information and their solution.

United Nations Economic and Social Council, Report of the Regional Seminar on University-level Continuing Education for Manpower development in Africa, Addis Ababa, 3-10 September 1973, co-sponsored by German Foundation for International Development and United Nations Economic Commission for Africa, Document No. E/CN.14/606.

Reference document useful to leaders and educators in Continuing Education planning to use the services of universities for the development of programmes in Health Sciences.

U.N.R.D.C.O., Apprendre à être, le monde sans frontières, Rapport de la Commission Internationale sur le développement de l'Education, proposé par M. Edgar Fauré, 1972, Fayard-Unesco, Paris, XLIII - 368 p. Prix \$6.00.

Document présentant des données nombreuses de la Commission sous trois rubriques: 1) constats, 2) avenir, 3) vers une cité éducative.

United States Department of Health Education and Welfare, Refresher programs, A Guide for Developing courses of Study, 1967 - Washington, Publication PHS No. 1611, viii - 50 p.

Guide prepared "to assist in designing courses of study that will prepare inactive professional nurses to return to active practice". The focus is on clinical content.

United States Department of Health Education and Welfare, Bureau of Health Resources Development, A refresher course for Registered Nurses, A guide for instructors and students, Washington, Publication DHEW No. (HRA) 74-35, vi-317 p.

Resources book with 20 modules that can help the inactive nurses to review or update his nursing knowledge and skills so that she can move with confidence into a staff nurse orientation programme and return to practice.

United States Department of Health Education and Welfare, Bureau of Health Manpower Education, Planning for Nursing Needs and Resources, 1973, Washington, DHEW Publication (NIH) 73-87, U.S. Dept. of HEW, vii-204 p.

This publication identifies the components of the nature of planning, initiating and organizing, planning, assessing needs and developing the plan of action. It also includes an annotated bibliography on survey and study reports, background material and tools for planning as well as a guide to statistical data.

University of British Columbia, Vancouver, B.C., Series of Reports of a W.K. Kellogg Project, Adult Education Research Center and Division of Continuing Education, in the Health Sciences:

Dickinson, Gary, Assistant Professor, Department of Adult Education, Faculty of Education, University of British Columbia, Vancouver, "A Survey of the Need for Programs to Prepare Members of the Health Professions as Specialists in Continuing Education", 1972.

Manual of Continuing Education in the Health Sciences.

This series could be helpful to members of the health team wishing to develop Continuing Education programmes. The review of literature is well presented and points out the critical issues to be examined by them if action is intended.

Nakamoto, June, R.N., Research Assistant, and Coolie Verner, Professor of Adult Education, "Continuing Education in Medicine, A Review of North American Literature 1960-1970", 1972.

Nakamoto, June R.N., Research Assistant, and Coolie Verner, Professor of Adult Education, "Continuing Education in Nursing, A Review of North American Literature 1960-1970", 1972.

Nakamoto, June, R.N., Research Assistant, and Coolie Verner, Professor of Adult Education, "Continuing Education in Dentistry, A Review of North American Literature 1960-1970", 1972.

Nakamoto, June, R.N., Research Assitant, and Coolie Verner, Professor of Adult Education, "Continuing Education in Pharmacy, A Review of North American Literature 1960-1970", 1972.

Neylan, Margaret S., "Literature Review, Maintaining the Competence of Health Professionals 1970-1973", 1974.

W.K. Kellogg Foundation Project Report No. 2, "Proceedings of a Conference on Interprofessional Continuing Education in the Health Sciences", 1972.

W.K. Kellogg Foundation Project Report No. 7, "Proceedings of a Conference on Independent Learning", 1973.

University of Wisconsin - Extension, Free and Inexpensive materials for use in Nursing Education, 1971, Madison, Department of Nursing, University of Wisconsin-Extension, 38 p. Price \$1.00.

This informative document is presented with the following headings:

- 1) Sources of books, periodicals, directories and indexes;
- 2) Self directed learning resources;
- 3) Organizations, Associations, Agencies and Universities;
- 4) U.S. Government's Publications;
- 5) Publications Available to Wisconsin Residents;
- 6) Bibliographies.

Wadsworth, Patricia M., Document of Staff Development, 1972, Ottawa, prepared for the Canadian Nurses' Association, 15 p. Price \$1.00.

Basic document offering definition of terms, such as staff development, Continuing Education, etc., philosophy, purpose, goal achievement of the health care agency, the nurse and the nursing profession, etc.

Western Interstate Commission for Higher Education (WICHE), Continuing Education in Nursing, Nov. 1969, Boulder, Colorado, xiii-108 p.
Price \$2.00.

"First reports in Nursing literature of the collective experiences and thinking of a regional group of nurse educators engaged in developing a coordinated program in continuing education in nursing for a large geographical area". Included is also an extended bibliography and information concerning additional literature resources.

