

## CD Grant Application

Name(s): Alyssa Culp

Department(s) or School(s): History

Type of Grant Sought: ☒ Individual ☐ Group\*

\*Please list additional member(s) here: \_\_\_\_\_

Course(s): HIST 323 "History of Nursing"

A) Have any of the applicants received funding from the Thorpe Center to develop the course? ☐ Yes ☒ No

B) Will the course use human beings as experimental subjects? ☐ Yes\* ☒ No

*\*If yes, please explain in narrative.*

If you have questions about whether IRB approval or exemption is required for your project, please visit on "Policies and Procedures" at <https://www.iwu.edu/institutional-review-board/irb-policy-procedure.pdf>.

C) Will the course use animals as experimental subjects? ☐ Yes\* ☒ No

*\*If yes, please explain in narrative.*

(See the IACUC link for protocol forms at <https://www.iwu.edu/associate-provost/>)

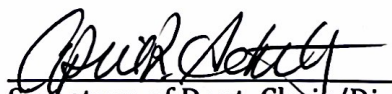
D) If your proposal is funded, would you be willing for the Thorpe Center to use it as an exemplary submission in the online Handbook? ☒ Yes ☐ No

*Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Please note that incomplete applications will be returned to the applicant without further consideration.*

- ☒ 1. Summary of Prior CD Grants (if applicable)
- ☒ 2. Narrative (formatted as requested)
- ☒ 3. CD Budget Page
- ☒ 4. CD Grant Supervisor's Form(s)

  
Signature of applicant

10/16/2024  
Date

  
Signature of Dept. Chair/Director  
(if different than applicant)

10/16/24  
Date

Alyssa N. Culp  
Visiting Assistant Professor  
Department of History

## **Application for Curriculum Development Grant**

HIST 323: History of Nursing  
Submitted October 16, 2024

### **Summary of Previous CD Grants**

I received a Curriculum Development Grant in the Fall of 2023 to develop a new course *HIST 270: The World Wars in Public Memory & Digital History*. This grant allowed me to enhance my skills with digital tools like ArcGIS, Story Map, Scalar, and the Knight Lab. It also provided an opportunity to analyze new war memorials, explore diverse oral histories, and engage with current literature on global perspectives of the World Wars and memory studies. By collaborating closely with the archives and digital humanities, I developed an interactive digital website using Scalar before the course began. Throughout the semester, students used this site to showcase their research on art, technology, and memory of the World Wars.

### **A. Course Description**

I am applying for a Curriculum Development Grant to support the development of a new course titled, *HIST 323: History of Nursing*.

In the 1800s, Florence Nightingale emphasized the importance of continuous learning for nurses, asserting, “Let us never consider ourselves finished nurses. We must be learning all our lives.” Medicine, much like nursing, is an ever-evolving field rather than a static one. In this course, we will examine these changes and the increasing authority nurses have gained, from ancient midwifery to their contemporary roles in hospitals. Students will explore how societies have cared for each other from ancient Egypt to the Covid-19 pandemic, highlighting both our achievements and shortcomings. Additionally, by utilizing examples from the Tate Archives & Special Collections, we will trace the development of IWU nursing, both within classroom and clinical settings.

This course is designed to enrich the curriculum for history majors and minors, as well as Political Science and Sociology majors interested in public health policies, International and Global Studies majors and minors, and general education students. Additionally, it will appeal to students in the sciences, as well as those majoring in Nursing and Public Health, and will count toward the major or minor IGS, Public Health, and WGSS. The course has been approved by the Curriculum Council and will appear on the consent agenda at the next Faculty meeting where the full faculty will have the final vote to approve the courses. If approved, this class will offer a global course for History majors, minors, and those seeking general education credit in CHC and Global Diversity.

### **Course Content**

The first unit “Foundations & Origins,” begins with the roots of nursing practice before the year 1500. This unit examines the cultural, social, and spiritual contexts that shaped early caregiving. The term ‘nurse’ is derived from the Latin *nutrire* or to nourish. The earliest written record using this term was during the height of the Roman Empire, however caregivers existed long before Rome emerged. Ancient bones show signs of fractures, osteoarthritis, and even early craniotomies. We will begin by exploring ancient civilizations, including Mesopotamia, Egypt,

Greece, and Rome, where early forms of nursing emerged from a blend of religious and practical traditions. Students will investigate these undefined healers and their roles as wet nurses, midwives, and community caregivers, highlighting the influence of gender and social status on the practice of nursing.

Our second unit, “The Emergence of Modern Nursing,” will explore the significant transformations in nursing practice and training that emerged since 1500. This period marks the transition from informal caregiving to a more structured and professional approach to nursing. We will examine the influence of the Renaissance and the Reformation on health care, including the rise of humanism after the emergence of the printing press and the questioning of traditional medical practices after the “century of anatomy.” We will also examine the contributions of influential nurses such as Florence Nightingale, Clara Barton, Mary Eliza Mahoney, and Hazel Johnson-Brown. Additionally, we will discuss the challenges these women faced and their early triumphs jumpstarting the evolution of nursing schools and ethics. By the end of this unit, students will have a comprehensive understanding of how modern nursing emerged and solidified its place among other medical professionals.

