

Au cours de l'année à venir, professeurs, étudiants et éducateurs auront la possibilité d'analyser ces premiers articles et de leur répondre dans *Nursing Papers/Perspectives en Nursing*. Nous espérons que d'autres écoles étudieront ces critiques et nous fourniront une deuxième série d'articles de fond sur les aspects théoriques de leurs programmes, articles qui seront publiés dans *Perspectives en Nursing* en 1977.

Nous avons remarqué, il y a peu de temps, que *Nursing Research*, journal établi de longue date et publié par l'AJN, a lancé une rubrique de questions/réponses "Research Q and A" dans son numéro de septembre-octobre 1975. Je me demande si cette publication rencontre les mêmes difficultés que nous. Depuis le lancement de notre rubrique *Query and Theory* au printemps 1974, nous avons reçu plus de cent offres de réponses; contre une demi-douzaine de questions seulement. Tous les membres de notre corps enseignant peuvent nous fournir les réponses, le côté *Théorie*, mais nous n'avons personne pour poser des questions, le côté "on veut savoir". INFIRMIRS, INFIRMIERES, remuez votre matière grise!

— Moyra Allen

LETTER

To the Editor:

The article by Lindstrom (1975), "Holistic Nursing: A Basis for Curriculum" prompts several major concerns. These concerns, in turn, suggest some of the recurring dilemmas of nursing and nursing education.

Attridge (1974), in discussing the bandwagon approach to behavioral objectives, notes "It is typical of nursing education, and indeed a very human characteristic, that when we find a valuable and useful idea, approach or tool, we overuse it. We seem to suspend critical judgment; we try to make it fit every circumstance or make every circumstance fit it. No where is this so evident as in curriculum planning in schools of nursing". Is the current use of "conceptual frameworks" another illustration of this approach, with a framework developed for one nursing programme being 'made to fit' another programme without due thought as to whether it is consistent with the philosophy and objectives of the latter? The assertions that "the theory of holistic nursing provides a philosophy of nursing which can be easily carried from the beginning of the course to the end" prompted this question. Surely a philosophy of nursing, explicit or

implicit, guided the selection of Levine's conservation principles as the basis or framework for the curriculum rather than the reverse.

A closely related concern can be expressed in the question of whether, in the current enthusiasm for adopting conceptual frameworks, sufficient groundwork is being done. Are the basic sources ever consulted or do we adapt an adaptation of a theory or model relying only on secondary sources and interpretations? Since the theories used as the basis for developing conceptual frameworks for nursing curricula have been developed in other disciplines and for other purposes, it seems that it would be helpful to study the basic sources rather than adaptations of those sources. In relation to groundwork, the definition and understanding of the basic concepts of the model is critical (Reidy, 1975). Even more crucial is agreed upon definition and differentiation of terms such as concept, principle, conceptual framework and theory.

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References

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- Lindstrom, M. "Holistic Nursing: A Basis for Curriculum." *Nursing Papers*, 1975, 7(3), 6-12.
- Reidy, M. "The Use and Abuse of a Curricular Model: An Evaluative Study of one C.E.G.E.P.'s Nursing Programme." *Nursing Papers*, 1975, 7(1), 4-14.