Wetmore, W.C. and G. Dickinson, "An Economic Approach to the Evaluation of General Interest Adult Education Programs", Canadian Journal of University Continuing Education, Vol. 1, No. 4, 1974, p. 1-11.

This article describes an attempt to develop an evaluation method that would be an indicator of the total value of a programme to the community. "As the economic approach described was used only on a trial basis . . . the method does appear however, to offer a promising way to evaluate general interest adult education programs".

World Health Organization, Geneva, Switzerland:

Cannel, Karen J., "Organizing Short term Teacher-Training programmes, Document No. WHO/Educ./71.141.

Continuing Education for Physicians, Technical Report Series, No. 534, Geneva, 1973, 32 p.

Documents useful to planners, implementors and evaluators of Continuing Education programmes.

Foley, Richard P., "Microteaching for Teacher Training", Document No. WHO/Educ./72.159.

Hamelin, Ingrid, "Inservice Education of Nursing Personnel", World Health Organization, Geneva, 1967, Document No. WHO/Nurs./67.73, 54 p.

Penta Frank B. and Thomas V. Telder, "Audiovisual Aids to Learning", Document no. WHO/Ed./71.148.

Pochyly, Donald F., "Educational Programme Planning", Document No. WHO/Educ./71.142.

Turnbull, Lily M., and Pizurki, Helena, ed., Family Planning in the Education of Nurses and Midwives, Public Health papers No. 53, World Health Organization, Geneva, 1973, 50 p.

7.4 INSTITUTIONS VISITED AND PERSONS MET IN INTERVIEW

KANSAS CITY

American Nurses' Association, Inc.,
2420 Pershing Road,
Kansas City, Missouri 64108
U.S.A.

(816) 474-5720

- - Dr. Eileen M. Jacobi,
Executive Director.
- Dr. Pearl H. Dunkley,
Deputy Executive Director.
- Dr. Elizabeth Allen,
Assistant Director,
Professional Activities Division,
Continuing Education.

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- Dr. May Shega Hornback,
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Department of Nursing.
- (Mrs.) Signe S. Cooper, M.Ed.,
Professor of Nursing and Chairman.
- Ms. Ruth Lutze,
Wisconsin Inactive Nurse Studies (WINS),
Coordinator.

Dr. Valence N. Prock,
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Canadian Nurses Association,
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Miss M. Kilburn,

Miss Harriet J. Sloan,
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252 Bloor West,
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Chairman,
Continuing Education Programme,
Faculty of Nursing,
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928-8559

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(416) 486-5460

VANCOUVER

Continuing Education in the Health Sciences,
P.A. Woodward Institutional Resources Centre (IRC),
2075 Wesbrook Place,
Vancouver, B.C.
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- Dr. McCreary,
Director.

- Ms. Margaret S. Neylan,
Assistant Director,
Educational Planning - Nursing.

(604) 872-8594

Educational Planning,
British Columbia Medical Centre,
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- Ms. Margaret S. Neylan,
Assistant Director,
Educational Planning - Nursing.

- Ms. Marge Goodwin,
Director - Research.

- Ms. Barker,
Assistant Director,
Educational Planning - Research.

- Mr. Harris,
Educational Planning - Library.

- Mr. Kendall,
Educational Planning - biomedical communication.

- Mr. Robert Gobert,
Kellogg Project.

Department of Adult Education,
Faculty of Education,
University of British Columbia,
Adult Education Research Centre,
6401 No. West Marine Drive,
Vancouver, B.C.

- Dr. G. Dickinson,
Chairman.

228- 228-3897 x

- Ms. Joan Bentley,
W.H.O. Staff (On Study Leave).

Ms. Pat Cutshall,
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WASHINGTON D.C.

Psychiatric Nursing Education Branch,
Division of Manpower and Training Programs,
National Institute of Mental Health,
Health Services and Mental Health Administration,
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- Dr. Leo L. Leveridge,
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7.5 Other Resources persons suggested

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CANADIAN NURSES' ASSOCIATION
ASSOCIATION DES INFIRMIÈRES CANADIENNES

Selected Bibliography
Bibliographie choisie

CONTINUING EDUCATION
L'ÉDUCATION PERMANENTE

December 1972
décembre

PART I - BOOKS AND DOCUMENTS/LIVRES ET BROCHURES

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Institute for Studies in Education and Institut Canadien d'Education
des Adultes. Toronto, 1969. 76p.
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White paper on the education of adults in Canada. Toronto, 1966.
8p.
17. Canadian Association of Graduate Schools.
Statistical report, October 1971. Winnipeg, Faculty of Graduate
Studies, University of Manitoba, 1972. 113p.
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educational goals. Ottawa, 1971. 14p.
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Research and investigations in adult education 1968 annual register, by...and Stanley Grabowski. Washington, Adult Education Association of the U.S.A., 1968. 79p.
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Programmes universitaires destinés à préparer les infirmières à jouer un rôle plus étendu dans l'organisation des soins au Canada. Ottawa, Ministère de la Santé nationale et du Bien-être social, 1971. 22p.
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Post-secondary and adult education. Toronto, University of Toronto Press, 1971. 771p.