In our final unit, “Global Nursing Movements,” we will investigate how nursing, as a profession, changed in the face of mass death and global health crises over the last century. This includes examining nursing accounts from the World Wars, the Spanish Civil War, experiences of nurses stationed in MASH units during the Korean War, and case studies of nurses during pandemics. Students will engage with first-hand accounts, such as Martha Ballard’s diary, which offers insights into life and death in the 18th century. We will also discuss nurses on the front lines of the Ebola outbreak in Sierra Leone, including their innovative approaches to spreading public health knowledge through music. Additionally, we will compare nursing knowledge and its reception with works like Catherine Choy’s *Empire of Care*, which examines the unique relationship between the professionalization of nursing and the twentieth-century migration of Filipinos to the United States. By the end of the semester, students will gain a comprehensive understanding of the challenges and opportunities faced by nurses in today’s world.

### ***Assignments***

This course is built around a variety of assessments, which will help students complete the final project. Students will be responsible for answering questions posted to Canvas about the week’s readings and lectures (200-400 words). This will assess students’ comprehension of the material, allow them to reflect on the concepts and figures discussed in class, and begin to evaluate and compare the content to today. Each student will work on a semester-long public history project that will explore the rich history of the nursing program at Illinois Wesleyan University (IWU) in the context of its 175th anniversary. Students will engage in research that combines archival records, oral histories, and community outreach. By the end of the course students will showcase their findings in a digital exhibit.

To accomplish this, the class will participate in four “Experiential Learning Sessions” led by guest speakers. These sessions will give students a chance to think about new connections and approaches for their research projects. Each of these speakers will prepare students for four

assignments that will make up pieces of their larger final projects. These in-class speakers will include:

Speaker 1: IWU Nursing in the Archives with Liz Bloodworth

Speaker 2: The Links that Define Digital Humanities with Abby Mann

Speaker 3: Creating a Living Legacy through Biography with Lindsey Fitzharris (TBD)

Speaker 4: Public Facing History: Creating Podcasts and Oral Histories with Alyssa Culp

During these experiential sessions, students will explore new sources, tools, and methods for writing about their research topics. Using digital tools, students will collaborate to create an interactive online exhibit titled “Threads of Care: Celebrating over 100 Years of Nursing at Illinois Wesleyan University.” The exhibit will feature sections on historical milestones, nursing education evolution, notable alumni, and the program's impact on the local and global community. To create this exhibit students will work on various project components throughout the semester. First, they will analyze an archival document, photograph, journal, or artifact related to the history of nursing at IWU. Then students will conduct interviews with current and former nursing faculty, alumni, and local health care professionals to gather personal stories and insights. Each student will write a research paper reflecting on a specific aspect of the history of nursing at IWU, connecting their findings to broader themes in nursing education and practice. This research paper will inform the content for their final digital exhibit which they will present at the end of the semester.

### ***Teaching Approaches***

My pedagogical aim for this course is to help students: (1) investigate the historical development of nursing across different cultures and time periods, (2) emphasize the significance of contributions made by diverse groups within the nursing profession and the moral dilemmas faced by nurses, (3) draw connections between historical nursing practices and global events, and (4) encourage students to showcase their research through various formats, such as digital exhibits, oral histories, or podcasts. These aims will create a comprehensive and engaging course that not only teaches the history of nursing but also connects it meaningfully to broader themes in the medical humanities.

The School of Nursing and Health Sciences at Illinois Wesleyan is a major part of the University with students aiming to be nurses, physicians, or are interested in healthcare majoring in kinesiology and allied health or public health. With that, I expect there will be students joining this class who have no background in history. Knowing this, I will use the first unit to introduce the entire class to ideas of early nursing practices and historical thinking as we trace those roots up to the 21<sup>st</sup> century. We will explore how nursing practices and societal responses to these challenges evolved, examining the breakthroughs and transformations that emerged. Students will evaluate how various worldviews influenced the approach to nursing care and public health. Additionally, we will study the progression of nursing as a profession, including pivotal advances like sanitation, vaccination, health education, and their impact on patient care and community health. This course aims to help students understand that scientific knowledge and nursing practice were and are deeply intertwined with the human experience.

## **B. Rationale for Grant Request**

### ***How the CD grant will help me develop the course***

This year marks an exciting milestone for IWU as we celebrate our 175th anniversary, and nursing has been an integral part of that history for over a century. This course brings this history to life for our students and aligns with the History Department's Public and Applied History Pathway (PAH) for students interested in public history. This course not only bridges the gap between medicine and the humanities but also aims to introduce students to making new connections using digital humanities tools. My goal is to help students cultivate "soft" skills such as creativity, adaptability, communication, and collaboration, alongside skills they can use in their future careers. In this course, students will research and curate their own exhibits on our own local nursing history. To accomplish this, I will need the time to set up the overall exhibit and meet with both Abby Mann and Liz Bloodworth to prepare for the students to undertake this project. A Curriculum Development grant will allow me to spend extra time preparing these tools, building a new syllabus, and creating these new assignments.

