

COMMUNITY HEALTH ORIENTED NURSING EDUCATION (THEORETICAL PERSPECTIVE)

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Primary Health Care has brought revolution in Nursing and through that in Nursing Education. Investigator has developed conceptual model to clarify the concept of community health oriented Nursing education to prepare competent Nurses.

Jones H. Says, "Learning is more than information just as art is more than inspiration... Learning is a union of imagination with fact, the marriage of information and insight, the fusion of scientific accuracy with passionate sympathy for the human predicament,"

Nursing Schools provide the theoretical knowledge and basic principles essential to Nursing Practice. Clinical and Field laboratories provide opportunities for student Nurses to develop beginning skills in application, testing and affirming of theoretical content. The focus of Laboratory/ Field study in Nursing is a Humanbeing. Consequently, Laboratory resources for students of Nursing must be where people are. People are in, schools, industries, hospitals, convalescent homes, homes for the aged etc. The selection of Laboratory/ Field resources will be determined by theoretical knowledge to be applied, intellectual skills to be developed and principles to be tested. Laboratory / Field study is an integral part of the total curriculum and must be proceeded by appropriate theoretical content. Various settings of community become field for students' learning experience

for community health nursing practices. It directs community based educational programme for Nurses.

1.1 COMMUNITY BASED NURSING EDUCATION:

An important policy of the WHO is to foster the type of educational programme for health personnel, that will make them responsive to the needs

The investigator has identified undertaking principles of community based nursing education as follows:

1. The students' activities should relate to planned education goals and objectives, both the students and teachers must have a clear understanding of the purpose of the activities and expected results.
2. The activities should be introduced

very early during the field experiences.

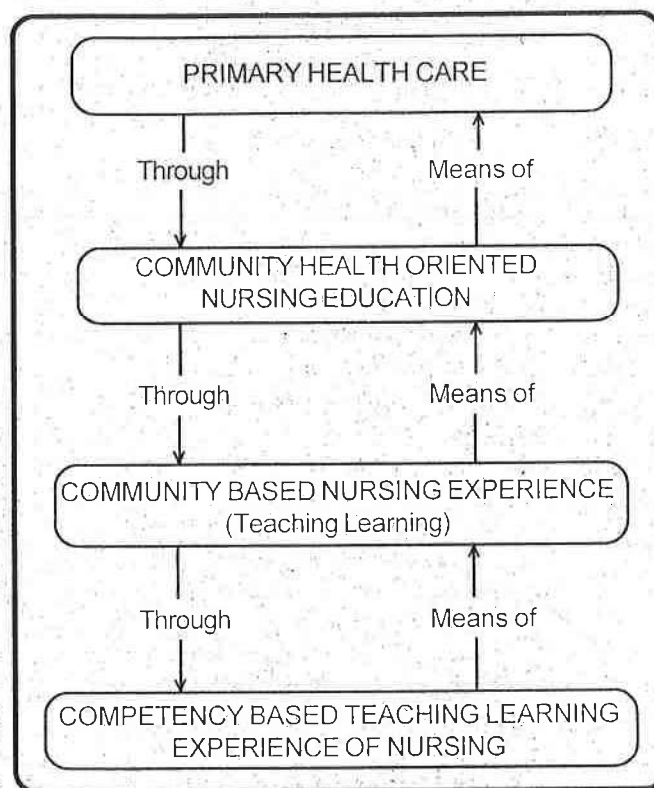
They must continue throughout the educational programme.

4. They must be viewed not as peripheral or casual experiences but as a standard, integral and continuing part of the educational process.
5. The student's work during training must be "real work" (work actually done for patient / client care) that is related to their educational needs and also forms part of the requirement for obtaining a degree.

6. The students must be exposed to the social cultural environment and thus come to understand the important elements of community life and the relationship of these elements to health related factors and activities.

7. The programme must be of clear benefit to both the students and the community. This implies that the community must be actively involved in the educational programme.
8. Students are better inspired and more motivated when their supervisors, teachers work with them. Ideally, they should stay with the students throughout their learning experiences.

Community based Nursing education adopts competency-based learning approach.



CONCEPTUAL MODEL OF COMMUNITY HEALTH ORIENTED NURSING EDUCATION AND ITS INTER RELATED COMPONENTS

of the population they serve, in order to achieve if it is carried out in close relation with the actual community in which the health personnel are later to work, or to one of the same type. It should be based largely on the community or on any of a variety of health services setting. This concept is called Community Based Education.

