# **Pennsylvania Hospital Teaching Unit**

Philadelphia was colonial America's most populated city, and home to the nation's first chartered hospital, the Pennsylvania Hospital. Established in 1751 under the auspices of King George II, the Pennsylvania Hospital served the Philadelphia region through major outbreaks, including the 1793 Yellow Fever Epidemic, as well as every military conflict beginning with the French and Indian War, while adding many medical firsts to its resume.

The following lesson will aid students in the evolution of health care in the new nation.

## <u>Lesson 2</u> Ellen Just Braffman

### Speed ahead 42 years after the founding of the hospital...

Essential Question: How does the Yellow Fever Epidemic impact the hospital? Goals:

- 1. Students will examine Annual Accounts of 1793 Pennsylvania Hospital Board Records immediately before the Yellow Fever outbreak and during the medical crisis.
- 2. Students will learn how the Pennsylvania Hospital address the epidemic.
- 3. By examining board records students will also learn about daily late 18 century life.

**Hook**: Show the drawing below to students. Ask them to hypothesize what happened to the boy?(Example work accident, no child labor laws, or compulsory education) Ask students to hypothesize why this drawing was included in Manager of Board Minutes introducing 1793 year's minutes and notes. (Demonstrates important work of

child's

Yellow

Share below What was

their What

list?

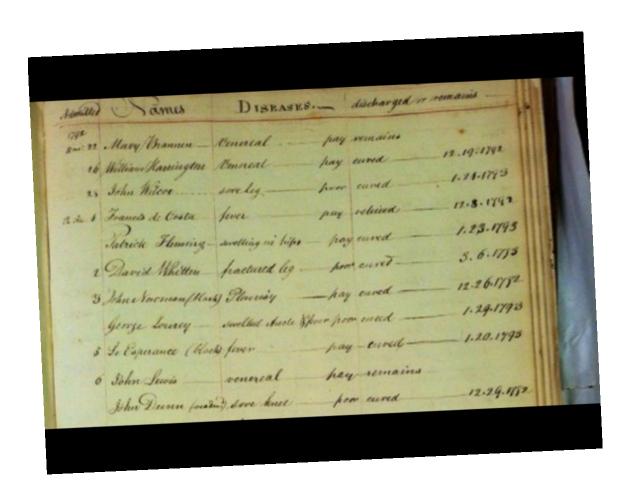


amputation of leg) Examine of Primary Resources Before Fever **DOCUMENT 1:** PATIENT LIST the documents with students. class of patient the hospital designed to admit? What were Illnesses? are your students impressions or reactions to this See patient list

hospital, an

below on two pages.

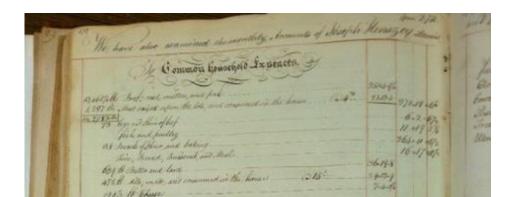
Note: Explain to students that this page originally included three patients listed as "lunatic". The patients' names had to be removed as required by Pennsylvania State Law which prohibits the public viewing of mental heath records regardless of time period.



Joseph le Blens	do veneral	poor aired	3.30.073
12 Nichelas Souda	bee shownaton	- poor cured	4.17.193
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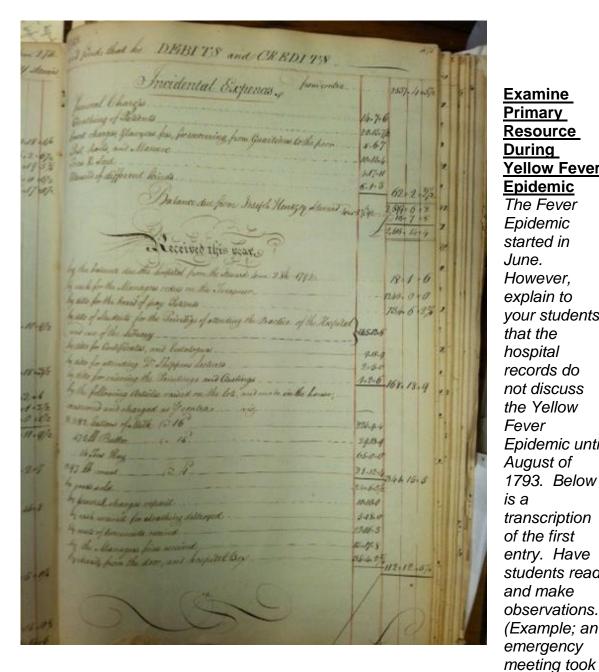
# **DOCUMENT 2: COMMON HOUSEHOLD EXPENSES Share document with students**