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An institute as an educational experience in the continuing education of a selected population of nurses. Vancouver, 1969. 143p.
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A study of the attitudes of public health nurses toward the placement of a faculty member in the agency with students, and the implications of this for continuing education of agency staff and faculty members. Saskatoon, Sask., c1971. 128p.
39. --.
A study of the attitudes of public health nurses...members. (Thesis (M.Cont. Ed.) - Saskatchewan.)
40. Hospital Research and Educational Trust.
Correspondence education and the hospital: a summary report of a study conducted at Pennsylvania State University. Chicago, 1969. 50p.
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Training and continuing education: a handbook for health care institutions. Chicago, 1970. 261p.
42. Houle, Cyril O.
The continuing task: reflections on purpose of higher continuing education, by...et al. Brookline, Mass., Center for the Study of Liberal Education of Adults, Boston University, 1967. 50p.
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The perceived learning needs of graduates of a two year diploma program in nursing. London, 1971. 177p.
(Thesis (M.Sc.N.) - Western Ontario.)
44. Hutchinson, Enid.
Learning and leisure in middle and later life. London, Pre-Retirement Association, c1970. 56p.
45. Interorganizational Committee on Obstetric-Gynecologic Health Personnel.
Preliminary guidelines short-term continuing education courses for the obstetric-gynecologic nurse practitioner. Chicago, 1972. 6p.
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Female participation in the Canada newstart program. Ottawa, Dept. of Regional Economic Expansion, 1970. 26p.

47. Kidd, J. Robbins.
The implications of continuous learning. Toronto, Gage, 1966. 122p.
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The modern practice of adult education; andragogy versus pedagogy.
New York, Association Press, 1970. 384p.
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et Infirmiers de la Province de Québec, 1972. 22p.
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report. Montreal, P.Q., Association of Nurses of the Province of Quebec,
1972. 22p.
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Report of study of the need for short term courses in psychiatric
nursing for registered nurses in Canada, by...and Beverly Du Gas.
Ottawa, Dept. National Health and Welfare, 1970. 1v.
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Winnipeg, 1972. 8p.
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AMERICAN ASSOCIATION OF INDUSTRIAL NURSES, INC.
79 Madison Avenue New York, N.Y. 10016

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Printing Office, Washington, D.C. 20402
- Occupational Hazards
Industrial Publishing Co., Division of Pittway Corp.
614 Superior Avenue West, Cleveland, Ohio 44113
- Job Safety & Health
U.S. Occupational Safety & Health Administration
1726 H. Street, N.W., Washington, D.C. 20210
- OSHA Up To Date
National Safety Council
425 North Michigan Avenue, Chicago, Illinois 60611
- Safety Newsletter
Occupational Health Nursing Committee
National Safety Council
425 North Michigan Avenue, Chicago, Illinois 60611

RESOURCES: Publications/films/Information

American Industrial Hygiene Association
66 S. Miller Road, Akron, Ohio 44313

American Conference of Governmental Industrial Hygienists
P.O. Box 1937, Cincinnati, Ohio 45201

Manufacturing Chemists Association
1825 Connecticut Avenue, N.W., Washington, D.C. 20009

Office of Public Information
NIOSH, 1014 Broadway, Cincinnati, Ohio 45202

State Department of Health

State Occupational Health & Safety Dept.

Selected U.S. Government Publications
Superintendent of Documents
U.S. Government Printing Office, Washington, D.C. 20402

U.S. Department of Health, Education & Welfare
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Safety and Health, 1014 Broadway, Cincinnati, Ohio 45202

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7. Planning and Producing Medical Films, Leo L. Leveridge, M.D., a manual published as a series in Visual Medicine, beginning in October, 1966, Vol. 1, No. 3.
8. Leveridge, Leo L., M.D. and Agnello, Sam A., A.B., Videotapes and Motion Pictures as Mass Media for Medical Education. Cablecasting & Educational Television, 4 No. 4: 16-7, April 1968.