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[at the time of writing this article].

1.2 COMPETENCY BASED NURSING EDUCATION

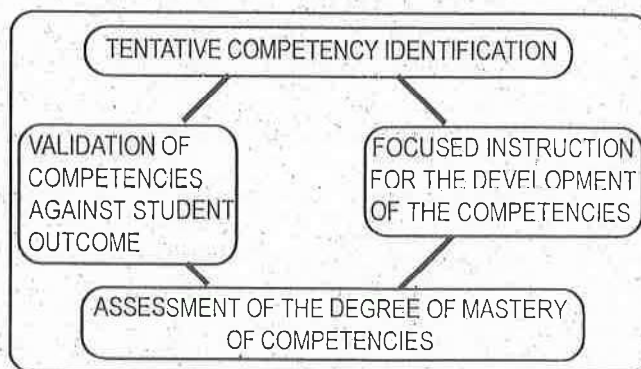
It is a programme in which performance and goals are specified, and agreed to in vigorous detail in advance in instruction. The student Nurses must either be able to demonstrate his/her ability to promote desirable learning or exhibit behaviours known to promote it. He/She is expected not simply to pass grades, but to attain a given level of competency in performing the essential tasks of nursing practice.³

A suitable balance among a variety of educational settings will help the students to gain an acceptable level of competence. The balance is more easily achieved if the students' prospective professional tasks are explicitly described in the form of a professional profile. Professional profiles detail the functions, activities, and tasks from general to specific. The graduates in Nursing should be able to:

- ◆ Respond to health needs and expressed demands of the community by working with the community, in order to stimulate self-care and a healthy life-style.
- ◆ Educate both the community and their co-workers.
- ◆ Solve, or stimulate action for the solution of both individual and community health problems.
- ◆ Direct their own and community efforts towards the promotion of health and the prevention of disease. Unnecessary suffering, disability and avoidable death
- ◆ Work as a member of health teams as well as with other health teams.
- ◆ Act as the leader of such teams when necessary.
- ◆ Continue to learn throughout her/his working experience, in order to maintain and improve personal competence.
- ◆ Manage health services.
- ◆ Participate in research activities.
- ◆ Collaborate with other sector in-

volved in community development.

- ◆ Find out solutions to unfamiliar problems.



Model of Competency based Nursing Education

- ◆ Self-assessment and the continuous development of personal and professional skills.⁴

1.3 MODEL OF COMPETENCY BASED NURSING EDUCATION

The investigator has developed the following model of competency based nursing education to give direction of the study.

Competency based nursing education programme try to answer three questions.

1. Does the prospective Nurse possess the required ability to learn a particular skill?
2. Has he/she demonstrated the skill in required situations?
3. What are his/her feeling and attitudes towards the community health oriented nursing practice itself?

ASSUMPTIONS OF COMPETENCY BASED NURSING EDUCATION PROGRAMME.

1. The skills, knowledge and attitude of the programme are important and worth achieving.
2. The students who join the programme do not possess the skills, knowledge and attitude that symbolize the objectives of the programme.
3. The training activities are potent and effective in turning the prospective Nurse into successful, efficient community health Nurse.
4. The Nurse who completes the course

has attained the objectives of the course.

3. The Nurses apply the learnt skills in the community health field/nursing practice, to bring about desirable improvement in her/his expected performance.

The investigator has found and used following essential elements of the competency based nursing education programme for the direction of the study.

1.4 ESSENTIAL ELEMENTS OF THE COMPETENCY BASED NURSING EDUCATION PROGRAMME.

1. The programme is based upon those skills which are essential for effective performance in community health nursing practice.
2. Methods of assessment are specified, and fundamentally concerned with performance.
3. The learner is encouraged to give his/her personal impression about adequacy and relevance of the learning experience

The investigator has developed Community Health Nursing Competency - Tasks and sub tasks profile. It was used to evaluate the Nursing programme. Findings suggest sincere and specific improvement towards competency based Nursing education. Nurses teachers who are interested to make their curriculum meaningful may find usefulness of this concept to adopt it.

Reference:

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2. WHO. Development of Educational Programme for Health Professionals PHP 52, WHO; Geneva: 1973
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4. Krishna, K. Curriculum Evaluation Cited in Reading in Curriculum. NCERT; New Delhi: 1988