### ***How the CD grant will have a lasting impact on my pedagogy***

If awarded a Curriculum Development Grant to develop *HIST 323: History of Nursing*, it will allow me to incorporate new technology into the classroom and enhance my ability to bridge the digital and cultural aspects of medical humanities research. This year, I am focused on establishing a permanent curriculum, as I will be joining the faculty in a tenure-track position starting Fall 2025. I aim to refine my own teaching methods and expand the scope of how to design impactful courses and research in digital and interdisciplinary fields. I am excited to guide my students in crafting their digital projects while deepening their understanding of public audiences and wider connections local histories can reveal. By the end of the course, I want students to recognize that the field of medicine is intertwined with an extensive history both global and local. I intent this course to be a steppingstone for my teaching, where I can support students in curating digital projects for their senior seminar and honors research projects.

### ***CD Grant Budget Page Justification***

A stipend of \$2,000 will give me the support I need to read the newest literature on the global perspective of Nursing, work on the syllabus for this course, and set up our project using the archives. I will take this time to handpick archival documents for my students to explore and eventually build a digital exhibit for the 175<sup>th</sup> Anniversary of IWU. These funds will allow me to prepare for instructing the students in which digital tools might be best to present their research and oral histories. I do not need direct funds towards buying new literature on the History of Nursing as these sources are widely available in the Ames Library's collection, through Interlibrary Loan, and I-Share. The digital tools we will use in this class and their tutorials are free for educational use, so I will not need direct funds to purchase them for the course.

### ***Internal and External Funding***

No other funding.

## **C. IRB/IACUC Review**

Not Applicable.

## CD Grant Budget Page

1. **Estimated expenses** (make sure to include a description of each of the expenses in the narrative). If you are requesting books or DVDs, please provide titles and approximate costs.

<u>ITEM</u>	<u>AMOUNT</u>
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
<b>TOTAL \$</b> _____	

2. **Stipend(s) requested** (see grant description for specific requirements):

<u>NAME</u>	<u>AMOUNT</u>
Alyssa Culp	\$ 2,000.00
_____	\$ _____
_____	\$ _____
_____	\$ _____
<b>TOTAL \$</b> 2,000.00	

3. **Total amount requested: (Stipends Requested + Estimated Expenses):** \$ 2,000.00

*Please note:* Materials purchased with CD and ID grant funds, including, for example, software, CDs, and DVDs, are subject to all applicable copyright laws. Faculty members are responsible for upholding these laws. Materials for use in the library collection should be purchased through The Ames Library with allotted departmental funds. For details about copyright issues, please go to <http://libguides.iwu.edu/copyright>, or contact the University Librarian or your department's liaison librarian.



## CD Grant Supervisor Form

*\*If preferred, your immediate chair/director can submit a formal letter of support in lieu of answering questions 3 & 4 on this document.*

Name of applicant(s) Alyssa Culp

Please provide the information below and return this form to the applicant(s).

1. Is/are the course(s) proposed:

☒ new to the IWU curriculum? ☐ substantial revision of existing course(s)?

2. What part of the curriculum is served by the proposed course? (check all that apply)

☒ major/minor ☒ Gen. Ed.  
☒ interdisciplinary program(s) ☒ elective

3. Why is this course a welcome addition to the curriculum? See attached letter.

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4. How will a CD grant support this applicant(s)'s professional development as a teacher(s)?

See attached letter.

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5. How frequently will the course be offered? This course will be offered annually.

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Signature of supervisor



Date

10/16/24



October 14, 2024

CETAL

Letter of Support for Professor Alyssa Culp  
Curriculum Development Grant

Professor Culp's new course, History of Nursing, will contribute not only an upper-level offering in global history for History majors, minors, and those seeking general education credit, but it will contribute to a broad range of majors and minors spanning the College of Liberal Arts and the School of Nursing. More specifically for History majors, her plan to build research skills in archives, digital humanities, and oral history forms a model of scaffolding between our required sophomore seminar and the senior seminar. Her course development thus far has been exceptional, and I am especially excited by her continued development of digital tools, which impacts our students who are interested in pursuing the Public and Applied History Pathway in the major. And, of course, the resulting interactive exhibit, "Threads of Care: Celebrating over 100 Years of Nursing at Illinois Wesleyan University," will benefit our whole community.

A CD grant will help support this very ambitious course, including working closely with librarians Liz Bloodworth and Abby Mann, learning and incorporating new technology, conducting her own archival research in order to better guide her students, and reading the newest literature on the subject. The work Professor Culp puts into developing and teaching this course positions her to make a significant pedagogical contribution on campus, not only within the Social Sciences and Humanities, but in the School of Nursing and three interdisciplinary programs.

Professor April Schultz  
Chair, History Department

DEPARTMENT OF HISTORY

PO Box 2900 • Bloomington, IL 61702-2900 • [www.iwu.edu](http://www.iwu.edu)