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11. Leveridge, Leo L., M.D., Methods and Media for Continuing Medical Education - A Commentary and Reference Guide. First Edition published by the New York Metropolitan Regional Medical Program, January 1970; Second Edition published by the American Medical Association, January 1975.
12. Leveridge, Leo L., M.D., Television, Biomedical Communication, and Professionalism. Educational Television, 2: No. 4:11-12, April 1970.
13. Leveridge, Leo L., M.D., Planning and Scriptwriting the Medical Motion Picture. (Published privately) August 1970.
14. Leveridge, Leo L., M.D., TV≠TV≠TV≠TV (Editorial). Journal of the American Medical Association, 222: No. 8, 1052-3, 1972.
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Planning, Script, Direction
Animation, Editing, and Production. 1952
2. "A Preliminary Demonstration of 3-D Cinefluorography" with J.S. Watson, M.D. and S. Weinberg;
Planning, Script, Editing,
Recording and Production 1953
3. "Nephrosis in Children" with Robert E. Cooke, M.D., for Medical Advisory Board, National Nephrosis Foundation;
Planning, Script, Production Supervision,
Co-author of Supplemental Notes. 1954
4. "Children with Nephrosis" (Lay version of above medical film);
Planning, Co-scriptwriter,
Production Supervision. 1954
5. "The Bronchopulmonary Segments; Part I: Anatomy and Bronchoscopy" with Chevalier L. Jackson, M.D., John Franklin Huber, M.D., Charles M. Norris, M.D.;
Planning, Script and
Production Supervision. 1955

6. "Still Going Places! the Active Management of Disability in the Aged"
with Frederic D. Zeman, M.D. and Leo Dobrin, M.D.;
Medical teaching film consultant. 1955
7. "The Proud Years" (Lay version of above medical film);
Film consultant. 1956
8. "Dynamics of the Tubercle: in vivo observations of pathogenesis and
effects of chemotherapy in the Clark rabbit ear chamber"
with Robert H. Ebert, D. Phil, M.D. and William R. Barclay, M.D.;
Medical teaching film consultant.
Editor of Supplemental Notes. 1956
9. "Stress and the Adaptation Syndrome" with Hans Selye, M.D.;
Planning, Co-scriptwriter, and
Production Supervision. 1956
10. "An Aid to Therapy (Microbial-antibiotic susceptibility testing)"
with Frederick C. Fink, Ph.D.;
Co-authorship, Planning, Script,
and Production Supervision.
Co-author of Supplemental Notes. 1957
11. "Dynamics of Phagocytosis: the interaction between Group A
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Planning, Script, Direction and
Production.
Editor of Supplemental Notes. 1958
12. "Physical Examination of the Newborn - the art and the findings"
with Mary B. Olney, M.D.;
Planning, Co-scriptwriter,
Co-director, Co-producer. 1959
13. "Emergency Airway - Crisis and Action" and
14. "Tracheotomy and Cricothyrotomy: A Study of Emergency Methods"
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Medical film consultant and
Co-author. 1959
15. "Bronchitis and Bronchiectasis: Differentiation for Treatment"
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Planning, Script and
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16. "Abdominoperineal Resection and the Management of Colostomy"
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W. Robson N. Grier, M.D.;
Planning, Script, Direction,
Editing and Production. 1962

17. "Management at Home of Disability from Arthritis" with Edward F. Delagi, M.D., Robert H. Manheimer, M.D., and John Metz, Ph.T.;
Planning and Script. 1964
18. "Atrial Septal Secundum Defect (Physical diagnosis of a common cardiac lesion corrected by surgery)" with Ellsworth E. Wareham, M.D., Lyman A. Brewer III, M.D., and C. John Coggin, M.D.;
Planning, Script, Animation and
Production collaboration. 1964
19. "Locomotion of Cancer Cells In Vivo Compared with Normal Cells (Time-Lapse Cinemicrography)" with Sumner Wood, Jr., M.D., R. Robinson Baker, M.D., and Barbara Marzocchi;
Planning, Script, Animation and
Production collaboration. 1966
20. "Functional Anatomy of the Human Kidney"
Authorship, Planning, Script, Storyboard,
Animation and Production collaboration. 1967

IV. Television Programs - (filmed)

1. "New Oral Drugs in the Treatment of Diabetes"
with Elaine P. Ralli, M.D.;
Planning and Production Supervision. 1960
2. "Clinical Implications of the Biology of the Skin Surface. Part I:
a) Barrier Zone, b) Sweat and Lipids" with Marion B. Sulzberger, M.D., Franz Herrmann, M.D., and Mrs. Leona Mandol;
Planning, Script and
Production Supervision. 1960
3. "Self-Help Devices for Patients with Arthritis"
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Planning, Script and
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V. Major Exhibits

1. Exhibit Motion Picture on "Staphcillin" for Bristol Laboratories; 1961.
Script.
2. "The Motion Picture in Communication of Medical Information"
with Henk Newenhouse, Ph.D.
Shown at National Medical Association Annual Meeting; 1960, and
at the American Academy of General Practice - Annual Scientific
Assembly, 1961.
Co-author.

MISCELLANEOUS

Member, Scientific Review Board, Medical Research Engineering.