

Innovative Approaches in Nursing Education and Practice

Dr. Aparna Bhaduri

College of Nursing, AIIMS, Celebrates its Silver Jubilee

The College of Nursing, All India Institute of Medical Sciences is celebrating its Silver Jubilee during 1993-94. Many of our readers would recall the establishment of a department of Nursing Education at AIIMS in 1968. In these 25 years the College has grown and excelled in many ways. To commemorate this historic event, the College has planned a number of educational programmes to be organized throughout the Silver Jubilee year. As part of the Silver Jubilee celebrations, Dr. (Miss) Aparna Bhaduri, an eminent Nurse leader and former Professor of Nursing at RAK College of Nursing, New Delhi, was invited to deliver the Silver Jubilee lecture on 'Innovative Approaches in Nursing Education and Practice' at the JLN Auditorium of the Institute, on February 28, 1994. The lecture was attended by a good number of nurses and other professionals from various institutions and organizations in Delhi.

Dr. Bhaduri in her enlightening and thought provoking address expressed her firm conviction in Nursing Practice being the primary function of the nursing profession. Earlier, Dr. S.K. Kakar, Director, welcomed Dr. Bhaduri and the audience. He also presented a citation and a silver plate to Dr. Bhaduri on the occasion. Miss Manju Vatsa, the Principal, highlighted some significant achievements of the College and introduced Dr. Bhaduri. Miss Sandhya Gupta, Lecturer, proposed a vote of thanks.

Dr. Aparna Bhaduri is former Professor of Nursing, R.A.K. College of Nursing, University of Delhi.

Text of the Silver Jubilee Lecture delivered on February 28, 1994 as part of Silver Jubilee Celebrations of College of Nursing, AIIMS, New Delhi.

It is indeed a difficult task to summarize, synthesize and project all the changes that taken place in nursing education and practice during the last few decades. For the past several years we have witnessed with growing concern the widening dichotomy between nursing education and practice. In the name of progress a number of changes can be seen in nursing education, e.g. establishment of Indian Nursing Council, standardization of nursing curricula, curriculum revision to keep pace with development in general and medical education and so on. But most conspicuous has been inclusion of nursing education in the general education system through university/board of education.

The field of clinical medicine has grown into superspecialization and role of community health worker is expanded and extended. Academically nursing education is not lagging behind in this respect. However, I believe very strongly that nursing practice has not kept pace with the programmes in nursing education both in clinical practice and administration.

An invitation to deliver a lecture on "Innovative Approaches in Nursing Education and Practice" as part of Silver Jubilee Celebration of this pioneering institution has provided me with the opportunity to share my thoughts on this subject

Concept of nursing

I have spent forty years of life in nursing. I find that the essential purpose of

nursing has not changed during this period which has been caring for, giving comfort, helping persons with health problems or helping them to live with their limitations or in other words nursing is primarily complementing the client by supplying what the individual needs in knowledge, will or strength to perform the activities to achieve self determined goals and reach a state of bio-psycho-social adaptation.

The diagnostic process is defined as intellectual, one that is central to the practice of several professions. This brings us to the beginning of nursing theories. Theories serve a vital function at the juncture of the practice and the science of a profession. They join these two elements by laying out the phenomena with which the discipline is concerned. The constructs or models become the frameworks within which nursing practice questions are asked and relevant knowledge supplied. Nursing theorists suggest that theories will constitute the frontier of nursing in the century ahead.

This conceptualization of nursing is basic to nursing education and practice. Hence I tried to touch on this point. In India, we have only made a beginning in conceptualizing the theoretical formulations of such concepts as self-help, adaptation, and equilibrium but we are far away from its implementation in practice.

Changes in Nursing Practice

It is my unalterable conviction that

practice is the absolute primary function of our profession. To me, it simply means the direct care of clients and does not necessarily include administration, supervision and teaching although these are secondary functions and are essential for good client care.

How the past affects us? The first organized nursing services were under the auspices of military and religious groups. As a result, the rigid, authoritarian character of discipline and the concept of sacrifice and selfless service have long characterized organized nursing, and continue to be fostered. However, most nursing is being done today by individuals who seek employment in health institutions. This has led to the misapplication of the concept of sacrifice and selfless service and have resulted in many social injustices to nurses.

How the present affects us? Society is rapidly becoming more complex, and it becomes extremely difficult for any one segment of society to move independently. With the complexity, coordinating and collaborating role becomes essential, and specialization or super-specialization becomes the need for professional care.

Today, at a time when professionalization of nursing has set standards, the diversity of roles and functions, ask for specialization. The aim of nursing is to attain "quality care". But upto now this kind of care is being offered only to a relative few.

The Social Context of Nursing

One of the most remarkable changes in society today is the growth of centralized government. This growth in functions and activities of government has directly touched nursing and is conspicuous for the preparation of nursing practice or the quantity and types of equipment and supply available to pro-

vide direct care and is determined at the state or central level. The first thing usually cut in health budget are areas related to nursing.

Nursing can be said to be owned by society, in the sense that nursing's professional interest must be perceived as serving the interests of the larger whole of which it is a part.

Some current social concerns and directions in health care are:

1. Organisation, delivery, and financing of health care.
2. Continuing development of health resources, in a manner consistent with available knowledge and technology and an increasing focus on individuals, families and other groups as basic self-help resources.
3. Provision for the public health through use of preventive and environmental measures and increased assumption of responsibility by people as individuals.
4. Development of new knowledge and technology through research.

Changes in Nursing Orientation

Transition from a disease-oriented to a health-oriented system of care is an evolutionary process; such processes occur over time. Health care planning as a matter of national policy is evident that change to a health-oriented system has at least been initiated.

