

standards in the attending doctors, nurses and other medical personnel? Why are ethical standards set high? The Public must be educated in the knowledge that all this is to protect the patients.

G. Promotion of Close Co-operation among all hospitals and elimination of spirit of rivalry.

It is a bad look-out for the sick when hospitals depart from ethics and compete for business. Public arguments as to relative merits of hospitals breed dangerous doubts in the minds of the public.

H. Explanation of Value of the Hospital as a Means of Teaching: Doctors, Nurses and other Medical personnel as also few of the public realise that hospitals are great teaching centres. The large teaching hospital plays a big part in the training of doctors. Other hospitals help by training graduates during their residence.

Training of nurses, technicians, dietitians, hospital administration and other personnel is of the utmost value to the community at large—and the public should be educated to this fact. This training inservice is a moral booster.

To what extent is publicity needed of some basic features of the programme? The answer is "To a GREAT EXTENT". But let us qualify this by stating that there are two kinds of publicity—good and bad.

Obviously, we are dealing with good publicity. To me it is a moot point where public relations and publicity begin. They are very closely interwoven in some respects. For example, how are we to develop public understanding and appreciation of the hospital service which we have listed under public relations, unless we use publicity?

These are some basic features of a publicity programme: All possible media should be used: writing, speaking, visual means, exhibition.

This brings up the important matter of relationships with the press.

Irving Scobb once said, "The Press published few items that do not give offence to somebody or fail to please somebody." It has also been said that newspaper can safely criticise nothing except the man-eating shark. Newspaper people generally find hospital people are hard to get on with,

they feel a sense of frustration about hospitals. Editors and reporters have their job to do and they have their duty to the public. Hospitals have their duty to their patients.

Such problems can be solved by a frank and friendly discussion with the Editors of the Press.

(i) A plan can and must be worked out for friendly co-operation.

(ii) Every hospital should have a small brochure prepared setting out interesting facts about the hospital. Essentials are:

(a) Attractive pictures with fitting captions,

(b) Letter press should be limited but well written—pungently and with human interest.

(c) Pictures, blocks, layout and paper should be of high quality—also captions.

On the question of pictures, these rate very highly as a medium of publicity and some experts would prefer one good picture with a telling caption to a column of letter press.

(iii) *The Annual Report:* Provided it has some interesting pictures with telling captions; provided it is well laid out, contains well-written letterpress and not too much of it; provided its statistics are preferably in a pictorial form.

(iv) Use of media of broadcasting, Television: The Speaker must be good—or better to keep him off the air.

(v) Visits of inspection properly arranged and conducted. These can be a powerful media in selling the hospital story.

(vi) Other usual media, such as motion pictures, exhibits, etc.

To put it in a nutshell, the hospital cannot function to its best advantage without a well-planned programme of PUBLIC RELATIONS AND PUBLICITY.

It is an interesting and fascinating subject; it's also a specialised subject.

LEARN ALL YOU CAN ABOUT IT—FOR IT CAN MAKE OR MAR YOU AS AN ADMINISTRATOR.

Staff Nurse and Training Aspects

By Mrs. S. A. SAMUEL

NURSING education has undergone a phenomenal change in the past two decades. From the apprentice oriented training in hospitals it has now grown considerably to occupy a place in the universities. Nursing, being an art as well as a science, commands equal stress both in theory and practice. No amount of teaching can produce a better nurse unless the student gets an opportunity to see good nursing care practised in the actual setting. The largest number of nurses working in the clinical setting are the staff nurses. They assume the responsibility to provide optimum patient care.

Every nurse is a potential teacher. Each one is expected to contribute her mite in promotive, preventive and curative measures. Every member has a responsibility towards the training of personnel. A nurse today is not confined within the four walls of a hospital, but can serve in a variety of settings like community, schools, industry, etc.

Role Model

A staff nurse is a role model for the student nurses. Every action of

hers in caring for a patient is observed by the immature students. They try to copy her in the process of becoming a full-fledged nurse. The proverb, 'Actions speak louder than words' is well known. Demonstrating good quality patient care is the best way to teach patient care. Words do not have the same effect. The effectiveness of demonstration method need not be elaborated in teaching situations. When a student nurse sees a procedure being done by a competent person, she learns to do it and does it with self-confidence.