# What can you learn about life in the late 18th century from this list? Look at the different budget sections: Common Household Expenses, Repairs, Wages, Furniture, Apothecary Shop, Medical Library.



# **DOCUMENT 3: INCIDENTAL EXPENSES Share document with students**

What sort of "incidental expenses" do you find? What can you infer from these expenses?



Examine **Primary** Resource During Yellow Fever **Epidemic** The Fever **Epidemic** started in June. However, explain to your students that the hospital records do not discuss the Yellow Fever Epidemic until August of 1793. Below is a transcription of the first entry. Have students read and make observations. (Example; an

place in a home not the hospital. See teacher notes after document)

At a meeting of the managers, held at the house of Samuel Coates, especially called to consider the cases of two patients, lately admitted into the hospital; and what is proper, on the occasion to be done.

Present Josiah Lewis Lawrence Sickle Wm. McMurtrie
Bartholomew Wistar Samuel Clark Cornelius Barnes
Joseph Paschall Owen Jones Jr. Samuel Coates

The Board, having reason to believe from information given to them, that two men have been lately admitted into the hospital, as proper persons in the opinion of Dr. Faulke, who were infected with a putrid and malignant fever, which now prevails in the city- one of whom (a negro) died the morning after he came in; and the other named Curriere, is supposed to be, in the last stage of the Yellow Fever; from which, there is great reason to fear the spreading there of, to the danger of the other patients in the house; as well as others communicating therewith; it is therefore, the unanimous opinion of the managers, that Dr. Faulke be requested, immediately to visit the said patient; & to do everything in his power to prevent the increase of his disorder, in the family.

The Managers being further concerned to support the reputation of the house\*(See note to teacher below) do agree unanimously to recommend to every physician, to be, in a very particular manner, careful, to examine strictly into the state of all persons who apply for admission, and especially such as are affected with fevers, before they give a certificate of their being proper patients; it being a justice they owe, at all times to the public, to be careful; and in particular at such a season as the present; when many are known to be dying daily of infectious disorders to prevent as much as possible the introduction of improper patients into the hospital, to endanger the lives of a large number of people\*\*who are avoidably confined therein; or of those who are lead in the line of their duty, or from motives of affection to visit the same.

#### Notes to Teacher

Remind students to review Rules Agreed to by the Mangers of the Pennsylvania Hospital for the admission and discharge of patients 1752

This document will remind students who were considered acceptable patients and why. (This is an example of how the 18th century view of Yellow Fever as a contagious disease influenced hospital policy.)

\*The Managers of the Pennsylvania Hospital were concerned with the reputation of the hospital and did not want patients to be afraid to come to the hospital if they needed care.

\*\*Explain to your students that In the original document the word "patient" is crossed out in favor of the word "people". Ask your students why they believe the distinction was important? (People includes patients, staff and visitors)

Ask your students if they have any hypotheses as to why evidence of Yellow Fever is first recorded so late in August, when the epidemic started in June?

### Closure: Ticket Out the Door or Exit Slip

At the very end of the lesson ask students to answer this prompt on an index card:(this can be done in pairs so each pair can generate many ideas)

From today's document study what did you learn about 18th century life?

List as many ideas as you like.