Nursing helps to serve society's interests in the area of health. The nursing profession has made and continues to make a substantial contribution towards evolution of a health oriented system of care, partly because of its focus on individuals as persons and on the family as the necessary unit of service. In nursing so practised, the current health (HFA) was foreshadowed.

Clinical Competencies

The conceptual competencies i.e. the ability to reason nursing performance may range from recognizing cues in the clinical event, appraising and assessing cues, making inferences, to evaluating and developing new action plans. Clinical competency, as I see it, has three dimensions: i) ranges of function ii) depth of understanding and iii) breadth of services.

The concept of nursing clinician or a clinical nurse specialist has been adopted by a number of institutions in India. There has been success and failure in the experiments. Success depends on adequate preparation and appropriate utilization where as failure has been mainly due to inadequate planning in utilization.

It is possible that if we do not change, if we choose to maintain the status quo, then we are in danger of committing professional suicide.

The Changing Pattern in Nursing Education

Nursing education in India has increasingly received national attention and importance since independence. There were only 175 hospital-based schools of nursing, two B.Sc. Nursing programmes and 3 health schools in 1949. In 1971, there were 255 hospital-based schools, 16 programmes in B.Sc. Nursing and two for M.Sc. Nursing. By 1991 these programmes have increased to 460 general nursing and midwifery programmes, about 44 B.Sc. Nursing and 8 M.Sc. Nursing programmes. Clinical specialization courses are now available for various speciality areas, e.g. cardiothoracic, burns, neurological, paediatric, orthopaedic, ophthalmic and psychiatric nursing. With the starting of distance education programme this year (1994) it seems that more and more graduates from hospital based schools

would like to seek university degree in nursing. There is a great increase in the numbers of young people going to nursing schools/colleges. The migration of young nurses to seek employment outside the state and country together with inadequacies of sanctioned post cause perpetual shortage of practising nurses in both hospital and community situations.

The Nursing Education pattern has undergone a number of changes during the last 30 years.

Innovations in Teaching Learning Process

The subject matter. The programme can be clustered into three principal groups: i) Intellectual development ii) personal development and iii) career development. The changes in nursing curriculum in terms of subject matter/content indicate inclusion of liberal education. An attempt has been made to have a student based curriculum in the revised general nursing and midwifery programme. But it has not been successful in all states or schools because the nursing service of the hospitals mainly depends on students service irrespective of whether they have learned or not learned the theoretical base. The teacher education programme in nursing heavily emphasizes structuring, organizing and evaluating the content.

Media Even though one-way media is

used most frequently i.e., lecture and demonstration, a shift has been perceived in the greater use of visual aids and two-way or interactive media, such as discussions, simulation, role plays. However, the great advantage in nursing education is the experiential learning.

The self instructional media which includes programmed instruction, personalized instruction, computer based learning have been increasingly used in both pre-service and in-service education programmes.

Another change is noticed in the direction of learning by developing problem solving skill. The problem based learning through self directed study is the basis for developing clinical reasoning.

Affective objectives Affective education is usually important in professional education as we want to prepare not only competent nurse practitioners but also who are sensitive, insightful and able to work effectively with people.

Learning environment The environment comprises physical, psychological as well as social environment. In the higher education programmes in nursing and in-service education a learning contract which promotes self direction self involvement and self evaluation is introduced.

Peer group learning Participatory learning is more effective and permanent than other methods which involve

the students directly in teaching-learning process.

Challenges for Institutions of Nursing Education and Nursing Practice.

The major challenges for nursing education are:

- i. How can these schools/colleges train nursing personnel who have a holistic approach to health care development?
- ii. How best can the team approach to health care and health development be promoted?
- ii. How best can schools train nursing personnel who are sensitive to the health needs of the people and how can they cooperate, coordinate and collaborate with other sectors meaningfully?

The struggle for the nursing profession in this century has been to reclaim the decision making power to determine its own future. Nursing profession has to pursue a path of professional excellence by improving the standard of care, education and commitment.

I conclude with Ethel Bedford-Fenwick's remarks (modified):

"The old century is dying. Be thankful that in it you awoke to a sense of personal and professional responsibility. The beautiful 21st century is at hand and your work lies before. It is with the glad tomorrow you have to do, and tomorrow is yours".

CALENDER OF EVENTS

International Institute on Ageing (INIA), is conducting short term courses in Social Gerontology, for upper level health professionals in elderly care. Topics are "Income Security for Elderly in Developing Countries" April 4-16, 1994, and "Geriatrics" June 13-25. For details contact: The Director, INIA, 117 st. Paul Street, Valletta VLT 07, Malta.

Twelfth Annual Boston University School of Public Health Summer Certificate Course: "Health Care in Developing Countries", will be held from May 31 to August 26, 1994. This twelve-week course stresses the practical application of principles and techniques essential in the planning and delivery of health-care services in resource-constrained environments. Please send inquiries and applications to: Joseph Anzalone, MPH, Course Manager, Summer Certificate Programme Center for International Health, Boston University School of Public Health, 53 Bay State Road, Boston, MA 00215 USA.

University of Ulster, in commemoration of the tenth Anniversary of the Department of Nursing of this University is to host an International Nursing Conference, entitled "Nursing Today and Tomorrow: Enhancing Knowledge and Skills" from August 29-31, 1994, at University of Ulster, at Coleraine, Northern Ireland. For further information please contact, Liz Millar (secretary) Department of Nursing, University of Ulster, Coleraine, N. Ireland BT52 1SA.

The Royal College of Nursing, UK and The College of Nursing, Michigan State University, USA, are organising a study programme on "Nursing in Great Britain", from July 18 to August 12, 1994 at the Royal College of Nursing. For details contact: Miss U.M. Cowell T.D., 1994 International Summer School, Office of Director of Education, Royal College of Nursing, 20 Cavendish Square, London W1M 0AB