According to the Indian Nursing Council records, there are over 260 schools of nursing around the country turning out over 5200 trained nurses each year. Who trains them? Who supervises and guides them in the practical fields? A study of the teacher-student ratio of nursing schools will reveal the naked fact that there is an acute shortage of Tutors. There are schools with over 200 students manned by four or five Tutors. How can they supervise all these students in the clinical area where students are posted in

shifts? This clearly shows the responsibility of hospital staff in teaching. A realisation, by all nurses, that teaching is a joint endeavour is a must. It may be formal or informal, planned or incidental, individual or in group for the improvement of nursing education to result in better patient care. Yet, we come across certain problems in this area.

Because of our educational systems, we have come to think of teaching as a formal activity and a heavy responsibility. So people try to evade it by various excuses—like the wards are too busy, there is shortage of staff and so on. Though these are true, a person who is genuinely interested, can find time and use available opportunities in this respect. Every nurse who is capable of taking care of the patient is competent to demonstrate nursing care to the young trainees. Each activity of hers like making a patient comfortable, or feeding a patient shows the student how to care for patients and her calm and confident actions inspire her and help her to grow professionally.

Setting an Attitude

How can a staff nurse help in setting an attitude of learning and nursing? In the ward situation, the student-staff relationship is a significant one. The hospital ward is the clinical laboratory for the student which is not a controlled one. Yet, the student learns by actively participating in providing care. Experienced nurses facilitate their learning. They help the student to correlate theory and practice. For a moment think of a probationer nurse in the ward during her first placement. It is a period of fear, anxiety and excitement in her life. Questions like "will I be able to safely take care of a very sick person", "How successful a nurse will I become?", "Will I be able to administer an injection?", etc., flash through her mind.

Every trained nurse must make a conscious effort to recollect what she has gone through during her first workday in the ward as a probationer. This will help improve her attitude towards new students. To bring the immature student to a confident, capable, willing and practical worker is a challenge to the nurse teachers and trained personnel in the wards. An under-

standing, considerate and efficient person will take the challenge and help them grow professionally. Such a person will not be forgotten by their students. On the contrary, students will try to forget some of the awful happenings in the wards due to unwillingness on the part of some personnel to help them.

Unless a probationer is helped to become a senior student, how can she become a senior student? Each one will have to go through this process. Asking for student status for student nurses is becoming common these days. But that does not mean she will not go to the ward to give patient care. No one can become a nurse without practising nursing, though repeating the same old thing without reasoning doesn't help. The students have to be helped to apply the scientific principles in caring for the patient day by day.

Nursing Service

Though nursing education has advanced considerably, nursing service does not seem to keep pace with it. There is an evergrowing gap between these two due to various reasons. In order to prepare a person to meet the challenges ahead as a professional nurse and to be a competent worker, nursing education and service must go hand in hand. In this age of scientific knowledge explosion, it may not be possible for one to find answers to all the questions asked by the students. Yet, instead of being discouraged or discouraging them, they may be directed how to find the answers. Evading the questions is no solution. Accepting one's ignorance on a particular matter is no discredit provided she makes an effort to find the answer later.

Teaching nursing students and helping them in the clinical area is a joint task. Every nurse is obliged to explain and share the knowledge with her juniors. Learning is not restricted from one category to the other, we all learn from each other day by day. Let each one of us think of a better nursing education for improved nursing care. The future of nursing lies mainly in the hands of nurses. Let us work hard and make it a success. Let us ask ourselves the following questions to see whether we are doing our part:

Key Question

1. Am I considering myself as a role model for students?
2. Am I accepting the students as learners?
3. Am I acting as a facilitator to their learning?
4. Am I providing individual attention to the students in my ward?
5. Am I considering their individual differences?
6. Am I providing a climate for learning?
7. Am I approachable to the students?
8. Am I sensitive to the learning problems of students?
9. Am I helping them to unfold their potentials in finding solutions for the problems in nursing?
10. Am I setting a good example by demonstrating quality patient care?
11. Am I keeping my knowledge upto date by further education and self learning?
12. Am I making use of all available opportunities to help, guide or supervise the students under my care?
13. Am I doing anything which is not in the interest of my profession?
14. Am I doing my part in the interest of my professional association?

If our answers to these are 'yes', we are in the right path. If not, one need to get busy in improving wherever needed. This will assure a better tomorrow for the profession we are in. Let no effort be spared in the pursuit of finding ways and means to improve nursing.

The success of a training programme depends upon the understanding, co-operation, and assistance of all members of the nursing profession. Following a philosophy of being ever willing to answer student's questions to the best of one's knowledge and working 'with' students than 'over' students will benefit all programmes.

References:

1. Ingles, Thelma. 'A concept of nursing practice.' *The Nursing Journal of India*, March 1966. pp. 75-78.
2. Sanford, N. 'Students and Studies.' *American Journal of Nursing*, April 1968. PP. 805-806.